

COMMUNICATION - IT'S MORE COMPLICATED THAN YOU THINK

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Effective Communication Is Important?

First Thoughts:

"No one would talk much in society if they knew how often they misunderstood others."

- Johann Wolfgang Von Goethe

- Highly Valued Skill
- Ranked #1 ability of importance when hiring and promoting
- Lifeblood of every organization and leader
 - As leaders we require people to do the work
 - Interacting with people requires communication
 - You cannot function as a leader without being a good communicator!
- People are valuable
- Leaders spend 60 – 90 % of their time communicating
- Significant problems can be thwarted or created based on communication
- Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this *power* does not make you a leader...it simply makes you the *boss*. Leadership differs in that it makes the followers *want* to achieve high goals, rather than simply being *bossed around*.

**So what is the difference between just being a boss and being a leader?
How we communicate!**

Effective Communication Definitions:

Effective: - having an intended or expected effect

Communication: - continually connecting with others through the interchange of verbal and non-verbal messages
- the act of transmitting the exchange of thoughts, messages, or information, by speech, signals, writing, or behaviour

Effective communication: - Intended Communication = Actual communication
Often it doesn't!

The Communication process

Speaker/Sender

It's all riding on you
External (showing)
Internal
Perceptions
Translating ability (encoding)

Message

Channel/ Medium

Listener/Decoder

You can help the process
External (showing)
Internal
Perceptions
Understanding ability (decoding)

Feedback

Interference

Situation

Communication Elements

	Writing	Reading	Speaking	Listening
Order of learning	4th	3rd	2nd	1st
% of time used	9%	15%	30%	46%
Teaching time priority	1st	2nd	3rd	4th

Ref: Adler, Mortimer J. How to Speak How to Listen, New York, Macmillan, 1983

Communication Relationship

Pitcher/Catcher Analogy

Communication Tactics

Listening Tactics:

- Active Listening
 - We need to give as much energy to listening as we would to writing and speaking. Active - Engage ears, eyes, mind, body
 - We as the listeners can process thoughts 4 times as fast as speech, we have the advantage.
- 3 Step – Hear, Understand, Judge
- Move it Solution – “move your face when I’m talking to you”.
 - *Move your body* language from that of a deflector to a receiver – our face is the contain most of the receptive equipment in our bodies
 - *Move your eyes* - use other receptors other than your ears – look at the person, pick up non-verbal, a speaker will often work harder when there is a receptive audience
 - *Move your face* - React to the speaker with non-verbal messages – move face to the information using a full range of emotions
 - *Move your mouth* to stop talking and use receptive language instead – “I see”, “un hunh”, “oh really”, words and phrases that follow and encourage your speakers train of thought. We want to react to the ideas rather than the person, move to asking questions. Let the speaker finish before you speak, finish listening before you speak
 - *Move your mind* – concentrate on what is being said with an open mind
 - Ref: adapted from CASAA Student Activity handbook Sourcebook
- Demanding Listening: Having in mind the following questions to be asked about the communication piece and answering them.
 - What is the whole speech about?
 - What are the main or pivotal ideas?
 - Are the speaker conclusions sound or mistaken?

- Note taking: take note of what the speaker is saying,
 - Define speakers FOR
 - What are the main ideas, points, arguments
 - What is the overall purpose
 - Formulate a judgment
 - Formulate questions

Speaking Tactics

- Aristotle's thoughts:
 - Ethos: establishing a speaker's character and competency
 - Credibility: Initial, Derived, Terminal
 - Pathos: arousing the passion of the listener, channeling the emotions of the listener for an intended outcome.
 - Logos: the application of reason

Translating and Understanding Tactics

- Consider FOR (seek to understand)
 - the process of understanding an issue from the perspective of the other person.
- Empathizing:
 - comes from German word – einfuhlung meaning “feeling into”
 - see them the way they see themselves
 - understanding the other persons views and feeling while still maintaining your own perspective
 - empathy is the ability to associate the appropriate root cause with the action
- Sympathy:
 - involves adopting another person's feelings & emotions as your own.
- Emotional Intelligence:
 - Perceiving emotions — the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

- Using emotions — the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
 - Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
 - Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.
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- Believe the best!
 - just because they are not good at communicating doesn't mean they hate you.
 - try to interpret thinking the best of them
 - try to interpret thinking they mean it well
 - don't take things the wrong way

 - Make a Connection:
 - involving yourself in other lives, situations, worlds,
 - "walk a mile in another man's shoes"
 - Basis for commonality

 - Separate Feelings and Content:
 - understanding the difference between the two and deal with them separately

 - Feelings
 - the emotions that were felt before
 - being used to communicate at the time
 - that are yet to come

 - Content
 - the actual issue
 - situation
 - factors
 - details
 - data
 - beliefs
 - what happened

 - Reading Non-Verbal:
 - the process of being able to read the non-verbal signals and compare and contrast them with the verbal.

- Sensing
 - Is there a match?
 - Is there a disconnect, inconsistency?
- Aligning
 - do the work to get congruency
 - don't stop until whole message says same thing
- Feed Back
 - Needs to be:
 - Understandable
 - Acceptable
 - Usable
 - Process
 - Gather – information see and hear what they are doing
 - Think – about the meaning of what you heard and saw
 - Decide – whether to give feedback and what type
 - Descriptive Feedback – objective description followed by assumptions opinions conclusions
 - Evaluative Feedback - contains words that pertain to the value of the person
 - Prescriptive feedback – provides useful advice or guidance – tells person should, could ,ought
 - Give – your feedback gift
 - Evaluate Feedback
 - Was it truly intended to help the recipient?
 - Did I give feedback directly and with real feeling, based on trust?
 - Was there anything I said that might have seemed threatening or judgmental to them as a person?
 - Was the feedback specific rather than general with clear relevant examples?
 - Was it given at a time when the other person was in a condition to receive it?
 - If in a team setting was the feedback checked with others to determine validity?
 - Did it only include those things that the receiver might be able to do something about?
 - Receiving Feedback
 - Resist being defensive and explaining yourself
 - Keep an open mind and reserve judgment of the rightness or wrongness of the feedback
 - Concentrate on the information and suggestions not your emotions
 - Clarify feedback where necessary
 - Ask for alternatives to things that were pointed out as needing improvement

- Thank the person for the feedback

- **Pull strategies**

Pull Conversation Model

6 Sustained Results

- Revenue • Speed
- Quality • Safety
- Loyalty • Retention
- Innovation • Profit

5 High-Performing Behaviors

- Anticipating each other's needs
- Sharing resources & information
- Leveraging each other's efforts
- Collaborating and synergizing
- Covering each other's backs

4 Intelligent Energy

- Focus
- Flow
- Passion
- Purpose
- Drive

3 Pull out the Bigger Reality

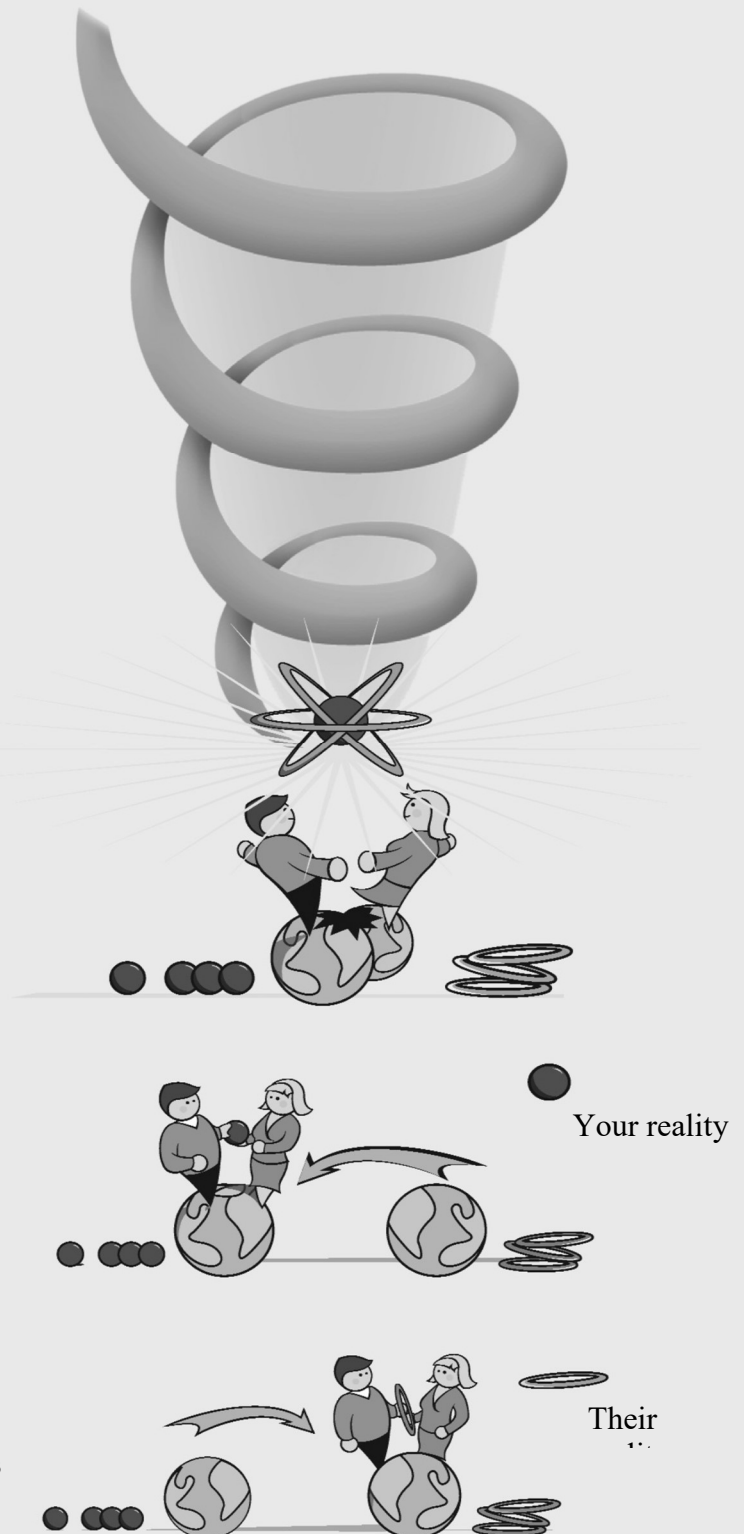
- Bring your two worlds together to find the common ground
- Look for a Bigger Reality to emerge – a solution that works for both of you
- Sum it up in your own words

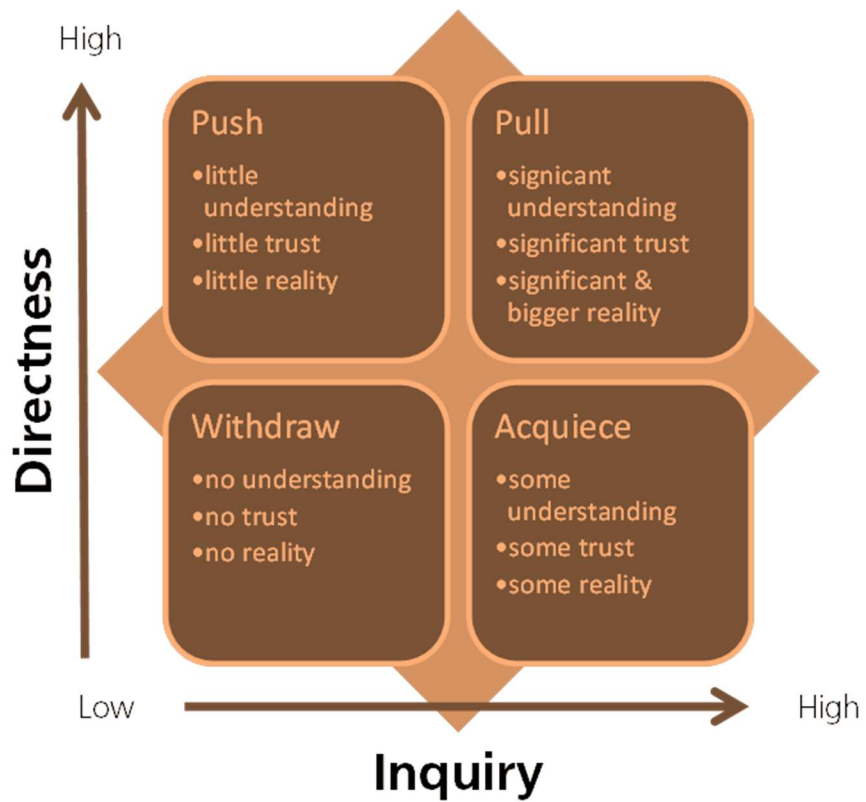
2 Pull them into your reality

- Invite them into your world
- Help them see your reality
- Ask them to reflect back what they've understood

1 Pull out their reality

- Step into their world
- See and feel their reality
- Reflect it back in your own words





- Sticking Point
 - Find it
 - Don't ignore it
- Law of Reciprocity
 - "How" you communicate will be returned
 - You can be "wrong" even when you're "right"