



# ***Professional Communication***

## **A Cochise County Workforce Development Career Center Workshop**

Special recognition goes to Maricopa Workforce Development  
for the creation of this workshop

### **Cochise County Workforce Development locations**

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Hours are from 8am – 5 pm Monday through Friday

## PROFESSIONAL COMMUNICATION

**How do you view yourself?**

**How do you manage communication in your life today?**

**How do you maintain professional communications under difficult circumstances?**

**In this workshop you will:**

- Define self-esteem. Why is it important to your success?
- Identify childhood messages that could be the source of negative behaviors, attitudes, or feelings.
- Discover why positive self-talk and affirmations are essential to boost your self-confidence.
- Rate your own level of self-esteem.
- Receive motivational activities to enhance self-confidence.
- Learn to say no without stress.
- Learn the different verbal and non-verbal styles of communication.
- Learn the **win-win** style of interpersonal communication that you will want to incorporate into your work and personal life.

**I am me**

In all the world, there is no one exactly like me.  
There are persons who have some parts like me,  
But no one adds up exactly like me.  
Therefore, everything that comes out of me is  
Authentically mine because I alone chose it.  
I own everything about me – my body, including  
Everything it does;  
My mind, including all its thoughts and ideas;  
My eyes, including all the images they behold;  
My feelings, whatever they might be –  
Anger, joy, frustration, love, disappointment, excitement;  
My mouth, and all the words that come out of it –  
Polite, sweet or rough, correct or incorrect;  
My voice, loud or soft;  
And all my actions, whether they may be to others or to myself.

I own my fantasies, my dreams, my hopes, and my fears.  
I own all my triumphs and successes,  
All my failures and mistakes.  
Because I own all of me, I can be intimately  
Acquainted with me.  
By so doing, I can love me and be friendly with me  
In all my parts.

I can make it possible for all of me to  
Work in my best interests.  
I know that there are aspects about myself that puzzle me,  
And other aspects that I do not know.  
But as long as I am friendly and loving to myself,  
I can courageously and hopefully look for the solutions  
To the puzzles and for ways to find out more about me.  
However I look and sound, whatever I say and do,  
And whatever I think and feel at a given moment in time is me.  
This is authentic and represents where I am at that moment in time.  
When I review later how I looked and sounded, what I said and did,  
And how I thought and felt, some parts may turn out to be unfitting.

I can discard that which is unfitting, and invent something  
New for that which I discarded.  
I can see, hear, feel, think, say, and do.  
I have tools to survive, to be close to others,  
To be productive and to make sense and order out of the world  
Of people and things outside of me. I own me  
And therefore I can engineer me.  
I am me

AND I AM OKAY.

Virginia Satir

## HOW DO YOU RATE? FOUR SOURCES OF SELF-ESTEEM

The following areas are vital to one's self-esteem. Rate yourself in these areas as a means of evaluating yourself. Write a one-sentence description of each area of your life and circle the number which best reflects your self evaluation (1- being I do not have this at all 10- being I have this in large amounts):

### Achievement and Accomplishment

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Rating 1 2 3 4 5 6 7 8 9 10

### Personal Power: Control and Influence over your Life:

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Rating 1 2 3 4 5 6 7 8 9 10

### Evidence of Affection and Being Cared For / Respect from the Outside World

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Rating 1 2 3 4 5 6 7 8 9 10

### Behavior Consistent with Deeply held Values and Beliefs:

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Rating 1 2 3 4 5 6 7 8 9 10

\*Developed from concepts in *The Management of Self Esteem* by Pete Bradshaw

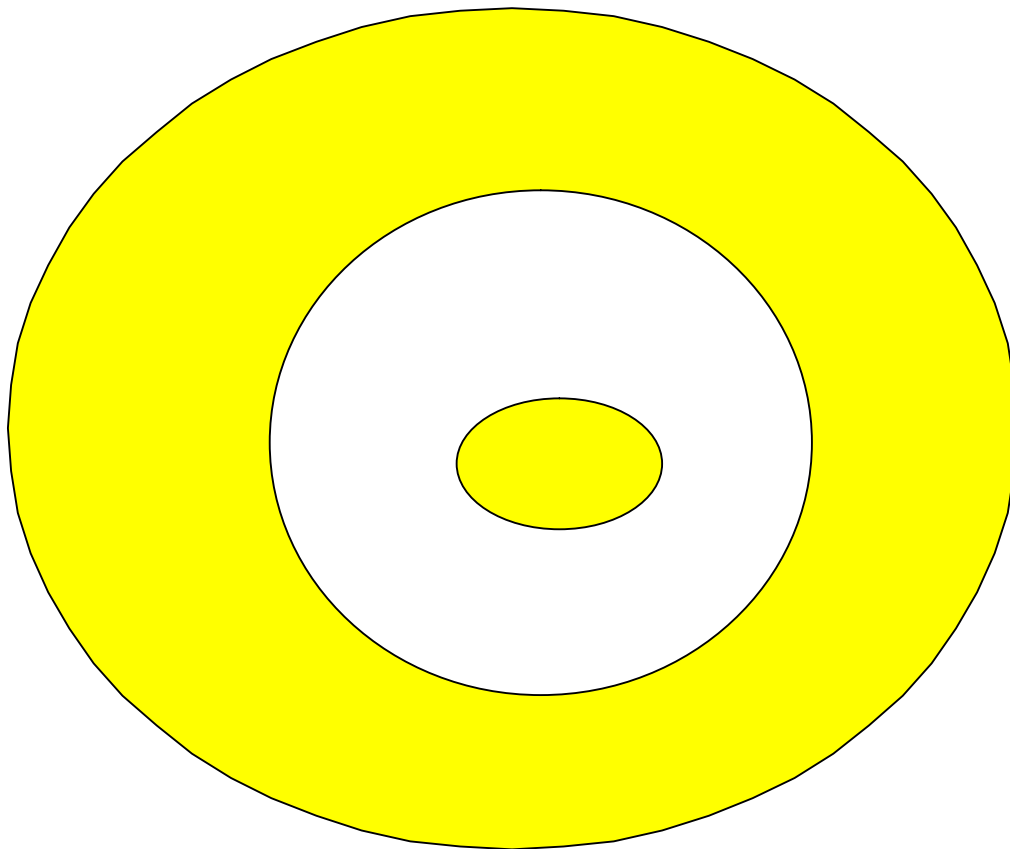
## CHILDHOOD MESSAGES

“Childhood messages” refers to how we saw life as it *should* be, and myself, as I *ought* to be. These messages (also recognized as “should” and “ought”) come from the influence of significant authority figures early in our lives. As children, those figures include parents, close relatives, religion, school, peers, etc. Some of the messages are seen: (when children observe how parents treat each other, they interpret: “This is the way husbands and wives ought to be”); some are heard: (“You’re such a Klutz”); some are felt: (a disapproving scowl for improper behavior); and some are a combination. One way of identifying messages is to check out your beliefs and values and listen to your “should” and “ought”. As you read through each of the following questions, think about the comments you heard as a child. Do not be concerned about whether the message was true or false; just ask yourself, “Do I have the feeling it was true?”

### What did you believe about:

The importance of your intelligence?  
Leadership?  
The intelligence of men/women?  
Your ability to solve problems?  
Your place in religion?  
Your ability to deal with mechanical things?  
The importance of your education?  
Working mothers?  
What your vocation would be?  
Earning money?  
Success for you?  
Marriage?  
Children?  
Importance of your appearance?  
Your relationship to women/men?  
Your ability to excel in sports?  
Masculine behavior?  
Feminine behavior?

## Development of Self-Esteem: Layers of an Onion



**Infant – 7 years old:** Completely dependent on parents. No other frame of reference. Soaks up and believes all messages. Has no ability to do critical thinking until the end of this period.

**7 – 14 years old:** Compares own life with friends. Begins to develop critical thinking skills. Trying to make sense of messages.

**14 – 21 years old:** Develops own autonomy. Rejects and/or internalizes childhood messages.

**21+ years old:** Learns to sort out childhood. Re-evaluates and reframes messages.

## AFFIRMATIONS

Affirmations = “to make firm”

1. **Present** tense – What exists *now*, today – rather than in the past or the future.
2. **Positive** – rather than affirming what you don’t want. E.g., “I no longer oversleep,” say, “I now awake on time bright and fresh.”
3. **Personal** – must relate to *you*, and you only.
4. Short and simple – conveys a feeling, rather than long, wordy, “head trip.”
5. It “clicks” - feels good to you just to say it. Feels positive, expanding, freeing, and supporting.
6. Focus on New – spirit of creating something new rather than changing/ resisting what is.
7. Act “as if” – give yourself permission to “make believe” it’s true right now. Capture feeling your experience.

### How to Use Affirmations

1. Silently – meditating or relaxation states pre and post sleep
2. Spoken – silently or aloud throughout the day: driving, chores, exercising  
Mirror – affirm beauty, loveliness, and worth
3. On tape – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person forms  
3-4 paragraphs describing situation
4. Written – 10-20 X while focusing on meaning of the words.
5. With others – with friend

“Maria, you are a beautiful, lovable, worthy person.”

“Yes I know”

10-15 times

“ I Maria, am a beautiful, lovable, worthy person.”

“Yes Maria, you are a beautiful, lovable, worthy person.”

### Affirmation Examples

I am in charge of my life.	I desire a rich, satisfying life.
Everything I need is already with me.	I am happy, healthy, whole, and complete.
Perfect wisdom is in my heart.	I trust the universe.
I love and appreciate myself just as I am.	I accept myself completely here and now.
I give and receive freely.	I feel deep inner peace and serenity.
It is ok for me to have what I want.	I am ready for my relationship to work.

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PROFESSIONAL COMMUNICATION:

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## **AFFIRMATIONS FOR EMPLOYMENT SUCCESS**

**I enjoy seeking and finding new opportunities in my life.**

**I am worthy of succeeding at anything new.**

**I deserve the rewards which my achievements bring to me.**

**I am creating a positive successful future for myself.**

**I have the courage to do what I need to do to get where I want to go.**

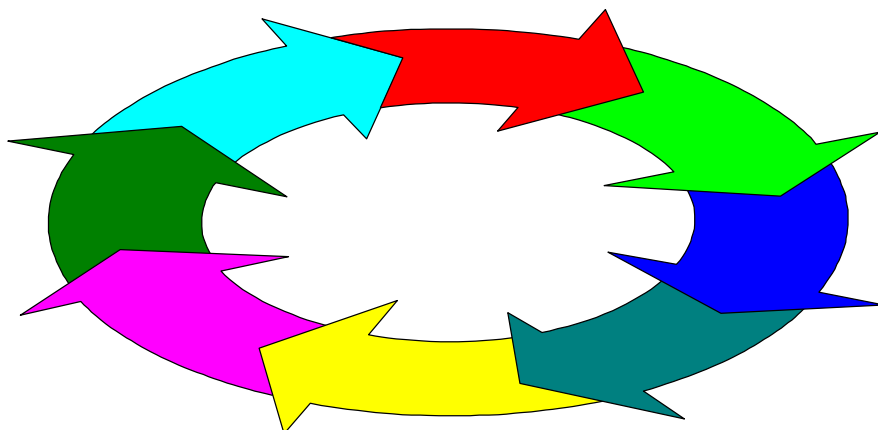
**I have faith in myself and believe in my dreams.**

**I am aware of my talents, skills, and capabilities.**

**I am calm, poised, and collected in pressure situations.**

**I am flexible and adjust easily to changing situations.**

**I am willing to take the risks necessary to reach my goals.**



## WAYS TO BOOST SELF-CONFIDENCE

1. Focus on your strong points. Most of us would have little difficulty naming what we like least about ourselves. Instead, one should focus on the admirable aspects of one's personality or appearance, and unusual aptitudes and skills.
2. Reward yourself for doing well. No one knows better than you when you have worked hard to reach a goal. Many people never learn to trust their own egos, and rely on seeking applause from others. Often, it never comes. It makes sense to reward yourself.
3. Set realistic goals. Attempting to measure up to an unrealistic self-image is one of the key factors that causes feelings of hopelessness. Ask yourself whether your standards are too high – and lower them a bit if necessary.
4. Move towards your goals in steps. Many of us ignore the fact that most major goals can be reached only in a series of small steps. If you take pride in achieving each step, your self-confidence is bound to stay at a healthy level.
5. Get involved in activities. Just as having goals that are too high can be destructive, having no goals can also erode the Ego. If one gets in the habit of filling time with half completed tasks, one is denied the satisfaction of achievement.
6. Do not try to please everyone. Each of us must acknowledge that we cannot please everyone all of the time. There will always be people who find us irritating, even threatening. If one tries to be all things to all people, one will only end up losing the attributes that make you delightfully unique.
7. Seek out people who think you are the greatest. Since not everyone is going to like you, no matter how hard you try, make an effort to spend time with people who make you feel good about yourself.
8. If you need it, get professional help. If you are constantly feeling depressed, inferior or fearful of every task, professional help may be in order.

## EXPERIENCES IN BUILDING SELF-ESTEEM

*Admit you have strengths! You are a wonderful and unique individual! Celebrate you!*

Fill in the blanks below

**This is what I like about me:**

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10.

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## **WHAT IS SUCCESS?**

*TO LAUGH OFTEN AND LOVE MUCH;*

*TO WIN THE RESPECT OF INTELLIGENT PERSONS AND THE AFFECTION OF CHILDREN;*

*TO EARN THE APPROVAL OF HONEST CRITICS AND ENDURE THE BETRAYAL OF FALSE FRIENDS;*

*TO APPRECIATE BEAUTY;*

*TO FIND THE BEST IN OTHERS;*

*TO GIVE OF ONESELF WITHOUT THE SLIGHTEST THOUGHT OF RETURN;*

*TO HAVE PLAYED AND LAUGHED WITH ENTHUSIASM AND SUNG WITH EXULTATION;*

*TO LEAVE THE WORLD A BIT BETTER, WHETHER BY A HEALTHY CHILD, A GARDEN PATCH, OR A REDEEMED SOCIAL CONDITION;*

*TO KNOW THAT EVEN ONE LIFE HAS BREATHED EASIER BECAUSE YOU HAVE LIVED.*

## ***THIS IS TO HAVE SUCCEEDED***

## TOOT YOUR OWN HORN

- First: Think about a time when you did something you were proud of, you did well, and you enjoyed doing. Describe it briefly on a sheet of paper.  
Example: Planning a party, fixing something, arts and crafts.
- Second: Write down exactly what you did, step by step. What talents did each step require? Which of these were important to your accomplishment? Try to find FIVE talents required to do what you did. (You may use the list on the bottom of this page.)
- Third: Tell why this achievement is important to you.
- Fourth: Share with the class your achievement.

### Possible Talents and Skills

Analyze	Conceptualize	Coordinate	Operate	Interpret	Diagnose
Research	Investigate	Compile	Compute	Classify	Estimate
Audit	Record	Copy	Observe	Advise	Counsel
Guide	Negotiate	Instruct	Arbitrate	Supervise	Manage
Motivate	Inspire	Lead	Perform	Demonstrate	Sell
Communicate	Write	Envision	Repair	Construct	Drive
Artistic	Inspect	Evaluate	Inventory	Catalogue	Operate
Maintain	Caretaker	Collect	Arrange	Display	Adapt
Administer	Test	Conceive	Delegate	Create	Improve
Organize	Revise	Simplify	Solve	Prove	Adaptable
Ambitious	Attentive	Analytical	Conscientious	Constructive	Creative
Dependable	Diplomatic	Disciplined	Discreet	Efficient	Energetic
Enterprising	Enthusiastic	Resourceful	Imaginative	Logical	Methodical
Determined	Objective	Self-reliant	Sincere	Sophisticated	Systematic
Tactful	Sense of humor				

## **SYMPTOMS OF INNER PEACE**

(Watch for these signs of peace; many hearts have already been exposed; it could reach epidemic proportions)

- ❖ An unmistakable ability to enjoy each moment
- ❖ Loss of interest in judging others
- ❖ Loss of interest in judging self
- ❖ Loss of interest in interpreting actions of others
- ❖ Loss of interest in conflict
- ❖ Loss of ability to worry (very serious symptom)
- ❖ Frequent, overwhelming episodes of appreciation
- ❖ Contented feelings of connectedness with others and nature
- ❖ Frequent attacks of smiling through the eyes from the heart
- ❖ Tendency to think and act spontaneously rather than from fear based on past experiences
- ❖ Susceptibility to love extended by others as well as the uncontrollable urge to extend love

*If you have all or most of the above symptoms, be advised that your condition of peace may be incurable. If you are exposed to anyone exhibiting these symptoms, remain exposed at your own risk. These conditions of peace are likely infectious.*

# ASSERTIVENESS TRAINING

## Learning Objectives

- ❖ Identify and distinguish between three communication styles
- ❖ Explain the benefit of assertive communication
- ❖ Explain the connection between self-esteem and assertiveness
- ❖ Identify the steps to assertively request a change in behavior

## HUMAN RIGHTS

### Include the:

- ❖ Right to make mistakes. . and be imperfect
- ❖ Right to refuse requests without having to feel guilty or selfish.
- ❖ Right to judge your own behavior and to take responsibility for your actions.
- ❖ Right to offer no reasons or excuses for your behavior.
- ❖ Right to change your mind.
- ❖ Right to feel and express feelings, including anger, as long as you don't violate others' rights.
- ❖ Right to be competitive and to achieve.
- ❖ Right to enjoy rest and leisure.
- ❖ Right to have your needs considered as important as others'.
- ❖ Right to arrange your own priorities.
- ❖ Right to have your opinions respected.
- ❖ Right to be independent.
- ❖ Right to say "I don't know" or "I don't care."
- ❖ Right to get what you pay for.
- ❖ Right to ask for information from professionals.
- ❖ Right not to be responsible for others' attitudes/feelings.

## **THE BASIC TENETS OF AN ASSERTIVE PHILOSOPHY**

1. By standing up for our rights we show we respect ourselves and achieve respect from other people.
2. By governing our lives so as to never hurt anyone, we end up hurting other people and ourselves.
3. Sacrificing our rights usually results in destroying relationships or preventing new ones from forming.
4. Not letting others know how we feel and what we think is a form of selfishness.
5. Sacrificing our rights usually results in training other people to mistreat us.
6. If we do not tell other people how their behavior negatively affects us, we are denying them an opportunity to change their behavior.
7. We can decide what is important to us; we do not have to suffer from the “tyranny of the should and should not.”
8. When we do what we think is right for us, we feel better about ourselves and have more authentic and satisfying relationships with others.
9. We all have a natural right to courtesy and respect.
10. We all have a right to express ourselves as long as we don't violate the rights of others.
11. There is more to be gained from life by being free and able to stand up for ourselves and from honoring the same rights for other people.
12. When we are assertive everyone involved usually benefits.

## WHAT ASSERTIVENESS TEACHES

1. That the clearest, most productive and most effective way to communicate is honestly and openly.
2. That only I can tell someone how I feel – and that talking about feelings is important.
3. That when feelings are acknowledged honestly, communication is based on clear information and not on guesses or assumptions.
4. That it is important for me to take responsibility for MY CHOICES, and not for other people's choices.
5. That I can negotiate with others for changes I want.
6. That it is okay to be powerful (in control of my life) and self-validating (a friend to myself).
7. That I can create support networks for myself, which will help me grow and reach my full potential.
8. That when I act assertively, others can relate to me assertively (open, honestly).
9. That listening and expressing myself is EQUALLY IMPORTANT.

**FOUR COMMUNICATION STYLES:  
PASSIVE - AGGRESSIVE - PASSIVE AGGRESSIVE - ASSERTIVE**

<b>Passive:</b>	<b>Martyr (Non-Assertive)</b>
Action:	Leaves self out by not expressing needs or feelings, or by denying, or by letting others violate their rights.
Reason:	<b>To avoid unpleasantness or conflict.</b>
Results:	Needs are not met. Frustration, disappointment, and low self-esteem. Lose - Win

<b>Aggressive:</b>	<b>Persecutor</b>
Action:	Leaves out other's rights, feelings, and needs. They get what they want at another's expense by dominating, manipulating, and humiliating them.
Reason:	<b>To achieve immediate goals, to express anger.</b>
Results:	Achieve short-term goals, but alienate people. End up lonely and bitter. Win - Lose

<b>Passive Aggressive:</b>	<b>Victim</b>
Action:	May appear to allow others to violate their rights, but deep inside very revengeful and jealous of others. Guarded & often mistrustful, they are reluctant to show emotional fragility. Feel inadequate and unable to compete with others.
Reason:	<b>To elevate themselves while tearing others down.</b>
Results:	Needs are not met. Low self-esteem. Lose - Lose

<b>Assertive:</b>	<b>Balancer</b>
Action:	Speaks up appropriately for oneself while considering the needs, wants, and rights of others. Achieves open, honest, two-way communication that enhances the communicators.

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## PROFESSIONAL COMMUNICATION:

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Reason:	<b>To communicate effectively, to feel good about self.</b>
Results:	May not achieve short-term goals. May compromise or go for alternatives. Usually reach long-term goals, have healthy relationships, and feel good about self for being open and honest with others. Win - Win

### VERBAL AND NON VERBAL CHARACTERISTICS OF FOUR COMMUNICATION STYLES

#### Passive:

Verbal:	Rambling, beating around the bush, apologizing profusely, not saying what they really feel.
Non Verbal:	Slouched posture; downcast, averted, or tearful eyes; sticky or cold hands; nervous gestures; soft, weak, pleading or unsteady voice; overall demeanor says "take care of me."

#### Aggressive:

Verbal:	Blaming or accusing others, sarcastic, air of superiority.
Nonverbal:	Shows of strength; loud or brittle voice; cold, detached look; rigid or haughty posture; jerky, dominating gestures like finger pointing, table pounding; intrudes into other's space.

#### Passive Aggressive:

Verbal:	Sarcastic, gossipy, pessimistic, and fault finding.
Nonverbal:	Cold, detached look; rigid or haughty posture; scowls or pouts; responds slowly to irritate others; displays a "who cares", nonchalant attitude.

#### Assertive:

Verbal	Clear, direct, honest statement of feelings; use of "I" messages.
Nonverbal:	Listens well to others; upright posture; speaks in relaxed, well-modulated

voice; maintains good eye contact.

## ASSERTIVE BEHAVIOR

### Remember

#### It is Assertive:



- To give an honest compliment.
- To say when something is bothering you.
- To say what you prefer.
- To refuse to answer questions you do not want to answer.
- To say "I need time to think about that" and to say when you will let them know.
- To ask that someone deal with you differently.
- To tell someone that you care about them.
- To take responsibility for your own feelings.
- To check out how the other person is feeling.

#### It is Aggressive ... .. and may even be assaultive:



- To blame the other person for your feelings.
- Not to respect another's right to assertively state his/her feelings to you.
- To tell others what they are thinking or feeling (mind reading).
- To assume another is doing or saying something because of dishonorable intentions.
- To justify your feelings and thoughts by putting down the feelings and thoughts of another.

#### It is Non Assertive or Passive:

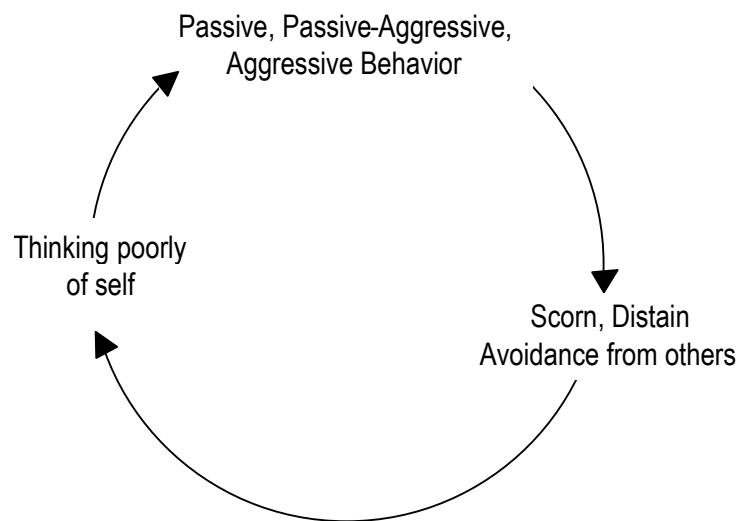


- To say yes and mean no.
- To agree with someone when you do not really.
- To not speak up when you feel someone is taking advantage of you.
- To pretend to like someone when you do not.
- To encourage someone to pursue you when you have no interest in him/her.
- To over-apologize, over-explain, or over-justify.
- Not to tell someone what you want, then feel mistreated when they have not read your mind.

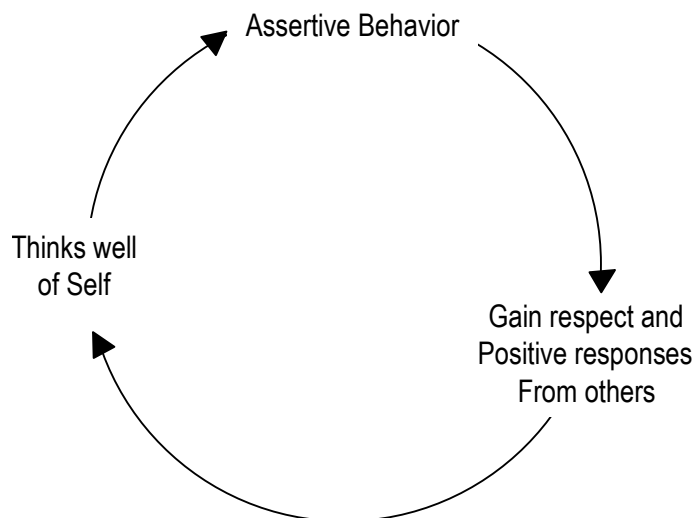
To agree to something, then not live up to it without letting the other person know you have changed your mind.

## BEHAVIOR CYCLES

### Negative, Self-Defeating Cycle



### Positive, Self-Enhancing Cycle



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PROFESSIONAL COMMUNICATION:

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## WORD LIST DESCRIBING FOUR BASIC BEHAVIORS:

Passive	Aggressive	Passive Aggressive	Assertive
Self-pitying	Insisting	Grudge carrying	Clear
Victim	Dominating	Resentful	Direct
“Yes” man/woman	Manipulating	Spiteful	Aware
Apologetic	Pushy	Dishonest	Communicating
Self-punishing	Rude	Bitter	Spontaneous
Doormat	Overbearing	Pouting	Energized
Hurt	Domineering	Gossipy	Powerful
Injured	Overpowering	Malicious	Moving
Avoiding	Violent	Revengeful	Real
Giving in	Loud	Martyred	Honest
Giving up	Destructive	Manipulative	Responsible for self
Withdrawn	Hostile	Double messages	Open
Unresponsive	Superior	Indignant	Choosing
Sacrificing	Mean	Cynical	Appropriate
Acquiescing	Angry	Indirect	Listening
Inhibited	Thoughtless	Phony	Confident
Unexpressive	Threatening	Confusing	Centered
Retreating	Impatient	Sarcastic	Well-bodied
Ignoring	‘right’	Sulky	Expressive
‘sweet’	Ridiculing	Uneasy	Coping
Crying	Contemptuous	Fearful	Flexible
Helpless	Belittling	Anxious	Vital
Humiliated	‘preachy’	Angry	In control of self
Insecure	Harsh	Insulted	Relaxed
Timid	Punishing	Devious	Considering
Self-denying	Invading	Unaware	Thinking
Afraid	Interrupting	Condescending	Competent
<b>STUCK</b> 	<b>STUCK</b> 	<b>STUCK</b> 	<b>MOVING!!</b> 

## ASSERTIVENESS: DISCRIMINATION TEST

**Mark + If the response is assertive**

**Mark N If the response is nonassertive (passive)**

**Mark - If the response is aggressive**

**+ N -** 1. You phone to set up an interview and the employer says, "I would love to see you but I am leaving for the airport for a week's conference in just an hour." You say, "Then why don't I meet you at your departure gate? We could talk over my idea while you are waiting for the plane."

**+ N -** 2. The interviewer asks why you are leaving your present job. You explain: "Well, my boss was a male chauvinist pig. He wanted me to go out with him after hours and he was married. My boyfriend didn't want me putting up with that kind of treatment."

**+ N -** 3. The interviewer asked what your present salary is. You say, "\$150 a week. They are a bunch of cheapskates. All kinds of newspaper ads say people pull in \$300 a week for doing just what I am doing."

**+ N -** 4. You contact an interviewer who says, "Why don't you mail me your resume?" You say, "I could drop off a copy tomorrow morning. Perhaps we could discuss my qualifications then?"

**+ N -** 5. The interviewer sees the name of your school and says "I see you are Jewish. What synagogue do you attend?" You say, "I used to go to the one on Highland Ave, but I quit. My parents are very active in the "Save the Soviet Jews' movement. They keep kosher but I think that is pretty old-fashioned."

**+ N -** 6. After 20 minutes the interviewer has asked no questions about your background and explains nothing about the position. You say, "Perhaps I could tell you why I think my background makes me suitable for the company. And I am curious to know more about the position."

**+ N -** 7. After talking to you, the interviewer says, "Frankly I think you are too intelligent and overqualified for this job and would be bored doing it." You say, "But I need the money. My dad got laid off and my folks will lose their house if I don't start bringing something in."

**+ N -** 8. The interviewer noticed a year gap in your resume and asks what you did during this time. You say, "Oh, I drifted around Europe. I lived in a van with a couple of guys. I would rather be there now, but I ran out of money."

**+ N -** 9. At the end of the interview, which you feel went well, the employer says, "We will be getting in touch with you." You say, "Would you mind telling me when you will decide about the job? I have some other offers and I will have to take one of them if you do not decide on me."

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## PROFESSIONAL COMMUNICATION:

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**+ N - 10.** The employer says, "Frankly we were looking for someone a little older/younger." You say, "Thank you for considering me. I understand. Thank you very much for seeing me."

**+ N - 11.** You contact a high level executive about a job opening. She says, "We are supposed to go through the personnel department for hiring." You say, "Naturally, but why don't I stop in to see you first and then deliver my resume to the personnel office?"

**+ N - 12.** The employer asks, "What kind of salary do you expect?" You say, "I want this job so much I would work for nothing. Anything you think of is fine with me."

**+ N - 13.** The interviewer says, "I bet a pretty little girl like you is planning on getting married and quitting to have a couple of kids." You say, "My past record shows a very sincere dedication to my career. You can count on consistent commitment if you hire me."

**+ N - 14.** The employer says after talking with you for five minutes, "I have already interviewed 25 people and I am going to hire one of them." You say, "Let me highlight my experience for you and your decision will be simple. I am just the person you need."

**+ N - 15.** The interviewer is not paying attention to you. She doodles on a notepad, files her fingernails, and has a long phone conversation in the middle of your interview. You say, "You do not seem to like me. I bet this job is already filled and I am wasting my time talking to you."

**+ N - 16.** The interviewer, a male, gives you, a woman, a seat on the couch in his office and sits right next to you. He says, "Well, sweetheart, you have some strong qualifications. Could we discuss them over lunch?" You say, "I already have a lunch engagement, but yes, my qualifications are good. Here is my resume. I meet your requirements and would be an asset to your company."

**+ N - 17.** The interviewing room is airless. You do not smoke and you gag when you smell smoke. As the interviewer lights up a cigarette, he asks, "You don't mind if I smoke, do you?" You say, "This room is small a very airless. Could we take a break and go out into the hallway, and finish the interview after that?"

**+ N - 18.** You are being interviewed for a sales position and have no previous job experience in sales. The interviewer asks why you think you can handle the job. You say, "With six younger brothers and sisters, persuasion is necessary to survive at my house. I often have to 'sell' them on respecting my privacy. I have done a lot of marketing at school. I made \$1500 running taffy apple sales for my class."

**+ N - 19.** The interviewer looks you in the eye and says, "Beginning when you were born, now tell me your whole life story." You suspect a psychologist is observing the interview through a two-way mirror on the wall. You say, "The question is so general. Please be more specific, and I am sure I can tell you how my experience makes me capable to fill this position."

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## PROFESSIONAL COMMUNICATION:

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+ N - 20. You type 40 wpm but want to leave secretarial work and get a management position. The interviewer asks, "Do you type?" You say, "No, I am a very poor typist."

+ N - 21. The employer says, "We need someone with more practical experience. You say, "I am a fast learner and will work overtime to find out what I lack. Within three weeks, I will know as much as someone with a year's experience in the field. I really catch on fast."

+ N - 22. The interviewer observes, "You have had quite a few jobs in a very short period of time." You say, "I have learned from all of them and am ready to settle down and commit myself to something. This sounds like a job I would stick with."

+ N - 23. The employer asks, "Are you willing to relocate to Cleveland?" You say, "I will consider relocation at the time a firm offer is made."

+ N - 24. The employer asks in the middle of your interview, "What kind of salary did you have in mind?" You say, "I would have to understand the full scope of my responsibilities before I could adequately name a figure."

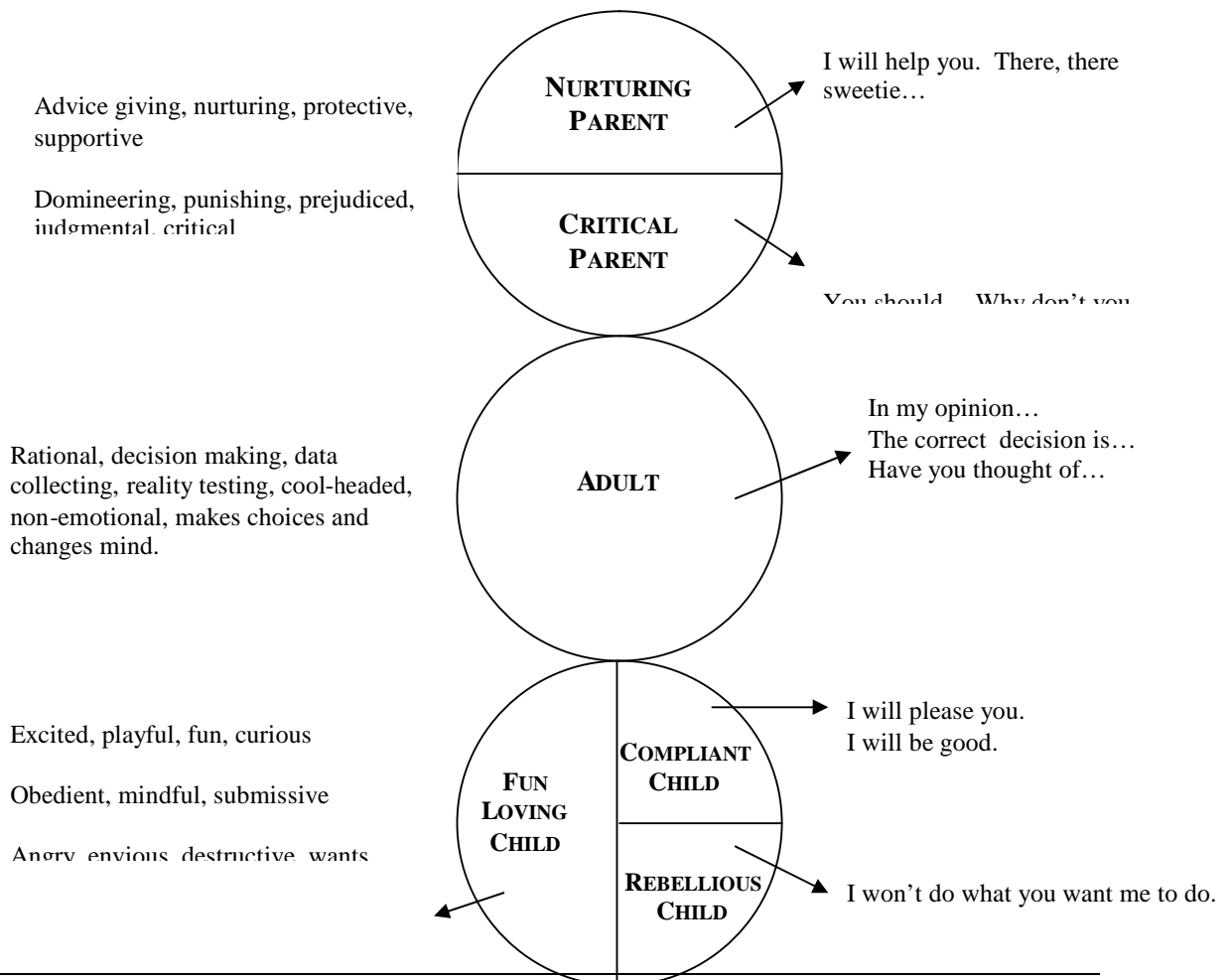
### **Now compose assertive responses to nonassertive or aggressive remarks:**

Number	Assertive Response

## Who Am I?

Dr. Eric Berne, believed that there were three parts to every personality. The PARENT or taught part, the ADULT or data processing part, or the CHILD, the feeling part. Each of us acts or reacts from one of the three parts at any given time.

### Parts of the Personality



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## PROFESSIONAL COMMUNICATION:

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Let's have fun!

## REQUESTING A CHANGE IN BEHAVIOR

1. You have the **RIGHT** to let others know that their behavior bothers you. You also have the right to ask them to modify their behavior.
2. Others have the right to either agree to what you ask or refuse.
3. When you do not exercise this right, you deny the importance of yourself as well as the relationship.

### FOLLOW THIS IMPORTANT FOUR (AND SOMETIMES FIVE) STEP PROCEDURE

1. **VALIDATION:** Shows consideration for the other's feelings, gives benefit of the doubt, or affirms the relationship.
2. **DESCRIBE THE BEHAVIOR:** "When you ..." Describe the behavior you see and/or hear in the other person. Use descriptive rather than labeling words, i.e., "When I find dirty laundry in the middle of the floor..." rather than, "You are an inconsiderate slob."

#### EXAMPLES:

"When you do not call me and know you will be late..." "When you raise your voice .."  
"When you interrupt me when I am in the middle of something .." "When you tell others secrets I have shared with you ...."

3. **EXPRESS THE FEELING YOU ARE EXPERIENCING:** "I feel angry and hurt..." Be sure that you use a **FEELING** and not a **THOUGHT**. A feeling is sad, mad, hurt, angry, irritated, frustrated, happy, pressured, confused, furious, etc. (Don't say: "I feel that you..." – that is not a feeling, it is a thought.)
4. **ASK FOR A SPECIFIC CHANGE:** "I want you to ..." Again describe the SPECIFIC BEHAVIOR you would like, such as "I would prefer that you call me if you are going to be more than 15 minutes late." "I would rather you speak to me in a quiet tone..." "I would like it if you would wait until I finish my sentence before talking..." "I would like you to keep the things I tell you in confidence and do not tell anyone..."

Ask for an agreement at the end of your request: "Are you willing to agree to that?"

5. **OPTIONAL: GIVE A CONSEQUENCE IF NECESSARY;** (Again, in terms of a specific behavior) "If you do not call me, we will start eating without you..."

## V-DESC RULES

### Remember to Validate the Other Person

**1. Validate**

Acknowledge other person's worth. Start with person's name – stroke them.

**2. Describe**

Use Objective words. Avoid inflammatory labeling.

**3. Express**

Use "I" messages to express feelings and thoughts. Say, "I feel" not "you make me feel."

**4. Specify (Change)**

Ask for one observable reasonable behavior change. Seek agreement: "Are you willing to do this?" Negotiate this change if necessary.

**5. Consequences**

A.) Offer "reward" (consequence) that is valuable to others and you can give.

B.) Think of reasonable "punishment" that fits the "crime". **Caution:** Say this only when all else fails and you are willing and capable of implementing it.

**Commitment**

**Get a commitment from the other party. Ask if they agree to the terms of the specific change requested. "Is this something you would be willing to do?"**

## REQUESTING A CHANGE: PRACTICE SITUATIONS

Ask for the following Changes:

**A. You want your friend to stop showing up late for the movies. Ask her for a change.**

1. (Validate)
2. When you
3. I feel
4. I would like....

**B. Ask a co-worker to quit talking about other co-workers behind their backs.**

1. (Validate)
2. When you
3. I feel
4. I would like....

**C. Ask your mother to stop calling you every night at 10:30 PM**

1. (Validate)
2. When you
3. I feel
4. I would like....

**D. Ask your doctor to quit running late for your appointment.**

1. (Validate)
2. When you
3. I feel

4. I would like....

## **REFUSING REQUESTS.....IDEAS TO KEEP IN MIND**

1. You have the right to say NO.
2. You deny your own importance when you say 'yes' and really mean 'no'.
3. Saying 'no' does not imply that you reject another person – you are simply refusing a request.
4. When saying 'no', it is important to be direct, concise, and to the point.
5. If you really mean to say 'no', do not be swayed by pleading, begging, cajoling, compliments, or any other form of manipulating.
6. You may offer reasons for your refusal, but do not get carried away with numerous excuses or explanations.
7. Do not become over apologetic; this can be offensive.
8. Demonstrate assertive body language:
  - a) maintain direct eye contact
  - b) maintain an erect body posture
  - c) speak clearly and audibly
  - d) do not whine or have an apologetic tone in your voice
  - e) do make use of gestures and facial expression for emphasis

**Saying 'no' and not feeling guilty about it can become a habit – a habit that can be very growth-enhancing**

## IDENTIFYING ASSERTIVE, PASSIVE, AGGRESSIVE AND PASSIVE-AGGRESSIVE BEHAVIOR

Read each situation and possible responses below. Next to each response, put an **AS** if it is **Assertive**, a **PA** if it is **Passive**, an **AG** if it is **Aggressive** behavior and a **PA/AG** if it is **Passive Aggressive**.

**Situation 1: It is 15 minutes to quitting time and your supervisor gives you a job that will take at least an hour.**

\_\_\_\_\_ I am sorry, I cannot finish this today. This will take at least an hour, and I need to leave at 5:00. I can do this in the morning and have it to you by 10:00.

\_\_\_\_\_ I cannot do this! It is time to leave. What do you think I am, your slave?

\_\_\_\_\_ Well, I am supposed to pick up my kids at 5:30, but they can wait.

**Situation 2: On your job you have to share a computer with 3 other people. You are supposed to sign up for blocks of time to use the computer. One co-worker often stays on after her time is up.**

\_\_\_\_\_ Tina, it is my turn to use the computer now. You are working on my time. Please get off so that I can do my work.

\_\_\_\_\_ Hey, get off! It is my turn. If you do not get off right now, I am going to tell the boss!

\_\_\_\_\_ Well, how much longer do you think you will be? I guess I can come back later.

**Situation 3: You (a female) share an office with a male co-worker. He has put up a calendar and a number of posters and pictures of women in bikinis. It makes you uncomfortable to have to look at these pictures on your office wall.**

\_\_\_\_\_ You say nothing and try to move your desk so that you do not have to look right at the posters and calendar.

\_\_\_\_\_ You rip down the posters when he is not in the office.

\_\_\_\_\_ You tell him that the posters bother you and ask him to take them down.

**Situation 4: You are having your yearly job review with your supervisor. He /she tells you that he/she is planning to grade your work as “adequate”, but you feel you deserve a higher rating. He/she tells you that he/she will change the rating if you will go out with him/her this weekend.**

\_\_\_\_\_ You refuse, but then call the spouse and tell him/her that he has been asking you out.

\_\_\_\_\_ You say no and accept the lower rating.

\_\_\_\_\_ You tell him/her that what he/she suggests is a form of sexual harassment and that if you are not given a fair evaluation you are going to file a complaint with his/her supervisor and the EEO officer in your company.

**Situation 5: Your work hours are from 8 am to 5 pm with an hour for lunch. You have worked in this job for three months. At least three times a week, your supervisor asks you to stay until 6 pm or later.**

\_\_\_\_\_ You set up a meeting with your supervisor to discuss ways to make sure that you can get your work done during the regular business hours.

\_\_\_\_\_ One day you have enough and explode when your supervisor hands you a late assignment.

\_\_\_\_\_ You continue staying late when asked, keeping your complaints to yourself.

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## PROFESSIONAL COMMUNICATION:

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\_\_\_\_\_ You start taking longer lunches or coming in late to make up for all the extra time you are putting in and begin complaining to your co-workers.