


**Communication - the human
connection - is the key to
personal and career success.**

Paul J. Meyer



E F F E C T I V E C O M M U N I C A T I O N A N D H O W T O B E A S S E R T I V E

Learning Objectives

- Define and understand communication and its processes
 - identify negative communication styles
 - Identify 4 types of communication styles
 - Assess assertive behavior and its role in communication
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WHAT IS COMMUNICATION



Simply put it is transference and understanding of meaning.

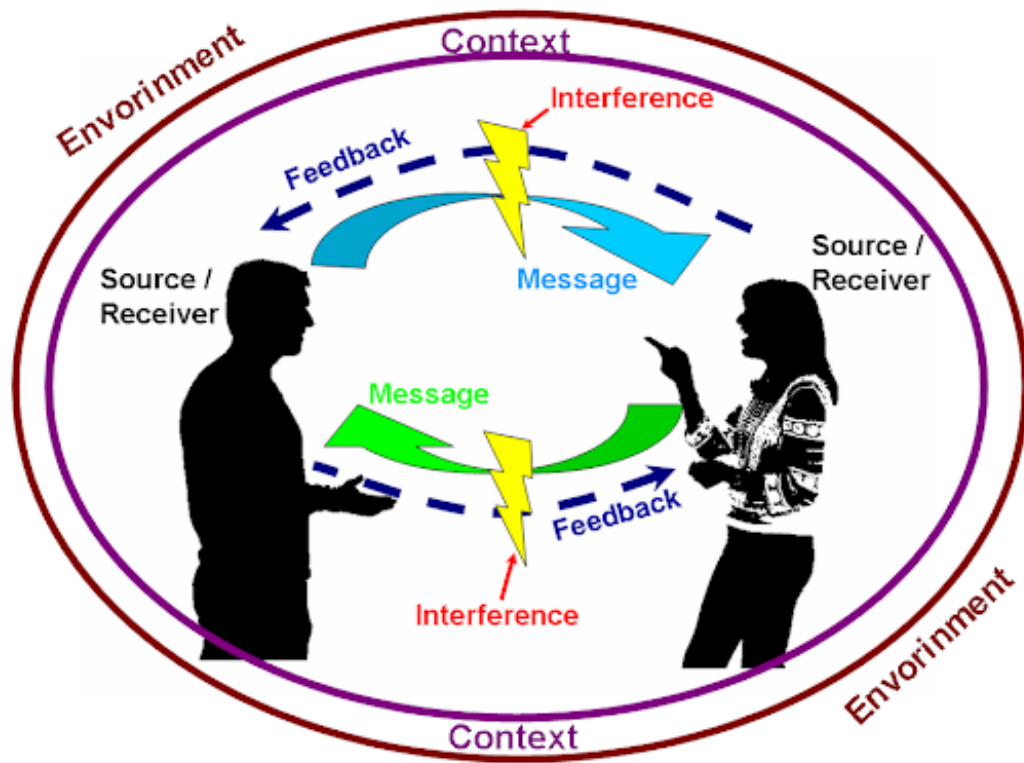
It is the process of sending and receiving messages through verbal and nonverbal means.

Communication is defined as the process of understanding and sharing meaning (Pearson & Nelson, 2000).

A word can be defined as a “unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principle carrier of meaning.” It’s impossible to give an exact number of words available to us because new words and new meanings of words are added all the time.

Take for example, the word “tweet.” Prior to March 2006, the word “tweet” referred to the sound a bird makes but now it refers to a post made on Twitter. Understandably, our messages can be easily misunderstood and interpreted and the same goes for us misunderstanding or misinterpreting others’ messages.

See the Communication Assessment to evaluate your own strengths and limitations.



THERE ARE 8 ESSENTIAL COMPONENTS TO COMMUNICATION

In order to better understand the communication process, we can break it down into a series of eight essential components:

- Source
- Message
- Channel
- Receiver
- Feedback
- Environment
- Context
- Interference

Source

The source imagines, creates, and sends the message. In a public speaking situation, the source is the person giving the speech. He or she conveys the message by sharing new information with the audience. The speaker also conveys a message through his or her tone of voice, body language, and choice of clothing. The speaker begins by first determining the message—what to say and how to say it. The second step involves encoding the message by choosing just the right order or the perfect words to convey the intended meaning. The third step is to present or send the information to the receiver or audience. Finally, by watching for the audience's reaction, the source perceives how well they received the message and responds with clarification or supporting information.

Message

“The message is the stimulus or meaning produced by the source for the receiver or audience.” (McLean, 2005) When you plan to give a speech or write a report, your message may seem to be only the words you choose that will convey your meaning.

But that is just the beginning. The words are brought together with grammar and organization. You may choose to save your most important point for last. The message also consists of the way you say it—in a speech, with your tone of voice, your body language, and your appearance—and in a report, with your writing style, punctuation, and the headings and formatting you choose. In addition, part of the message may be the environment or context you present it in and the noise that might make your message hard to hear or see.

Imagine, for example, that you are addressing a large audience of sales reps and are aware there is a World Series game tonight. Your audience might have a hard time settling down, but you may choose to open with, “I understand there is an important game tonight.” In this way, by expressing verbally something that most people in your audience are aware of and interested in, you might grasp and focus their attention.

Channel

“The channel is the way in which a message or messages travel between source and receiver.” (McLean, 2005) For example, think of your television. How many channels do you have on your television? Each channel takes up some space, even in a digital world, in the cable or in the signal that brings the message of each channel to your home. Television combines an audio signal you hear with a visual signal you see. Together they convey the message to the receiver or audience. Turn off the volume on your television. Can you still understand what is happening? Many times you can, because the body language conveys part of the message of the show. Now turn up the volume but turn around so that you cannot see the television. You can still hear the dialogue and follow the story line.

Similarly, when you speak or write, you are using a channel to convey your message. Spoken channels include face-to-face conversations, speeches, telephone

conversations and voice mail messages, radio, public address systems, and voice over Internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, and so forth.

Receiver

“The receiver receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source.” (McLean, 2005) To better understand this component, think of a receiver on a football team. The quarterback throws the football (message) to a receiver, who must see and interpret where to catch the ball. The quarterback may intend for the receiver to “catch” his message in one way, but the receiver may see things differently and miss the football (the intended meaning) altogether.

As a receiver you listen, see, touch, smell, and/or taste to receive a message. Your audience “sizes you up,” much as you might check them out long before you take the stage or open your mouth. The nonverbal responses of your listeners can serve as clues on how to adjust your opening. By imagining yourself in

their place, you anticipate what you would look for if you were them. Just as a quarterback plans where the receiver will be in order to place the ball correctly, you too can recognize the interaction between source and receiver in a business communication context. All of this happens at the same time, illustrating why and how communication is always changing.

Feedback

When you respond to the source, intentionally or unintentionally, you are giving feedback. Feedback is composed of messages the receiver sends back to the source. Verbal or nonverbal, all these feedback signals allow the source to see how well, how accurately (or how poorly and inaccurately) the message was received. Feedback also provides an opportunity for the receiver or audience to ask for clarification, to agree or disagree, or to indicate that the source could make the message more interesting. As the amount of feedback increases, the accuracy of communication also increases (Leavitt & Mueller, 1951).

For example, suppose you are a sales manager participating in a conference call with four sales reps. As the source, you want to tell the reps to take advantage of the fact that it is World Series season to close sales on baseball-related sports gear. You state your message, but you hear no replies from your listeners. You might assume that this means they understood and agreed with you, but later in the month you might be disappointed to find that very few sales were made. If you followed up your message with a request for feedback ("Does this make sense? Do any of you have any questions?") you might have an opportunity to clarify your message, and to find out whether any of the sales reps believed your suggestion would not work with their customers.

Environment

“The environment is the atmosphere, physical and psychological, where you send and receive messages.” (McLean, 2005) The environment can include the tables, chairs, lighting, and sound equipment that are in the room. The room itself is an example of the environment. The environment can also include factors like formal dress, that may indicate whether a discussion is open and caring or more professional and formal. People may be more likely to have an intimate conversation when they are physically close to each other, and less likely when they can only see each other from across the room. In that case, they may text each other, itself an intimate form of communication. The choice to text is influenced by the environment. As a speaker, your environment will impact and play a role in your speech. It’s always a good idea to go check out where you’ll be speaking before the day of the actual presentation.





Context

“The context of the communication interaction involves the setting, scene, and expectations of the individuals involved.” (McLean, 2005) A professional communication context may involve business suits (environmental cues) that directly or indirectly influence expectations of language and behavior among the participants. A presentation or discussion does not take place as an isolated event. When you came to class, you came from somewhere. So did the person seated next to you, as did the instructor. The degree to which the environment is formal or informal depends on the contextual expectations for communication held by the participants. The person sitting next to you may be used to informal communication with instructors, but this particular instructor may be used to verbal and nonverbal displays of respect in the academic environment.

You may be used to formal interactions with instructors as well, and find your classmate’s question of “Hey Teacher, do we have homework today?” as rude and inconsiderate when they see it as normal. The nonverbal response from the instructor will certainly give you a clue about how they perceive the interaction, both the word choices and how they were said. Context is all about what people expect from each other, and we often create those expectations out of environmental cues. Traditional gatherings like weddings or quinceañeras are often formal events. There is a time for quiet social greetings, a time for silence as the bride walks down the aisle, or the father may have the first dance with his daughter as she is transformed from a girl to womanhood in the eyes of her community. In either celebration there may come a time for rambunctious celebration and dancing. You may be called upon to give a toast, and the wedding or quinceañera context will influence your presentation, timing, and effectiveness.

No relationship or business runs perfectly but “healthy” communication is critical in creating a cripple an organization. It's imperative for growth to learn to detect poor communication habits and replace them with healthy one's.

HERE'S ARE THE TOP FOUR MOST COMMON UNHEALTHY STYLES AT WORK:

1. PASSIVE AGGRESSIVE COMMUNICATION:

Passive-aggressive communication is a poor practice that has a direct negative affect on how people feel about themselves and others. This behavior is difficult because negative things that are said or being done are often subtle and may not be seen as overtly aggressive, confrontational or offensive. It is a deliberate and masked way of expressing anger.



Do you or someone you know procrastinate, stall or shut down any emotionally laden conversations? Do you know a person that is friendly one day then withdrawn or sulky the next? Putting you on an emotional roller coaster? Do you make jokes that are meant to ridicule but follow it up with, I'm just kidding? If you said yes, then you have been a receiver or sender of passive-aggressive behavior.

“I'M NOT MAD”

Rather than being upfront and honest this person will deny feelings of anger while seething on the inside.

“FINE!
WHATEVER!”

Sulking and withdrawing from arguments instead of expressing feelings of anger directly. They believe directly addressing anger will lead to a much worse outcome.

PROCRASTINATION/“I
DIDN'T KNOW YOU MEANT NOW”

They will put off a task to frustrate others or to get out of doing the chore or project.

COMPLIES WITH A TASK BUT DOES SO
INEFFICIENTLY OR SLOPPY

They counter-accuse others for having rigid or
perfectionist standards.

“I WAS ONLY JOKING”

This is sarcasm and jokes meant to make the
receiver feel bad. Often followed up by “Can’t
you take a joke”

“WHY ARE YOU SO UPSET?”

This person takes pleasure in setting others up
to lose their cool and then questioning their
“overreactions.”

“YOU’RE VERY SUCCESSFUL, FOR
SOMEON WITH NO DEGREE”

These are well-disguised insults.

INTIMIDATION IN THE WORKPLACE

This can occur between co-workers or boss to employees. Examples of intimidation include loud speech, physically taking over workspace, or standing in close physical proximity to cause discomfort. It can occur for any number of reasons; jealousy is one primary reason. The goal is to undermine the victim’s reputation and job performance. This leads to a toxic and often fear-filled work environment.

BLAME GAME

This is the failure to own a mistake or accept responsibility for a missed deadline shows a lack of responsibility. The individual will blame others for their shortcomings. This blame game creates an organizational culture that struggles with trust and collaboration. Hiring people who are self-aware and open to evaluating their own performances is a start. Be a blame-savvy boss who is thoughtful and self-critical. By setting the right example, you can instill in them an ethic of mutual support and collaboration.

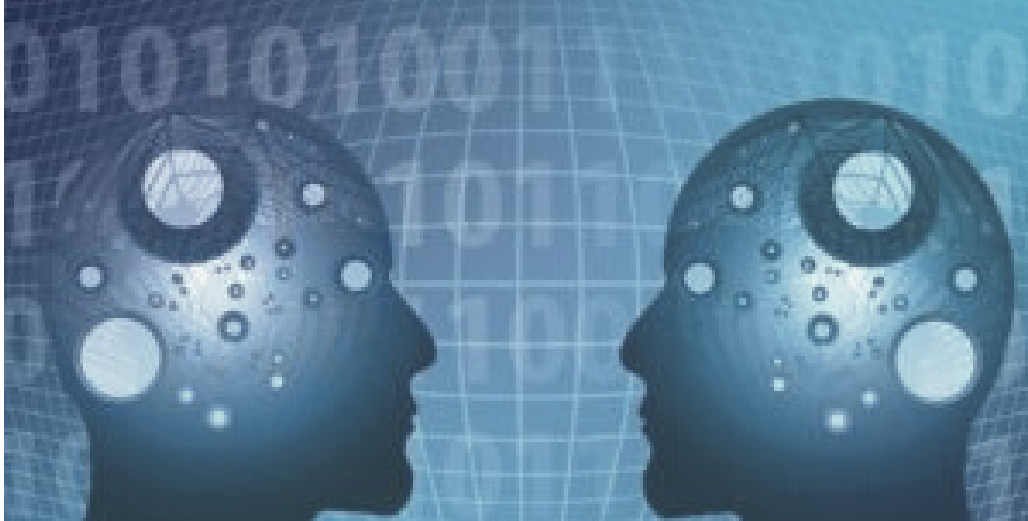
FAILING TO LISTEN

There are numerous examples of “failure to listen.” Failure to listen to your customer base. If you receive negative feedback on a product or service and don’t listen and solve the problem, your customer will quickly become dissatisfied and buy elsewhere. This leaves the competitor wide open to win your customers’ business, especially if they are paying attention. Failing to listen to colleagues can create an environment of disregard for individual feelings, and devalues personal relationships. Workers want to feel that their ideas have value and know that they are recognized as valuable contributors to the mission.



TAKE THE “COMMUNICATION IN VARIOUS SITUATIONS” ASSESSMENT.

THIS HELPS US APPRECIATE THE IMPORTANCE OF STRAIGHTFORWARDNESS IN COMMUNICATION WITHOUT FALLING IN TO THE NEGATIVE COMMUNICATION TRAP



Communication Styles and Connection

- Our communication styles have the power to build meaningful connections, a crucial aspect of success in any area of life. Here are just a few reasons why we need to connect:
- Connection requires conversation, but as I'm sure we've all experienced, breakdowns in communication happen. We say something that suddenly sends people running for the hills, hiding under their beds, or ready to start a fight.
- Meanwhile, other interactions leave us confused and uncertain, like we missed the mark in trying to convey our thoughts and emotions in words.
- Then those magical moments happen when our interactions bring us closer to one another. We feel mutually understood, recognized, and respected.
- Meaningful connection is what life's all about. When we get it right, it's a game-changer.

What we say doesn't always align with what we mean.

- Our communication habits often don't reflect our dynamic thoughts and emotions, giving others the wrong impression of what we want to communicate. These habits affect the way others perceive and respond to us during interactions.
- At the same time, we also judge the habitual behaviors of others and fail to understand what they want to convey. This process leads to gaps in understanding what another person means. And it happens quite often.

MARY ANN RADMACHER

“The key to great communication is being adaptable.”



The 4 Communication Styles

People develop verbal and nonverbal behavioral patterns that, over time, become pretty stable. These habits influence how we communicate.

Although it's possible to learn and practice different patterns, the communication styles that most people habitually use are:

1. Passive
2. Aggressive
3. Passive-aggressive
4. Assertive

Passive Communicators

People who speak in a passive manner have difficulty expressing themselves and tend to give in to others. Failure to express thoughts and emotions often leads to miscommunication and built-up anger or resentment.

You can recognize a passive communicator with the following behaviors:

- Difficulty making eye contact
- Inability to say no
- Go with the flow type attitude
- Poor posture

You may recognize passive communication through phrases like:

- "It doesn't matter that much."
- "I just want everyone to get along."

Aggressive Communicators

Aggressive communication takes things to the other side of the spectrum. People who rely on this communication style in the workplace, at home, or among friends tend to dominate the conversation. They issue commands and ask questions rudely while failing to listen to others.

It's always "me, me, me."

In positions of authority, they may be more of a boss vs a leader.

You can recognize an aggressive communicator with the following behaviors:

- Talks over other people
- Poor listening, interrupts frequently
- Controlling or demanding
- Points fingers
- Stares and glares intensely
- Frowns
- Criticizes, intimidates, or threatens others

You may recognize aggressive communication through phrases like:

- “It’s my way or the highway.”
- “I’m right, and you’re wrong.”
- “Because I said so.”
- “I’m entitled.”

Passive-Aggressive Communicators

Passive-aggressive communication seems passive on the surface but reveals a hidden resentment that comes through in subtle, indirect ways.

You can recognize passive-aggressive communication with the following behaviors:

- Frequent sarcasm
- Words don’t align with actions
- Facial expressions don’t match words
- Difficulty acknowledging emotions

You may recognize passive-aggressive communication through phrases like:

- “Fine, whatever.”
- After saying something rude, sarcastic, or damaging, “I was only joking.”

Assertive Communicators

The assertive style of communication offers an effective and healthy way to express yourself. It encourages open, honest dialogue while still considering the needs of others.

You can recognize assertive communication with the following behaviors:

- The ability to express desires and needs with confidence
- Encourages balanced conversations in which both people have a chance to speak
- The use of “I” statements (ex: I feel frustrated when people show up late.)
- The ability to say no
- Maintains good eye contact

You may recognize assertive communication through phrases like:

- “I am responsible for my own happiness.”
- “I respect the needs and opinions of others.”
- “We all have the right to express ourselves respectfully and honestly.”

Try these conversational techniques to communicate more assertively:

- Express needs and wants with confidence
- Take ownership by using “I” statements (For example, “I feel frustrated when you don’t respond to my questions because it makes me feel unimportant.”)
- Maintain comfortable eye contact
- Listen when the other person is speaking
- Learn how to say “no”

Take the Assessing Assertive Behavior to determine your current pattern of behavior.

THE BENEFITS OF BEING ASSERTIVE

- Gain self-confidence and self-esteem.
- Understand and recognize your feelings.
- Earn respect from others.
- Improve communication.
- Create win-win situations.
- Improve your decision-making skills.
- Create honest relationships.
- Gain more job satisfaction

Rights and Responsibilities

How to Be More Assertive: Which of the following do you and/or your manager have as rights' (Indicate with a tick or cross, or make a note of any qualifying comments)?

RIGHTS	Me	My Boss
To make a mistake		
To say 'no'		
To not give any reasons or excuses for one's behavior		
To say "I don't know"		
To change one's mind		
To express personal opinions		
To say 'I don't care'		
To do the job in one's own way once objectives are agreed		
To be given respect		
To not be talked about behind <u>one's</u> back		
To expect certain standards from the other person		
To give feedback (good and bad)		
To be consulted when decisions might have an impact on me		

Assertiveness can involve defending your rights, whilst respecting others' rights.

Assertiveness can involve carrying out your responsibilities whilst insisting others also adhere to their responsibilities as well.

WORKSHEET 1

COMMUNICATION ASSESSMENT

This is a self-assessment tool which enhances our awareness on various attributes of effective communication and has no right or wrong answers. It can also be used for gathering feedback from others about us as communicators. So we can ask our spouse, a family member, colleague, friend, or someone who knows us to fill out this worksheet for us.

How would we rate ourselves (or the person whom we are assessing) on the following items?

Excellent = 5, Very Good = 4, Satisfactory = 3, Poor = 2, Very Poor = 1:

While communicating...	Rating Scale				
1. I am concise and to the point.	5	4	3	2	1
2. I express myself clearly.	5	4	3	2	1
3. I modulate the tone of my voice to convey precise meaning.	5	4	3	2	1
4. I use appropriate body gestures and facial expression.	5	4	3	2	1
5. I am forceful and definite rather than hesitant and apologetic.	5	4	3	2	1
6. I summarize the key points.	5	4	3	2	1
7. I do not talk in round about ways.	5	4	3	2	1
8. I am specific and give examples to make my point clear.	5	4	3	2	1
9. I let others know in unambiguous terms when I do not follow them.	5	4	3	2	1
10. I often ask others if they have followed me.	5	4	3	2	1
11. I help others participate in the discussion.	5	4	3	2	1
12. I listen actively.	5	4	3	2	1
13. I keep my feelings under check.	5	4	3	2	1
14. I do not react to the feelings of others.	5	4	3	2	1
15. I listen to understand rather than prepare for the next remark.	5	4	3	2	1
16. I avoid using jargon and use simple language.	5	4	3	2	1
17. I give equal respect to others as communicators.	5	4	3	2	1
18. I try to see the other person's point of view.	5	4	3	2	1
19. I do not divert myself while communicating.	5	4	3	2	1
20. I am able to withstand silence.	5	4	3	2	1

WORKSHEET 2 - COMMUNICATION IN VARIOUS SITUATIONS

This worksheet provides us with certain situations. Let us circle the answer that best describes what we would do in each situation.

1. I have an important appointment in the next one-half hour and my best friend arrives. Would I...
 - a. ask my spouse to handle the situation and leave from the back door
 - b. exchange pleasantries and excuse myself politely
 - c. cancel the appointment
 - d. hurriedly leave
2. I need to imagine myself to be working in a middle management position. The head of the organization invites me for lunch. When I return, I sense that my current supervisor is curious. Would I...
 - a. ignore him or her
 - b. give a detailed description
 - c. mention the meeting casually-as though nothing has happened
 - d. fabricate a story
3. My significant other is not able to keep a date with me. Would I...
 - a. act as if nothing has happened
 - b. ask them for a reason
 - c. wait for their explanation
 - d. walk out on them and end the relationship
4. My spouse tells me a juicy story about the neighbor's daughter which he or she has heard from somewhere. Would I say...
 - a. "I don't want to hear any of this."
 - b. "I am not interested."
 - c. "What happened next?"
 - d. "How does it concern us?"
5. I had to stay late at the office completing pending work. I returned home tired. My spouse inquires the reason for coming in late. Do I...
 - a. tell him or her to mind their own business
 - b. explain the reason clearly
 - c. ignore their question
 - d. change the topic of conversation

6. My supervisor, in a staff meeting, makes an inaccurate statement. Would I...
 - a. correct my supervisor on the spot
 - b. correct my supervisor later away from the meeting
 - c. ask a clarifying question at the meeting and discuss the matter later
 - d. tell other staff members how foolish my supervisor is
7. I am at a party, and someone introduces me to a person of different ethnic orientation. After initiating conversation, I am unable to understand the other person. Would I...
 - a. politely excuse myself
 - b. ask the person for repeated clarifications
 - c. nod in agreement
 - d. form an opinion about his/her poor communication skills
8. A friend calls me on the phone and invites me to a sports event. I have made other plans with another person but would very much like to go. Would I...
 - a. call my other friend and cancel the appointment so I can go to the sports event
 - b. ask my friend if the other person can come along to the sports event
 - c. persuade my friend to cancel going to the sports event and join me
 - d. cancel both engagements and stay at home
9. I enter into a meeting and find that all the members have burst into laughter. Would I...
 - a. assume that they are laughing at me and leave the meeting
 - b. assume that they are laughing at me and speak against their inappropriate behavior
 - c. laugh with them and later ask the reason for laughing
 - d. sit quietly and ask nothing
10. I give my teenager a specific time to be home. The teenager openly defies my directive by coming home very late. Would I...
 - a. reprimand them and decide not to talk about it again
 - b. discuss the matter openly the next day
 - c. blame my spouse for spoiling the teenager
 - d. call up the other parents and complain

FEEDBACK ON WORKSHEET 2

Most appropriate responses which would help prevent undue stress from occurring due to improper communication are as follows.

1. b This would prevent any miscommunication and misunderstanding to occur.
2. b Our loyalty lies to our immediate supervisor. If we fabricate, ignore or don't tell enough, it will sow seeds of mistrust and create stress later.
3. b An open discussion would help us understand their problem and avoid undo stress.
4. d We need to avoid gossip to float around unless it concerns us and then try to find the facts. This way communication and associated problems leading to stress can be avoided.
5. b This would prevent any miscommunication and misunderstanding to occur.
6. c Asking a clarification question at the time of the discussion will help the supervisor correct themselves, if they made the statement out of oversight. If not, discussion at a later time will help clarify your point of view without embarrassing your supervisor.
7. b Repeated clarification will help us gain an understanding of what the other person is trying to communicate and reduce the stress for both parties.
8. b Accomplishing our goals without hurting the feelings of others are a part of assertiveness and effectively communicating. Be upfront about your position.
9. c laughing with people, even if we are being laughed at, can reduce undo discomfort. Solicit clarification later to understand the actual reason.
10. b An open discussion about the matter will help both parties to clarify viewpoints and reach mutual understanding.

This worksheet helps create a deeper appreciation and understand the importance of straightforwardness and assertiveness in communication. Will also help avoid passive-aggressive behaviors that increase conflict.

WORKSHEET 3 ASSESSING ASSERTIVE BEHAVIOR

To determine our general pattern of behavior, let us indicate how characteristic or descriptive each of the following statements is of us by using the code that follows

+3 = very characteristic of me, extremely descriptive

+2 = rather characteristic of me, quite descriptive

+1 = somewhat characteristic of me, slightly descriptive

-1 = somewhat uncharacteristic of me, slightly nondescriptive

-2 = rather uncharacteristic of me, quite nondescriptive

-3 = very uncharacteristic of me, extremely nondescriptive

___ 1. Most people seem to be more aggressive and assertive than I am.

___ 2. I have hesitated to make or accept dates because of "shyness."

___ 3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.

___ 4. I am careful to avoid hurting other peoples feelings, even when I feel that I have been injured.

___ 5. If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time in saying no.

___ 6. When I am asked to do something, I insist upon knowing why.

___ 7. There are times when I look for a good, vigorous argument.

___ 8. I strive to get ahead as well as most people in my position.

___ 9. To be honest, people often take advantage of me.

___ 10. I enjoy starting conversations with new acquaintances and strangers.

- ___11. I often don't know what to say to attractive persons of the opposite sex.
- ___12. I will hesitate to make phone calls to business establishments and institutions.
- ___13. I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.
- ___14. I find it embarrassing to return merchandise.
- ___15. If a close and respected relative were annoying me, I would smother my feeling rather than express my annoyance.
- ___16. I have avoided asking questions for fear of sounding stupid.
- ___17. During an argument I am sometimes afraid that I will get so upset that I will shake all over.
- ___18. If a famed and respected lecturer makes a statement that I think is incorrect, I will have the audience hear my point of view.
- ___19. I avoid arguing over prices with clerks and sales people.
- ___20. When I have done something important or worthwhile, I manage to let others know about it.
- ___21. I am open and frank about my feeling.
- ___22. If someone has been spreading false and bad stories about me, I see him or her as soon as possible to "have a talk" about it.
- ___23. I often have a hard time saying no.

___24. I tend to bottle up my emotions rather than make a scene.

___25. I complain about poor service in a restaurant and elsewhere.

___26. When I am given a compliment, I sometimes just don't know what to say.

___27. If a couple near me in a theater or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.

___28. Anyone attempting to push ahead of me in a line is in for a good battle.

___29. I am quick to express an opinion.

___30. There are times when I just can't say anything.

FEEDBACK:

To score this scale, first change (reverse) the signs (+ or -) for scores on items 1, 2, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, and 30. Now total the plus (+) items, total the minus (-) items, and subtract the minus total from the plus total to obtain your score. This score can range from -90 through 0 to +90. The higher the score (closer to 90) the more assertively you behave. The lower the score (closer to -90) the more nonassertive you typically behave. This scale does not measure aggressiveness.



Personal Action Plan

You have almost come to the end of this course.

As a result of doing this online course, these are the things I plan to do differently:

Step 1: Choose someone you would like to be more assertive with

Step 2: Proactively arrange a time and place for a discussion

Step 3: Define the problem

Step 4: Describe your feelings in "I" statements

Step 5: Make your request in a brief sentence, describing the impact of negative behavior

Step 6: Use open body language, direct eye contact, clarity of speech, arms uncrossed

Step 7: Pause for feedback

KEEP PRACTICING

Remember you are taking a step to improve the relationship.