

PRESENTS

Handling Stressful Situations, Difficult Discussions and Making Decisions



What is Stress?

Three Stages of Stress

Alarm - Response - Exhaustion

Three Stages of Burnout

Physical Fatigue - Psychological Fatigue - Spiritual Fatigue



Remedies to Reduce Stress

Physical Remedies

1. Get Organized
2. Proper Diet
3. Exercise
4. Massage
5. Relaxation Exercises
6. Deep Breathing
7. Stretching
8. Rut / Routine
9. Walking Breaks
10. Music
11. Sing
12. Hobby
13. Smile
14. Laugh
15. Date Night

Psychological Remedies

1. Think of Yourself as Self - Employed
2. Continue Education
3. Set Long Term Goals
4. Past Accomplishments Reference
5. Positive Visualization
6. Positive Affirmations
7. Mental Vacation
8. Alter Interpretations / At least...
9. Understand Your Emotions
10. Controllable?
11. Quality Time
12. Nickname
13. Contingency Plans
14. Volunteer
15. Pray

The Communication Model

Messages

Self

Other
Party

Feedback

The Five Laws of Communication

1. Communication is a Process:

6 Criteria of Personal Credibility Consistently:

Appear Warm & Friendly

Express Intentions & Motives

Demonstrate Trustworthiness

Be an Information Source

Develop Relevant Expertise

Project Dynamism

2. Communication is Complex: 6 Perceptions

Who I think I am

Who I believe you think I am

And really who you think I am

Who you think you are

Who you believe I think you are

And really who I think you are

3. Messages Not Meanings are Communicated

Messages are in words.

Meanings are in people and how they interpret those words.

Accuracy
Simplicity
Coherence
Language Intensity
Appropriateness

Statement
Explanation
Examples
Restatement

Purpose
Picture
Plan
Part they'll Play

4. One Cannot Not Communicate

No matter what you say or don't say – people apply a meaning to it.
It's also what you say and how you say it.

Squarely face the other person
Tip your head occasionally when following along
Attentive facial expressions
Barrier-free environment
Lean forward slightly
Eye contact (normal)

5. Two Elements: Content and the Relationship

Achievement & Display, Acquisition & Saving, Adventure & Change,
Companionship & Affiliation, Creativity & Curiosity, Endurance &
Tradition, Independence & Autonomy, Imitation & Conformity,
Power & Authority, Reverence & Worship, Sympathy & Generosity

Four Intentions:

Get it Done - Get it Right - Get Along - Get Appreciation

Someone you work with on a project wants to ***get it done***. You focus on the task, you're getting it done, and your communications with them are brief and to the point.

Someone you work with wants to ***get it right***. You focus on the task, paying great attention to details, and your reports to them are well documented.

Someone you work with wants to ***get along*** with you. You let them know that you care about them and like them with your friendly chitchat and considerate communications.

Someone you work with wants to ***get appreciation*** for what they are doing. You let them know that you recognize their contribution with your enthusiasm and words of gratitude.

What Happens When the Intent Isn't Fulfilled?

When people want to ***get it done*** and fear it is not getting done, their behavior naturally becomes more ***controlling***, as they try to take over and push ahead.

When people want to ***get it right*** and fear it will be done wrong, their behavior becomes more ***perfectionistic***, finding every flaw and potential error.

When people want to ***get along*** and they fear that they will be left out, their behavior becomes more ***approval seeking***, sacrificing their personal needs to please others.

When people want to ***get appreciation***, and fear they are not, their behavior becomes more ***attention getting***, forcing others to notice them.

These four changes are only the beginning of a metamorphosis into people you can't stand.

What Could You Say So They Know:

You're Going to Get It Done:

You're Going to Get It Done Right:

You're Getting Along:

You Appreciate Them:

Fourteen Characteristics of Effective Listening

1. Be M_____
2. Make E_____ Contact.
3. Show I_____
4. Avoid distracting A_____.
5. Demonstrate E_____
6. Take in the W_____ picture.
7. Ask Q_____
8. P_____
9. Don't I_____
10. I_____ what is being said.
11. Don't O_____
12. Confront your B_____
13. Make smooth T_____ between talking and listening.
14. Be N_____

What Would You Say?

I'm really depressed. I have a good job and I make an adequate salary, but I'm not happy. I guess working is not all it is cracked up to be. I have some money saved. I did not do too well in school before, but maybe I will quit work and go back to school. I don't know what I to do.

Advising and Evaluating Response

"You should..."

Analyzing and Interpreting Response

"Your problem is..."

Reassuring and Supporting Response

"I believe ... (personal trait or job skill)"

Questioning and Probing Response

"What...? or How...?"

Paraphrasing and Understanding Response

"If I understand... (thinking or feeling)"

Providing Effective Feedback

1. Focus on Specific Behaviors

“Bob, I’m concerned with your attitude toward your work. You were a half hour late to yesterday’s meeting, and then told me you hadn’t read the preliminary report we were discussing. Today, you tell me you’re taking off three hours early for a dental appointment.”

“Jan, I was really pleased with the job you did on the Phillips account. They increased their purchases from us by twenty-two percent last month and I got a call a few days ago from Dan Phillips complimenting me on how quickly you responded to those specification changes for that shipment.”

2. Keep it Impersonal

Feedback should be descriptive rather than evaluative. Keep the feedback job-related and never criticize someone personally (calling them “stupid” or “incompetent”) because of an inappropriate action.

“You interrupted me three times, with questions that were not urgent, when you knew I was talking long distance with a customer in Iowa.”

3. Keep it Goal-Oriented

Feedback should not be given primarily to “dump” or “unload” on another person or “get it off my chest”. Make sure your comments are directed toward the recipient, team, department or organization’s goals. Specific and measurable.

4. Make it Well-Timed

The sooner the better. Feedback is most meaningful to the recipient when there is a very short interval between his or her behavior and the receipt of feedback about that behavior.

5. Ensure Understanding

Feedback should be concise and complete enough so that the recipient clearly and fully understands your communication. Ask the recipient to rephrase the content of your feedback to see whether it fully captures the meaning you intended.

“Mary, please tell me what you think or how you feel about what we just discussed.”

6. Make Sure the Behavior is Controllable

Feedback should be directed toward behavior the recipient can do something about. It is a good idea to provide guidance and indicate specifically what can be done to improve the situation.

7. Tailor the Feedback to Fit the Person

Consider the recipient’s past performance and their future potential in designing the frequency, amount, and content of performance feedback.



Understanding the Positive Role of Conflict

Potentially Constructive Nature of Conflicts

1. Conflicts make us more REAAW of problems within our relationship that need to be solved.
2. Conflicts encourage HNEGAC.
3. Conflict energizes and increases TNAOITIOVM to deal with problems.
4. Conflicts make life/work more SREETIINNG.
5. Better SISICONED are generally made when there are MENERETGASSID.
6. Conflicts DCEUER the day-to-day irritations of relating to someone.
7. Conflicts help you RATDUDNENS what you are like as a person.
8. Conflicts can be UNF when they are not taken too seriously.
9. Conflicts can NPEEED and enrich a relationship.
10. Conflict can lead to HOWRTG and MOPELNETEDV as an individual and in relationships.

TALK TO ME

Good meeting participants know how to get participation. They say the right things in the right ways to invite input and keep it coming.

SAY:

- ❖ “I’m glad you brought that up.”
- ❖ “That’s an interesting thought.”
- ❖ “Okay, let’s build on that.”
- ❖ “Let’s keep going with this.”
- ❖ “You’re on the right track. What else?”
- ❖ “Good idea. Who else has a suggestion?”



DON’T SAY: These “No No” phrases close the doors on communication.

- ❖ “Too risky. Let someone else try that first.”
- ❖ “We tried that once and it didn’t work.”



*With the people at your table:
Write down all of the
“no no” phrases you have heard.*

*How could you respond professionally in a meeting if someone says
this to you?*



Leveling Exercise

Instructions: Using the “I – message” construct found below, write a leveling statement for each of the situations.

I _____ (feeling) _____

When _____ (describe observable behavior) _____

Because _____ (cost/gain) _____

1. You need information from a peer to finalize a report you have been working on. The peer is three days late getting the information to you and your report is now a day late.

Your “I – message”:

2. An assistant has been gone from their work area more than an hour a day for the last three days and their productivity has fallen off twelve (12) percent.

Your “I – message”:

3. Your boss has given a direct assignment to your people that conflicts with your plans and priorities. Today you spent half the morning straightening out the confusion.

Your “I – message”:

The Five Parts of an Assertive Message

1. Behavioral Description
2. Your Interpretation of the Other Person's Behavior
3. A Description of Your Feelings
4. A Description of the Consequences
5. State Your Intentions

Situation: Over break you ask me to take a look at a speech that you have written and will be delivering to your toastmasters club. I make some suggestions. You respond, "Wow, you're critical."

EXAMPLE:

"When you said I was critical after you asked me for my honest opinion (*behavior*), it seemed to me that you really didn't want to hear a critical remark (*interpretation*). That made me feel stupid for being honest (*feeling*). Now I'm not sure whether I should tell you what I'm really thinking the next time you ask (*consequence*). I'd like to get it clear; do you really want me to tell you what I think, or not (*intention*)?"

Assertive Message Action Plan

Directions: Think of a person that you work with that you need to talk with about an issue. Draft an assertive message to initiate the conversation.

1. Behavioral Description

2. Your Interpretation of the Other Person's Behavior

3. A Description of your Feelings

4. A Description of the Consequences

5. State your Intentions

How do you think they will respond?

How could you modify your assertive message?

Handling Difficult Discussions

1. Maintain a Warm and Cooperative Tone of Voice – Deep Breathe.
2. Repeat to yourself: *“I am a Reasonable Person”*
3. Say something that doesn’t mean anything.
4. Don’t say anything at all.
5. Repeat: *“That’s an idea.” “That’s interesting.” “You’ve got a point.”*
6. Become a broken record: *“I will need some time to think about that.”*
7. Cover your agenda.
8. Redefine winning.
9. Make being a good listener a priority.
10. Get into your “effective listening posture.” STABLE
11. Focus your attention.
12. Keep an open mind.
13. Listen to the content, not necessarily how it is delivered.
14. Use listening noises like, *“I see.” “I understand.” “Go on.”*
15. Take notes.
16. Provide feedback and verify.
17. When they are angry - don’t interrupt – let them vent.
18. Use the person’s name to establish rapport.
19. Empathize.
20. Ask “what” or “how” questions to clarify and resolve the situation.
21. Learn to say, *“What do you mean?”* or *“How do you mean?”*
22. Confirm agreements in your own words.
23. Use *“I will”* statements rather than *“I’ll try.”*
24. Use *“You can”* statements to say *“No.”*
25. Use *“Will you”* questions to gain cooperation.
26. Set realistic goals.
27. Understand your emotions and respond appropriately.
28. Give the reason first to save time.
29. Laugh with them.
30. In one minute I can change my attitude and my entire day.

Ten Most Dangerous Decision Making Traps

1. Plugging In

Beginning to gather information and reach conclusions without first taking time to think about the crux of the issue you're facing or to think through how you believe decisions like this one should be made.

2. Frame Blindness

Setting out to solve the wrong problem because you have created a mental framework for your decision, with little thought, that causes you to overlook the best options or lose sight of important objectives.

3. Lack of Frame Control

Failing to consciously define the problem in more ways than one or being unduly influenced by the frames of others.

4. Overconfidence in Your Judgment

Failing to collect key factual information because you are too sure of your assumptions and opinions.

5. Shortsighted Shortcuts

Relying inappropriately on "rules of thumb" such as implicitly trusting the most readily available information or anchoring too much on convenient facts.

6. Shooting From the Hip

Believing you can keep straight in your head all the information you've discovered, and therefore "winging it" rather than following a systematic procedure when making the final choice.

7. Group Failure

Assuming that with many smart people involved, good choices will follow automatically, and therefore failing to manage the group decision - making process.

8. Fooling Yourself About Feedback

Failing to interpret the evidence from past outcomes for what it really says, either because you are protecting your ego or because you are tricked by hindsight.

9. Not Keeping Track

Assuming that experience will make its lessons available automatically, and therefore failing to keep systematic records to track the results of your decisions and failing to analyze these results in ways that reveal their key lessons.

10. Failure to Audit Your Decision Process

Failing to create an organized approach to understanding your own decision-making, so you remain constantly exposed to all the above mistakes.

The Practical Decision Making Process

Step 1: Define the Problem, Situation, or Opportunity.

By examining the inputs and asking the appropriate check questions, you will be able to enhance and add to the total understanding of the problem, situation, or opportunity.

Check Questions

- Do I have sufficient information to properly make a definition?
- Can a definition be made?
- Is it necessary to make a definition?
- Have I asked for other opinions?
- Are my facts and observations supported by evidence?
- Have I recognized that which is hearsay, inference, and assumption?
- Will a simple definition be sufficient?

Step 2: State Objectives.

Include personal constraints and environmental constraints which restrict you to a fixed limit or extent.

Check Questions

- What is my goal?
- What will the outcome be when I have solved this problem, situation, or opportunity?
- Which objectives are absolute and which are relative?
- Is my objective worthwhile?
- Is my objective obtainable?
- Is my objective measurable?

Step 3: Restate the Objective.

Improve the stated objective and zero in from general objective statements to a clear specific statement

Check Questions

- Have I tried to state several other versions of my objective?
- Have I stated the objective in the most extreme, unfavorable terms?
- Have I stated the objective in the most reasonably favorable terms?
- Have I restated my objective in a variety of ways in order to make it as clear and precise as is reasonably possible?

Step 4: Gather and Evaluate Data.

Gather primary and secondary information and then evaluate this information on the basis of significance, relevance, and quantity. Check all inputs regarding inference, assumptions, and facts.

Check Questions

- What kind of information do I need?
- Where is the information available?
- How much information do I need?
- What costs are involved in acquiring the information?
- How much time do I have?
- Who can help?

Step 5: Develop Alternatives.

Use analytical and creative thinking to develop as large a quantity of alternatives as is reasonably possible. The greater the quantity and quality of alternatives developed, the better the chances are of selecting the best course of action.

Check Questions

- Have I developed a number of logical alternatives?
- Have I developed a number of creative alternatives?
- Are some of my alternatives unique?
- Did I ask others to suggest some alternatives?
- Do certain of my alternatives sound "far out"?

Step 6: Assess Alternatives.

Determine the system you will use to measure the performance of each of the possible alternatives. Set up some kind of screening device that will permit you to objectively and subjectively assess the pluses and minuses of each alternative to be examined.

Check Questions

- Are my screening requirements adequate?
- Are my screening requirements relevant?
- Is my assessment system adequate in that it permits me to make a discriminatory judgment?
- Have I assessed adverse consequences for all primary alternatives still being considered?

Step 7: Action and controls.

Select the alternative that appears to satisfy optimum conditions and then set up controls to ensure proper implementation.

Check Questions

- Have I determined everything that now must be done in order to make the decision work?
- Who has to be informed of this decision?
- What action needs to be taken and who is to take it?
- Do I have a plan for determining progress in adjustment stages?
- Have I established a plan for reviewing and evaluating this decision?

“ Helping
People

Get More Done in Less Time ”

— AND —

“ Helping
Organizations

Get Their People to Work Together Better ”

Chaos & Change Management • Customer Service • Difficult People • Gender Communication
Generations at Work • Interpersonal Communication • Leadership • Listening • Persuading & Influencing
Problem-Solving/Decision-Making • Self-Esteem • Stress, Time & Procrastination • Team Building



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