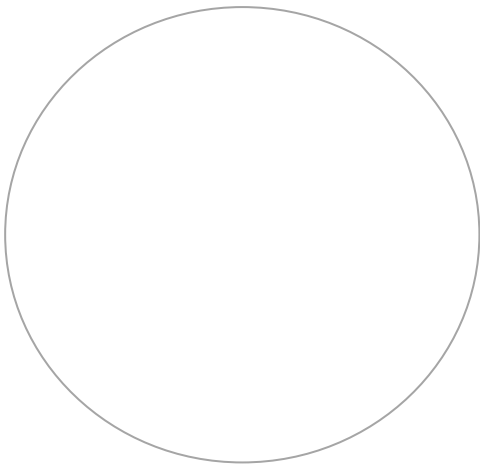


Advanced communication skills

Developing Leadership Excellence January 2011

Communication

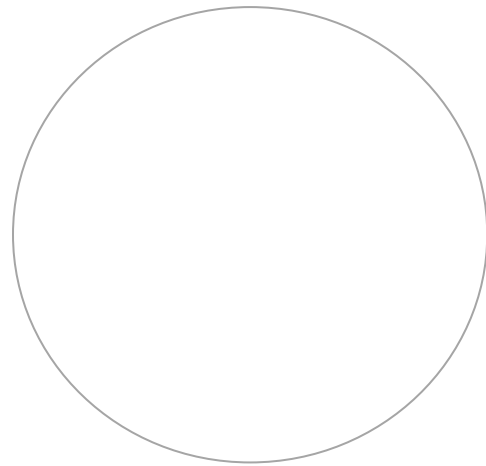
This is a Harvard study and it is used regularly in communication studies. There are 3 main elements of communication. Tone, words and body language, however certain elements have a more prominent role to play than others. If communication were represented as a circle, a circle being 100%, think about how you would allocate a % to each element.



Words:

Tone:

Body Lang:



Words:

Tone:

Body Lang:

NLP origins

NLP was born in the 1970's when a linguist called John Grinder and a mathematician called Richard Bandler asked themselves a simple yet fascinating question: What is it that makes the difference between somebody who is merely competent at any given skill, and somebody who excels at the same skill?

People typically answer that question in one of two ways. Either that some people have natural gifts or talents for a particular skill, or that practice and experience is what counts.

NLP side-steps these answers by focusing not on what has made the difference in the past between two people of different abilities, but on what can be done now to turn the competent person's performance into one of excellence.

Grinder and Bandler began their NLP quest by modelling three people, Fritz Perls, Virginia Satir and Milton Erickson.

Modelling is the core activity in NLP, and is the process of extricating and replicating the language structure and behavioural patterns of an individual who is excellent at a given activity.

These geniuses were outstanding as professional agents of change, working in the domain of therapy. All three geniuses, Perls, Satir and Erickson performed their magic from a perspective of unconscious excellence. The geniuses did not present Grinder and Bandler with a conscious description of their behaviour. The modellers (Grinder and Bandler) unconsciously absorbed the patterning inherent in the geniuses and then provided a description.

With little direct knowledge of each of the geniuses speciality and little knowledge of the field of psychotherapy on the whole, Grinder and Bandler over a two year period set out with enthusiasm bordering on fervour, to explicate selected portions of the geniuses' behaviour. They coded the results of their work in language-based models using the patterns of transformational grammar as the descriptive vocabulary. Through NLP Modelling Grinder and Bandler made explicit the tacit skills of the geniuses and NLP was born.

Representational systems

For each of the following statements, please place a number to every phrase. Use the following system to indicate your preference. Go with your first instincts.

4 = closest to describing you

3 = next best description

2 = next best

1 = least descriptive of you

When I have an important decisions to make I base it on:

..... *gut feelings and intuition*

..... *the option that sounds best*

..... *the option that looks the best*

..... *the most logical option following a precise review and study of the issues*

During an argument, I am most influenced by:

..... *what the other person says and their tone of voice*

..... *whether or not I can see the other persons point of view*

..... *the logic of the other persons argument*

..... *whether I can get in touch with the other persons true feelings*

I most easily communicate what is going on for me by:

..... *the way I dress and look*

..... *the feelings I share*

..... *the words I choose*

..... *the tone of my voice*

It is easiest for me to:

..... *find the ideal volume and tuning on a hi-fi system*

..... *select the most intellectual relevant point in an interesting subject*

..... *select the most comfortable furniture*

..... *select rich attractive colour combinations*

I am very:

..... *attuned to the sounds of my surroundings*

..... *adapt at making sense of new facts and data*

..... *sensitive to the way articles of clothing feel on my body*

..... *responsive to colours and the way a room looks*

Representational systems - preference test answers

Step one: copy your answers from the previous page onto the following grid.

1. K		2. A		3. V		4. A		5. A	
A		V		K		Ad		Ad	
V		Ad		Ad		K		K	
Ad		K		A		V		V	

Step two: Input above details into the grid and add up to get final preference.

	V	A	K	Ad
1				
2				
3				
4				
5				

Step three: the comparison of the totals scores in each column will give the relative preference for each of the four major representational systems.

Favoured representational systems

V - Visual

Stand or sit upright with erect spine
 Eyes move up around top
 Higher pitched, loud, fast clear speech
 Breathe at the top of their lungs
 Neat, tidy and well groomed
 Not good at memorizing verbal instructions

A - Auditory:

Move their eyes from side to side
 Breathe from the middle of their chest
 Talk to themselves
 Easily distracted by noise
 Can repeat words back exactly
 Like talking on the phone and listening to music
 Memorize things by steps, procedures and sequences
 Sensitive to tone of voice

K - Kinaesthetic:

Breathe from the bottom of the their lungs
 Lower pitched quieter voice
 Move slowly and deliberately
 Respond to touch and physical reward
 Stands close to people
 Memorises by doing and walking through the steps

Ad - Auditory Digital:

Talks to themselves a lot
 May experience tension in the neck and shoulders
 Can take on characteristics of other systems
 Have a need to make sense of the world, to figure things out, to understand.
 Talks to themselves and carry on conversations with you in their mind.
 Often they will say they remember discussing something with you, when you actually did not have the conversation. They did, however, in their mind!
 Learn by working things out in their mind.
 Not usually spontaneous, as they like to think things through.
 Have logic play a key role in the decision process as do facts and figures.
 Memorize by steps, procedures, sequences.

Visual	Auditory	Kinaesthetic	Unspecified
See	Hear	Feel	Sense
Look	Listen	Touch	Experience
View	Sounds	Grasp	Understand
Appear	Make music	Get hold of	Think
Show	Resounding	Slip through	Learn
Dawn	Tune in/out	Catch on	Process
Reveal	Be all ears	Tap into	Decide
Envision	Ring bells	Connect with	Motivate
Illuminate	Silence	Throw out	Consider
Imagine	Be heard	Turn around	Change
Foggy	Deaf	Unfeeling	Insensitive
Focussed	Mellifluous	Concrete	Distinct
Hazy	Dissonance	Scrape	Conceive
Picture	Unhearing	Solid	Inform
Dim	Remark	Cling	Incorporate
Clarify	Pronounce	Numb	Interpret
Inspect	Enquire	Gaze	Acquire
Visible	Voice	Soft	Maintain
Notice	Chatter	Tremble	Preserve
Foresee	Shout	Warm	Allocate
Watch	Talk	Shake	Create

Towards/away from motivation

Towards people evaluate, are motivated to get, attain or achieve and they talk about what they want. They will look forward to a party or event. They set priorities and maintain them. They may have difficulty in recognising what should be avoided and can be oblivious to what is not working. They respond to incentives.

Away from people are motivated to steer clear of, or move away from things. They talk in terms of what they don't want or want to avoid. They will see the problems in something. They may struggle to stick to priorities and focus on goals. They respond better to sticks than to carrots.

Identify how you would influence a Towards individual

What sort of language would you use?	What would you say?

Identify how you would influence an Away from individual

What sort of language would you use?	What would you say?

Influencing 'towards' people:

- Emphasise achievable goals, but be aware that they may ignore potential obstacles
- Present a project to them in a way which emphasises how it will help them achieve something they want
- Stress how you can help them achieve their outcomes
- Use words like "get," "attain," "achieve"

Influencing 'away from' people:

- Emphasise problems and even threats – these must be credible
- Explain how you can help them to avoid something
- Anticipate potential problems and assure them that these will be minimised and, where possible, avoided
- Be prepared to answer questions about what may go wrong
- Use words like "avoid," "repulsed by," "keep away from," "exclude," "get rid of"

Towards

Away

--	--	--	--	--	--	--	--	--	--

Chunk size filter

Chunk size determines at what level of detail a person likes to receive or communicate information. Some people when asked a question will respond with all sorts of minor details. Others will give you an abstract reply. Others will begin with specifics working up to an abstract reply. Others begin with the big picture and work down to specifics.

Specific:

Will like to hear details and speak in details using step by step sequences without much perception of the overview. Uses lots of nouns, proper nouns, adjectives and adverbs to provide detail.

Global:

Big picture thinkers and communicators. Will use nominalization, talk in overviews and summaries and want to hear your concepts and not the details.

Specific

Global

--	--	--	--	--	--	--	--	--	--

Emotional stress filter

Thinking:

When responding to a stressful situation in a thinking pattern, an individual will do so in a dissociated way. In a business these people will be deemed to handle stress well and will be described as cool and level headed. At normal levels of stress these people do not have an emotional response. They will also not respond with emotions to positive events. The downside is they could be labelled as distant and poor empathize

Feeling:

When responding from the feeling pattern, the kinaesthetic dominates FA as the person associates to the stressful event. Even at normal levels of stress they will respond emotionally. In business these people will be labelled over emotional, hot heads, over reactive and unable to handle stress. The upside is that they will be buoyant when things are going wrong.

Thinking

Feeling

--	--	--	--	--	--	--	--	--	--

Exercise:

Think of 3 people you work with. Based on these few filters, how would you rate them?

What does this tell you about the way you need to communicate with these individuals?

Person 1:

Person 2:

Person 3: