

Joe Sample
Communication Effectiveness
self feedback report

Thursday, May 13, 2004

Introduction

The following information is provided to help you to navigate the extensive information that is included in this Communication Effectiveness output report.

1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Communication Effectiveness profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 84. It also identifies the categories to which these questions belong.

4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the seven. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

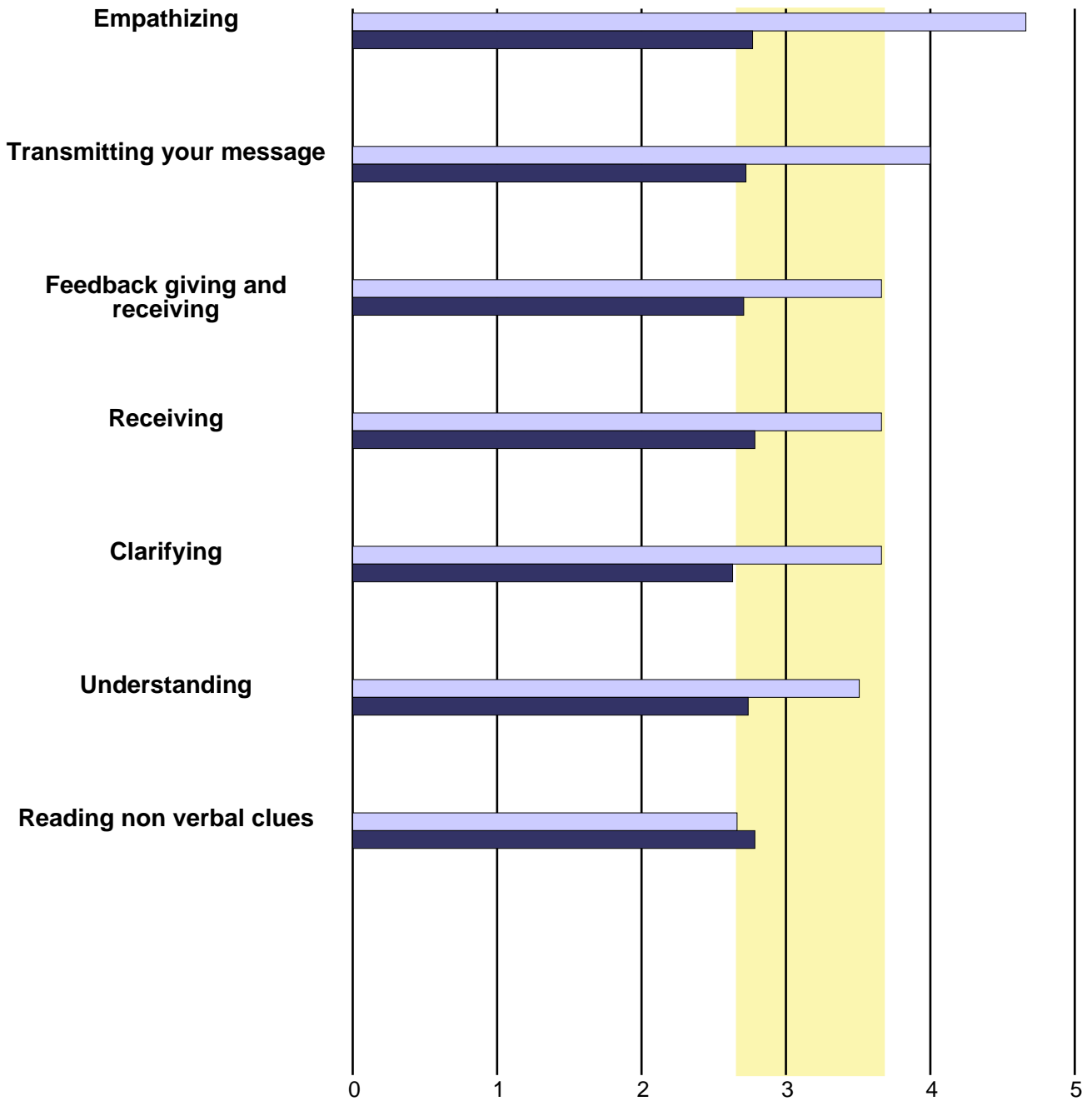
5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

OVERALL SUMMARY



Self Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

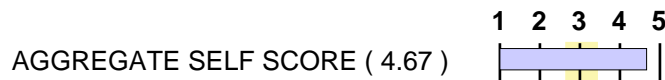
Communication Effectiveness Profile

EMPATHIZING

"Empathizing looks at the extent to which you think about the perspectives and feelings that other people may have when they communicate with you and how much you adjust your style to take account of them.

This category asks the question "How well do you create a climate of warmth and sincerity in which people feel that they can communicate their thoughts to you, and that you will listen?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may has a more 'transactional' communication style, in which a discussion or conversation is only a functional exchange of words, without it needing to take account of any circumstantial context or feelings. They may also push their own agenda or communication priorities strongly at the expense of the other party.

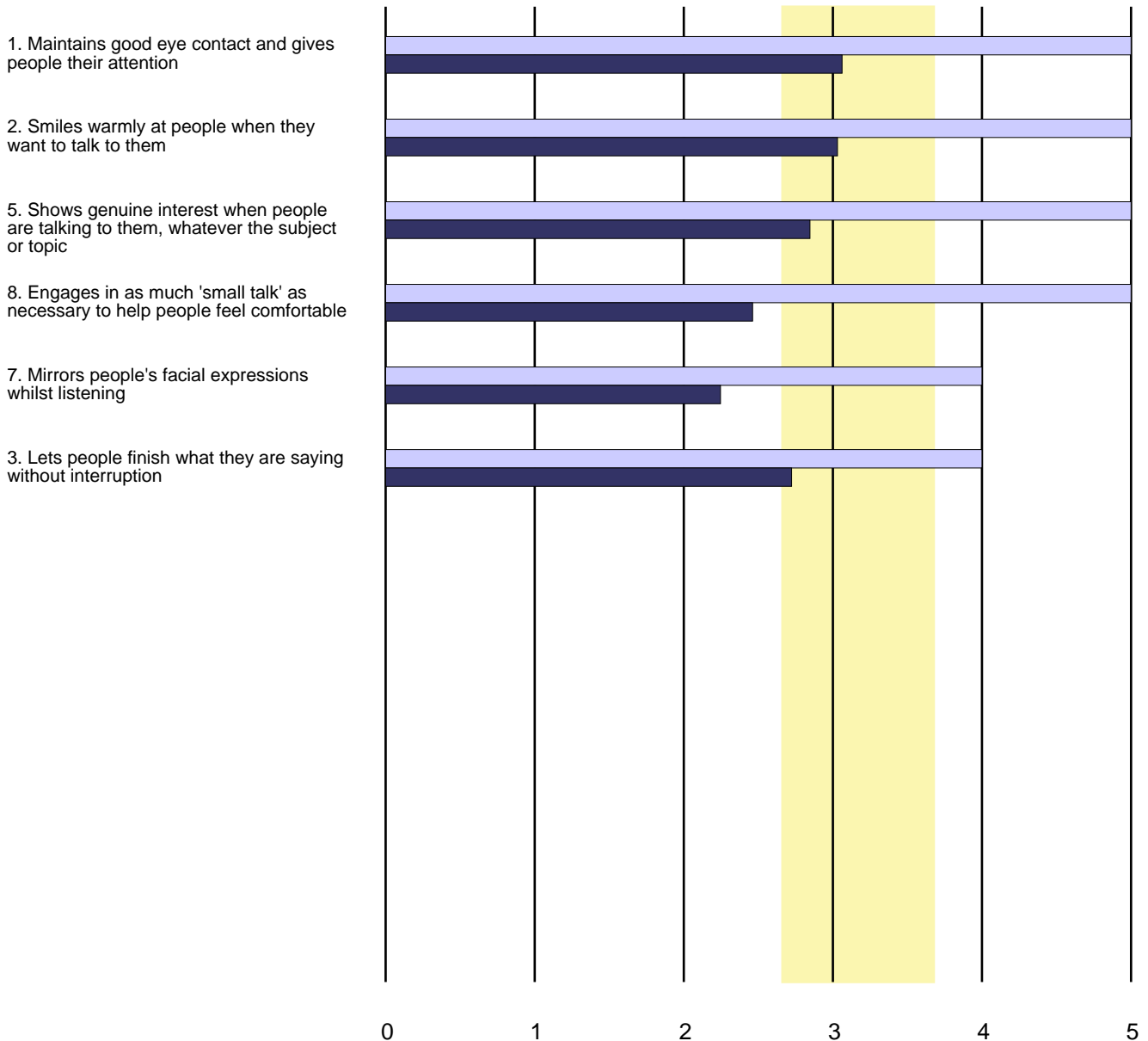
A low score person will usually keep their communications very direct and put personal outcomes or needs very much at the forefront. They may interrupt frequently and guess what the other person is going to say. This means that they may often miss important parts of the overall message, or create the impression that they have only a limited attention span for deeper or more complex issues"

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual naturally generates a 'spirit' of warmth towards people, and offers lots of help and support in facilitating an easy 'flow' of conversation (in both directions). They will therefore usually listen attentively and adapt or adjust their personal style to suit the situation as much as necessary to create the best possible climate.

A high score person will be likely to spend as much a time as necessary in engaging in 'small talk' or 'discovery led' conversation, in order to read the full needs of the other party and to offer supportive and insightful comments that can help to open up the discussion. This means that they will seek to establish the most appropriate communication climate for the circumstances, and offer an open ear to listen empathetically."

Communication Effectiveness Profile EMPATHIZING



Self
 Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

Communication Effectiveness Profile

EMPATHIZING

"Empathizing looks at the extent to which you think about the perspectives and feelings that other people may have when they communicate with you and how much you adjust your style to take account of them. This category asks the question "How well do you create a climate of warmth and sincerity in which people feel that they can communicate their thoughts to you, and that you will listen?""

Improvement actions

Low scorers need to develop an ability to generate more warmth and sincerity in all of their conversations, and show genuine care and interest in what other people have to say on a consistent basis. This will involve being more patient, taking more time to engage in 'small talk' and trying to appreciate feelings and emotions just as much as the words that they hear.

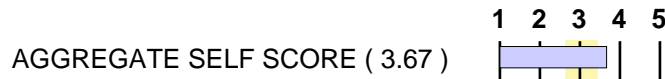
Empathizing	<ul style="list-style-type: none">-Try to smile at people more often and be a friendly and sincere as you can when they are talking to you.-Make a strong effort to put yourself in the other person's position and to imagine what they might be feeling or where they might be coming from in sending their message.-Let people express their thoughts and feelings fully without interrupting as far as you can-Discover an area of common interest about the other people with whom you communicate regularly and use this to help build your relationship with them.-Openly share your interests with other people and encourage them to share their interests with you.
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Communication Effectiveness Profile

RECEIVING

Receiving looks at how well you listen to, and successfully process other people's messages (both verbal and non verbal) before you respond. This category asks the question "How attentive or empathetic are your listening habits in ensuring that you've fully appreciated the sender's entire communication"?

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may not always fully appreciate what people communicate or may miss important components of the overall message. They are also prone to being easily distracted and to jump into conversations before the sender has finished speaking.

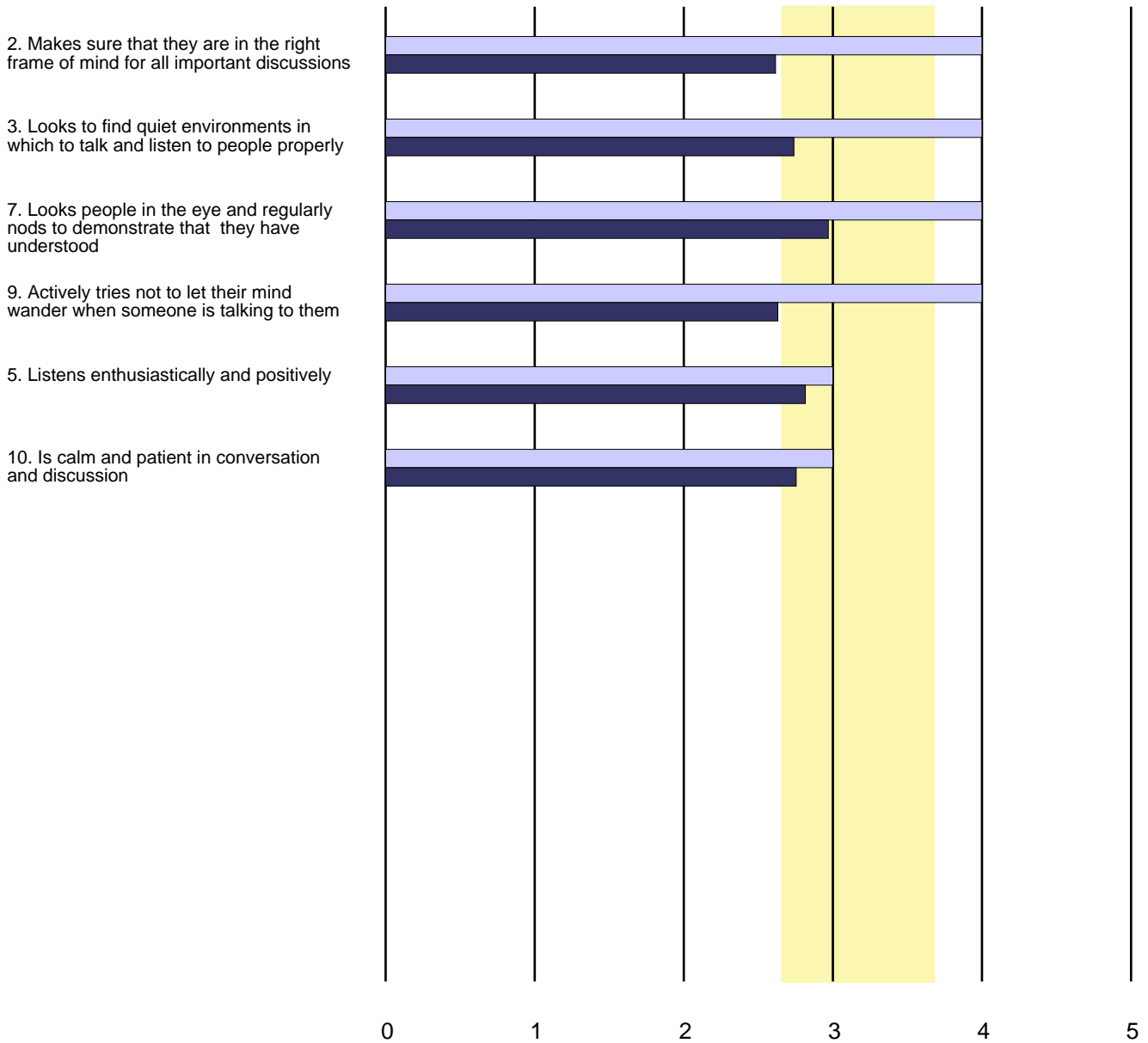
A low score person will be likely to find that communications can be frustrating or even confusing. Although blame may often be attributed to the sender, this is more likely to arise as a result of poor listening, given insufficient time and focus to hearing the full message and letting the mind wander to other things (or supposedly greater priorities and tasks)."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is an attentive listener and effective at appreciating the 'tenor' most communications in whatever form they may take. They will therefore concentrate genuinely and focus well on what people say to them and maintain a calm and patient demeanor to let people get their message across without interruption.

A high score person will be likely to be seen as a highly appreciative and attentive listener and one that freely gives of their time and energy to ensure that they have done as much as possible to hear and appreciate the sender's full message. High scorers will therefore tend to be much more valued when an individual is looking to communicate important or complex information to someone, and gain their insight or comment."

Communication Effectiveness Profile RECEIVING



Self
 Norm

The above chart is sorted in descending order of summary scores.

Norm bars shown on this chart are the progressive average aggregate scores of all individuals rating themselves on this questionnaire.

Communication Effectiveness Profile

RECEIVING

Receiving looks at how well you listen to, and successfully process other people's messages (both verbal and non verbal) before you respond. This category asks the question "How attentive or empathetic are your listening habits in ensuring that you've fully appreciated the sender's entire communication"?

Improvement actions

Low scorers need to speak less and listen more. To do this they need to become more concerned to find conducive listening environments where necessary, avoid interrupting and letting their mind wander. Most of all they need to try to quietly hear the whole message being communicated without 'jumping' in too soon.

Receiving	<ul style="list-style-type: none">-Nod or show that you have understood in other ways at regular points in any conversation.-Maintain as much direct eye contact as you can and show genuine and focused interest in the communication.-Look to avoid generally showing any distraction - physical or mental, as much as you can.-Aim to be as calm, quiet and patient as you can in general conversations (especially with quieter people)-Focus on and between the words that you hear in order to appreciate the sender's full communication.
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Communication Effectiveness Profile

TRANSMITTING YOUR MESSAGE

Transmitting your message looks at the extent to which you use a range of communication methods and means to get your core messages across to others successfully. This category asks the question "How well do you ensure that the transmission of information that is important to you is communicated in language that is clear, concise and consistent?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is prone to forget the needs of different audiences to which they communicate. They also do not necessarily select the most appropriate communication channels on all occasions (and use mainly one single communication or delivery style regardless of the situation).

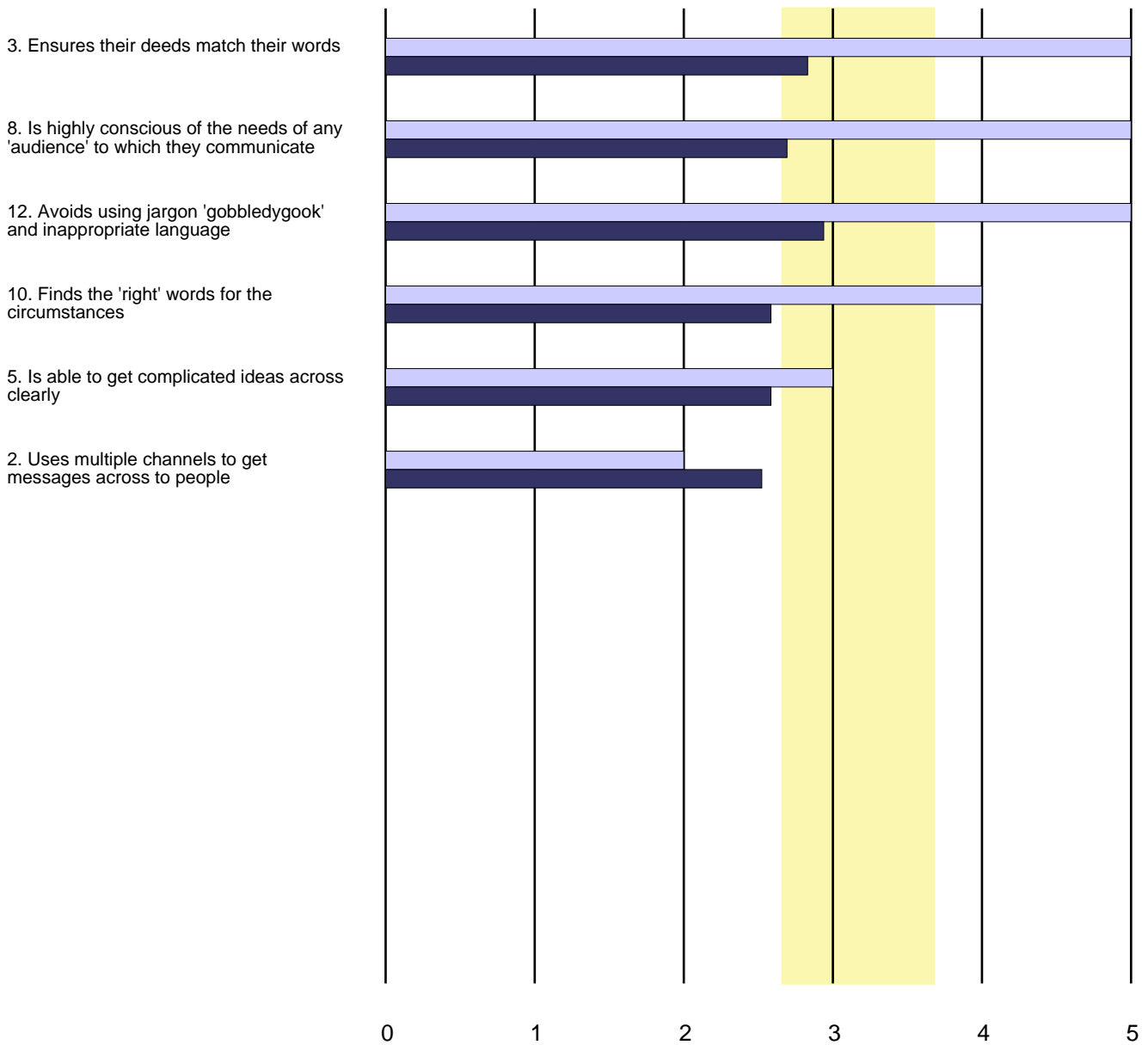
A low score person will be likely to find communication to be a challenge and perhaps something to 'get over and done with' as quickly as possible. Transmitting their message may well be regarded as a 'chore', which often yields mixed results in terms of people's capacity to be seen to be able to listen or understand properly and act appropriately on what they have heard."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual thinks carefully about the channels through which they transmit their message and the communication style that they adopt in order to be successful. To do this, they try hard to always be clear, concise and consistent in what they say and do.

A high score person will be likely to be acutely aware of the power to communicate and influence people successfully through good preparation, audience needs analysis and a versatility of transmission methods designed to ensure that every individual is given the best opportunity to appreciate the message."

Communication Effectiveness Profile TRANSMITTING YOUR MESSAGE



Self
 Norm

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Communication Effectiveness Profile TRANSMITTING YOUR MESSAGE

Transmitting your message looks at the extent to which you use a range of communication methods and means to get your core messages across to others successfully. This category asks the question "How well do you ensure that the transmission of information that is important to you is communicated in language that is clear, concise and consistent?"

Improvement actions

Low scorers need to think more about different individual and group preferences in terms of receiving information and about the impact that different channels and style can make to the ultimate understanding of a message (and, therefore, the success of the entire communication effort).

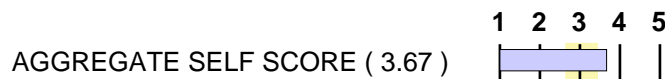
Transmitting your message	<ul style="list-style-type: none">-Recognize that your actions are likely to speak most loudly in communicating to others-Do things to support your verbal messages to help people to understand where you are coming from.-Practice varying your personal communication approach to suit the different situations that you encounter.-Avoid complex, jargonised or overly technical communications to audiences that may struggle to understand or act upon your message.-Deliver all of your messages in a slow and measured way taking account of the particular needs of the subject and the audience in question.
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Communication Effectiveness Profile

CLARIFYING

Clarifying looks at the extent to which you use careful and incisive questioning techniques to ensure you successfully translate the words and actions of the other party. This category asks the question "How well do you gently question and probe the other person in a conversation or discussion, in order to ensure that you accurately interpret their message"?

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual rarely uses questions to increase their understanding in their communications. Their questions may also lack incisiveness (or possibly make the other person feel that they have not been listening or are not interested in all of what they have got to say).

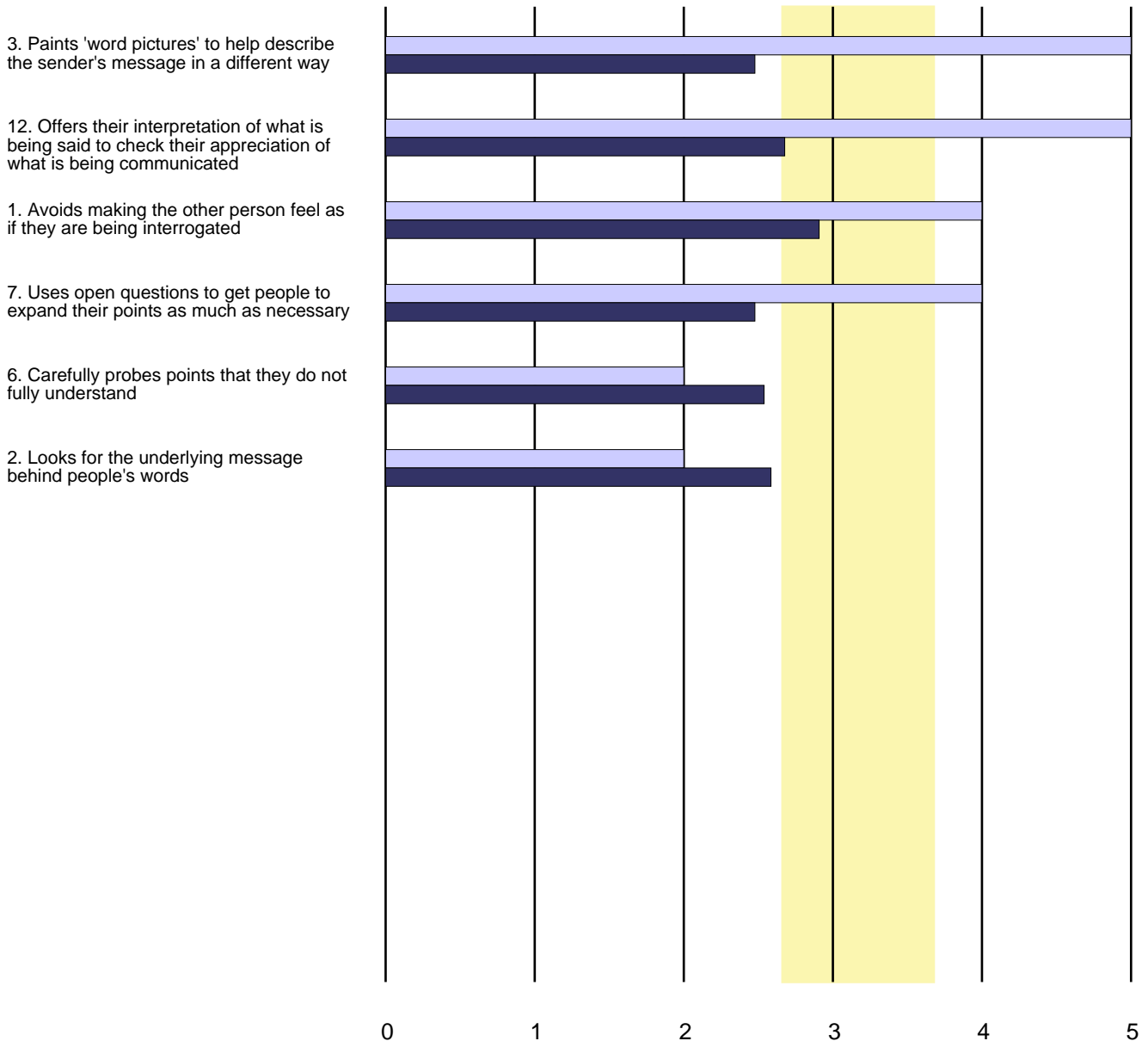
A low score person will be likely to generally engage in highly 'transactional' discussions and conversations in which questions of clarification are asked only exceptionally. Because they are also unlikely to summarize or paraphrase the sender's message frequently, they are likely to create the impression that their mind is elsewhere some of the time or that they will only ask questions when they want more information on subjects that are of interest to them."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is skilled at using a variety of conversational techniques to check information without making the other party uncomfortable, or feel interrogated. They generally therefore, adopt a gentle and careful questioning approach whenever they feel unsure and are not clear about the message being transmitted.

A high score person will be likely to create a climate in which the information sender is given frequent indications that the receiver is concentrating and looking to fully understand the communication. This is achieved by using questions to demonstrate openness and a genuine desire to understand, rather than to demonstrate superior knowledge or to ask a question for the sake of saying something rather than nothing."

Communication Effectiveness Profile CLARIFYING



Self
 Norm

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Communication Effectiveness Profile

CLARIFYING

Clarifying looks at the extent to which you use careful and incisive questioning techniques to ensure you successfully translate the words and actions of the other party. This category asks the question "How well do you gently question and probe the other person in a conversation or discussion, in order to ensure that you accurately interpret their message"?

Improvement actions

Low scorers need to develop their skills in asking genuine and sincere questions when their understanding in a discussion is less than it should be. They can practice asking different kinds of questions as well as offering simple summaries of key points at appropriate conversational intervals.

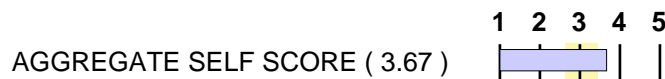
Clarifying	<ul style="list-style-type: none">- Rehearse asking questions in a variety of different ways to get people to say more or to elaborate fully on what they mean.- Use more paraphrasing, use of examples or analogies, or asking the other person directly to explain what they are saying in a different way.- Summarize points frequently and make sure that you have understood each statement that has been made as a discussion unfolds.- Look to elicit more information whenever necessary to ensure that your knowledge and understanding about what is being said is balanced and complete at all times.
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Communication Effectiveness Profile

FEEDBACK GIVING AND RECEIVING

Feedback giving and receiving looks at the extent to which you are able to successfully offer constructive feedback to, and are able to accept direct feedback from others. This category asks the question "How open are you to offering candid feedback to others in a constructive or helpful way, and how capable yourself in accepting coaching or guiding communications from others?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is not an infrequent giver and receiver of feedback of any sort, and may even go out of their way to avoid making constructive comments to others or letting them offer comment (positive or negative) to them. They may therefore, adopt a silent approach or become evasive when asked to offer or take feedback.

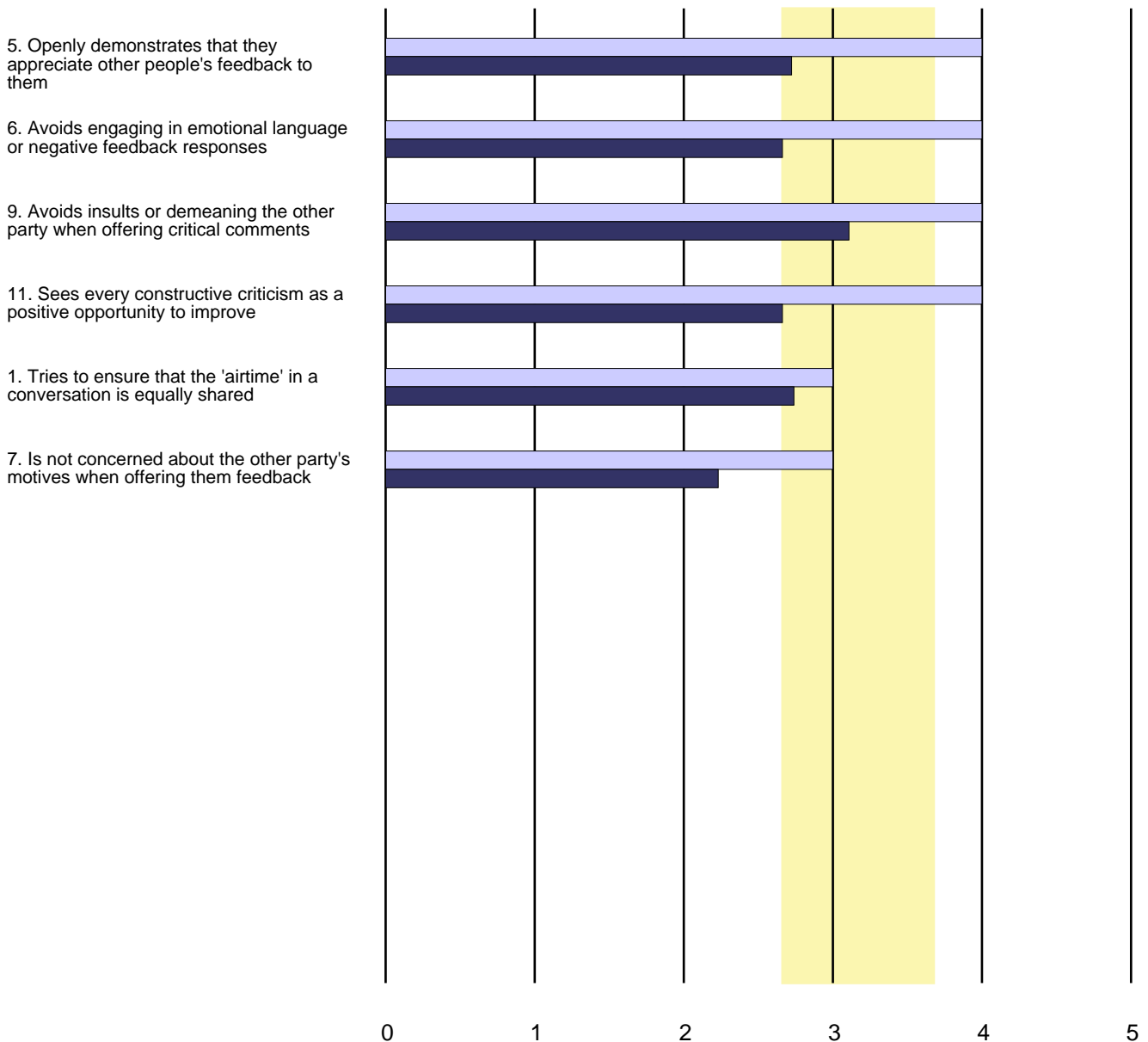
A low score person will be likely to adopt a 'closed' communication style in which they offer little or no constructive feedback to others and in turn, do not expect others to offer feedback to them. Conversations may therefore be somewhat 'mechanical' and exchange orientated with neither party gaining the benefit of useful guiding or coaching communication."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is a frequent giver and receiver of feedback and sees it as a positive way to improve communication and knowledge for themselves and others. They will therefore, be adept at giving feedback to others and in inviting others to give feedback to them (and acting on the valuable advice they receive).

A high score person will be likely to quickly establish as much conversational rapport as possible with the other communication party. This is usually done by suggesting their openness to receiving and giving constructive feedback to each other as a means to building strong relationships, and by having deeper or more genuinely worthwhile discussions with people."

Communication Effectiveness Profile FEEDBACK GIVING AND RECEIVING



Self
 Norm

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Communication Effectiveness Profile

FEEDBACK GIVING AND RECEIVING

Feedback giving and receiving looks at the extent to which you are able to successfully offer constructive feedback to, and are able to accept direct feedback from others. This category asks the question "How open are you to offering candid feedback to others in a constructive or helpful way, and how capable yourself in accepting coaching or guiding communications from others?"

Improvement actions

Low scorers need to accept two way feedback as a primary means by which better or highly quality communications can occur with and between people. This may mean becoming less 'thin skinned' about feedback that is genuinely offered and more open to giving people honest but helpful feedback when appropriate.

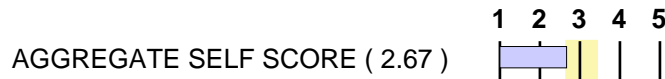
Feedback giving and receiving	<ul style="list-style-type: none">-Come to see the giving and receiving of regular constructive feedback as a primary means by which learning and improvement can occur for yourself and others around you.-Make notes on what you hear or to offer structured and specific feedback to others, and frequently invite people to offer open feedback to you on the same basis.-Always offer constructive comments, not negative or destructive remarks in taking or giving feedback.-Be sensitive to people's feelings when accepting feedback or giving it to others (e.g. avoid destructive comments, personal attacks, gratuitous insults etc).
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Communication Effectiveness Profile

READING NON VERBAL CLUES

Reading non-verbal clues looks at the extent to which you watch 'body language' and assess tone of voice to appreciate the complete communication message. This category asks the question "How well do you assess people's feelings and meaning by looking between and beyond the spoken words that you hear?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual generally misses non-verbal clues given by others or misinterprets them through a lack of appreciation about what they mean. This means that they are not likely to be good at reading other people, sensing communication atmospheres or spotting general discrepancies between verbal and non-verbal messages.

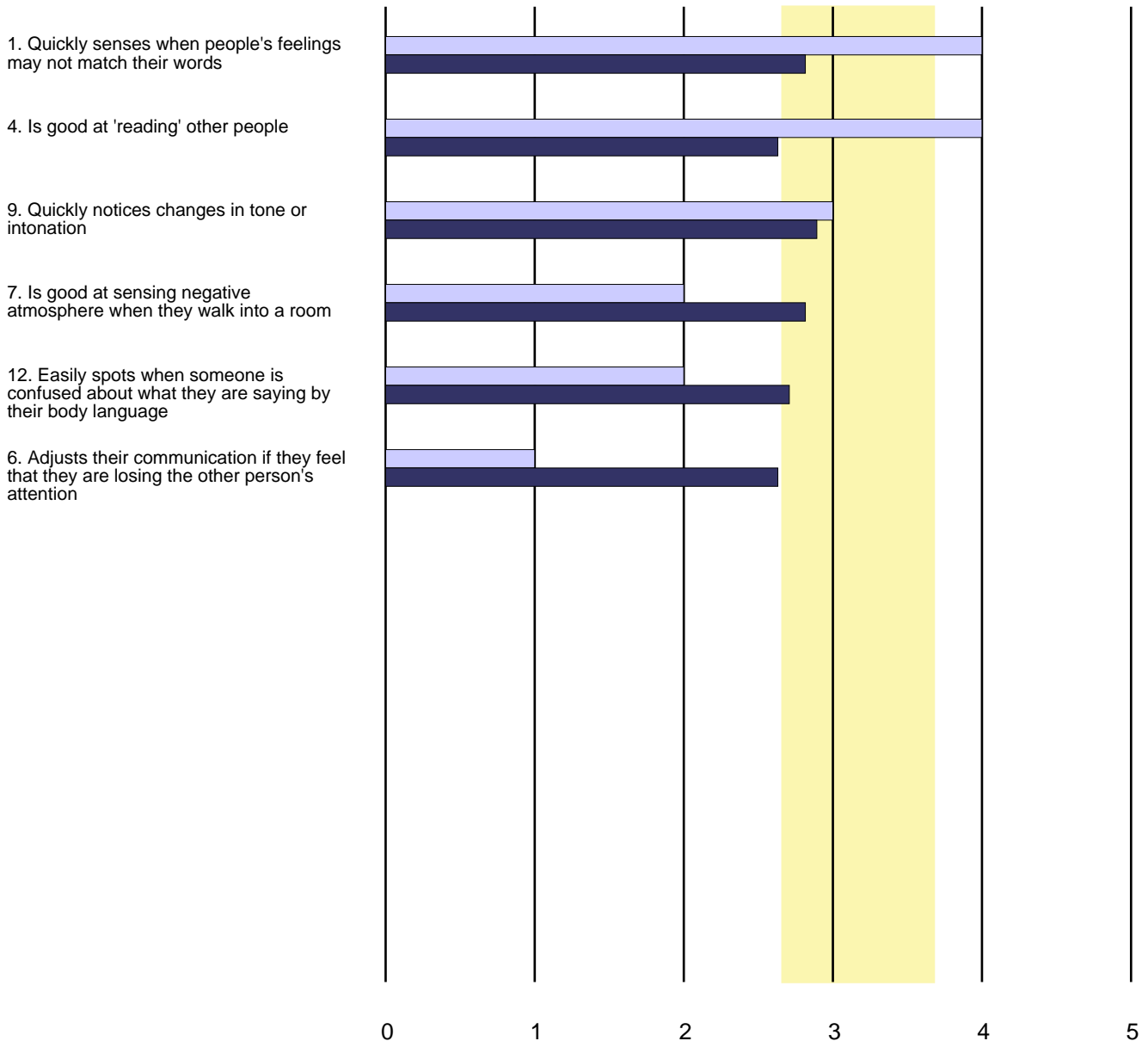
A low score person will be likely to find themselves to be almost wholly reliant on the words that people use in communication (often only 10% of the entire meaning being transmitted) and oblivious to signals from facial expressions, movements of the hands or feet, changes in inflection and tone and other clues that help to gain a full picture about what people are saying and feeling."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is well tuned into the non-verbal clues or signals that are deliberately or accidentally offered by other people in different kinds of communication. This means that they will typically be not only alert to the signals but will also be able to interpret them successfully.

A high score person will be likely to focus as much on non-verbal communications as they do on the words being spoken, and constantly look for re-inforcement of underlying feelings or inconsistency when it arises. They will therefore, almost intuitively be able to read people and situations, even where words are few and even non-existent at times."

Communication Effectiveness Profile READING NON VERBAL CLUES



Self
 Norm

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Communication Effectiveness Profile READING NON VERBAL CLUES

Reading non-verbal clues looks at the extent to which you watch 'body language' and assess tone of voice to appreciate the complete communication message. This category asks the question "How well do you assess people's feelings and meaning by looking between and beyond the spoken words that you hear?"

Improvement actions

Low scorers need to concentrate much more on watching the other person in a communication and listening carefully for changes in voice tone or emotional emphasis. This takes considerable practice and the commitment and patience to learn how to do it and to correctly interpret what is observed.

Reading non verbal clues	<ul style="list-style-type: none">-Quietly watch for the more subtle signals given by the communicator in terms of their physical actions or the tone of their voice.-Be silent for much longer than you are used to-Progressively learn what the different non-verbal signals mean above and beyond the words.-On every occasion, assess whether the entire communication climate or atmosphere offers any extra clues above and beyond the words alone.
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Communication Effectiveness Profile

UNDERSTANDING

Understanding looks at the extent to which you make sense of what you see and hear in order to engage fully in a conversation, and respond intelligently according to the circumstances. This category asks the question "How well do you reflectively process information as people are speaking, to understand the key aspects of what is being communicated, and how you might respond?"

1 = almost never, 5 = almost always.



Interpretation

LOW (less than 2.75)

"Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may be often lost in longer or more complex conversations, and fails to spot the more subtle or underlying messages that are communicated. They may also infrequently take the opportunity to reduce or eliminate their confusion by asking questions, paraphrasing or summarizing where necessary in the conversation.

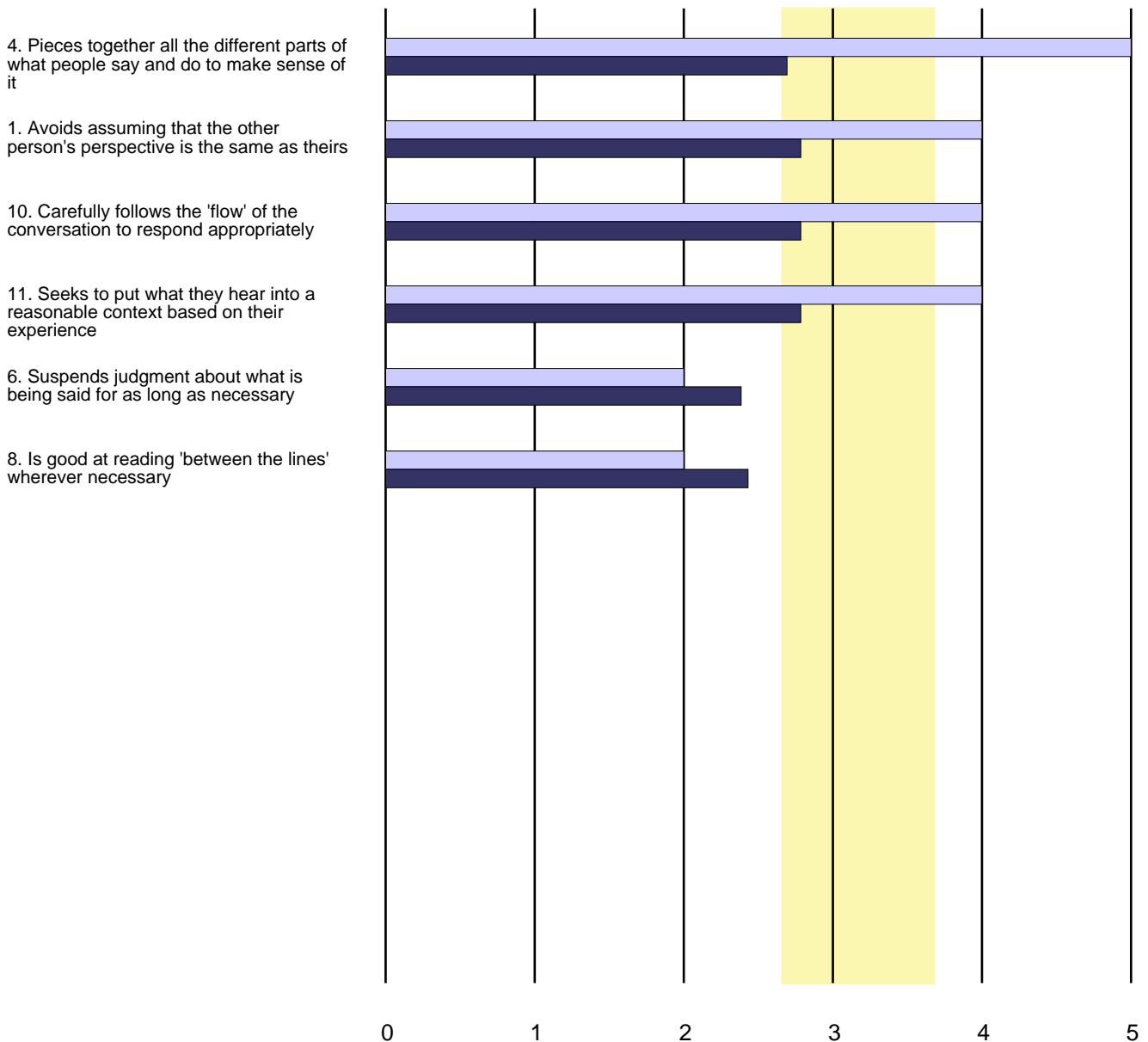
A low score person will be likely to find that they do not always follow another person's line of discussion or argument or not find it easy to predict where the conversation may be going next. As a result, they may not participate as actively in a conversation as they might or offer responses that are as helpful and 'intelligent' as they could be."

HIGH (greater than 3.5)

"Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual carefully sifts and sorts what they see and hear when individuals are talking and work hard to both appreciate the entire message and to respond in a way that amply demonstrates their understanding.

A high score person will be likely to use empathetic listening techniques in their communications and recognize that how other people think or send their messages should not be judged from merely their own personal perspective. They will therefore progressively assemble data communicated and look beyond the words to feelings, emotions and other contextual factors as well."

Communication Effectiveness Profile UNDERSTANDING



Self
 Norm

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Communication Effectiveness Profile

UNDERSTANDING

Understanding looks at the extent to which you make sense of what you see and hear in order to engage fully in a conversation, and respond intelligently according to the circumstances. This category asks the question "How well do you reflectively process information as people are speaking, to understand the key aspects of what is being communicated, and how you might respond?"

Improvement actions

Low scorers need to put themselves more often in the shoes of the other person and to ask both what they might be saying and why, given all of the verbal and non-verbal clues put together. They can also concentrate more on the overall 'flow' or logical development of each conversation that they have.

Understanding	<ul style="list-style-type: none">- Avoid judging people's message or intentions too quickly by greater concentration on the entire communication over as long a time as necessary.- Look for key themes or core points in conversations- Use questions to confirm your understanding where necessary before responding.- Carefully assess the context in which people give you information or the entire way in which they communicate with you.
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THE '10/10' REPORT

Top 10 development needs

		scores
Reading non verbal clues	6. Adjusts their communication if they feel that they are losing the other person's attention	1.0
Reading non verbal clues	7. Is good at sensing negative atmosphere when they walk into a room	2.0
Reading non verbal clues	12. Easily spots when someone is confused about what they are saying by their body language	2.0
Understanding	6. Suspends judgment about what is being said for as long as necessary	2.0
Understanding	8. Is good at reading 'between the lines' wherever necessary	2.0
Transmitting your message	2. Uses multiple channels to get messages across to people	2.0
Clarifying	2. Looks for the underlying message behind people's words	2.0
Clarifying	6. Carefully probes points that they do not fully understand	2.0
Feedback giving and receiving	1. Tries to ensure that the 'airtime' in a conversation is equally shared	3.0
Receiving	10. Is calm and patient in conversation and discussion	3.0

Top 10 strengths

Empathizing	1. Maintains good eye contact and gives people their attention	5.0
Empathizing	2. Smiles warmly at people when they want to talk to them	5.0
Understanding	4. Pieces together all the different parts of what people say and do to make sense of it	5.0
Empathizing	8. Engages in as much 'small talk' as necessary to help people feel comfortable	5.0
Empathizing	5. Shows genuine interest when people are talking to them, whatever the subject or topic	5.0
Transmitting your message	3. Ensures their deeds match their words	5.0
Transmitting your message	8. Is highly conscious of the needs of any 'audience' to which they communicate	5.0
Transmitting your message	12. Avoids using jargon 'gobbledygook' and inappropriate language	5.0
Clarifying	3. Paints 'word pictures' to help describe the sender's message in a different way	5.0
Clarifying	12. Offers their interpretation of what is being said to check their appreciation of what is being communicated	5.0

COURSE AND READING SUGGESTIONS

The following are general reading and course suggestions that may help you to better understand the two categories in which your scores were the lowest and to assist you in writing your development plan.

Reading non verbal clues

Reading non-verbal clues looks at the extent to which you watch 'body language' and assess tone of voice to appreciate the complete communication message. This category asks the question "How well do you assess people's feelings and meaning by looking between and beyond the spoken words that you hear?"

Course Suggestions

- Non verbal communication
- Reading body language
- Attentive listening skills
- Diversity and cultural awareness

Reading Suggestions

- How to Say It at Work: Putting Yourself Across With Power Words, Phrases, Body Language and Communication Secrets, Jack Griffin, Tom Power (Editor). June 1998
- Nonverbal Communication in Human Interaction, Mark L. Knapp, Judith A. Hall. November 1996
- Body Language, David Lambert, January 1996
- People-Reading : How We Control Others, How They Control Us, Ernst G., Dr. Beier, Evans G. Valens. October 1989
- Body Language, Gordon Wainwright. July 2000
- Person to Person : Communicative Speaking and Listening Skills, Richards, Bycina June 1984

Other Suggestions

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

COURSE AND READING SUGGESTIONS

Understanding

Understanding looks at the extent to which you make sense of what you see and hear in order to engage fully in a conversation, and respond intelligently according to the circumstances. This category asks the question "How well do you reflectively process information as people are speaking, to understand the key aspects of what is being communicated, and how you might respond?"

Course Suggestions

- Categorizing information
- Reflecting the message effectively
- Attentive/Empathic listening skills
- Communication skills

Reading Suggestions

- Active Listening : Introducing Skills for Understanding, Marc Helgesen and Steven Brown, October 1995
- Zapp! : The Lightning of Empowerment : How to Improve Quality, Productivity, and Employee Satisfaction, Jeff Cox(Contributor), William C. Byham (Preface). February 1998
- Understanding Conversations, Catherine Tansey, Charles Blatchford, November 1986
- New Person to Person : Communicative Speaking and Listening Skills : Jack C. Richards, et al. March 1995
- Active Listening : Building Skills for Understanding (Active Listening) by Marc Helgesen, et al, April 1994

Other Suggestions

- If you feel comfortable to do so, talk to your direct supervisor/manager or a training and development specialist about personal training, coaching, and specific projects to improve your skills and other possible support they may be able to offer.

DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

Development Area: Adjusts their communication if they feel that they are losing the other person's attention		1.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Is good at sensing negative atmosphere when they walk into a room		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Easily spots when someone is confused about what they are saying by their body language		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Suspends judgment about what is being said for as long as necessary		2.0	N/A	N/A
Action to Take:	Target Date:			
Development Area: Is good at reading 'between the lines' wherever necessary		2.0	N/A	N/A
Action to Take:	Target Date:			

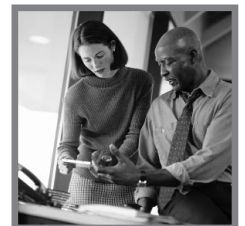
5

Reading Non-verbal Clues

Adjusts their communication if they feel that they are losing the other person's attention

The effective communicator usually holds the attention of the person they are talking to, but even the most effective communicator occasionally loses this attention. When this occurs, it is time for some special tactics, utilizing knowledge about non-verbal and verbal communication. Here are some of those tactics:

1. If you have been talking for some time, there is a chance that you have (you've got to face the truth) somewhat uninteresting or even boring. Do anti-boredom things, such as change the pitch and volume of your voice. Change the pace of your delivery, or even change the content.
2. Create patterns in your communication that will regenerate the attention of the other person. Use their name, then a few sentences along, their nickname, then a few sentences along, their job title (as if you were speaking in the third person).
3. Change your gestures. Make your gestures bigger, more expansive. Touch the person if appropriate to make a point. Punctuate a point or punch line of a story with a clap, or a fist-in-palm slap.
4. Use dynamic movement. Move or walk as you talk, and where appropriate, encourage the other person or people to move with you. Do this by gesturing in the direction you are going, or by gently touching them under the elbow or on the shoulder, nudging them in that direction. Another approach is to announce something of interest which they might like to see, and move off in that direction. If this ties in with what you are talking about, all the better. If you can plan the interaction beforehand, choose a location which makes it easy to do this.
5. Catch their eye. Put documents or objects in front of them, and draw their attention to salient features or sections by using a pen or pointer or highlighter.

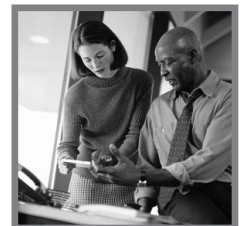


5 Reading Non-verbal Clues

Is good at sensing negative atmosphere when they walk into a room

“When I walked into the room, I could feel the temperature drop by twenty degrees.” Ever been in that position? Many of us have, but how do we know that things have changed? There’s not much point in saying that “it was just a feeling” or “just intuition,” because we need to be more specific than that, not least because we may need to read even more subtle signals at a later stage. Good communicators are good at sensing such signals of negative atmosphere when they walk into a room. Here’s some of those signals to watch out for:

1. Negative atmosphere can be conveyed by a sudden drop in the volume of conversation, or even a cessation of conversation. The people talking are so surprised/appalled/stressed/bewildered that that is exactly what they do. Sometimes there is the reverse effect: people start talking louder, not softer. This is perhaps to send out signals such as:
 - we haven’t noticed you and we are having a good time, aren’t we?
 - we are so wrapped up in this conversation that we definitely don’t want anyone new joining us (this means you)
2. Negative atmosphere can be conveyed by certain types of eye and facial behavior, such as:
 - staring
 - staring, and then looking away
 - the same as above, repeated
 - raised eyebrows
 - rolling eyes or winks
3. Negative atmosphere can be conveyed by body orientation – in particular, by people turning their backs on you. This is sometimes accompanied by glances over the shoulder. Alternately, people may orientate their bodies towards you in an aggressive, confrontational style, in the best “who are you to walk into the meanest saloon in the Wild West?” manner.
4. Negative atmosphere can be conveyed by people suddenly beginning to concentrate on or be preoccupied by what they had been doing, or by new activities. The more embarrassed or hostile people are, the more amateurish will be these theatricals.
5. Negative atmosphere can be conveyed by people moving away, out of the area where you are, or are likely to be doing so shortly.



5 Reading Non-verbal Clues

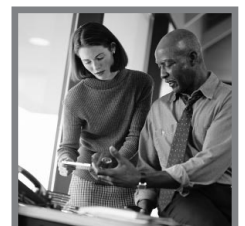
Easily spots when someone is confused about what they are saying by their body language

Non-verbal communication or body language is used to convey a whole range of emotions and behavioral states, and confusion is one of those emotions and behavioral states. The effective communicator needs to know how to recognize confusion in particular, because these days there are so many critical situations where confusion can arise, such as when:

- a person is being introduced to a new role or inducted into the staff
- a person is being trained, mentored or coached in a specific set of skills
- a person is trying to install equipment according to a written set of instructions
- a person is trying to implement a policy according to a written policy and procedures, manual
- a person is trying to deal with a particularly demanding customer concerning a technically complex matter

Here's how to recognize when a person is confused:

1. A person may show confusion by frequent touching of the head and face. This may mean head-scratching, face-scratching, and stroking of the face (especially around the mouth).
2. A person may show confusion by looking around a good deal, as if seeking help or looking for clues in the environment as to something that is causing the confusion.
3. A person may show confusion by exaggerated movements, such as rapidly shifting gaze between documents or objects, or rapidly moving from area to area, or searching for something.
4. A person may show confusion by shaking of the head, or holding the head in the hands. Confusion can also be shown by raising of the eyebrows, and pursing the lips or biting the lips.
5. A person may show confusion by sighing, making clicking or “tsk, tsk” noises with the tongue, or softly groaning or softly talking to themselves.



4 Understanding

Suspends judgement about what is being said for as long as necessary

Fools rush in where angels fear to tread, and we all tend to rush when judging others. It makes sense, however, to grant another person the time to at least finish what they were going to say, so that we can at least make a balanced judgement about their views. Patience and forbearance are, however, very hard, especially when we have strong views about the views others are expressing.

Here's how to suspend judgement about what is being said for as long as necessary:

1. Be aware of your own "hot buttons." Are there issues, concepts, certain words that you feel so strongly about that you will almost automatically react when someone else uses them? Most of us do. This is not to say that it is wrong to have strong feelings about certain things, of course, but you need to be honest with yourself about your own sensitivities, and the potential of those sensitivities to provoke you into a too premature and too rapid response.
2. Give a fair hearing. Giving a fair hearing makes sense in a number of ways. If you listen to the end, and finally like what you hear, your liking will be well-founded – that is, you are not likely to have made a premature and ill-founded choice, a choice which you may later regret. If you listen to the end, and finally dislike what you hear, then you cannot be accused of being biased, or having rudely and arbitrarily excluded critical parts of the story being told.
3. Separate the message from the messenger. Don't get hung up on the personal appearance and behavior of the person talking, or on the associations that person might have with other people.
4. There's a cliché: today is the first day of the rest of your life. Consider a variation on that: the next piece of information you hear may be the most important thing you will hear in your life. The emphasis is on may hear: most of the information we hear is boring, useless, wrong, out-of-date, so-what? or routine, so it is not all that probable that the next piece of information you hear may be the most important thing you will hear in your life. Improbable, but not impossible. Hopes springs eternal, so give the person talking the benefit of the doubt – maybe they do have something to offer.
5. Don't, of course, allow suspension of judgement to be permanent. Sooner or later, you will have to judge, and judgement necessarily entails negative judgement as well as positive. Don't convert the virtue of tolerance into the vices of procrastination and fence-sitting.



4 Understanding

Is good at reading 'between the lines' wherever necessary

Grammar books tell us that people often confuse the words “infer” and “imply.” Listeners infer things or draw conclusions from what speakers say, while speakers imply or suggest things in what they say. Good communicators need to be able to pick up on both things that are implied and things which can be inferred. In other words, we need to become more adept at “reading between the lines” wherever necessary. Here’s how:

1. Pay attention not just to the words that people use, but to the emphasis placed upon them, and even the pausing between, before and after words. Sometimes such things are meaningless, but sometimes they are not.
2. Watch for subtle communication between other people, communication that might suggest that “something’s going on here.” Typical instances of this would be
 - winks
 - raised eyebrows
 - tilted heads
 - rolling eyes
 - shaking, nodding heads
 - shrugged shoulders
 - open palms (querying gesture)
3. Pay attention not only to what is expressed, but what is not expressed. Is a name passed over in a group of names? Is a department not mentioned in a budget document? What does that deafening silence actually conceal? Even when a person neglects something “by mistake,” that unconsciously-motivated omission may still be significant.
4. Pay attention to hints, insinuations, whispers, clues, suspicions, suggestions, rumors, inklings, whiffs, forebodings, intuitions and hunches.
5. Read between the lines, but don’t forget to read the lines as well. Don’t mind-read so much that you neglect the obvious and the literal.

