SPT 141
Interpersonal Communication
Concepts & Skills Workbook

Professor: Ilene Benz
Monroe Community College
Visual & Performing Arts Department

Email: ibenz@monroecc.edu
Phone: 292 – 3116
Office: 5-218

Most of this text is available online via my faculty web pages at
www.monroecc.edu/go/benz
Greet & Meet Scavenger Hunt

**Goal:** Meet as many people as you can.

**Task**
1. Walk around the room and meet as many people as you can.
2. Ask each person you meet to answer ONE question from the chart below.
3. For each question, write the answer and name of the person you met.

<table>
<thead>
<tr>
<th>Type and name of pet</th>
<th>What high school did you attend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate’s Name</td>
<td>Classmate’s Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorite movie/TV show</th>
<th>Last vacation place visited. Would you go back?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate’s Name</td>
<td>Classmate’s Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of child/children</th>
<th>Any tattoos/piercings? Describe the tattoo artwork/piercing location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate’s Name</td>
<td>Classmate’s Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make/model of car</th>
<th>Name of favorite/closest family member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate’s Name</td>
<td>Classmate’s Name</td>
</tr>
</tbody>
</table>
Formal Writing Guidelines

This course has been prepared to help you fulfill the Writing Intensive designation for your transcript. While the goal of the course is for you to apply what is learned in the classroom and through the reading of our text to your real-life relationships, one of the ways you will demonstrate your understanding of course ideas is through formally written papers.

Though the particular writing assignment will differ (and be clarified in class), the format for each will remain the same. Be sure to follow these requirements carefully. If the criteria for these formally written papers are not met, your paper may not be accepted.

**FORMAT**

1. All papers must be typed, double-spaced using 12-point type size. Handwritten papers are not acceptable.
2. Use formal writing, paragraph form, grammar, spelling and punctuation (remember to use the spelling/grammar check function on your computer – but don’t rely on its accuracy). Be sure to proofread carefully.
3. Include your name, the date it was written, course and section number (see syllabus) as the heading to the first page. A cover page is not needed.
4. Papers must be edited so as not to exceed three (3) pages in length.
5. Staple pages together. (I do not carry a stapler and papers may not be accepted/will be penalized without a staple.)

**RESEARCH**

When the support of research is required, note that Wikipedia is not a valid source for this course.

**GRADING**

These papers are worth contribution points and/or 10 points as indicated either on your syllabus and/or in class. Grading is based on the quality of entries (accuracy and insight) and format (as described above).

If the above format requirements are not met, your paper may not be accepted and you will earn zero points. Make-ups and late papers are not accepted and will earn zero points. *It’s always useful to contact me when issues arise, though I may not be able to help. (Tip: Complete your work prior to deadlines as computers/printers seem to be unfriendly when you need them most.)*

*The “Rule of 5” applies to formal writing assignments. See syllabus for an explanation of this rule.*
LEARNING OBJECTIVES FOR THIS ASSIGNMENT
1 – Apply the concepts of interpersonal communication to daily life.
2 - Create a journal of related experiences that serve as examples of course concepts.

TASK
1 – Create a journal of examples that illustrate course concepts.
2 – Describe each concept and example clearly and succinctly.
3 – Explain how each example relates to the concept you describe.
4 – Limit one example per course concept.
5 – Bring your journal to class daily to have entries available upon request.

FORMAT
❖ Though this is an informal writing assignment, please help me to read your work by following the rules of writing (grammar, spelling, punctuation).
❖ Be creative and as candid as you wish.
❖ Be sure to explain any situations and ideas so I understand clearly what you are describing.
❖ Time may or may not be allotted in class to revise your journal entry. Always be ready with a submission.
❖ Journal entries should be submitted on notebook paper. Books will not be collected.

Use the following thoughts to help trigger ideas for your journal writing:

Media (comic strip, movie, book, song, etc.): Explain how something in the media reflects what we learn about in class.

Article Review: You may find an article that reflects a topic related to this course. Summarize the article and reflect on it by offering your view. Do you agree? What did you find important? Please document the article you are referencing and staple a copy to your journal.

Life/Relationships (or that of someone close to you): Consider the relationships you have and how course concepts have and could have played a role.

Example:
The Johari Window describes a model of self-disclosure. The hidden aspect of this model illustrates things I know about myself that others do not.

In the early stages of my relationship with my boyfriend, I did not share with him the fact that I had been engaged to someone, but broke it off before the wedding. I didn’t feel comfortable at first sharing this about myself. I didn’t want to get into the whole thing with him either. Therefore, this fact was hidden from him. Later, when I shared this information, it deepened our relationship because he felt that I was being honest by disclosing something about my past.

See syllabus for possible points to be earned. (You must be present or contact me prior to the next class meeting to submit this assignment.)
Application Paper 1

An Invitation to Insight Activity (Based on Adler's Chapter 1 – How Networked Are You?)

**LEARNING OBJECTIVES FOR THIS ASSIGNMENT**

1. Analyze your use of CMC – computer-mediated communication – as it affects your relationships.
2. Compare the breadth and depth of your relationships with and without access to CMC.
3. Identify appropriate and inappropriate situations of CMC use as it relates to interpersonal communication.
4. Identify and describe changes you could make in the way you communicate with others.

**TASK**

This paper requires that you read and consider the information related to CMC as discussed in Chapter 1 of your Adler text. Also, do some research* to explore more about interpersonal communication and technology. After sincere consideration, respond to each of the following:

1. Explain how you regularly keep in touch with friends and family. Include specific examples.
2. How would relationships be affected if you stopped using technology? What if others stopped using CMC?
3. Describe how using CMC (e-mail, IM, text messaging, blogs, facebook, etc.) can enhance a relationship. Include specific examples from your life experience as well as from the research you explore. (In addition to your formal research, you may include what you learn from those you know who use CMC.)
4. Describe how CMC can have negative impacts on interpersonal communication. Include your experience as well as information from your formal research.
5. What specific changes in the use of CMC could you or others make to improve relationships and reduce the negative impact of using technology to communicate?

**FORMAT DETAILS**

Cite each of the references you used from your formal research in a page of endnotes, not included in the final page count. MLA format is acceptable.

See page 3 for Formal Writing Guidelines.

*Formal research does not include what you learn from friends and relatives. This research refers to an objective, credible source.

See syllabus for due date and possible points to be earned. (No late papers.)
Application Paper 2 – Part A

Myers-Briggs Type Essay

LEARNING OBJECTIVES FOR THIS ASSIGNMENT

1 – Analyze your behavior as it applies to Myers-Briggs Type concepts.
2 – Explain how your Type supports positive relationships and challenges to your relationships.
3 – Identify and describe changes you could make in the way you communicate with others to strengthen relationships.

TASK

Fully answer each of the following questions.

1 – Identify your Type.

2* - From your Type, choose two (2) preferences as the focus of this essay. Explain each preference and apply a specific example of the behaviors you use that demonstrate each. Do not repeat the same examples we use in class.

3 - Describe how the behaviors used in question 2* could contribute to effective communication and strengthen your relationships. Be specific.

4 - Describe how the behaviors used in question 2* for each preference, could be barriers to effective communication and may, therefore, negatively affect your relationships. Be specific.

5 - Based on your response to question 4, what could you do to improve your communication and build relationships with others? Be specific by using examples.

6 - Explain how learning about Myers-Briggs Type helped you discover something new about how you communicate with/behave toward others.

FORMAT DETAILS

If you use material from the Myers-Briggs texts, be sure to cite each of the reference using endnotes and MLA format.

See page 3 for Formal Writing Guidelines.

See syllabus for due date and possible points to be earned. (No late papers.)
Application Paper 2 – Part B

Myers-Briggs Type Representation

LEARNING OBJECTIVES FOR THIS ASSIGNMENT

1 - Apply the concepts of Myers-Briggs Type to your life.
2 – To demonstrate your knowledge and communication of these preferences in your relationships.
3 - To further your awareness about how you communicate with others.

TASK

1 - Create something that represents your Myers-Briggs Type.
   
   This could be a collage, drawing, poem – anything! Exercise your creativity!

2 – Be sure I can EASILY carry your work – along with the other projects I will receive.

3 – Be professional, mature and original so that your project is a depiction of you.

4 – Include a reflection of your Type by describing the connection between each preference, its pole and the depiction you choose.

   In other words:
   Be sure you explain how the Myers-Briggs preferences are represented in your creative work. (You need to make the connections between your representations and the preferences so I know you fully understand Type.)

   These descriptions may be handwritten on your representation to explain how Type is depicted.

FORMAT DETAILS

1. Include your name, the date it was written, course and section number (see syllabus).

2. Spelling counts. Take pride and care to spell Myers-Briggs terms correctly.

2. Staple pages together. (I do not carry a stapler and papers may not be accepted/will be penalized without a staple.)

GRADING

Grading is based on the quality of entries (accuracy and insight) and format (as described above).

If the above format requirements are not met, your project may not be accepted and you will earn zero points. Make-ups and late papers are not accepted and will earn zero points. *It's always useful to contact me when issues arise, though I may not be able to help. (Tip: Complete your work prior to deadlines as computers/printers seem to be unfriendly when you need them most.)

See syllabus for due date and possible points to be earned. (No late papers.)
Application Paper 3

Text Concepts

Learning Objectives for this Assignment
1 – Identify examples of interpersonal communication that could be improved.
2 – Apply concepts from the Adler text (that are not discussed in class) to these examples so that you may further your personal knowledge of interpersonal communication.
3 – Analyze the specific ways you may change how you behave to improve how you communicate with others.

Task
The Adler text is a toolbox full of ideas and techniques to help improve interpersonal communication. Unfortunately, there is not enough time in our semester to cover every idea from the textbook. This paper requires that you consider the information from the Adler text and apply two ideas to interpersonal communication examples.

Since this assignment intends to extend your knowledge of interpersonal communication beyond what we discuss in class, it is important to review our course agenda (see your syllabus) and workbook to determine whether the concepts you choose will be discussed in class. Be sure to choose concepts that are not on our classroom agenda or included in this course workbook.

When you have chosen your text concepts as described above, respond to each of the following directions.
1 – List each of the two (2) text concepts from different chapters of the Adler text and reference each with the text page number.
2 - Describe each concept you choose in your own words. (Do not plagiarize.)
3 - Identify/apply a practical, specific example for each idea. Your examples can be anything, such as a TV sitcom situation, music lyrics, cartoon, artwork, a news article, your own specific/real-life experience, etc.
   (The sidebar material and artwork that appear throughout the Looking Out/Looking In text offer many examples. Please find your own and do not use what the text already offers.)
   Note: Do not use a hypothetical situation. Be clear and specific.
   If you are able, attach a copy of the example you use. If a copy is not easily available or if using a real-life experience, explain the example clearly.
4 - Explain how each text concept does/could help you improve interpersonal communication in your life.

Format Details
Remember to include text page numbers as a reference for each concept.

See page 3 for Formal Writing Guidelines.

See syllabus for due date and points to be earned. (No late papers.)
Application Paper 4

One Problem/3 Approaches

LEARNING OBJECTIVES FOR THIS ASSIGNMENT
1 – Identify one significant interpersonal experience from your life that could have been dealt with better so as to improve the relationship.
2 – Apply three (3) concepts from our course, using the Adler text and/or our classroom discussions, to this example to demonstrate your course knowledge and skills.
3 – Explain how these ideas may improve your communication with others in the future.

TASK
To summarize what you might take away from this course, choose one significant life experience you have had and identify three concepts from SPT 141 that were/could have been applied to this example in an attempt to improve the relationship and solve the problem.

1 – Identify one specific interpersonal situation that you have been involved with and explain it as clearly as you can so that I understand what happened as well as any background information that might be important. You may use names, but leave out last names for anonymity.
2 - Choose three (3) concepts* from class and/or the text and clearly apply each to your situation. Be sure to apply how you/the other person would have used each concept as well as explain how the problem could have been dealt with differently in a way to maintain/strengthen the relationship using each concept.
3 - Describe what you have learned about interpersonal communication as a result of this situation and what you would change to discourage the same situation from occurring again.

FORMAT DETAILS
*Note: Only one of the following is appropriate: perception checking or I language or Assertiveness. Do not use all three as your three concepts.

See page 3 for Formal Writing Guidelines.

See syllabus for due date and points to be earned. (No late papers.)
<table>
<thead>
<tr>
<th>Pre-Test</th>
<th>True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When two people communicate, it is known as a sequential 2-way</td>
<td></td>
</tr>
<tr>
<td>exchange of information.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>2. Because of the various techniques of successful communication,</td>
<td></td>
</tr>
<tr>
<td>interpersonal relations is considered a “science.”</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>3. Our perceptions determine whether or not we communicate effectively.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>4. What we see is often more important in communication than what we</td>
<td></td>
</tr>
<tr>
<td>hear.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>5. The communication skill we need most is the one we rarely learn to</td>
<td></td>
</tr>
<tr>
<td>develop.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>6. The earliest form of communication, dyadic communication, is the</td>
<td></td>
</tr>
<tr>
<td>least common.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>7. Just knowing about communication skills makes you a better</td>
<td></td>
</tr>
<tr>
<td>communicator.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>8. More communication is not always better.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>9. Communication is repeatable.</td>
<td></td>
</tr>
<tr>
<td>_______________________________________________________________________</td>
<td>---------------</td>
</tr>
<tr>
<td>10. Understanding someone’s basic needs will not improve the chances</td>
<td></td>
</tr>
<tr>
<td>for effective communication.</td>
<td></td>
</tr>
</tbody>
</table>
Consider Communication

1. What is interpersonal communication?

2. Describe the characteristics of a good (competent) communicator.

3. List the stages of learning to be a competent communicator.

4. The four (4) steps to successful communication include:

5. Why is it useful to study interpersonal communication?
**Who Do You Think You Are?**

*Objective:* Begin to identify your own self concept by responding to each idea/question below.

1 - List 5 single words that describe you.

2 - Describe your physical appearance. *(tall, attractive, overweight...)*

3 - Explain how you interact with others. *(talkative, overbearing, sarcastic...)*

4 - What skills/talents do you possess? What are you good at doing? *(pianist, softball...)*

5 - Describe your intellect/school habits. *(smart, curious, poorly focused...)*

6 - What do you believe in strongly? *(freedom of speech, vegetarian, Judaism...)*

7 - What message do you believe is most true in your life? *(Do unto others, You get what you expect...)*
**What They Would Say**

*Objective:* To consider how others view you.

Directions:
1 - For this exercise, ask someone meaningful in your life to respond to the questions from the *Chapter 1: Skill Builder “Check Your Competence.”* Use the back of page 12 to record your answers.

   *Do not defend yourself or retaliate – instead accept this as a gift of your reflection and give thanks.*

2 – Reflect on what you discussed/learned by answering the following questions.

1 – What did your partner say about your communication style that you agree?

2 – What did you disagree about and why?

3 – What strengths were discussed?

4 – What about your communication style could be changed?
**Developing the Self Concept**

Review the Invitation to Insight “Ego Boosters” and “Ego Busters” from Chapter 2.

As you think about your life experiences and relationships, when did you feel like a champion and when did you feel like a chump?

Consider the specific actions others took that contributed to your sense of importance or lack thereof. List at least three (3) experiences below for each column.

<table>
<thead>
<tr>
<th>Champion</th>
<th>Chump</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>Teacher wrote “clear description” on an essay.</td>
<td>Dad said “What else is new?” when he saw my failing grades.</td>
</tr>
<tr>
<td>Girlfriend said I was <em>hot</em>.</td>
<td>Classmate laughed at a question I asked.</td>
</tr>
</tbody>
</table>

Now consider the things you have said or done that made others feel this way. List at least three (3) experiences below for each column.

<table>
<thead>
<tr>
<th>Champion</th>
<th>Chump</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>I called my Aunt when she had surgery.</td>
<td>I told my brother he was a jerk.</td>
</tr>
<tr>
<td>I gave my friend a ride when his car was in the shop.</td>
<td>I blew my friend off for a movie we planned to see.</td>
</tr>
</tbody>
</table>
Change

“The only person who truly enjoys change is a baby.”

2 Types of Change

1 – Incremental

2 – Fundamental

The Change Process

1 – Contentment

2 – Denial

Why do we resist change?

3 – Experimentation

4 – Integration

(After the new behavior integrates into our routine, we again become content.)

See Chapter 2: Invitation to Insight “Recognizing Your Strengths”
7 Dynamics of Change

1 – People will feel awkward, uncomfortable with change (especially when they don’t understand the reason for the change).

2 – People will first think about what they must give up (based on past experience).

3 – People will feel “alone” in their change – even if others are also changing.

4 – People can only handle so much change at one time.

5 – People are at different levels of change readiness. (drastic --- baby steps)

6 – People will be concerned they won’t have enough resources to change.

7 – If you take the pressure of change off – people will resort back to what is comfortable.

Communication is Key for the 5 Stages of Concern During Change

1 – Get information about the change

2 – Identify personal affect

3 – Learn how to implement the change

4 – Understand the impact/rewards

5 – Work with others – get help

Then, experiment and integrate.

“We may not know exactly what the change will involve, but we know there is more change ahead…”

Ken Blanchard
Myers Briggs Type

Name 1: ____________________________________________________________

Name 2: ____________________________________________________________

Type as a Tool  It’s ALL RIGHT with Type!

1. understand myself and why I behave as I do
2. understand others and why they behave as they do
3. appreciate, develop and use opposite behaviors as needed

Type Poles/Preferences

_________ Energized ____________

_________ Informed ____________

_________ Decide ____________

_________ Lifestyle ____________

Your Type: ______ ______ ______ ______
Myers Briggs Type Challenge

Each Type preference has certain characteristics. Do your best to identify which preference is represented by the short quote or behavioral description below.

1. May be alarmed if someone is unhappy.

2. May make decisions too quickly without taking in enough information.

3. “Man cannot long survive without air, water, and sleep. Next in importance comes food. And close on its heels, solitude.” Thomas Szasz

4. “Genius is one percent inspiration and ninety-nine percent perspiration.” Thomas Edison

5. “I would never read a book if it were possible to talk half an hour with the man who wrote it.” Woodrow Wilson

6. Likes working with their hands.

7. May bottle up emotions.

8. “Nothing is repeated and everything is unparalleled.” Guncourt Brothers

9. “Just the facts, ma’am.” Jack Webb

10. “Don’t talk unless you can improve the silence.” Vermont Proverb

11. Likes to have and do things differently from others.

12. “A fact in itself is nothing. It is valuable only for the idea attached to it.” Claude Bernard

13. Hold firmly to policies and convictions, taking very seriously facts, theories, and the discovery of truth.

14. May neglect and hurt other people’s feelings without knowing it.

15. “The buck stops here!” Harry S. Truman

16. “Resistance to change is like trying to stop the seasons, and just about as unnecessary.” Anonymous

17. “People don’t ask for facts in making up their minds. They would rather have one good soul-satisfying emotion than a dozen facts.” Robert Leavitt

18. Gives more attention to ideas or things than to human relationships.

19. May be uncomfortable with new problems unless there is a standard way to solve them.

20. Spontaneously appreciates.
MBTI Preference Identification

Objective: Identify and explain preferences by analyzing behavior.

Task: Read each situation. Identify which preference (up to two) best represents the behavior(s) of each character. Note: There is not enough information to identify a Type for each character.

-1- Joel enjoys sports, music and hanging out with his friends. His mom has strict rules about how he should behave at home. Joel’s mom is always nagging about how Joel never completes his chores. Joel believes he does what he needs to do when he needs to do them.

   Joel -

   Mom -

-2- Trish and Colleen invite Jackie to dinner and then back to Trish’s place to watch a video. When the three arrive home to Trish’s place, they learn that the VCR doesn’t work. Trish pulls out a deck of cards and Colleen calls the people next door to join them in a game. Upset about the broken VCR, Jackie decides to go home early.

   Trish –

   Colleen –

   Jackie -

-3- Bob comes home early from his date. He barely says hello to his parents on his way to his room. After Bob’s brother barges into his room to hear all about his “hot” date, Bob yells at him for not knocking and kicks him out of the room. When Bob’s mom asks why he was so rude to his brother who was just concerned about the date, Bob simply replies that he must knock before entering.

   Mother -

   Brother –

   Bob –

-4- After a long day at work, Sharon decides to pour a cup of tea and read the paper. The phone rings. Sharon allows the answering machine to pick up the call and she continues reading the paper.

   Sharon -
Brain Teasers - Translate the meaning of each puzzle into a word or common phrase/cliché.

1. MAN
2. STAND
3. WEAR
4. I
5. BOARD
6. LONG

7. R
8. T
9. O
10. W
11. N

12. CYCLE
13. ROAD
14. TRAVELED

15. CYCLE
16. CYCLE
17. CYCLE

18. READING
19. ROAD
20. KWING
6 Men of Indostan
-John G. Saxe
Perceptions

Pillow Method

1 - Objectively describe a time when your perceptions affected your communication and/or experience.

2 - Describe what influenced/caused you to have those perceptions.

3 - Explain your perception of the situation. (How were you right.)

4 - Explain what the other person’s perception may have been. (How they were right.)

_I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant._  Berry & Homer Inc.

Nothing is more frustrating than a breakdown in communication. We don’t feel heard; We know our words aren’t getting through; And we can’t find the right words to express our thoughts and feelings. Our partner says we have been heard, yet the response indicates we were not. Instead of bringing us closer, our words alienate. We hit a brick wall.

To find out what went wrong what can we do?
A woman was waiting at an airport one night,  
With several long hours before her flight  
Hunted for a book in the airport shop,  
Bought a bag of cookies and found a place to drop.

She was engrossed in her book,  
But happened to see  
That the man beside her  
As bold as could be  
Grabbed a cookie or two from the bag between  
Which she tried to ignore to avoid a scene.

She munched cookies and watched the clock  
The gutsy cookie thief diminished her stock.

She was getting more irritated  
As the minutes ticked by  
Thinking if I wasn’t so nice  
I’d blacken his eye.

With each cookie she took, he took one too.  
When only one was left, she wondered what he’d do.

With a smile on his face and a nervous laugh  
He took the last cookie and broke it in half.

He offered her half as he ate the other,  
She snatched it from him  
And thought “Oh brother!”

This guy has some nerve,  
And he’s also rude.

Why he didn’t even show any gratitude.
Perception Checking Model/Technique

Apply the perception checking model (written as if speaking to the person who causes the perception) to open the lines of communication about this situation and reduce a defensive reaction.

1 – Describe the behavior
   • Be nonjudgmental and do not attack (eliminate “you”)
   • Use specific language to describe what the other person said or did
   • State the action that triggered the perception

2 – Offer 2 interpretations of the behavior
   • Write in closed-ended question format
   • Answer why you think the behavior happened using two (2) pillow method steps:
     ➢ I’m right
     ➢ You’re right

3 – Ask for clarification (ask why the behavior happened)
   • Use a general, open-ended question
   • Allow for another reason for the behavior to be discussed

Practice

1 - Behavior:

2 - Interpretation #1:

Interpretation #2:

3 - Clarification:
Perception Checking

Practice your Perception Checking by applying the Perception Checking Model to the situations below.

Perception Checking Model
1 – Describe the behavior (action oriented)
2 – Offer two interpretations for why the behavior may have happened
3 – Request clarification for how to interpret the behavior.

1 – During last week’s exam you heard your phone vibrate and saw your friend texting.

   Behavior:

   Interpretation #1:

   Interpretation #2:

   Clarification:

2 – Yesterday you saw your friend walking on the beach engaged in what looked to you like an intense conversation with your significant other, Chris. This concerned you.

3 – Ever since the school year began, your family members have continuously asked you if you are doing your schoolwork.

4 – When you walk into your apartment, your roommate turns away from you with a sigh.

Perception Checking Technique...continued...
...continued... Perception Checking Technique

5 – Your friend has been dating someone for a few months. When you ask how things are going they say, “Oh, it’s OK I guess.”

6 – Your co-worker, who is the opposite sex, has asked you to go to lunch for the third week in a row. You are wondering why they keep asking you to go out.

7 – You and your neighbor stop and chat at least once a week. You haven’t seen this person in two months, until now. You decide to find out why.

8 – Your coworker said that she would help you with a big project that’s coming up. She hasn’t offered her help yet and the deadline is approaching.

9 – You’ve missed class twice in a row. Your teacher is concerned and asks you about your absences.
Recognizing Perception Checking Elements

For each of the following statements, identify the perception-checking model error(s) then make your correction(s).

   a) The behavior is missing/incomplete/wrong.
   b) There are not two distinctly different interpretations offered.
   c) There is no clarification request.
   d) Nothing is missing. It is correct.

1 – I saw that. It wasn’t funny. Why would you do such a thing?

2 – When I was left alone to watch TV last night I thought you were sick. Are you feeling alright?

3 – You must be either really excited about your grades or really anxious to talk about something. What’s up?

4 – When I was greeted with all smiles, I figured you were ready to go or wanted me to stay.

5 – I thought you were angry with me when I was stood up for our date this afternoon. But then I thought maybe something came up at work. What’s going on?

6 – When I was passed the ball, I thought you wanted me to shoot. Did you?

7 – Why is it that you’re so pleased with yourself? Did you win the lottery or get a better job? What’s going on?

8 - Why did you send me those flowers? Is this a special occasion or what?
## How Do You Feel Today?

**Part I**

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Emotion</th>
<th>Emotion</th>
<th>Emotion</th>
<th>Emotion</th>
<th>Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>Agonized</td>
<td>Anxious</td>
<td>Apologetic</td>
<td>Arrogant</td>
<td>Bashful</td>
</tr>
<tr>
<td>Bones</td>
<td>Caution</td>
<td>Cold</td>
<td>Concentrating</td>
<td>Confident</td>
<td>Curious</td>
</tr>
<tr>
<td>Determined</td>
<td>Disappointed</td>
<td>Disapproving</td>
<td>Disbelieving</td>
<td>Disgusted</td>
<td>Distasteful</td>
</tr>
<tr>
<td>Ecstatic</td>
<td>Enraged</td>
<td>Envious</td>
<td>Exasperated</td>
<td>Exhausted</td>
<td>Frightened</td>
</tr>
<tr>
<td>Grieving</td>
<td>Guilty</td>
<td>Happy</td>
<td>Horrified</td>
<td>Hot</td>
<td>Hungover</td>
</tr>
<tr>
<td>Hysterical</td>
<td>Idiotic</td>
<td>Indifferent</td>
<td>Innocent</td>
<td>Interested</td>
<td>Jealous</td>
</tr>
<tr>
<td>Lonely</td>
<td>Lovestruck</td>
<td>Mediative</td>
<td>Mischievous</td>
<td>Miserable</td>
<td>Negative</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Pained</td>
<td>Paranoid</td>
<td>Perplexed</td>
<td>Prudish</td>
<td>Puzzled</td>
</tr>
<tr>
<td>Relieved</td>
<td>Sad</td>
<td>Satisfied</td>
<td>Sheepish</td>
<td>Shocked</td>
<td>Smug</td>
</tr>
<tr>
<td>Surprised</td>
<td>Suspicious</td>
<td>Sympathetic</td>
<td>Thoughtful</td>
<td>Turned On</td>
<td>Undecided</td>
</tr>
<tr>
<td>Withdrawn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[http://www4.informatik.uni-erlangen.de/~msrex/images/how/feel_small.gif](http://www4.informatik.uni-erlangen.de/~msrex/images/how/feel_small.gif)
**Components of Emotion**

Objective: To identify the chain of reaction emotions take and how they may be initiated.

Task: For each activity, identify the corresponding emotion and components (physiological, nonverbal, cognitive).

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EMOTION</th>
<th>PHYSIOLOGICAL</th>
<th>NONVERBAL</th>
<th>COGNITIVE/Self-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public speaking</td>
<td>nervous</td>
<td>heart pounds</td>
<td>pace back and forth</td>
<td>Oh, I can’t do this.</td>
</tr>
</tbody>
</table>

1 – You’re out with friends and someone asks you to dance.

2 – You’re at a bus stop and a stranger approaches.

3 – You tell a story and your listener yawns.

4 – The phone rings at 2:00 in the morning.

5 – You earn an “A” as your grade in this class.

6 – You see a police car siren start up behind you as you’re driving.
Clear Expression of Emotion

Objective: To identify what type of emotions are being represented by each statement and express them.

Task: For each statement below, an emotion has been left out. Identify the emotion that is being felt by the person saying each statement. Then rewrite the statement to include a clearly expressed statement of emotion.

Example:
How could you do that to me when you know I don’t like it?

Rewrite:
I’m surprised and frustrated you did that since you know I don’t like it.

1 – Why are you yelling at me, I didn’t do that!

2 – I can’t figure out how to approach him.

3 – I feel as if you’re trying to hurt me.

4 – It’s hopeless!

5 – I don’t know how to tell you this, but I’m moving out.

6 – What’s bothering you?

7 – I feel like the rug’s been pulled out from under me.

8 – I feel like I’ve been stabbed in the back.
Debilitative Emotions through Self Talk (Fallacies)

Objectives
1 – To discover self-talk in many common statements.
2 – To identify fallacies in self-talk.
3 – To dispute irrational self-talk.

Directions
1 – Identify the fallacy(ies) in the self-talk statements.
   (Perfection, Approval, Should, Overgeneralization, Causation, Helplessness, Catastrophic Expectations)

2 – Rewrite the statement to create a more positive, realistic thought without fallacies.

<table>
<thead>
<tr>
<th>STATEMENT/THOUGHT</th>
<th>FALLACY</th>
<th>REVISED THOUGHT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td>POSITIVE/REALISTIC</td>
</tr>
<tr>
<td>I’ll never make him happy.</td>
<td>Overgeneralization, Helplessness</td>
<td>I do some kind and helpful things for him.</td>
</tr>
</tbody>
</table>

1 – No one appreciates me around here.

2 – I don’t know why I bother to study for her stupid tests.

3 – This place is miserable with him here.

4 – I can’t do anything right.

5 – This is the best I can do.

6 – I can’t believe you told me to buy this stupid car.

7 – This guy is a total jerk.

8 – She’s just like her mother.

9 – He’s perfect for me!

10 – We’ll never get her to stop talking.
What does this language mean?

Describe how each of the following phrases could be interpreted.

1 – That is hot!

2 – It was a hard test.

3 – I liked what you made for dinner, but I probably wouldn’t make it for myself.

4 – Good job on that project you completed.

5 – You are doing much better.

6 – That’s the only idea you ever have.

7 – You always do that to me.

8 – It can’t be done.

9 – You have a nice car.

10 – It’s warm in here.
Language (Chapter 5)

Language is…..

Language Impacts
1 – Naming & Identity
2 – Affiliation
3 - Power

Semantic Misunderstandings

- Equivocal -
- Relative -
- Static -
- Abstract –
- Irresponsible Language
  “It” – avoiding ownership, attributes responsibility to something else
  “But” – cancels what precedes it
  Questions – hidden meanings/wants/concerns
  “We” – implies shared action/concern
  “You” – casts judgment on the other person, creates defensiveness, blames

“I” Language/Statements

1 – behavioral description: action-oriented and nonjudgmental
2 – interpretation – perception/possible reason why the behavior happened
3 – feeling – the emotion caused by the behavior
4 – consequence – the (past) result of the behavior
Using Clear Behavioral Language

**Objective:** To more clearly use language and practice using behavioral descriptions.

**Task:** In each situation below, change the language used from a judgment/demand statement to an objective description of the behavior.

**TIPS:** Think about what actions would have caused these statements then make up the behavioral description to match the action. Remember, behavioral statements are specific, nonjudgmental action statements. (The first step of the perception checking technique.)

Example: You went above the call of duty. The report wasn’t only typed, but was edited and delivered prior to the due date as well.

1 - Jesse can’t deal with issues.

2 – You can’t rely on Randy.

3 – Get organized.

4 – Clean up after yourself.

5 – That teacher is a slave-driver.

6 – Josh just blows me off when he doesn’t agree with what I have to say.

7 – She is so rude.

8 – You’re too emotional.

9 – Get something good to eat this time.

10 – Listen to me when I’m talking to you.
“I” Language/Statement

This “I” language/statement provides a clear description of a behavior presented directly to the person who demonstrates the behavior. The intent is to discuss the outcome of the behavior while decreasing defensiveness so that a change in behavior may occur.

Objective: To rewrite evaluative/judgmental statements into descriptive, outcome-based statements.

Task: Rewrite the following statements using the 4-step “I” statement.
   1 – behavioral description: action-oriented and nonjudgmental
   2 – interpretation – perception/possible reason why the behavior happened
   3 – feeling – the emotion caused by the behavior
   4 – consequence – the (past) result of the behavior

1 - You never clean up after yourself.

   Behavior:

   Interpretation:

   Feeling:

   Consequence:

2 – Don’t make a mistake when balancing the checkbook again.

3 – That was a ridiculous thing to do.

4 – Because of that right turn you made, we are in a dead end.

continued....
…continued…."I" Language/Statement

5 – That red shirt made the white clothes pink.

6 – You didn’t finish what’s on your plate.

7 – Don’t move my books off this table.

8 – Stop trying to control me.

9 – I’m sick of hearing your stories about what you have done.

10 – You don’t ever trust me.

continued….
…continued…. “I” Language/Statement

11 – You never want to hear my side of the story.

12 – You can’t take a joke!

13 – You have such a bad attitude.

14 – Didn’t you know that lamp would break if you threw that ball this way?

15 – Every time I ask you to do something you always have to work.

16 – That dog is more important than me.
## Nonverbal Behaviors

**Objective:** To describe the nonverbal behaviors that indicate various emotional & attitudinal states.

**Task:**
For each situation below, list and describe the types of nonverbal communication that corresponds.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Nonverbal Behaviors</th>
</tr>
</thead>
</table>
| Example:  You’re too eager to please. | **Time:** Completes requests immediately.  
**Posture:** Leans toward the person – a bit too closely.  
**Face/Eyes:** A smile shines during the entire conversation. |

1 - He’s so mean.

2 – My messages are never returned.

3 – He’s not paying attention.

4 – She acts like she’s in charge.

5 – You’re such a flirt.

*Nonverbal Behaviors, continued…*
…continued…Nonverbal Behaviors

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>NONVERBAL BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – You make a big deal out of everything.</td>
<td></td>
</tr>
<tr>
<td>7 – You don’t seem confident.</td>
<td></td>
</tr>
<tr>
<td>8 – He seems friendly.</td>
<td></td>
</tr>
<tr>
<td>9 – You’re not exactly a “ray of sunshine.”</td>
<td></td>
</tr>
<tr>
<td>10 – I’ve been told I’m too aggressive.</td>
<td></td>
</tr>
</tbody>
</table>
Nonverbal Communication Awareness

Nonverbal communication makes up 55% of the way we receive and send messages. Being able to identify nonverbal cues helps us to gain a more accurate understanding of the actual message being transmitted.

The goal of this assignment is to have you work with a classmate and identify the nonverbal types (see textbook) used by others in conversation.

The outcome or objectives of this assignment will be for you to:
1 - find a place where you can watch people interacting (be discreet about this);
2 - list the nonverbal types you see;
3 – explain the action so I understand what you saw (use clear language);
4 – describe your perception of the meaning behind each nonverbal you saw; and
5 – identify the function of the nonverbal.

Assignment

♦ Work in teams as assigned in class.
♦ Visit a common area of the college where people are having conversations.
♦ Do not be part of the conversation, but observe from afar. There is no need to hear the conversation.
♦ Identify and list the types of nonverbals used in the conversation. Look carefully. Your goal should be to identify a wide variety of types versus the same ones being used repeatedly. (I expect at least 5 different types to be identified.)
♦ Explain what the action of the nonverbal was so I understand – as if I was there watching it with you.
♦ Describe what you think each nonverbal meant or implied from your perspective.
♦ Identify the function of each nonverbal as we did in class. Explain why you chose the function you did.

Submit

For this informal writing assignment, write your findings on a piece of paper using the headings we did in class (activity description; type of nonverbal; message communicated; function). Be sure everyone’s name is on the paper. Submit it to me by dropping it off at my office (5-218) by the end of class today. You should slip your paper under my door if I am not there. I will not accept late papers.
**Listening Self Assessment**

Listening is a skill we use the most, yet develop the least. The value of our relationships often are based on our ability to listen. Consider your listening behaviors and answer the following questions about yourself – honestly. Remember, this is a learning and self-awareness activity.

Using a scale from 1 to 5, rate your own listening skills based on a typical conversation with someone close to you.

1 = never    2 = rarely    3 = sometimes    4 = often    5 = very often

<table>
<thead>
<tr>
<th>Rating</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>I avoid staying on any one subject, changing the topic of conversation often.</td>
</tr>
<tr>
<td>______</td>
<td>I make assumptions about the feelings or thoughts of the person with whom I am speaking.</td>
</tr>
<tr>
<td>______</td>
<td>I consider what I will say next before the person speaking is finished talking.</td>
</tr>
<tr>
<td>______</td>
<td>I bring up past issues during current disagreements.</td>
</tr>
<tr>
<td>______</td>
<td>I interrupt this person’s conversation.</td>
</tr>
<tr>
<td>______</td>
<td>I use sarcasm and/or jokes to respond when this person talks.</td>
</tr>
<tr>
<td>______</td>
<td>I respond to a complaint with a complaint.</td>
</tr>
<tr>
<td>______</td>
<td>I often ask this person to repeat what s/he said.</td>
</tr>
<tr>
<td>______</td>
<td>I see only my point of view.</td>
</tr>
<tr>
<td>______</td>
<td>After a dialog, my partner and I are equally satisfied with the discussion.</td>
</tr>
</tbody>
</table>

Add for a Total Score ______


**Listening Feedback**

Select a person with whom you communicate on a regular basis: a friend, husband/wife, teenage child; mother/father; co-worker, etc. Ask them to consider the following questions about YOUR listening behaviors and have them complete the following questions – honestly.

Ask this person to complete the following:

Think of the listening skills of the person who requested your feedback. Consider the following questions and provide your response based on the scale below.

*NOTE: The person requesting this feedback has been instructed to openly accept this feedback without defense as this is intended as a learning and self-awareness activity.*

Using a scale from 1 to 5, rate this person’s listening skills based on a typical conversation with you.

1 = never  
2 = rarely  
3 = sometimes  
4 = often  
5 = very often

---

This person…

...avoids staying on any one subject, changing the topic of conversation often. \[_______\]

...makes assumptions about my feelings or thoughts. \[_______\]

...decides what s/he will say next before I finish talking. \[_______\]

...brings up past issues during current disagreements. \[_______\]

...interrupts my conversation. \[_______\]

...uses sarcasm and/or jokes to respond when I talk. \[_______\]

...responds to my complaints with a complaint. \[_______\]

...often asks me to repeat myself. \[_______\]

...see only their point of view. \[_______\]

After a dialog, my partner and I are equally satisfied with the discussion. \[_______\]

**Add for a Total Score** \[_______\]

Thank you for contributing to this person’s development of interpersonal communication skills.
Something An Ineffective Listener Would Say...

Make a list of the 7 Types of Ineffective Listeners, then match each response statement below with the appropriate Ineffective Listener.

1 – You’re hanging out with some new friends when the pizza delivery arrives. You ask your roommate to cover it this time and he sarcastically says, “Sure Bob, I’ll add this to the money you owe me for the last pizza you ordered.”

2 – After being told by the mechanic that he can’t fix the car because the parts needed have to be ordered, you say in a short tone “So, when will the car be fixed?”

3 – As your brother-in-law is talking about the trip you got him to see a Nascar race, his wife who was walking by jumps in and says, ‘Oh, wasn’t that event you said you’d never go see again?’

4 – You’re watching the end of your favorite show when your roommate asks you to move your car so he can leave. You say, “Yeah, I’ll be right there.”

5 – A friend explains how he picked up a car on E-Bay by flying to and driving it back from North Carolina. Then he rebuilt the classic car from engine to paint, spending countless hours and money. After hearing about the cost and detailing done on it, you say, “I love the beaches in North Carolina.”

6 – A friend is ranting about how she hates it when her phone calls are not returned especially after discussing this problem with you twice already. You reply, “I totally understand how you could feel upset and I promise I will never do that again.”

7 – Your mother asks you to return a video the family borrowed and you say, “I was already planning to drop it off tomorrow.”

8 – Your brother explains that he found his needle nose pliers lying on the cooler in the garage. You ask, “Was it my responsibility to pick up all the tools?”

9 – During a conversation with your neighbor, you asked how her relationship was going. She shares how her new boyfriend wined and dined her on their date last night. You then tell her that you used to date his sister and explain what a terrible match you were.

10 – After explaining to your boss that you were not at work because your child was hospitalized yesterday, your boss simply states, “the report you were working on was due yesterday.”

11 – As the teacher is reviewing the list of material for the next test you blurt out, “So active listening is going to be on the test?”

12 – After your roommate explains the busy day and the traffic that caused her to miss some appointments, you respond by stating that you hate construction season and understand how everything that needed to be done wasn’t. Three days later, you ask why the extra key for the house wasn’t made like you had discussed.
Active Listening Technique (P.O.R.E. Listening)

**Prompting**
*Cues that tell the speaker to continue.*
- Verbal
- Nonverbal
- Silence

**Open Ended Question**
Seek to add clarity and details to what has been already shared.
- What?
- How?
- Why?

**Rephrasing**
*Using your own & the speaker’s words to confirm understanding of content and emotions.*
Include:
1 - Main point of the conversation
2 - Feeling of the speaker (specified or inferred)

**Empathy**
*Use your own specific example of a similar situation where the same emotion was experienced.*
*This demonstrates understanding. Be brief.*
I understand because it reminds me of when…

*Do not judge or offer advice.*
Relational Messages

Objectives
1 – recognize that virtually every message has both a content and relational dimension
2 – practice recognizing the relational dimension of common messages
3 – demonstrate that relational messages often need to be verified to clarify perceptions

Directions
1 – identify the type of relational dimension
2 – describe the relational issue that can be perceived from each message

<table>
<thead>
<tr>
<th>Content</th>
<th>Relational Dimension (affinity, immediacy, respect, control)</th>
<th>Possible Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“What do you think about this?”</td>
<td>Immediacy</td>
<td>interest/wants to know</td>
</tr>
<tr>
<td></td>
<td>Respect</td>
<td>concerned about other’s feelings</td>
</tr>
</tbody>
</table>

1 - Friend asks you over to share a bottle of wine.

2 - Wife complains that husband doesn’t help around the house.

3 – New boss asks how the job is working out and if there’s something he can do to help me.

4 - Couple argues over whose family to visit during the holidays.

5 - Joe teases Jane in a good-natured way about her bad memory.

6 - Your teacher says you need a doctor’s note to verify your illness.

7 - Mom asks where you are going.

8 - Your roommate says, “Fine” in a short tone of voice and walks away.
**Self-Disclosure Levels**

Objectives:
1 – To identify the various levels of self-disclosure.
2 – To apply levels of self-disclosure to your life.

Instructions:
For each topic below, write a statement for each of the four levels of self-disclosure.

**Topic: School**

Examples:
- **Cliché** – *This class is a waste of my time.*
- **Fact** – *I am a psychology major.*
- **Opinion** – *I believe there should be no written exams, only papers.*
- **Feelings** – *I’m confused about the difference between psychology and sociology.*

Cliché –

Fact –

Opinion –

Feelings –

**Topic: Family**

Cliché –

Fact –

Opinion –

Feelings –
...Self Disclosure Levels..continued

**Topic: Work**

Cliché –

Fact –

Opinion –

Feelings –

**Topic: Friends**

Cliché –

Fact –

Opinion –

Feelings –
6 Conflict Behaviors (Personal Conflict Styles)

1 - Avoidance

2 - Accommodation

3 - Defensive
   - Rationalize
   - Counterattack
   - Compensate
   - Regress

4 - Direct Aggression

5 - Passive Aggression

6 - Assertiveness (Clear Message Format)

1. Describe Behavior (action-oriented)
2. Interpret Meaning (perception of why the behavior happened)
3. Share Feeling (emotion caused by the behavior)
4. Describe Consequences (what happened as a result)
5. State Intention (future desired action)
Conflict Behaviors Practice

Identify which *conflict style* is being used for each statement below.

- Avoidance
- Accommodation
- Defensiveness
- Direct aggression
- Passive aggression
- Assertion (the statement reflects one of the 5 steps)

1. Stan keeps joking around to keep us from talking about commitment.
2. I can’t believe you were so stupid to have erased the disk.
3. Even though he wanted to go to the party, Allen stayed home with Sara rather than hear her complain.
4. By mentioning how allergic she was to smoke, Joan hoped that her guest would smoke outside.
5. Smoking in the house makes me sick to my stomach.
6. Rather than tell Nick about his frustration, Howard complained to others about Nick’s unreliable behavior.
7. Carol wouldn’t answer the phone after their disagreement because she knew Nancy would call her back.
8. Faced with his obvious distress, Nikki put her important work aside to listen.
9. That’s a great joke if you’re 8 years old.
10. Sure, I can’t wait to have a long, stuffy dinner with your parents again.
11. The next time you take my car I will have to show you what pain feels like.
12. I didn’t say that you had to show up 20 minutes early to that meeting.

More.... Conflict Behaviors Practice
Identify which element of the **Assertiveness Technique** is being used for each statement below:

- Behavioral description
- Interpretation
- Feeling
- Consequence
- Intention

1. I’m happy you said that.
2. I see that the $20 was never repaid.
3. I haven’t noticed a smile in a while.
4. It seems that you’re not taking this seriously.
5. I’m worried about being here.
6. Ever since then I’ve found myself avoiding you.
7. I’m sorry you didn’t like my work.
8. I want you to know how important this is for me.
9. Did you mean to embarrass me?
10. I see my ring being worn again.
11. From now on, you can count on me.
12. Joe was cursed at and a door was slammed in his face.
13. Since then I’ve been sleeping at my dad’s house.
14. I’ll find another place to live.
15. Now I can’t work overtime.
17. Now I have a cold too.
18. I’ve never heard talk about anyone like that before.
19. You could send me an email next time.
20. These questions were answered correctly. 😊
Conflict Behaviors Practice

Objective: To identify behaviors with which conflicts can be addressed.

Task: For the 4 conflicts below, write a response using each conflict behavior.

Conflict 1

Three weeks ago, your friend borrowed an article of clothing, promising to return it that week. You haven’t seen it since and your friend hasn’t mentioned it at all.

Avoidance

Accommodation

Defensiveness (rationalize)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
Conflict 2

Someone you just met at a party criticizes a mutual friend in a way you think is unfair and inappropriate.

Avoidance

Accommodation

Defensiveness (counterattack)

Direct Aggression

Passive Aggression

Assertiveness  (Clear Message Format)

1 - Describe Behavior  (action-oriented)

2 - Interpret Meaning  (perception of why the behavior happened)

3 - Share Feeling  (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention  (future action)
Conflict 3

You’re at a football game and someone in front of you, rooting for the opposite team, blows a loud air horn and turns to you and says, “how’d ya like that!” every time their team makes progress.

Avoidance

Accommodation

Defensiveness (compensate)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
Conflict 4

Earlier in the day you asked your roommate to stop by the store and pick up snacks for a party you are having this evening. Your roommate arrives home without the food and your guests will arrive any minute.

Avoidance

Accommodation

Defensiveness (regress)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
5 Conflict Management Methods

These management styles are based on two dimensions of behavior:

**Assertiveness** – the degree to which one person satisfies his/her own needs and wants

**Cooperativeness** – the degree to which one person attempts to satisfy another person’s needs and wants
Win-Win Problem Solving (Collaboration) Method

Objective/Task: To apply the win-win (collaborative) problem-solving method to a personal conflict.

Briefly explain the situation:

Step 1: Identifying (acknowledging) the Problem/Need

Step 2: Make a date to talk

Step 3: Describe the problem using the Assertiveness Technique
  - Behavioral description
  - Interpretation
  - Feeling
  - Consequence
  - Intention

Step 4: Consider your partner’s point of view (Active Listening Technique)
  - Prompting
  - Open-ended Questions
  - Rephrasing
  - Empathy

Step 5: Negotiate a solution
  - Brainstorm potential solutions
  - Evaluate potential solutions
  - Choose a solution (everyone can support)

Step 6: Follow through
Reflection/Feedback

Your honest and thoughtful responses to the following questions are most appreciated. More often than not, what you provide here will be incorporated into this class in the future. Thank you, in advance, for your opinions and ideas.

At the beginning of the semester you set goals for yourself describing the interpersonal communication skills you would like to improve. Describe the specific skills you believe you have improved and what contributed to the development of these skills. Please include specific examples.

Describe what you liked about this class and why. Please be as specific as possible (offer examples).

Describe how you think this class should be changed so that it better helps you and others develop interpersonal communication skills. Be as specific as possible (offer examples).

Please offer any additional comments you would like to share.