

STML 554: Interpersonal Communication Skills

School of Theology and Ministry
Seattle University
Winter Quarter 2012

Faculty

Rev. Catherine Fransson

Office: Seattle First Baptist Church

1111 Harvard Avenue

Seattle 98122

Phone: 206.325.6051 x 107

Website: www.SeattleFirstBaptist.org

Email: cfransson@sprynet.com

Gretchen Gundrum, PhD

Office:

2401.5 Tenth Avenue East

Seattle 98102

206.322.1366

gretchen.gundrum.googlepages.com

ggundrum@comcast.net

Office hours by appointment

Course Description and Goals

This course considers both the personal qualities and the interpersonal skills that help foster effective communication. It includes personal reflection and experience. We will address the following topics:

- Growth in self-awareness
- Practice in the learned art/skill of interpersonal communication

Goal 1: *To provide opportunities to learn the principles of effective communication that can be applied in communal, collaborative and global contexts.*

Goal 2: *To foster "as-if" situations in groups of threes (triads) where communication skills can be practiced, observed, and evaluated.*

The competencies acquired and deepened in this course address the following STM Learning Outcome:

To demonstrate a reflective capacity for engaging others in the discussion of the meaning structures of their lives and the organizations and culture(s) in which they live, particularly using the concepts and language of multiple intelligences, social and emotional learning and leadership theory which can serve as a surrogate for traditional theological themes and issues.

Required Texts

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. NY: Simon & Schuster, 1979.

Chittister, Joan. *Scarred by Struggle, Transformed by Hope*. Ottawa: Erdmans/Novalis, 2005.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When Stakes Are High*. NY: McGraw-Hill: 2002.

Ruiz, Don Miguel. *The Four Agreements*. San Rafael, CA: Amber-Allen Publishing: 1997.

Whitehead, James and Evelyn. *Transforming Our Painful Emotions*. NY: Orbis, 2010.

Recommended Reading

Kottler, Jeffrey. *Beyond Blame*. San Francisco: Jossey Bass, 1996.
Kritek, Phyllis. *Negotiating at an Uneven Table*. San Francisco: Jossey Bass, 2007.
Rosenberg, Marshall B. *Nonviolent Communication: A Language of Life*. Encinitas, CA: Puddle Dancer, 2003.

Course Expectations

Students will be evaluated on their ability to demonstrate basic skills of clear speaking, effective listening, and a toolbox of dialogic skills to handle difficult conversations. These will be observed, reviewed, and assessed by the faculty in both the laboratory and classroom setting. Demonstration of the skills takes precedence over the student's applied energy ("I tried very hard"), demonstration of significant improvement from their baseline position ("I came so far"), and extenuating circumstances which tend to explain away the necessity of learning the skills ("I don't really have to do this in my work"). *The student's self-evaluation will influence but not determine the faculty's assessment of demonstrated mastery of skills.*

Course Structure

Interpersonal Communication Skills uses a lecture/discussion format from 9 to 11:50 a.m. with time for a number of in-class fishbowl experiences. Five or six times during the quarter students will follow structured exercises in a secure laboratory from 10:30 to 11:50. They will be recorded on DVDs working together in groups of three (triads). Both students and faculty will review the DVDs to assess the demonstration of targeted communication skills. *Students must have regular access to a DVD player.* A laptop or home computer is adequate. *To maintain the confidentiality of what is shared, it is essential that students always review their triad work in private and with the use of headphones.*

- **Students need 8 to 10 DVD-Rs, 4.7 (or 4.8) GB, 8-16 speed, 120 minutes, write-once, single-sided** (Not DVD+Rs)
- **Bring a disk to the second class session and each week thereafter**
- **Orientation to the Loyola Counseling Lab** (first floor rear) will be provided by faculty and technical assistants on the second class day. Instructions on the use of the lab are on [p. 21](#) of this syllabus.

Triad Exercises:

Each laboratory segment includes 75 minutes of sharing in triads. Faculty will assign

- The content of the information to be shared;
- Specific listening skills targeted for demonstration during each session.

There will be three listening periods during the lab part of class sessions. Each triad member will rotate in the roles of *speaker*, *listener*, and *observer*. In 75 minutes there is time for three, 15-minute periods for one person to share, another to respond, and a third who observes and times the interaction.

15 (x3) minutes of listening/sharing
+ 5 (x3) minutes of observation and reflection
+ 5 (x3) minutes of transition time
= 75 minutes total

Class ends just before noon.

Roles:

In preparation for each class read the material in the syllabus and reflect on the questions. This personal material is what you share in the lab. It is important that you prepare honestly and then speak naturally without notes. It doesn't matter if you forget some of the questions.

The *listener* will demonstrate attending and listening skills. A complete list appears in the rubric on p. 35. They will be highlighted in the reading and in class.

The *observer* keeps the time, noting audibly a two-minute warning, and again when time is up.

The *observer* begins the feedback by asking the *speaker* how s/he felt while sharing. The *observer* then offers specific, direct feedback to the *listener* of their effectiveness, joined by the listener and speaker. Guidelines for giving and receiving feedback can be found on p. 22.

The Purpose of Triad Exercises

Working in small groups allows us to observe others and listen to their feedback in ways we cannot in the field. Triads are powerful tools which invite students to:

- Isolate and practice communication skills;
- Obtain direct feedback from partners about specific skills.

Note: You will be invited to use your own personal, social and work experiences when you are in the role of the *speaker* for these sessions. Although whatever you share in the session will be confidential, it is not the purpose of the triad exercises to substitute for professional counseling. Please seek support from professional counselors and/or spiritual directors if the need arises. Resources for both are include in your *STM Student Handbook*.

Assessment

This course provides many opportunities to observe and assess your practice and mastery of pastoral care skills. The faculty and your peers will also provide feedback about your progress.

Self-observation:

1. Self-observation reports

On the occasions we are in the lab, review your DVD, turn in a short analysis at the next class detailing how you felt, what seemed to work, and what got in the way. Use the form on p. 34. Your professors will give you feedback as well. Each class begins with questions from the last session. You may also email us between classes.

2. Two short papers reflecting on your learning from role-plays during the "fishbowl" experience will be due after the 6th and 8th class sessions.

3. Final self-evaluation and recommended course grade (see p. 37)

Feedback from peers in the lab:

1. In-person as the disk is being finalized in the lab.
2. At the end of the quarter (written). See [p. 36](#).

Knowing how to give and receive feedback is an essential communication skill. You offer feedback each time your small group meets, and at the end of the quarter via a peer assessment form detailing your view of your peers' acquisition of skills. These peer reviews are a valuable resource as you continue to develop your skills at STM.

Review the Essentials of Feedback Processes on [p. 22](#). Final peer evaluations will be written, oral, and videographed for the faculty. A copy of your written feedback goes to each peer and to each faculty member.

Faculty Observation, Assessment, and Feedback:

1. Weekly
2. Course grade
3. Report for STM file

You will receive a final rubric of the faculty assessment of your proficiency in communication skills with areas suggested for growth. A copy will be placed in your STM file. As you move through the degree curriculum, you will have additional opportunities to practice effective communication skills.

Written Assignments

1. **Reflection Paper due Monday February 6**
Submit a two-page, typed, double-spaced reflection paper (in duplicate) addressing the topic of **your experience of giving and receiving feedback in your triad**. Please discuss the challenges you face in being honest, substantive, and supportive to your peers after they've listened to you. Reflect how the feedback you have received has been helpful, surprising, difficult or easy to integrate. Note how you want to improve or change your experience.
2. **Two Observation Reports from "Fishbowl" Classroom Experiences**
These will also be two-page papers due on February 20 and March 5. Faculty will provide more specifics on content during class. (See **Self-observation** section above.)
3. **Final Integration Paper Due Wednesday March 14**
Submit a 5- to 7-page paper to **both** faculty members integrating your insights and experiences in a coherent reflection of your learning on personal and spiritual levels, including the final peer evaluations. Include insights from classroom lectures and discussions, role-playing, triads, reading, peer and faculty feedback. Organize the paper around a theme. Include required and recommended reading to support points made in your paper. Refer and adhere to the *STM Writing Guidelines* on [pp. 24-25](#) of this syllabus. **Final papers are due in both professors' faculty mailboxes in the STM office by noon.**

Journaling

We recommend that students keep a journal throughout the course. Feelings, surprises, insights, and reflections you have will help you identify issues pertinent to your growth. It is a good place to reflect on the feedback you are receiving from peers and faculty. Journal reflections can also help focus your final paper. This suggestion is optional and the instructors will not review journals. For those who benefit from a daily *Examen*, reflecting on how God's presence was revealed through class interactions, stories, and triad work could prove inspiring and fruitful.

Grading

The nature of this course is attendance-dependent. Your triad partners depend on you to complete the preparation and sharing which are the heart of this course. You cannot demonstrate acquisition of skills if you are not present. Any absence may lower your grade. If you cannot avoid absence, schedule a make-up session in the lab by coordinating with your triad partners and the Loyola Lab assistant at 206.398.4378.

The average grade for the course is a **B**. Students aspiring for a higher grade must exceed expectations in the demonstration of listening skills, reflectiveness, clarity in written assignments, participation in class discussion, and integration of recommended reading.

Components of Course Grade

Reflection paper (2 copies)	5%	Due Monday 2/06/2012
Observation papers (2 copies)	10%	Due Monday 2/20 & 3/5/2012
Demonstration of skills	55%	Weekly practice
Class participation	10%	(Points subtracted for absence)
Peer evaluation (3 copies)	10%	Due Monday 3/12/2012
Integration paper (2 copies)	10%	Due Wednesday 3/14/12 Noon

Course Outline

Session I January 9, 2012

Introduction to the Practice of Effective Communication

Welcome, course expectations, introductions, philosophy of approach, Beta collaboration, and awareness of communication styles under stress

Due Jan. 23:

1. Turn in two (2) copies of the completed **Personal Information Form** (pp. 29-30) at the beginning of class.
2. **Completion of the following reading:**
 - *The Four Agreements*
 - *Crucial Conversations*, ch.1-4
 - *People Skills*, ch. 1-3
3. Prepare Self-Knowledge Inventory, pp. 6-8 (below)
4. Read Essentials of Feedback Processes, p. 22.
5. Take the online Myers-Briggs Typology test at <http://www.humanmetrics.com/cgi-win/JTypes1.htm>
6. Bring disk to lab session

Session II January 23, 2012

Self-Awareness, Diversity Issues, and The Four Agreements

Written assignment for today: Personal Information Form (copy for each professor)

Due Jan. 30: Review today's session and write self-observation report, p. 37.

Preparation for Sharing: Self-Knowledge Inventory

The following questions are designed to help you see yourself as others might. Think through your responses to these questions or write them out freely. Then several days later, review them and highlight what appears to be most significant to you. Discuss these highlights without notes in your triad. Take some risks so that your triad partners can get to know you better. (The Fourth Agreement comes to mind: Always Do Your Best.)

1. Reflect on the content of your inner thoughts. What characterizes your "self-talk?" Is it generally negative or positive? How much do you engage in obsessive thinking? How readily do you share your thoughts with trusted others? Is what you think congruent with what you do? Do you struggle with not using your word against yourself? (Cf. *The First Agreement: Be Impeccable with Your Word.*)
2. How would you characterize your self-presentation? What do people usually experience when they are around you? Are you: *reluctant* or *enthusiastic*? *cool* or *warm*? *silent* or *verbal*? *tired* or *energetic*? *suspicious* or *trusting*? *insecure* or *confident*? *attention-seeking* or *attention-giving*? *dominant* or *collaborative*? *Self-absorbed* or *interested in others*?

3. What is your style of talking? Do you talk too much? Too little? Just right most of the time? How often do you praise or affirm others? Complain or criticize? How often are you silent because you are angry or hurt?
4. What do you honestly think are your greatest limitations and/or weaknesses when you interact with others? Your gifts and strengths? What feedback do you get from others, positive and negative, about your personal style? How do you usually respond to this feedback? (Cf. *The Second Agreement: Don't Take Anything Personally.*)
5. What formal tools have you used to get to know yourself better? (*Myers-Briggs Type Inventory (MBTI), Enneagram, personal therapy, support groups, etc.*)
6. How does your personal understanding of your cultural heritage and ethnicity affect your openness to different people and cultures? (Cf. *The Third Agreement: Don't Make Assumptions.*)
7. In the seven diversity examples listed on p. 8 which population evokes the greatest discomfort or anxiety in you? How do you manifest your uneasiness? With which diverse groups are you most comfortable? How does this show?
8. What personal convictions do you hold regarding persons who are diverse in the areas of race, sexual orientation, physical and mental ability, weight, socio-economic status, education, religious affiliation, gender, etc.?
9. List 10 adjectives that you believe honestly describe your interpersonal style. Ask two others who know you well to also list 10 adjectives that describe you. Compare the three lists. Are there any surprises?

Multiculturalism: Toward a New Paradigm

Introduction

Perhaps the most significant development in contemporary theories of communication is the focus on the multicultural nature of relationships. The following briefly summarizes some of the key ideas found in *Multicultural Counseling Competencies: Individual and Organizational Development* (Thousand Oaks: Sage Publications, 1998).

The Assumptions of the Euro-American Male Worldview

- Health and happiness are synonymous with autonomy and independence.
- People can and should master and control their lives and the universe.
- Self-awareness and personal growth are goals of therapy.

Are these really universal values? What about interdependence and community? Harmony with the universe, rather than control? Group development and growth, rather than the self alone?

Multicultural Interpersonal Competencies

Many cross-cultural researchers now argue that multiculturalism is a new paradigm. What are some of the factors that are important in this emerging perspective?

- Awareness of one's own assumptions, values, biases.
- Understanding the world of the culturally different client.
- Developing appropriate communication strategies and techniques.
- Being able to describe a multiculturally-competent organization.
- Understanding how organizational and institutional forces may either enhance

or negate the development of multicultural competence.

- Being able to define the major characteristics of the culturally competent and inclusive organization.

Becoming More Responsive to Multicultural Realities

- Becoming conversant and familiar with the major models of minority racial/ cultural identity development: Black, Asian American, Latino(a)/Hispanic, others related to gender, sexual orientation, etc.
- Understanding differences in culture—including dress, religion, food preferences, gender expectations, manners, business etiquette, etc.
- Knowing that healthy minority identity development is related to:
 - Overcoming internalized racism.
 - Understanding self as a racial/ cultural being.
 - Being aware of sociopolitical forces of oppression and its effects.
 - Appreciating racial/ cultural diversity.
 - Increasing commitment to social action for justice.

Embracing Diversity and Inclusivity

Context and Background

In today's world linked almost instantaneously through communication, finance, travel, international business, and political alliances, leaders are more and more called upon to be aware of and skilled in multicultural nuances, values, and behavior. This brief backgrounder introduces you to this reality by inviting you to engage in some personal reflection. Listed below are some common examples of diversity. Given your gender, age, education level, socio-economic status, sexual orientation, and personal health, what realities would you want to be especially sensitive to when working or ministering among the diverse populations that are illustrated here? When communicating, leading, or being present in a helping context, what awareness and insight would you want to bring to the use of language, imagery, style of communication, and openness to needs?

Examples:

1. A Muslim woman who wears traditional dress in a workplace full of other women who feel uncomfortable with that, seeing it as a form of oppression.
2. A vet from the Iraq/ Afghanistan conflict suffering from post-traumatic stress and bi-polar disorder, who has never felt appreciated by his fellow citizens, and who now faces becoming jobless and homeless.
3. An African American woman with an 8th grade education trying to navigate the welfare system.
4. A first generation Vietnamese man who uses a wheel chair because his legs were severed below the knees in a car accident.
5. A lesbian attorney and single mother who is outspoken about injustice concerning prohibitions around gay marriage.
6. A Native American man who has recently been ordained to a mainline Protestant denomination and serves with you in prison ministry.
7. A gay professional man who is caring for his partner who is living with AIDS.

TOPIC TO SHARE IN TRIADS

What new insights came as a result of your class preparation?. Who do you say that you are? What do you want your triad mates to know about you? Which of *The Four Agreements* will be helpful to your growth? Share as you wish among these possibilities.

SKILLS: Attending and Following

Listeners will be aware of their bodily comfort. They will attend to the speaker, communicating respect, genuine regard, and encouragement.

Observers will facilitate the debriefing of this session, asking first how the **speaker** felt listened to, and then leading a discussion of how effective the listening was. Discuss how feedback like this can be helpful in your triad.

Session III January 30, 2012

Family of Origin

- Reflect on the Unwritten Rules of Dysfunctional Families and Family of Origin Issues (**below** and **p. 10-11**).
- Read Whiteheads, ch. 1-3; Chittister, ch. 1-8
- Take online *Enneagram* test at one of the websites below. They run about \$10.00. The tests on these particular sites have been statistically validated:

www.EnneagramWorldwide.com	Palmer & Daniels
www.enneagramspectrum.com	Jerome Wagner
www.enneagraminstitute.com	Riso & Hudson

Due February 6

*Review today's session and write self-observation report.
Two-page reflection paper (in duplicate).
Faculty sign-up sheets available for individual appointments.*

Preparation for Triad III: Unwritten Rules for Dysfunctional Families

Note: *You will want to make notes here as appropriate, then distill from them the generalizations desired for the listening session (below).*

- 1. Belief: Everything is fine here. (The great lie)**
 - Problems, tension, stresses must not be named or discussed
 - Keep smiling
 - Maintain a facade of health at all costs
- 2. Belief: Keeping secrets will keep us safe.**
 - It is disloyal to talk about family problems to anyone
 - Everyone has secrets
 - Bad things will happen if secrets leak out
- 3. Belief: People cannot be trusted.**
 - Don't get too close to anyone
 - Avoid self-disclosure
 - People will hurt you if they can

4. Belief: Life is serious.

- The harder you work, the better things will be
- Playing and having fun are unnecessary
- You can always do better if you try harder

5. Belief: Life is dangerous. (The great scare)

- Don't take risks
- Protect yourself at all times (better safe than sorry)
- Don't do anything that is not necessary; you might be killed, maimed, get in an accident, make people angry, etc.

6. Belief: You can't have a second chance.

- You have to get it right the first time
- Don't make decisions until you have to
- Don't make any mistakes (one slip and it's all over)

7. Belief: It is not safe to change.

- Stick to tried and true methods of doing anything
- It's foolish to try a new way when the old way works just fine
- Don't rock the boat or threaten the status quo

8. Belief: Reality exists in polar opposites.

- There are two ways to do things: the right way and the wrong way
- Things are either good or they are bad
- It's okay to judge others against these same standards

Family of Origin Issues

1. Spend some time thinking about the family in which you grew up. Picture the people and the settings.
2. How aware are you of family of origin influences on your life both now and in the past? You should have *good to excellent* awareness of how your family influenced your development. (e.g., have you *read* about it, *talked* to others, consulted professionals, and, if you deem your family to have been less than healthy, have you sought therapy?)
3. Describe your family as you remember it during your childhood and adolescence. What feelings emerge as you do this? Do you notice tendencies to be either overly positive or idealistic? Overly critical or negative? Do you dismiss it as something not worth your investigation?
4. Are any of the dysfunctions in common parlance today present in your family? To what extent?
 - Alcoholism, heavy drinking
 - Verbal abuse, hurtful, demeaning language
 - Odd or excessive medical treatments (frequent enemas....)
 - Humiliations and shaming behavior
 - Sexual abuse
 - Emotional neglect and/or abuse
 - Financial distress
 - Emotional distance or the emotional or physical absence of adults
 - Mental illness or frequent or long hospitalizations
 - Physical illness
 - Divorce or marital discord
 - Parents unmarried
 - Other....

To what extent have you dealt with any of these problems? Can you describe how they affected you? What effects feel healed to you? What effects still linger?

5. What particular gifts and strengths characterized your family?
 - Warmth and caring
 - Consistency and protection
 - Physical needs met adequately
 - Parents and/or caretakers emotionally present
 - Parents etc. understood and accepted you
 - They related well to each other
 - They were pretty good communicators
 - They did the best they could to meet your personal needs
 - They gave encouragement and guidance
 - They did not favor one child over another
 - Their punishment fit the crime and was not abusive
 - Values were taught and modeled
 - A sense of security and self confidence were instilled
 - The family had fun, played together, laughed and prayed together
 - Other....
6. What was your family motto?
7. What was your family sore spot?
8. What was your family glue?
9. What patterns of relating did you learn in your family? Which ones have been helpful? Which ones unhelpful? Which ones, if any, crippling?
10. What memories of your family do you recall with most joy? Which ones with pain? Which ones do you dread to recall and avoid thinking about?
11. What connections do you see between your needs and behaviors in your family of origin and your needs and behaviors now?
12. How have all of the above influenced your current vocational choice?

TOPIC TO SHARE

SKILL: Giving Feedback

Note: Skills are cumulative; try to practice all the skills from week to week adding them as appropriate to what your speaker is sharing.

After considering the topics above, evaluate your feelings with the following questions (p. 12) and then prepare to share some of your answers with your triad.

QUESTIONS TO FOCUS TRIAD SHARING:

1. What aspects of your family of origin history do you feel positive about or proud of? What was most helpful about growing up in your family?
2. What aspects of your family were most difficult? Around what aspects do you feel regret, sadness, shame or lack of resolution? If it feels comfortable, appropriate and safe, you might consider sharing some of this with your triad partners.
3. How have your own family messages, patterns of communication, or other issues and concerns influenced your work or ministry?

Listeners: pay attention to your own feelings and bodily reactions as you listen. Reflect the feelings back to the speaker but in your own words. And note any body language in the speaker.

Observers: pay special attention to body language in both the speaker and the listener.

For this week, finalize your disks AFTER you have given each other feedback so faculty can observe this interaction.

Session IV

February 6

Knowing and Expressing Feelings; Self-care

1. Bolton, ch. 4-7; Whiteheads ch. 7-9; Chittister, ch. 9-14.
2. **Due Feb. 13:** Review today's session and write self-observation report.

Feelings: The Subjective Experience of Emotion

All dimensions of human communication rest on and are influenced by our feelings. Knowing our feelings, then, is central to effective communication.

The Process of Tending to Our Feelings

1. Mindfulness/ attentiveness to your body
 - Autonomic/physiological, e.g. racing heart, sweaty palms, tension in certain areas of the body
 - Body/ face posturing, e.g. clenched fists, folding of arms, positioning of body, facial expression
2. Identify and name the body experience.
3. Use bodily sensations as clues to help you understand what you might be feeling—guesses are okay!
4. Identify and name the feeling(s), again, guesses are okay.
5. Scan for prompting event(s), keep this part as objective as possible.
6. Ask yourself the meaning you may have placed on the event(s), this is your subjective experience of the event.
7. Further clarify your feeling(s).
8. Confirm, affirm, and own the feeling.
9. Respond instead of react – How do you want to respond?

TOPIC TO SHARE

SKILLS: Reflecting Feelings & Meaning/Content
Skills are cumulative

1. Tell a story about a recent situation at home or work that is emotionally significant to you or that you are personally invested in.
2. Analyze your story in light of Patterson et al.'s description of "clever" stories. Does yours fit one of the descriptions?
3. Did you take anything personally or make any assumptions?
4. What are your feelings now about your story?

Session V

February 13

Expressing Anger and Setting Boundaries

1. Whiteheads ch. 4-6; Chittister, ch. 15-20.
2. **Due Feb. 20:** Review today's session and write self-observation report.

Be Angry....

"Therefore, let's have no more lies. Speak truthfully to each other, for we are all members of one body. When you get angry, don't let it become a sin. Don't let the sun set on your anger, or you will give an opening for the Devil." (Eph. 4:25-27 Inclusive version)

The key for all of us is in learning how to use righteous anger.

<i>Righteous</i>	<i>Anger</i>
• "Just"	• <i>Secondary emotion: response to any violation of your personhood</i>
• <i>Within the Christian code of ethics</i>	• <i>Amoral emotional reaction which is the same as any other emotion</i>
• <i>Rightness to the entirety of life—"in right relationship"</i>	• <i>Positive emotion in that it seeks to protect the integrity and dignity of the true self from further injury</i>

Once we are aware of our anger and can affirm it as a healthy reaction, we can choose how we are going to express it.

Passive/Doormat

- "Flight" from the situation
- Nice people don't get angry
- To avoid conflict, gives in to the other and turns anger on self
- Self-deprecating style: "God created junk—me!" "I really don't deserve any better" "It was probably my fault anyway"

Aggressive/Bully

- “Fight” the situation
- “No one ever steps on my toes!”
- Solves violation of the self by violating the other
- Depreciates others: “God created junk—you!”

Assertive Use of Anger

- “Something is wrong; let’s talk.”
- Solves violation of the self in “right relationship” / “win-win” way
- Insures rights and dignity of oneself and others as created in the image of God
- Opens a dialogue so the Spirit of God might work in the hearts of both parties involved
- Creates atmosphere so opinions and ideas can be expressed openly and honestly by both parties without fear of judgment or reprisal

TOPIC TO SHARE TODAY

**SKILL: Summarizing Feelings & Meaning/Content
Cumulative Skill Practice**

1. What do you think you learned about feeling and expressing anger from growing up in your family?
2. Describe a recent situation in which you felt anger (might be anything from mild frustration to wild rage!) What did you say and do with the anger? How was it responded to or what followed? How do you see this now? What do you think you learned?
3. With what did you most resonate in class this morning?

Session VI February 20, 2012

Assertiveness Skills

Fishbowl: In Class Role Plays

1. Bolton, ch. 8-11
2. Classroom role-playing. No lab.
3. Preparation for role-playing: Syllabus pp. 15-16.

How to Become Assertive without Becoming Aggressive

1. Speak in an audible, firm tone of voice. Avoid angry, harsh, whiney, and accusatory statements.
2. Attempt to have others treat you with fairness and justice. With quiet determination, not aggression, point out to them when they don't.
3. When expressing disapproval of someone's actions or stating your desire no to do something, use a decided "No."
4. When refusing to do something, give as prompt and brief a reply as feasible, without using unduly long pauses or interruptions.
5. When someone asks you to do something unreasonable, ask for an explanation and listen to it carefully. After listening, you may decide to suggest an alternative solution that you would prefer. This begins a negotiation.
6. When appropriate—meaning when you do not expect any severe penalty—honestly express your feelings. Do so with friends and relatives more than with bosses or supervisors; and do so without using evasion, attacking others, or trying to defensively justify yourself.
7. When expressing displeasure or annoyance, try to tell others the aspects of their behavior that you don't like. Don't attack them, name-call, or imply that they deserve to be damned for disagreeing with you.
8. Recognize the usefulness of *I-messages* instead of *you-messages*. Thus, instead of saying, "You are wrong about that," you can say, "I disagree with you on this"; "I hold a different point of view," etc. *I-messages* allow you to claim your own territory without blaming others. They thus help reduce defensiveness in your listener.
9. The main thing to keep in mind in all assertion is that you want what you want but those with whom you relate often have quite different desires. They are entitled to their preferences just as you are to yours. Sometimes you will agree to disagree without trying to convince or persuade the other. Other times, you may be able to reach a solution that honors and respects both of your positions.
10. If things become too heated for one or both parties to continue a rational conversation, take a "time out," where you can separate to take care of yourself, gather your thoughts, and collect your emotions. Always commit to continuing the discussion at an agreed upon time so that the issues are not left hanging.

Assertive Speech

Saying "No" to unreasonable requests.

Be brief. You may give one reason for declining, but briefly.

Be repetitious. Do not give more reasons; just repeat the one you gave. People never think they are making an unreasonable request. They will not hear you the first time.

Say the word "**No**." Too often we mean "**No**" but do not say it and cannot understand why others don't hear it. Boycott the words "**I'm sorry**." Very often this is used to soften the "**No**." The effect, however, is to tell the other

person to help you figure out a way to do it. (This is legal only when it's really true.) "I can't" falls under the same heading.

When you deny a request, be careful not to become responsible for the other person's problem. They will give you that territory all too easily.

You do not have to have a "head of steam" to say no. It is your right to say no. While you may feel guilty for saying no, it will lessen as you practice and assert your right to say it and *believe* that it is your right to say it.

Giving Negative Feedback

Always be specific. Give the other person examples of the behavior you object to. Speak to the behavior. Reading or interpreting attitudes is always dangerous and tends to be inaccurate.

Use this formula:

When you (describe the behavior), *I feel* (name specific feelings).

What I need from you is (or what I'd like for you to do is....).

Remember that the other person has the choice of whether to change the behavior or not. All you can do is request the change.

Avoid name-calling or labeling behavior with motives ("inconsiderate," "selfish," etc.)

Give the other person some suggestions regarding your expectations.

Tell the other person your feelings.

FOCUS FOR FISHBOWL OBSERVATION & REFLECTION PAPER:

1. Where do I see myself on the submissive-assertive-aggressive continuum? How does this get played out in my life?
2. What was most helpful to me about the role-play experience? What, if anything surprised me?
3. What might it be easiest for me to be assertive about in our triad, and what might I be more challenged by? (Examples: offering constructive criticism within feedback, expressing a different value or perspective, asking for something I need that seems different from the norm, getting to the heart of my story, etc.)

Session VII February 27, 2012

Managing Conflict Creatively

1. Bolton, ch. 12-14; Whiteheads ch. 10-12
2. **For March 5:** Review today's session and write self-observation report.
3. Besides article below (p. 17), review stress-reduction article on pp. 26-27.

Taking Care of Oneself in the Midst of Conflict

When we are in the middle of a heated situation it can be very difficult to step back and suddenly become calm and objective. The best way to reclaim an atmosphere where a peaceful solution can be found is through the use of a *time out*. A time out has three parts: 1) separation; 2) self-care; and 3) a commitment to return and resolve the conflict.

1) Separation

- At a non-stressful time in the relationship, both parties negotiate how they will separate through a simple word (e.g., “stop” or “time out”) or signal (e.g., making the time out sign with your hands).
- Both parties must agree **fully to respect the time out** and immediately end the discussion.
- Use the time out when you are either feeling a) your emotions rising to the point of being unhelpful; or b) threatened by your partner’s emotions. You can express this simply by saying “I am feeling...out of control (scared/ too angry to talk/ threatened/ confused/ etc.)”
- The time out takes care of one person; a commitment to resolve the conflict in a further conversation (in 30 minutes, 1 day, etc) takes care of the other person.

2) Self-care

- This step requires some practice and experimentation to find out what works best for you. The key is to **get whatever feelings you have inside—outside—in a safe and healthy way**. Safe and healthy means you don’t hurt yourself, you don’t hurt anyone else, and no property is damaged.
- There is a continuum of ways to get it out. (All involve visualizing your emotions going out of your being and into the medium you are using.)

Passive Internal

Meditation

Active imagination

Yoga

Prayer

Journaling

Nasty letters (not to be sent!)

Artwork

Active External

Hitting a punching bag/
bed/ cushion

Screaming into a pillow

Heavy exercise (any big
muscle stuff)

- Practice these whenever you feel the need—not just when you are in a conflict—so they come easier when you really need them. This helps you discover which techniques work best for you. This also helps to unload any backlog of emotion you maybe be carrying before the situation occurs.

3) Resolution

- When you feel your emotions are taken care of in a healthy way you are able to resume the conversation. If you need more time than you originally asked for, negotiate for more.
- Use assertiveness which maintains “right relationship” to negotiate a comfortable settlement for all parties involved

TOPIC TO SHARE

SKILLS: All

1. How have family of origin patterns of anger affected how I currently deal with conflict?
2. How am I dealing with conflicts in my closest relationships today? What would I like to try to do differently in a particular relationship, given some of my new awareness?
3. How are conflicts dealt with or resolved in my place of work or ministry? Can I think of a situation I was involved in that was particularly difficult? If I had this situation to do over, what might I do differently?

Session VIII March 5, 2012

Fishbowl: Crucial Conversations Skills

1. Patterson et al., ch. 5-8; Chittister, ch. 21-24.
2. **For March 12:** Fishbowl Observation Report
Prepare written feedback for triad mates and course faculty, p. 36.
3. **Due today: Self-Observation** Report from 2/27/12

This fishbowl session will focus on creating safety in crucial conversations, exploring others' paths, and will draw from additional strategies noted in today's assigned reading from Patterson et al.

FOCUS FOR FISHBOWL OBSERVATION & REFLECTION PAPER:

1. What skills do I want to sharpen in myself as a result of participating in and observing this set of role plays?
2. What skills or strategies do I still not understand very well?
3. What recommendations do I have for improving this particular fishbowl experience for future students?

Course Wrap-up and Beta Discussion

1. **Due today:**
 - Two copies of each **Peer Evaluation** form for the faculty (after already having given one to each of your peers during the lab portion of class).
 - **Report to the lab at 9:00 AM and finish by 10:00 AM.** Share peer evaluations (45 minutes) on disk. Break. Return to classroom by 10:15.
2. **Due Thursday, March 14: Integration paper and self-evaluation** to each faculty's mailbox by noon.

Resources

Loyola Counseling Lab General Instructions

*For assistance please contact Classroom Support: Ext. 6220. (296-6220)
A binder with all unit manuals is in the NE corner of the room.*

To schedule the lab time outside of our class hours, call 206.398.4375

General disk information:

- Use **DVD-R** (any vendor, but it must be **-R**, not **+R**), 4.7 or 4.8 GB, 8-16x speed, 120 minutes, write-once, single-sided.
- To view disk at another location the disk must be **finalized** so it is protected and can be viewed elsewhere. See below.
- 8-10 DVD-R's are required per quarter.

Steps to View/Record: All students use the lower decks. Professors use the upper decks.

1. Turn TV on—power button on right side of screen (note the lights must be on in individual labs for you to see anything).
2. On white **Control** unit on top of recording decks, set control to **Station #1**.
3. Turn **lower** DVD unit on—power button on left side of unit.
4. Ensure both units read **Channel "L-1"**—to change this, press the channel button until it reads "L-1."
5. Insert DVD-R disk in **bottom** unit. **Wait** for it to *load* and to *read* the DVD; this takes a minute.
6. Press **record button on deck** (button with red dot).
7. To cease recording, **press Stop button**. Sometimes you have to push the play button and then STOP for it to actually stop.

Steps To Finalize:

1. Set **Control** to **Station #3 (for lower decks)**.
2. On remote, press **Set-Up** in bottom right hand corner—aim remote at the DVD deck so it doesn't interfere with the other machines in the room.
3. Scroll to "**DVD set up.**"
4. Scroll down and right to "**utility.**"
5. Scroll down to "**finalize.**" If it won't go there, you may not have stopped your disk. Be sure it's stopped, and try again.
6. Press "**enter.**"
7. Follow prompts to finalize. It will take 4 to 5 minutes, not the 17 min. it suggests.
8. Remove disk when finished (TV monitor will display when it is finished).

Camera Information:

- Adjust position of camera with joystick. Twist joystick to zoom in and out.
- To adjust focus make sure "auto/manual" light on Control Station is not illuminated. Turn focus knob left/right to appropriate adjustment.
- If "auto/manual" light won't turn off, hold the "lock" button down until it is not illuminated, then press the "auto/manual" button again.

Essentials of the Feedback Process

Feedback refers to the process of giving someone accurate information about the impact of his or her behavior on you, other people, and/or the completion of a task. We give feedback all the time, it is the method we use to change behavior, improve performance, deal with stress, and enrich relationships.

To be helpful, feedback intends to (a) motivate the receiver to continue effective behavior; (b) supply information that will help solve a problem; (c) enable the person to become more effective. The feedback process is a mutual exchange in which some level of trust is established, the recipient of the feedback is open to hearing and receiving the input, and the feedback-giver is intending to be helpful.

Good feedback is analogous to holding up a mirror so that individuals can see themselves as others see them. This can help them learn how their actions have been affecting others. The feedback-giver offers perceptions and describes feelings in a nonjudgmental manner, so that recipients can use what they find appropriate for change.

Guidelines for Giving Feedback:

1. *Examine your own motives.* Be sure your intention is to be helpful. "Create in me a clean heart, O God."
2. *Consider the receiver's readiness to hear your feedback.* Feedback is most useful when someone seeks it, rather than when it is volunteered.
3. *Give feedback promptly.* Feedback close to the event has a better chance for being concrete, "in the moment," and accessible.
4. *Be descriptive rather than evaluative.* Use your best *pastoral care skills* to name the reality without blame or judgment. (E.g., "You interrupted me and that frustrates me, because I lose track" is descriptive; "You were rude" is evaluative.)
5. *Deal in specifics, not generalities.* Global statements do not help in identifying the specificity of the behavior. (E.g., "You interrupted me when I was reviewing. . ." rather than "You try to hog all the air time.")
6. *Offer feedback; do not try to impose it.* Feedback is ultimately a gift that a person can choose to explore, change, or ignore. The one giving the feedback must remain unattached to the outcome.
7. *Offer feedback in a spirit of tentativeness.* Feedback is one person's experience, that of the one giving the feedback. It is truth as that one person experiences it. One person's experience is not ultimate truth, so the humility of acknowledging that goes a long way with the one hearing and receiving the feedback.
8. *Be open to receiving feedback yourself.* The process of feedback works best when it is mutual.
9. *Avoid overload.* Discern what is most important, changeable and helpful. Acknowledging your own care for the receiver helps in monitoring overload.

Guidelines for Receiving Feedback:

1. Listen carefully.
2. Try not to become defensive; mentally note questions or areas that need clarification.
3. Paraphrase what you hear.
4. Ask questions for clarification and request examples if the information is unclear or if you disagree. Paraphrase the answers you receive.
5. Carefully evaluate the accuracy of the information and its potential value.
6. Gather additional information from other sources or by observing your behavior and others' reaction to it.

[Adapted by Dr. Sharon Henderson Callahan from materials from the Center for Creative Leadership, 1988 and from Cohen, A.R., Fink, S.L., Gadon, H., and Williams, R.D. (1988). *Effective Behavior in Organizations* (4th ed.). Homewood, IL: Irwin, p. 292.]

*The Johari Window**

	What I know about me.	What I don't know about me.
What you know...	Open	Blind Side
What you don't know...	Hidden Self	Unknown/Unconscious

1. **Open Section:** *Information available to me and others around me.*
 This area needs to expand, and does so through self-exposure (sharing aspects of my hidden or secret self with others), through receiving and integrating feedback from others about my *blind side* and through making the unconscious conscious.

2. **Blind Side:** *The part of me others see easily but I cannot.*
 Sometimes our best traits and obvious virtues exist here (cf. Jung's concept of the **shadow**), as well as aspects of our behavior that can be irritating and cause distance between us and others. We can only learn to see these aspects of self with the help of others and the grace of our willingness.

3. **Hidden Self:** *The part of me I choose to hide from others and perhaps even God.*
 It may be my spirituality, my politics, or feelings of guilt or shame. We keep hidden what we fear judgment or rejection about—aspects of our sexuality, fears, anger. We cannot be known or loved by others until we accept all aspects of ourselves and share them with significant others in our lives. God loves us in our wholeness as we truly are.

4. **Unknown:** *Aspects of my personality that are unavailable to myself and others.*
 These become known to us through the experience of sudden insights (Aha!) and through exploring fantasies, dreams, family and cultural archetypes. To do the work of uncovering the depths of ourselves, it is wise to seek the help of a competent guide—a skilled therapist or spiritual director. The process of individuation described by Jung is the careful and persistent practice of attempting to make the unconscious conscious. Christ is the perfect example of a fully individuated person. The rest of us keep trying and will reach various stages of individuation by the time of our death. The Socratic admonition "Know thyself" is what the wise people among us are always trying to do.

**Created by Joseph Luft and Harry Ingham in 1955.*

Student Writing Expectations

Style Manuals and Writing Assistance

Students at the School of Theology and Ministry generally submit papers with footnote and bibliographical citations in one of two forms. Students in the Pastoral Counseling Degree submit papers with citations in APA (American Psychological Association) format delineated by the *Publication Manual of the American Psychological Association*. Other students submit papers with citations in CMS (Chicago Manual of Style) format delineated by *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*. The basic rules for these style formats may be found at the following websites:

APA

<http://bcs.bedfordstmartins.com/resdoc5e/>

(Diana Hacker website – under social sciences)

CMS

<http://bcs.bedfordstmartins.com/resdoc5e/>

(Diana Hacker website – under history)

or

http://www.chicagomanualofstyle.org/tools_citationguide.html

(CMS website)

At times students need assistance with the writing process itself. In addition to face-to-face assistance offered by Seattle University's Writing Center (McGoldrick Learning Commons 2nd Floor), two websites offer online assistance with writing. These sites assist the writer in conceiving the project, developing a thesis statement, creating an outline, writing a paragraph, employing appropriate grammar and sentence structure, and so forth. They also provide resources for those for whom English is a second language. For online assistance with the writing process, consult:

- **Seattle University Writing Center**
<http://www.seattleu.edu/writingcenter/>
(under Resources)
- **Purdue Writing Center**
<http://owl.english.purdue.edu/owl/>

Types of Writing Used in STM Papers

Reflective

The center of attention in this kind of writing is your own experience. It seeks out significant moments, tries to find the narrative thread that holds such experiences together, looks for personal insights into that experience, and relates your reflection on your experience to the themes of the course for which you are writing the paper.

Research

The center of attention in this type of writing is historical events, biographical narrative, the development and cohesion of lines of thought of significant thinkers. Your reflections on this are not the key. What you want to present is an accurate account of what objectively happened. Your professor may ask for your reflections on the material, but that should come only after you have clearly presented the objective material.

Synthesis

The center of attention in this type of writing is the thought of another person or group of people (a school of thought). Like a research paper the emphasis is on the objective presentation of their thought. But as a writer, you begin to enter the picture by summarizing their thought, pointing out the central ideas, showing the development in their thinking, and offering a critique (positive and negative) of their thought

Constructive

The center of attention in this type of writing is your own developing thought on a topic. Given the nature of STM, the topic would probably be in an area of theology or spirituality. Your thought should be rooted in experience, your own and that of others, so that it might provide insight into that experience. You might use and even quote other significant thinkers, but in this type of paper you dialogue with their thinking in order to develop your own thought on the matter.

Clinical/pastoral

The center of attention in attention in this type of writing is professional skill. It usually calls for a description of a key encounter in a pastoral or clinical setting and then your reflection on how well you used the pastoral and/or clinical skills you are developing in your degree program. You might use and quote the thought of others and reflect theoretically on the situation you relate, but the key to the paper is how you are developing the skills you need to be an effective minister or counselor.

Stress Categories and Specific Reduction Techniques

Adaptation Stress. Change is stressful. Whether positive or negative, whenever old patterns, ways of doing things, or even thinking, change, our bodies and our minds respond with anxiety and set off a “flight or fight” syndrome that is documented in all creatures.

Try: Establishing a routine

- Daily routines at work, school and home
- A regular eating and exercise regimen
- Set sleep habits
- Rest and relaxation times and places

Avoiding some forms of change

Planning for anticipated changes

Accept that change is constant and can be expected

Write an action plan for specific changes

Stress Due to Frustration. We seem naturally to react with anger or aggression when we are blocked from doing what we want—complete with a hormonal response. This is true whether the trigger is interpersonal interaction, discrimination, overcrowding, socio-economic (inflation, unemployment), dealing with bureaucracies.

Try: Expressing your feelings

Cultivating a goal in an alternative model

Examining personal beliefs that quit working

Learning personal and interpersonal behavior skills

Overload Stress. Over-stimulation

Time pressure

Excessive responsibility or accountability

Lack of support

Excessive expectations of oneself, or from others

Try: Expressing your feelings

Negotiating

Practicing time management

Task Reduction

Learning to ask for support

Learning to delegate

Making time for relaxation: hobbies, music, play, exercise, prayer

Examining your expectations over time

Examining how much you expect of others and yourself

Making a list of ten very small things you can do to ease the burden

Deprivation Stress. Effects of boredom and loneliness. Did you know that mortality rates rise significantly among single, widowed, and divorced individuals?

Try: Expressing your feelings

Developing a physical activity plan

Joining a social group

Taking a class

Taking up or recultivate old hobbies

Learning to ask for human contact

Examining beliefs that keep you feeling deprived, or victimized

Bio-ecological Stress. These stressors are basically biological in nature and arise out of relationships with our environments (like noise, smells, nutrition, heat, cold, altitude, biorhythms, etc.)

Try: *Noise reduction*
Noxious smell reduction
Identifying your biorhythm cycle
Attending to travel related stressors (altitude, climate, jet lag)

Self-Concept Stress. This reflects our critical self-perception as well as characteristic beliefs, attitudes, and behaviors that may contribute to stress. Our expectations really do affect outcome.

Try: *Listing personal resources, internal and external*
Enlisting sub-personalities (the "party" you, the caring "you")
Giving yourself compliments: Compile a "what's great about me!" list.
Learning and practicing assertiveness
Getting interpersonal effectiveness training
Changing negative self-talk
Examining beliefs that block a positive self-concept
Cultivating compassion and gentleness toward yourself
Doing what nourishes you, and gives you personal pleasure

Type-A Personality Stress.

Try: *Practicing time management*
Working on anger management
Reducing negative self-talk, being gentler on yourself
Examining ego involvement in your work
Examining beliefs regarding anger, expectations and perfection
Looking at your cynicism

Anxious Reactivity Stress. Instead of experiencing a drop in anxiety when the stressors lessen, a sense of anxiety remains or worsens. "Catastrophizing" is experienced, as well as an automatic response in musculature.

Try: *Practicing negative thought –stopping (thoughts create feeling states)*
Writing a fear history
Taking action
Giving away fear (through imagery or prayer)
Using relaxation techniques, deep breathing, more imagery
Examining beliefs regarding fear

Control-Related Stress Both the most powerful stressor of all and the most powerful stress reducer is the real or imagined loss of control, or sense of loss of control of one's own life. There are multiple levels of control-related stress here, considering a realistic vs. unrealistic need for control and the belief that one can be in control.

Try: *Journaling*
Calming exercises
Doing reality checks
Letting go of judgments
Cognitive restructuring
Examining beliefs about control
Praying with The Serenity Prayer

Sources: *Controlling Stress and Tension: A Holistic Approach*, 4th ed., Daniel A. Girdano, George S. Everly, Jr., and Dorothy E. Dusek; and the Rev. Ron KIRSTEIN, Ph.D.

Forms

INTERPERSONAL COMMUNICATIONS SKILLS

CONFIDENTIAL PERSONAL INFORMATION FORM

Please fill out in duplicate, one for each professor.

Name _____ Age _____

Address _____
_____ Telephone _____

Preferred email address for faculty to use: _____

Religious Affiliation _____ For how long? _____

STM Degree Goal _____ Hoped-for graduation date: _____

Current Occupation or Ministry:

PLEASE CHECK AS MANY CATEGORIES AS ARE APPLICABLE:

- Married Parent Widowed (if so, how long?) _____ Single Engaged
- Separated/Divorced (if so, how long?) _____
- Partnered (living in a committed partnership with same- or opposite-gendered person)
- Ordained Vowed member of a religious community (sister, priest, brother)

Is there anything else you'd like us to know about your life circumstances?

What are your career or ministry goals?

What are one or two specific goals you hope to achieve in this course?

Is there anything else you would like us to be sensitive to or aware of during this class?

Do you have any apprehensions, fears, or uncertainties in relationship to this course?

What past education or expertise do you have in the area of communication training or pastoral care skills?

Which of the following tools do you use to continue to grow in self-awareness?

- Journaling
- Seeing a counselor or therapist
- Seeing a spiritual director
- Going to workshops
- Attending a 12-Step group or other support group
- Reading self-help books
- Other (explain)

THANK YOU!
(This information will be held in confidence.)

STYLE UNDER STRESS

This 33-question assessment from the text *Crucial Conversations* allows you to see how you respond in crucial conversations in a specific relationship. The results indicate your natural tendencies to move toward silence or violence as well as the dialogue skills or tools you use well or need improvement in.

The following questions explore how you typically respond when you're in the middle of a stressful situation. Instructions:

- **Relationship.** Before you get started, think about the relationship you want to explore—with your boss, a coworker, a direct report, a friend, or family member—keep this relationship in mind.
- **Circumstance.** Next, think of a tough circumstance—one where you might slip into either silence or violence.
- **Apply.** Now, with that relationship and circumstance in mind, respond to the following statements as either true or false.

True False

1. At times I avoid situations that might bring me into contact with people I'm having problems with.

True False

2. I have put off returning phone calls or e-mails because I simply didn't want to deal with the person who sent them.

True False

3. Sometimes when people bring up a touchy or awkward issue I try to change the subject.

True False

4. When it comes to dealing with awkward or stressful subjects, sometimes I hold back rather than give my full and candid opinion.

True False

5. Rather than tell people exactly what I think, sometimes I rely on jokes, sarcasm, or snide remarks to let them know I'm frustrated.

True False

6. When I've got something tough to bring up, sometimes I offer weak or insincere compliments to soften the blow.

True False

7. In order to get my point across, I sometimes exaggerate my side of the argument.

True False

8. If I seem to be losing control of a conversation, I might cut people off or change the subject in order to bring it back to where I think it should be.

True False

9. When others make points that seem stupid to me, I sometimes let them know it without holding back at all.

- True False
10. When I'm stunned by a comment, sometimes I say things that others might take as forceful or attacking—terms such as “Give me a break!” or “That’s ridiculous!”
- True False
11. Sometimes when things get a bit heated I move from arguing against others’ points to saying things that might hurt them personally.
- True False
12. If I really get into a heated discussion, I’ve been known to be tough on the other person. In fact, they might even feel a bit insulted or hurt.
- True False
13. When I’m discussing an important topic with others, sometimes I move from trying to make my point to trying to win the battle.
- True False
14. In the middle of a tough conversation, I often get so caught up in arguments that I don't see how I'm coming across to others.
- True False
15. When talking gets tough and I do something hurtful, I’m quick to apologize for my mistakes.
- True False
16. When I think about a conversation that took a bad turn, I tend to focus first on what I did that was wrong rather than focus on others’ mistakes.
- True False
17. When I’ve got something to say that others might not want to hear, I avoid starting out with tough conclusions, and instead start with facts that help them understand where I’m coming from.
- True False
18. I can tell very quickly when others are holding back or feeling defensive in a conversation.
- True False
19. Sometimes I decide that it’s better not to give harsh feedback because I know that it’s bound to cause real problems.
- True False
20. When conversations aren’t working, I step back from the fray, think about what’s happening, and take steps to make it better.
- True False
21. When others get defensive because they misunderstand me, I immediately get us back on track by clarifying what I do and don’t mean.
- True False
22. There are some people I’m rough on because, to be honest, they need or deserve what I give them.

- True False 23. I sometimes make absolute statements like “The fact is...” or “It’s obvious that...” to be sure my point gets across.
- True False 24. If others hesitate to share their views, I sincerely invite them to say what’s on their mind, no matter what it is.
- True False 25. At times I argue hard for my view hoping to keep others from bringing up opinions that would be a waste of energy to discuss anyway.
- True False 26. Even when things get tense, I adapt quickly to how others are responding to me and try a new strategy.
- True False 27. When I find that I’m at cross purposes with someone, I often keep trying to win my way rather than looking for common ground.
- True False 28. When things don’t go well, I’m more inclined to see the mistakes others made than notice my own role.
- True False 29. After I share strong opinions, I go out of my way to invite others to share their views, particularly opposing ones.
- True False 30. When others hesitate to share their views, I do whatever I can to make it safe for them to speak honestly.
- True False 31. Sometimes I have to discuss things I thought had been settled because I don't keep track of what was discussed before.
- True False 32. I find myself in situations where people get their feelings hurt because they thought they would have more of a say in final decisions than they end up having.
- True False 33. I get frustrated sometimes at how long it takes some groups to make decisions because too many people are involved.

STML 554 INTERPERSONAL COMMUNICATION SKILLS

Weekly Self-Evaluation of Observed Listening Skills

DATE OF SESSION _____

LISTENER _____ LISTENING TO _____

Please take time to review your video of your listening session each week (once or more) and respond to the statements below. Turn this in every week to the faculty member reviewing your work. We will return to you feedback of what we observed, using the rubric on page 38. **Limit your comments to this page and the back only, please. Preparing this on the computer is preferred.**

1. How did I feel as I listened to the speaker share her or his feelings with me?

1. What did I say or do that seemed to enhance their sharing?

- What did I say or do that seemed to get in their way of sharing?

4. Add any questions or comments about what you wrote above, including your intentions for improving your effectiveness next week.

RUBRIC FOR WEEKLY DEMONSTRATION OF INTERPERSONAL COMMUNICATION SKILLS

Student:	Listening to:	Date of Session:
-----------------	----------------------	-------------------------

1. Attending & Following Skills

<i>Criteria [Bolton 33-45; 90-91]</i>	Comments
<input type="checkbox"/> Maintains a comfortable body posture of engagement and calm <input type="checkbox"/> Creates a non-distracting environment <input type="checkbox"/> Provides a non-coercive invitation to talk (door openers) <input type="checkbox"/> Uses short, verbal and non-verbal encouragers <input type="checkbox"/> Asks infrequent questions (as needed) to clarify issues and situations <input type="checkbox"/> Holds attentive silence, allowing speaker to develop thoughts and feelings <input type="checkbox"/> Respects the speaker and exhibits genuine regard <input type="checkbox"/> Communicates both empathy and understanding with facial and vocal tone <input type="checkbox"/> Seeks clarity whenever speaker's thread is lost or obscured	

2. Giving Feedback

<i>Criteria [Bolton 90-103]</i>	Comments
<input type="checkbox"/> Reflects the speaker's experience accurately with short descriptors <input type="checkbox"/> Offers support and expansion of understanding without proffering advice <input type="checkbox"/> Does not tell speaker s/he knows how s/he feels or impose personal values <input type="checkbox"/> Uses clear language, owning and sharing perceptions with empathy <input type="checkbox"/> Helps speaker connect with personal strengths and relevant resources	

3. Reflecting Feelings and Content/Meaning

<i>Criteria [Bolton 50-59, 106-113]</i>	Comments
<input type="checkbox"/> Listens and responds accurately to feeling words <input type="checkbox"/> Can discern what self would feel in speaker's situation and name it appropriately <input type="checkbox"/> Observes body language and mirrors it (when appropriate) <input type="checkbox"/> Paraphrases speaker, restating the heart of the matter in listener's own words <input type="checkbox"/> Notes discrepancies when words and feelings suggest divergent meanings	

4. Summarizing Feelings and Content/Meaning

<i>Criteria [Bolton 58-61]</i>	Comments
<input type="checkbox"/> Restates main feelings (expressed or observed) briefly and accurately <input type="checkbox"/> Ties several feelings together <input type="checkbox"/> Restates main themes briefly and ties them to feelings <input type="checkbox"/> Sums up themes and feelings with empathy	

5. Fostering Immediacy and Relevance

<i>Criteria [Bolton 44-45, 95]</i>	Comments
<input type="checkbox"/> Asks a few fact-finding questions to help speaker get to the heart of the matter <input type="checkbox"/> Helps speaker focus with concrete and specific encouragers and responses <input type="checkbox"/> Interrupts with brief reflections to help re-focus speaker's rambling verbiage	

6. Use of Confrontation and Self-Disclosure

<i>Criteria [Bolton 46-48, 104-105]</i>	Comments
<input type="checkbox"/> Knows when it is safe to confront before calling attention to discrepancies between thinking—saying, feeling—saying, saying—doing, and words—body language <input type="checkbox"/> Knows when self-disclosure is pertinent and helpful; redirects content toward speaker skillfully	

7. Ability to Give and Receive Peer Feedback

<input type="checkbox"/> Can offer helpful and positive comments on what works well and what needs improvement <input type="checkbox"/> Can accept appropriate feedback with openness, willingness to learn from comments and grow in skill level	
Faculty:	

Interpersonal Communication Skills Peer Evaluation Form

Your Name: _____

1. Copies due in **duplicate** to faculty on Monday March 12.
2. Give your third copy to the peers you are sharing with during final lab.
3. Please type these remarks; do not hand-write them.

For each of your triad peers, please follow this format in assessing their participation in the triad throughout the quarter. Name specific behaviors (refer to *Essentials of Feedback Processes* for more suggestions) so that your evaluation can be as helpful as possible.

Name of Peer _____

One gift you gave me during our work together this quarter was...

One area of growth for you might be...

Additional comments:

Interpersonal Communication Skills Final Self-Evaluation for

Please hand this in with your final Integration Paper (one for each professor) in each of their STM mailboxes by noon on Wednesday March 14, 2012.

This course requires that you comment on your level of personal investment in the readings (critiques are welcome!), time spent preparing for triad and fishbowl exercises, commitment to and engagement in exercises, class participation, and the extent to which you have learned new skills or been changed by these class/lab experiences.

On class reading assignments:

On preparation for class triad exercises and review of disks with faculty feedback:

Engagement in class triad exercises:

Engagement in fishbowl exercises:

Acknowledging that none of us is perfect, please comment...

In this class I like the way I...

I wish I had...

Reviewing all of the above, I believe the area in which I grew was....

Additional Bibliography

- Appiah, Kwame Anthony. *Cosmopolitanism: Ethics in a World of Strangers*. New York: W. W. Norton, 2006.
- Beattie, Melody. *Beyond Codependency and Getting Better All the Time*. San Francisco: Harper & Row, Publishers, 1989.
- Bradshaw, John. *Healing the Shame that Binds You*. Deerfield Beach, FL: Health Communications, Inc., 1988.
- Cloud, Henry and John Townsend. *Boundaries*. Grand Rapids: Zondervan Publishing House, 1992.
- Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books, 1997.
- Hendrix, Harville. *Getting the Love You Want: A Guide for Couples*. New York: Henry Holt & Co., 2008.
- Johnson, Sue. *Hold Me Tight: Seven Conversations for Lifetime of Love*. New York: Little, Brown & Co., 2008.
- Keirse, David and Marilyn Bates. *Please Understand Me: Character and Temperament Types*. Del Mar, CA: Prometheus Nemesis Book Company, 1998.
- Lerner, Harriet. *Dance of Anger*. New York: Harper & Row, Publishers, 2005.
Dance of Connection, Harper Collins, 2002
Dance of Deception. Harper Collins, 1994.
Dance of Intimacy. Harper Collins, 1990.
- Miller, Alice. *The Drama of the Gifted Child*, New York: Basic Books, 1981.
- Miller, J. Keith. *Compelled to Control: Why Relationships Break Down and What Makes Them Well*. Health Communications, Inc, 1992.
- Middleton-Moz, Jane and Lorie Dwinell. *After the Tears: Helping Adult Children of Alcoholics Heal Their Childhood Trauma*. Deerfield Beach, FL: Health Communications, Inc., 2010. (Revised edition.)
- Mueller, Wayne. *Legacy of the Heart: The Spiritual Advantages of a Painful Childhood*. New York: Simon & Schuster, 1992.
- Palmer, Helen. *The Enneagram in Love and Work: Understanding Your Intimate and Business Relationships*. Harper Collins, 1995.
- Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.
- Tolle, Eckhart. *A New Earth: Awakening to Your Life's Purpose*. New York: Dutton, 2005.