

COMMUNICATING EFFECTIVELY

Communicating with Purpose and Asking Better Questions



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Redesigning Thinking

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Inspired by the book: "How to Take Charge of Your Life"

This booklet belongs to: _____

My biggest take away:

My best moments:

What did I find the most challenging?

Who would benefit from this knowledge:

How I am going to use these new learnings:

Describe your experience in one WORD:

"If you look at your limits with humour, new doors open, if you look at your limits seriously, you justify them" (Richard Bandler)

Communicating Effectively

HOW MUCH AWARE ARE YOU THAT THE QUALITY OF OUR
EXISTENCE DEPENDS ON THE QUALITY OF OUR COMMUNICATION.

Nobody cares about your intention, only the result.

THE RESULT OF THE COMMUNICATION IS GIVEN BY THE RESPONSE
YOU GET.

COMMUNICATING IS A 2 WAYS PROCESS.
GIVING INFORMATION GOES IN ONE DIRECTION ONLY.

How to communicate effectively in a nutshell.

There are **3 parts in our brain** and to communicate in the most effective way we need to be able to **address them** in the **right** way and in the right order:

1) The first brain structure, the instinctive part.

THE ENCEPHALIC TRUNK

It deals with surviving. So, it recognizes the danger, it wants to protect us.
It activates for protection when it feels attacked.

2) Second Cerebral structure: the EMOTIONAL brain

The LIMBIC brain

It wonders: "What's in it, for me?"

That's why it's useful to give a reason to act to people.

3) Third brain structure

RATIONAL PART

CEREBRAL CORTEX

Remember that we make emotional decisions and then rationalize them.

So, mainly, we make decisions with the first 2 parts of the brain ...

One of the most important moments in communicating is giving **feedback**.

FEEDBACK VS FAILURE:

ALL RESULTS AND BEHAVIORS ARE ACHIEVEMENTS, WHETHER THEY ARE DESIRED RESULTS FOR A GIVEN TASK / CONTEXT OR NOT.

HOW TO GIVE FEEDBACK:

feedback sandwich:

1. What went well
2. What you can improve for next time
3. How to improve it

LEARNING PHASES

- Unconsciously incompetent
- Consciously incompetent
- Consciously competent
- Unconsciously competent

1. PRACTICE
2. PRACTICE
3. PRACTICE

Knowledge is useless until it goes down to the muscles (Robert Dilts)

Would you like to know a system that gives you more opportunities to be charismatic?

CHARISMA MODEL

4MAT SYSTEM

Any situation in which you have to introduce yourself, an appointment with the client or a meeting with the boss, is a good time to be engaging, effective and persuasive.

Each of us, when listening to or reading a proposal, analyses a topic, attributes greater importance to one of these elements: the reasons and whys, the amount of information available, the possibility of experimenting, the usefulness and future applicability.



Imagine if there was a model that could allow us to be able to effectively communicate with people who value different aspects. How useful would that be?

The 4MAT System is a structured method that allows you to organize and present your ideas, projects, deliver speeches and presentations, originating from the studies conducted by Bernice McCarthy in 1979 based on the research of cognitivist psychologist David Kolb in the field of learning.

The assumption of this methodology is that each of us have different preferences in how we prefer to learn. Someone wants to know why, someone else is more interesting in the information, someone else wonders how and there are people that have plenty of "what ifs".

Said that, in different level, based on the situation, we all want to know:

why we should listen
what we are talking about
how is this going to work
how else can we use this?

THE ACTION OF THINKING

How do we do the action of thinking?

We think in terms of images, sounds, sensations. These are the REPRESENTATIONAL systems.

Each of us uses them all, more or less, and prefers one system over another, based on the situation and context.

Each representational system has certain characteristics in order to be able to access it.

Visual finds everything very interesting and quickly access information.

Auditory focuses on the harmony of experiences and accesses information at the speed allowed by speech, sound.

Kinaesthetic takes longer to access sensations and doesn't always have the opportunity to keep busy, especially in today's world where you can't move.

In order to be all-inclusive when addressing a crowd, we want to stimulate the Rep System in this order:

Kinaesthetic

Auditive

Visual

while we deal with answering why, what, how, what else, in this order.

Effective Communication

COMMUNICATION is a nominalization. **Communication does not exist.**

If we don't like the result we got, in the way we communicated, instead of fixing the problem by referring to "bad communication", keep the situation flowing!

When it comes to Communication, it becomes easy to think in terms of whether or not there is Communication. When, on top of this, we add qualities such as good/bad communication... We build the illusion that it really exists!!!

How can we keep the situation flowing? Using the verbal form: how can we COMMUNICATE better?

Communicating is something we always do. All the moments of our life.

It is not something that we have or we don't have. You do it, and you can learn to communicate better.

It is an action. We communicate consciously and unconsciously, explicitly and implicitly. We communicate through our words, we communicate through the tone of voice, we communicate through our gestures, we communicate through the use of pauses, rhythms. Non-verbal communication is said to account for more than 75% of communication and that only 7% of what we communicate goes through content.

Today we will learn strategies to communicate more effectively with the outside world and, perhaps, we will find strategies that can also be used in how we communicate with ourselves!

CALIBRATING AND CONGRUENCE/INCONGRUENCE

Let's recognise what is important! We have 2 eyes, 2 ears but only one mouth.

Communicating effectively means paying attention to the situation, and to the person you are talking to.

What to calibrate:

Most obvious aspects or Macro Aspects, Macro Behaviours, are

1. The emotional state
2. The words used
3. The volume of the communication (volume of both the voice and the gestures and the quality of the words)
4. Posture, gestures, facial expressions.

Less obvious aspects or Micro Aspects, Micro Behaviours, are

1. Keywords (words have semantic weight/value, learn to notice the difference)
2. The tone of the voice, the duration of the pauses
3. Eye movements and pupil dilation, skin colour/temperature change, lip swelling, breathing rhythm.

3 communication channels: VERBAL, PARA-VERBAL (rhythm, speed, tone, breath ... the emotional part that accompanies the words), NON-VERBAL (gestures, posture, attitude).

Congruency needs to happen across the different channels!!

Our WORDS ALWAYS HAVE EFFECT

In a situation where you are using all 3 communication channels

Words used count 7%

Voice accounts for about 38%

Body language accounts for about 55%

The perfect communicator

- 1) Remembers that the result of the communication is given by the answer he/she gets.
- 2) Takes responsibility for his/her own communication.
- 3) Calibrates. Observes and listens when communicating.
- 4) He/she listens to his/her interlocutor with the utmost attention and does the same with himself.
- 5) Demonstrate Behavioural Flexibility. Change the way he/she communicates if the feedback isn't in line with his/her intention.
- 6) The Perfect Communicator is congruous in his/her way of communicating at various levels: verbal, para-verbal, non-verbal

Practice # 1 Calibrate congruency

1. Person A tells a funny experience for about 1 minute in a sad way.
2. Person A tells a sad experience for about 1 minute in a funny way.
3. Person B enjoys, listens and pays attention.
4. Change roles!
5. Give sandwich feedback. (1. What went well - 2. What you can improve for next time - 3. How to improve it)

What else can we notice while we calibrate?

1. The most used representational system among: "visual", "auditory", "kinaesthetic", "auditory digital" (or "inner dialogue")
2. The level of abstraction/specificity of the communication (More generic or more precise speech).
3. The modal operators (verbs such as: can, want, have to, must, need)
4. The meta programs

ESTABLISHING RAPPORT

Why Establish Rapport? To be able to influence someone, you have to earn the right to do so!!

~ By the way, what is the difference between influencing and manipulating? It's all in the INTENTION! ~

Establishing a "rapport" means establishing a "sense" of connection that makes the interested parties "feel" a feeling as if there was something in common and we could finally be understood, which allows you to relate to those you want to communicate with, at a deeper level, as you pace them both verbally (words used, representational systems used), non-verbally (posture, gestures ...) and para-verbally (tone of voice, volume, timbre, speed of speech). Establishing Relationship is a natural process. It happens very often, between friends, between diners, to have a certain harmony ... Of movement, of rhythm, of language. We want to learn to do it on purpose.

We start by pacing.

Pacing someone means creating an opportunity to be able to communicate generating trust and openness in the interlocutor. How? By paying attention in how they move, in how they speak, in how they breath... By being genuinely curious.

It is something that is generally done with children ... Well let's practice with adults too!

The basic principle is: **if you are like me, I like you. If I like you, I tend to agree with you.**

PHRASES TO AVOID: I UNDERSTAND, I KNOW WHAT YOU ARE GOING THROUGH, AND SIMILAR ...

Practice # 2 Calibrate listening

1. Person A tells a good experience for about 2 minutes (your favorite recipe, something you are passionate about, a movie, the best gift you have given and / or received) and person B pays attention physically, but alternates each 40seconds between really pay attention and thinking about something else (the shopping list, what appointments you have to attend ...).
2. Person A will practice noticing the differences.
3. The challenge for the speaker is to notice the differences and find out when the listener is paying attention or not.
4. Change roles!

Practice # 3 Practice attention.

1. Person A talks about a good experience for about 1 minute and what they liked the most and why ... (your favorite recipe, something you are passionate about, a movie, the best gift you have given and / or received, your last vacation) and the other person does not pay attention physically but listens to what is said, mentally.
2. The listener will have to repeat a couple of key points at the end of the story, using the keywords heard. (Example: if the person telling the story said "I like to listen to people in the market stalls because I like the sound of the voices and the harmony they create" ... and you repeat "you like to go to the market because of the lights of the stalls and the combination of the colors of the people "you have communicated something else).
3. Change roles!

Establishing rapport is not just a matter of how to position yourself, move, and tone of voice.
Pay attention to the words used! BE CURIOUS!

THE REPRESENTATIONAL SYSTEMS

We access the outside world through our 5 senses.

We use the same methods to access our representation of the world.

To access our internal world, we think in terms of images, sounds, sensations, smells, tastes.

While most of us have access to all 5 senses, we have preferences.

Some of us prefer to think in terms of images, others prefer to think in terms of sounds, others in terms of sensations, with a certain involvement of all other senses.

When it is time to express and communicate our thoughts with the outside world, some of us prefer to use words that refer more to some of our senses than others.

When people speak, they use language that is, very often, based on our senses.

"I would like to explain my point of view", "I see that you are working hard"

"Your idea is music to my ears", "this proposal is a little out of place".

"I like to have a firm grip on the situation", "Your proposal is very solid" ...

"This decision makes sense", "I note, favourably, your ability to achieve the goal"

How much are you able to notice the representational systems used in the sentences above?

If you had a person in front of you who spoke a different language and you were able to speak it too ... What language would you express yourself in order to communicate? In their language, right?

If you were faced with a person who preferred one representational system over another ... How would you express yourself in order to communicate?

Practice # 4 Tell a story

1 min in visual

1 min auditory

1 min in kinaesthetic

if possible, tell the same story / experience

Practice # 5 Moving from one representational system to another.

1. A person starts talking using the visual representational system, and starts a sentence, example: "Yesterday I saw a little bird on the tree ..."

2. The second person continues the sentence with the same representational system and changes it to the auditory one: "I admired his beautiful red feathers and I heard him chirp ..."

3. The third person continues the sentence with the same representational system and changes it to the kinaesthetic one: "a melody that was music to my ears, and I felt like a lump in my throat ..."

4. The fourth person continues the sentence with the same representational system and changes it to the audio-digital one: "I touched my wet eyes, surprised to notice the ease with which it had happened ..."

5. The fifth person continues the sentence with the same representational system and changes it to the visual one: "knowing how important it is to see clearly ..."



Some visual predicates:

- see
- to appear
- to observe
- show
- to highlight
- detect
- to imagine
- light up
- shine
- to focus
- sharp
- vivid

Auditory predicates can be for example:

- hear
- to listen
- sound
- harmonize
- be all ears
- resonate
- to tune
- to say
- to assert
- externalize

Kinaesthetic predicates can be:

- try
- touch
- grab
- to point out
- get hold
- get in touch
- numb
- concrete
- impression

Some examples of predicates that express a predilection for inner dialogue (Auditory Digital) can be:

- to understand
- make sense
- to think
- motivate
- to consider
- conceive
- be conscious
- belief

THE LEVEL OF SPECIFICITY OF COMMUNICATION **(HIERARCHY OF IDEAS)**

Now, how important is it, to get the message across in the best way, to be able to speak at the same level as the listener?

Have you ever had the impression that you were talking to someone who had great ideas, but didn't seem to have any idea how to get there, or that you were talking to someone who was getting lost in the most useless details?

This very often happens because one is communicating on different levels of detail / abstraction.

Here too, there are moments in which, although we are talking about the same topic, we are dealing with the same situation, one can get the impression that our interlocutor is not listening to us.

The communicative ability, in this case, is allowing us to

1. pay attention in order to calibrate the level of specificity at which our interlocutor is communicating
2. to be able to adapt and to be able to direct the conversation, after having earned the right to it.

All of this involves listening and knowing how to change the abstraction level of the conversation on purpose.

How you do it?

Chunking up i.e. climbing towards abstraction / Generalizing / Moving towards reaching an agreement.

What is this an example of? What is this a representation of?

For what purpose...?

What is your intention...?

Chunking down (i.e. go into detail / be more specific)

What specifically?

What are examples of this?

Any Meta Model Questions

Lateral Chunking (i.e. Stories / Metaphors / Parables / Alternative Opportunities)

What else?

What other examples can we think of / refer to?

In communicating with customers, the hierarchy of ideas can be used in various ways:

1. Communicate according to their requests
2. Offering based on where they are with you, based on how ready they are to be engaged by what you offer.

Practice # 6 Purposely direct the level of abstraction / detail

Keeping in mind that the effectiveness of your communication is in the response you get ...

Work in groups of 2 people.

1. Person A talks about a topic
2. Person B asks questions, in reference to what is being said, to direct the conversation to another level of abstraction, on purpose. Practice in all directions.
3. Switch roles. 2 minutes each.

MODAL OPERATORS

Modal Operators ARE THE "POWER" BEHIND THE VERBS.

We have modal operators of necessity and possibility.

A few examples:

I need to, I have to, I must, I want to, I would love/like to, I wish, I can, I can't, I could...

Based on which modal operators are used, we communicate with others (and with ourselves) different intentions.

~ Unless you really know what you are doing ... use the same modal operators as your interlocutor, in case you have to repeat some concepts that he / she has expressed to you. ~

USEFUL QUESTIONS (very quick introduction to the Meta Model)

In order to be able to push the boundaries of our perceptions, we need to know how to get the important details.

In order to be able to learn more about the perception of the events of the person we are communicating with, we need to know how to get important details.

To get the important details, we need to receive quality information.

To get quality information, quality questions are required.

Quality questions give us the opportunity to broaden our perception of the world, and to compare our own personal map with the map of the people we communicate with.

(The map is not the territory. Our own map is the result of our own perception of the events that we are aware of).

- How? What? When? Where? Who ... specifically? (ex: my life is difficult, they make my life a disaster ...)
- Who says that? According to whom? How do you know it? (people don't like me, turnips are good for the liver)
- Everyone? Always? Never? Nobody? Anything? Nothing? All of them? All the time? (they all hate me, nothing ever suits you, you're always late...)
- What do you mean by this? What does it mean (to be ... to you)? (I am anxious, you are a libertine/playboy, you are stressful, we are stressed)
- Compared to whom / to what? (I am really poor, I am not capable, you are ignorant)
- How do you know? (They don't like me, it won't work, they'll say no, they have a weird look so they want to make fun of me)
- What stops you? What if I/you could? How? (I can't tell anyone, I can't do this...)
- What would happen if you didn't do it? What would happen if you did? How would it be, if you didn't have to? How would it be, if you had to? (I have to work 50 hours a week, they have to sign the agreement ...)
- What would happen if you weren't? ... if you were? (I'm shy, I'm not brave)



Practice # 7 conversation

1. Person A complains about an unpleasant situation, an uncomfortable situation, a difficulty he is experiencing and person B asks the questions listed above. Remember to listen to the language used, the modal operators used, to establish and maintain rapport.
2. Swap roles. 6 minutes each.

CONGRATULATIONS

From now on, you will hear the conversations around you differently!!!
How much have you given yourself the opportunity to enrich your world?