

X TO N

Three Skills
For
Meaningful
Contact

THE CURE FOR
WHIRLYKITCHETS

J. W. “*JIM*” CAMPBELL
Book 3

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We are always interested in finding more stories about things that make us think and the subject of mental fitness. An interactive CD disk to upgrade the quality of your belief system is currently in the works. If you are interested, please email us and you will be placed on the list for the first release.

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BAR CODE

To The Inmates

At Oregon State Penitentiary

*For 20 years of helping
with the research and development
of a new subject*

“Mental Wellness”

CONTENTS

Preface:	5
Chapter One: Fundamentals	13
Chapter Two: <i>The three skills of communication</i>	16
Chapter Three <i>Check-up Questions</i>	54
About the Author	133

”You’re never fully dressed without a smile!”

HOW TO GET THE MOST FROM THIS BOOK

FIRST AND FOREMOST:

Read “THE STORY” before looking at the check-up questions.

Hopefully, you will have read Book 1 (X to N) and Book 2 (Equal Value) before reading this book.

THIS BOOK IS INTIMIDATING!

Normally, people are reluctant to answer the check-up questions aloud as they are afraid they will give a wrong answer and someone will hear them.

The first time they go through the check-up questions they get some of them wrong. I EXPECT them to have mostly incomplete answers and a few correct answers – the first time through.

The second time through the check-up questions they get more correct answers.

The third or fourth time through, they will begin to get them all correct but cannot recite the answers exactly as I have written them.

Go through the check-up questions until you have enabled yourself to answer every question close to the way it is written in the book.

In seminars, I require all the students to state the answer to the check-up question aloud. Since I'm not with you to ask the questions, I am certain you would get more from the questions if you say your answer aloud before turning the page from the question to the answer.

If you are not in a place where you can answer aloud, try writing at least a synopsis of your answer on a separate piece of paper before turning the page to the answer.

You might give the book to another person and have the person read aloud the check-up questions to you. Answer aloud before having him or her read the answer to you. Go through the check-up questions at least three to four times.

The least effective way to MASTER this material is merely to read the question and, without any effort, immediately turn the page to the answer.

You can't COGNITIZE the material in just one time through the check-up questions. You only LEARN the material after several runs. The story teaches IN to your brain. The check up questions takes OUT what you learned and is engineered to help you make the proper adjustments.

It really is OK to be normal. Remember, I have not completed my work until you are able to answer all the check-up questions well.

Thanks!

JIM

THE THREE

SKILLS OF

COMMUNICATION

WHIRLYKITCHETS

The purpose of this chapter is to show that sometimes what we think of as the PROBLEMS of our relationships are really not the problems at all - but they are only the SYMPTOMS of what I call WHIRLYKITCHETS disease. Whirlykitchens is my own personal word - one that is easy for you to remember.

The real cause of our emotional pain and distress is that we unintentionally REACT instead of choosing to RESPOND. We do not eliminate the distortion gap. We unknowingly cling to our old conclusions, in a self-centered way, until the **pain** is so great that we see no alternative but to dissolve the relationship rather than resolve the problems. Let's look at what that means.

On the graphics, it shows two boxes with the numbers 291 and 3,911 in them.

291

3,911

When a couple comes in for counseling about their problems they always have lists of what the other person is doing that that upsets them.



He says, "Look at this list of things she does. I've been keeping track. I've even been writing them down. I have a list of 291 things that she does to irritate me. I want you to convince her that I'm right so that we can have a happy relationship."

She says, "Not so fast Buster! I have 3,911 things on my list. It should be fairly easy for anyone to see who is the bigger problem in our marriage."

As we begin, both want someone to listen to them and agree with them. It is as if they want someone to hear the case and award so many points to each person until finally - after you have gone through all the problems - someone can determine the winner and, especially, the loser. The winner comes away smug, while the loser has to make all the changes to accommodate the winner. They think this strategy will end the conflict.

What they do not realize is that they can eliminate all the problems from the list - **so there aren't any** - if they are willing to do whatever is required to learn to use the skills of communication and skills of negotiation.

Let's look at some whirlykitchens.



He takes problem No.1. He is going to talk to her about it. He wants to come out and meet her half way to make contact. That's what the arrows on the graphic with the "C" in the middle mean.

He says: "Hon, I know we have four children under 6 years old. You say you have to work really hard to take care of them, but, when I leave in the morning, the place is a mess. There are breakfast dishes scattered around the kitchen, the beds are not made, and dirty clothes are all over the bathroom. It looks as if an army went through here – and you are still in your housecoat!

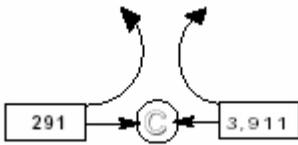
When I come home at night there is very little change. The place is still a shambles... toys all over the place... the lunch



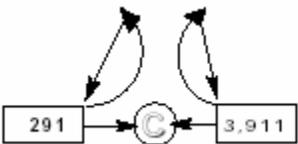
dishes added to the breakfast bunch and the beds are still not made. It seems to me, if you were efficient, you could get the house cleaned up, the windows washed, the floors scrubbed and still have plenty of time left over. I sure couldn't do my job like you do yours. What in the world do you do all day anyway - watch soap operas? Have coffee with all the women in the neighborhood? Sleep?"

Before he can get it all out she really goes up in smoke; you can watch her do a "Whirlykitchet."

"What did you say? I'm not efficient? You think I just goof off all day? Well, listen, Buster...."



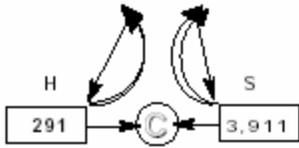
Instead of following the arrows to contact, her distress level goes right up in the air. She **does** what we call.... run a WHIRLYKITCHET. This is represented by the curved line going up away from making contact.



They continue to get steamed up until both are yelling at each other.

Then he says, "OK, OK,... just don't talk about it any more." Slamming out of the house, he jumps in his pick-up and roars off down the block.

She runs into the bedroom, slams the door and lies on the bed crying!



He drives half way around the block, bangs his head on the steering wheel,.. and says, "Darn it! I did it again!" He turns around and goes back to the house. Knocking on the bedroom door he says, "Hon, can I come in? I'm sorry I made you cry. It's all my fault. I should never have acted that way."

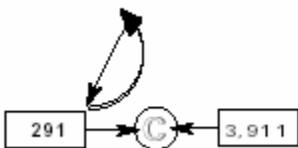
She says, " No, hon, it was more my fault. I blew up at you."

He says, "I. said it was my fault."

She says, "Oh no it wasn't. I know when things are my fault, and I'm not afraid to admit it..!"

Off they go back up in a WHIRLYKITCHET pattern instead of making contact.

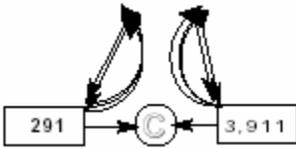
The next day she says, "You know, you really get on me about the way I keep house. Well, I've got problem No. 1 on my list here, and I want you to know that I think the way you manage the money is absolutely horrible!"



She can go no further before he says, "What did you say? I manage the money badly? It's a wonder we ever have any, the way you spend it. We're lucky to have any..." And, rather than giving her a feeling she is being heard, he again has gone into his WHIRLYKITCHET pattern.

They continue to fight until finally, in tears, she says, "Okay, let's not talk about it any more!" She runs into the bedroom, slams the door and continues to cry!

He slams out the door, jumps into the pickup truck and heads down the road. He drives a little ways, bangs his head on the steering wheel and goes back to the house. He knocks on the bedroom door and says, "Hon, it's all my fault. I didn't mean to make you mad. I know I'm terrible with the money."



She says, "No, you don't, hon. I was just upset about what you said yesterday. I was just trying to get even. It's all my fault."

He says loudly, "I said it's my fault. I admitted it didn't I?"

Off they go again - in their WHIRLYKITCHET pattern.

After a while, they begin linking their problems together in a kind of daisy chain that sounds like this:

"You must loaf all day. This house is never clean."

"Well, you sure haven't got room to talk, the way you manage the money."

"I give you \$100 a month for groceries. There are only six of us. What do you do with the rest of the money? My mother only got \$50 a month from my dad, and we ate better than you feed us around here."

“One hundred dollars! Buster, you don't know how much the prices have gone up. Hot dogs are \$2 a package... you're the one... you have that pickup with the big tires and chrome



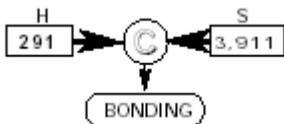
all over it. You have shotguns and fishing gear worth a fortune. You don't mind spending on you, but you're really tight with everybody else around here.”

"Oh, yeah. Well, if you weren't always nagging at me, I wouldn't need to go fishing so much. So it's your fault I had to get that camper and stuff."

"And another thing, Buster - You have body odor!"

Naturally, I've dramatized a bit. As we all know no one ever links problems together, now, do they? Kids especially, NEVER, NEVER do that with each other or practice so they'll really be good at it when they grow up.

As the months go by and the list grows, the "**Pain**" builds in the relationship. What they'd like to do is make



CONTACT... and resolve each problem so it could be crossed off the list. But they don't make contact; instead, they operate in a whirlykitchet pattern. We call it that because it

doesn't go anywhere or serve any useful purpose.

We'd like to see them learn to make contact so the BONDING could begin. Imagine them really solving their problems, one at a time, and eliminating them from the list. The pain they built would go away. The love they intended to have would blossom, and they can learn to do that.

Every time we make contact, it is as though you put one small drop of glue between two boards and clamped them together. After the glue from just one drop, dried you could still pull the boards apart because there wasn't enough glue to hold against the strain.

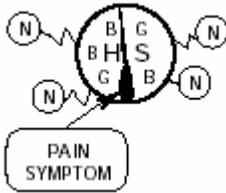
But imagine putting hundreds of drops of glue between the two boards. The boards would hold against any strain. If it were epoxy glue, the boards would even splinter when someone pulled them apart before the glue would give. Bonding takes time. You have to solve many problems until the confidence is there that you can solve any problem even if it takes help for bonding to be permanent.

In a few moments we will learn the skills we need to master to put the epoxy in our relationships so the BONDING can start. But first, let's look some more at what happens to people with Whirlykitchens disease!

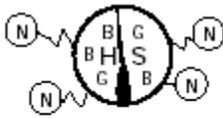
In the larger circle in the center, H represents He and S is for She. The smaller B's and G's represent children. The jagged line represents the crack that appears in their relationship. The little "N" in the little circles to the side, represent the NURTURING that might go on outside the relationship when the crack develops.



But as the pain builds in the relationship, the crack widens and the circle is broken. Sometimes, the distress is so great that one partner or the other may go outside the relationship to fill some of their needs – to do what we call "nurturing" outside the relationship.



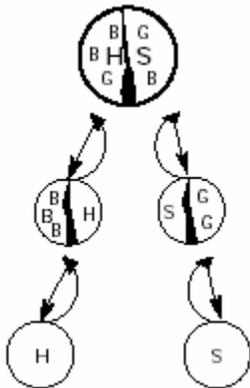
We have needs in FIVE basic areas that must be filled adequately by the relationship for it to BOND. They are listed on the graphics by the acronym **SPIES** so that we can more easily remember them.



SPIES

When one partner nurtures outside the relationship, in the **Physical** area, it can lead to adultery.

Sometimes, when one partner has committed adultery the other partner seizes on this to justify getting a divorce. They focus on the adultery as the cause of dissolution rather than understand indicates that the relationship needs professional help to learn to communicate effectively.



Sometimes, one will use the other partner's adulterous behavior for vindication in order to avoid any responsibility whatsoever for the lack of meaningful communications that exists in the relationship.

The adulterer is blamed and condemned rather than given the help needed to outgrow the pain and that is not love at all. Adultery, then, is the symptom and rarely the cause of the pain; and, the pattern is correctable!

Sometimes, one partner does not grow Intellectually with the other until there is such a great need of the one who has progressed, to share with a mind of the same orientation, that nurturing occurs in the Intellectual area while the partner is abandoned.

Sometimes the PAIN becomes so great they choose to divorce. Often, families are split. But they both take with them their whirlykitchet pattern. When they remarry the same pattern causes pain again. Usually the second marriage ends faster than the first. After being married a few times they may think that being alone is the least painful way to live - especially if the children are grown and gone.

The family that learns to become more mentally fit and gets it all "together" stays together.

So what do they do... to get it all "together"?



A fellow named Jerry went through one of the "Mental Wellness" courses. Several weeks later he said to someone that the course was great at outlining the problem, but you never learned SPECIFICALLY what to do to solve the problems.

The individual said to him, "Oh, yes, they covered that too - didn't you hear the part discussing the SKILLS OF COMMUNICATION?"



As Jerry reviewed the material, he discovered he had missed the primary learning point of the course. He came to me and said, "Every time you come to the part about SKILLS OF COMMUNICATION from now on stamp your foot three

times, ring a bell, or do something to make sure everyone listens. Tell them that if they don't get anything else from presentations to make sure they understand the **THREE Skills Of Communication.**"

So, if I may, you imagine I'm stamping my foot three times and ringing a bell, because this **IS** the part that gives the **KEYS** to communicating more effectively with others. In fact, if you can master these **THREE** skills, I'll guarantee your personal and professional life will grow and blossom with success in every endeavor.

On the handout I give students taking classes, in front of each of the **THREE** skills of communication are the words - **the ability to** - and this is why I included those words in each of the skill of communication.



When a person learns to drive a car they have to be able to: Start the car, steer the car, shift the gears, recognize stop signs, understand the laws of the road and a host of other separate things that enable the person to accomplish the total function of driving a car.

The *inability* to do any of the separate elements means they won't have the total ability to drive the car. If they know everything except how to steer they can't drive the car legally and successfully.

In order to have the ability to communicate, you must learn and then master the use of ALL THREE skills of communication.

Just learning and becoming proficient at one or two doesn't do the job. The first one looks simple, but you'll find the

only thing simple about it is to learn what it is. It will take a lot of time to develop your proficiency **to a point that you have the ability to:**

Skill Number 1 is:

The ability to SET ASIDE your feelings and listen for feelings and content.

This skill focuses on attempting to stop you from REACTING EMOTIONALLY while the other person is attempting to express an idea.

Skill Number 2 is:

The ability to PROBE for deeper feelings and content.

This skill focuses on helping you explore more deeply how the other person feels about the value placed on what is being expressed.

Skill Number 3 is:

The ability to give FEEDBACK of feelings and content that is VALIDATED.

This skill focuses on having you give other people the realization that they have been heard, that YOU have experienced THEIR feelings and understand the content of their position, that YOU are *not* inserting your OWN IDEAS and opinions into what THEY are attempting to express, that YOU are listening right through WHAT they are saying to

the HOW part - HOW they feel about WHAT they are saying - so they can relax and not have to keep trying over and over again to be heard.



Most people would be much more cooperative if they knew you really understood what they are trying to express and how they feel about it. Most people don't fight and argue to get their own way as much as they fight just to be heard - that feeling that they have made CONTACT.

We are going to pretend... that we have a couple learning to communicate. You are to imagine that you are going to observe and score how well they use the three skills of communication.

Take out your imaginary clipboard and, on your imaginary notebook paper, imagine writing an

H
291

S
3,911

"H" on the left side of the paper about 1/3 of the way down the LEFT side.

Put a box around the "H" and underneath write the number 291. Opposite the "H" on the right side of the paper imagine writing an "S" with a box around it, and underneath write the number 3,911.

The "H" represents "HE"; the "S" represents "SHE". The numbers 291 and 3,911 represent the number of things they claim their spouse does to cause pain in the relationship.

Since her score of 3,911 only suggests that he might be more of the problem than she, we will have her start the discussion. I will serve as the facilitator. You merely imagine that you observe and score.

At the bottom of your paper we make three boxes side by side. The three boxes will be used to score how well they use each of the three skills.

Box number 1 is where we will make a stroke tally every time we notice that he has NOT SET ASIDE HIS FEELINGS while she is talking.

H	S	
291	3,911	
1	2	3

Box number 2 will be used to make a mark every time he does not make an appropriate response - does not PROBE for deeper feeling and content.

In box number 3 we will make a mark against him every time he says, "Now this is what you're trying to say," and she responds by saying, "No, no, no - you still don't understand," indicating she does not VALIDATE the feedback he has given her - a feeling that he understands completely.

We sit our imaginary couple down facing each other and say, "Well, now, are you ready to start? They say, "Yes."

I ask him, "What is it you're going to try to do?"

1. SET ASIDE He says, "I'm going to attempt to use the
2. PROBE SKILLS OF COMMUNICATION
3. VALIDATE effectively. I'm going to try to set aside my
feelings, probe and validate. You're going to score how well
I do in the three boxes.

I say, "That's correct, and that if you both can develop the ABILITY to use these three basic skills, solving all the problems can become a reality."

Again, note, in having a person SET ASIDE their feelings, PROBE and VALIDATE, I'm not implying they must agree with what the other person is saying. The word *communicate* does not necessarily mean reaching agreement. It means what a person is transmitting is what IS being received. It means what I hear and understand IS what you are saying and does NOT mean I agree with you.

When we are sure they understand they are to practice the skills, using the problems to practice with, we begin: I say to her, "Are you ready to go?"

1. SET ASIDE
2. PROBE
3. VALIDATE

She says, "I guess so."

H	S	
291	3,911	
I		
1	2	3

And I say to him, "Okay let's give it a whirl. I'll ready my whistle, and every time you violate one of the rules I'll blow the whistle on you and explain the foul."

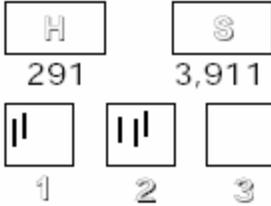
She says, "Well I guess the first problem I have is, it's the way he manages money."

From the very second she starts talking, I watch him carefully.

He jumps out of his chair and says to me, "Oh boy, here we go again. She's going to say the same old thing. Let me tell you what she's going to say. I've heard this a million times. Wait a minute now, let me tell you what she is going to say."

I blow my whistle and say, "Hey, looks to me like you don't have your feelings SET ASIDE."... And I make a mark down in Box number 1.

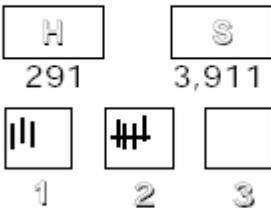
- 1. SET ASIDE
- 2. PROBE
- 3. VALIDATE



He almost screams, "I've got my feelings SET ASIDE; I hear good; I can tell you exactly what she is going to say."

I blow my whistle again, and say: "Looks to me like your feelings are STILL not set aside, and you are NOT PROBING... So I make a second mark in Box number 1 and a couple of marks in Box number 2, because he's not probing either. He's just being defensive - reacting emotionally - NOT HEARING.

- 1. SET ASIDE
- 2. PROBE
- 3. VALIDATE



He says, "I don't care how many marks you make in those boxes. Listen, what kind of a deal is this? I'm being railroaded. I come in here to see if we can solve our problems and you're just going to let her get her way about everything. I have to just sit here and

shut up while she drops bombs on me!"

And I say, "Looks to me like you still don't have your feelings set aside. That was not a good probe." And I make some more marks in the boxes.

Before long he screams, "I do have my feelings set aside!" And then slowly the realization comes to him, and he says, "Oops...I guess I don't have my feelings set aside, do I?" He realizes for the first time that he is reacting, not responding calmly.

And I say, "No, looks to me like you're dealing with YOUR feelings and not setting aside your feelings and really listening and probing and trying to find out what HER conclusions and feelings are so that you can give her feedback that's validated.

When you set aside your feelings you have to take them and put them over in the corner in a box, and lock the box. Then, if necessary, you have to stand on the box to make sure your feelings don't get out of the box."

1. COGNITIVE

2. AFFECTIVE

3. EFFECTIVE

We stop for a moment. As he works to regain control of his emotions, and you can actually see him pull himself out. He can decide to calm down and do it. In a later chapter we'll look at this more carefully as it is affective learning. He knows what to do and now he's learning how to do it.

This is skill number 1 he is working on, the ability to set aside his feelings completely and listen to the feelings and content she is expressing. Once he is doing that well, we will work on skill number 2, to probe, or the ability for him to respond calmly, "Oh, what makes you say that?" "Why do you feel that way?" And you ask the questions necessary to bring out completely - 100% of the information - how SHE views the way he handles the money - HER position.

1. SET ASIDE

2. PROBE

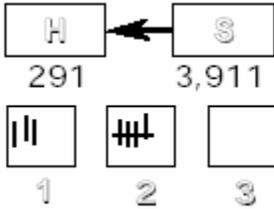
3. VALIDATE

Finally, we will help him learn to do SKILL number 3, to validate.

Validating is complete when he can say to her, "Okay hon, let me make sure I understand: You were home in the afternoon and it was really quiet. You sat down on the couch after all of the work was done and you thought, "I sure wish

my honey was here. We could just lie down here on the couch and cuddle up and chat a bit. I love him so much. I think I'll fix his favorite dinner tonight. I'm going to do something special for him.”

Then you really get excited; you go to the kitchen and fix barbecued ribs with that great Bull's Eye Sauce. Then you put on your nice clothes and get ready to meet me. And about 5:30 you run to the window. You've fixed my favorite meal so that everything is done right on time; you're standing at the window, misty eyed. At this point you're feeling excited and ready to give me a big hug when I arrive. You're going to say, “Hon, I missed you all day. I love you. To show you how much I love you I fixed you a special meal.”



But by 6 o'clock I haven't come home, and then it's 6:15, and now your feelings begin to change to, “Oh, honey, hurry, hurry, hon.” By 6:30 you worry that the food's cold. “Dog gone him! Why didn't he call?” And you're really frustrated. By 6:45 you just go over and sit on the couch and you think, “Oh, he doesn't care about me. I shouldn't have fixed those ribs. The jerk!”

About that time, I come bouncing in the door and I say, “Hi hon, how are things going?” You just sit there and say, “What do you care?”

OH BABY...! WITH FEEDBACK...IT'S NOT DARK ANYMORE



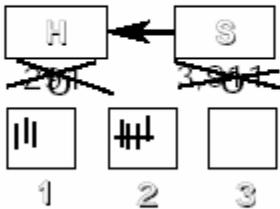
Now, when he can give her FEEDBACK - not only about WHAT she is saying to him, but actually showing the feelings he perceives that SHE is experiencing, he can give back her feelings, “Gee hon, you are really down now; But you

WERE excited. And about ME too, yeah, I can see that you became concerned about 6:15 to 6:30 there. I CAN GO THROUGH THAT WITH YOU.”

When he can give feedback of feelings and content that SHE validates, or says, "How well he understands," he has completed step 3.

It's a thrill for us to be watching this young lady. The tears will start to come to her eyes and her head will start to bob up and down. She says, "Oh boy,.. he finally heard what I'm trying to say. I wasn't trying to get him to agree with me. I just wanted him to hear what I was trying to share with him."

1. SET ASIDE
2. PROBE
3. VALIDATE



Well! Think about it. It can be fun to use the problems to practice... properly! We use them to develop skills and become more proficient at ELIMINATING the 291 and 3,911 problems from the list until both lists are at ZERO. Wow! What a neat relationship it can become if they develop their Skills of Communication.

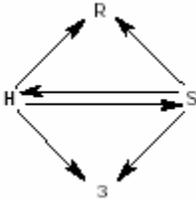
We're not going to spend any more time talking about the rest of the steps in the problem-solving ladder at this time since we will devote an entire section to skills of negotiation later in the course.

Just make sure you know and understand the first three steps - the skills of communication. They are the most critical skills you can develop, those that will yield the greatest improvement in the way YOU relate.

THIS ENDS WHIRLYKITCHETS

THE LOGO - H S 3 R

Let's talk for a minute about what the LOGO stands for. It's the graphic that has the H, S, 3 and R on it.



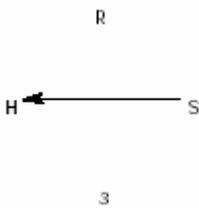
The "H" stands for He, the "S" stands for She, the 3 stands for a third position, and the "R" for relationship. The arrows show movement toward closure on problems.

For example, there is an arrow pointing from the "H" to the "S". When he sets aside his feelings, probes and validates, what she is trying to express about the problem she is trying to solve, **SOMETIMES**, I repeat, sometimes, he will draw a conclusion that the way she sees it is *right* or the way she would like to function is *better*. When he embraces this new conclusion, he will stop thinking and acting as he was previously. Because of his new perspective he willingly moves to her position.... **SOMETIMES**.

He does not **GIVE IN** to her, but he changes his conclusion. This movement did not require negotiation since he did not give up anything in exchange for something else. There was natural closure on the problem directly resulting from using the three skills of communication.

Because they reached agreement, they were able to cross one of the problems off the list, reduce the pain and start the bonding process. But, what if he does not agree with her after he has effectively validated what she is saying?

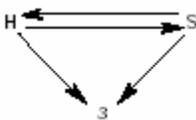
Well, **she** then sets aside her feelings, probes and validates what his position is and what his feelings are about the



problem. **SOMETIMES**, I repeat, sometimes when she validates his perception she will come to a **NEW** conclusion - that the way he sees it is *right* or the way he wants to handle the problem is *better* and will stop thinking and acting

as she did. With her new perspective, she willingly and without having to negotiate, moves (that's what the arrow means from the "S" to the "H") to his position, and there is agreement and commitment..... **SOMETIMES!**

The **3** represents a third position that **SOMETIMES**, again sometimes when he validates her position, but does NOT agree - and she validates his position but does NOT agree - **SOMETIMES** - as a result of these two

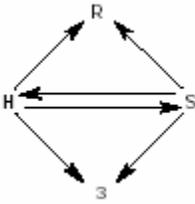


conversations **they will see a third position that is the correct one**. Then both he and she will choose that position willingly and without negotiation.. The movement, from

H & S to **3**, can also eliminate problems from the list and allow bonding to occur.

I want to make sure you understand that no negotiation has taken place up to this point. We are using only the skills of communication to build the relationship.

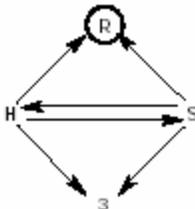
Even without having to resort to negotiation, most of the problems in relationships can be eliminated by employing only the 3 SKILLS OF COMMUNICATION.



But there are times when he won't join her; she won't join him; and they do **not** agree on a third alternative that is acceptable. It is at this point we have no alternative but to use the **SKILLS OF NEGOTIATION** to solve the problems.

We must negotiate. I don't mean to imply we stop communicating and start negotiating - as you must continue to use the three skills of communication in order to be able to negotiate.

Now both must DECIDE or CHOOSE what they are going to do about the problem for the SAKE of the Relationship -the R.



The relationship is a SEPARATE entity. It is not HE and it's not SHE, but it is something from which both can derive pleasure if they choose to place an *equal value* on it.

In negotiating, both must be willing to GIVE UP or SACRIFICE something they want or need or be willing to not have their own way about an issue if they are going to develop and preserve the VALUE of the relationship.

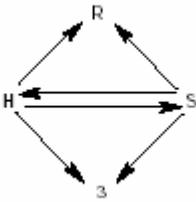
In giving up something, it shouldn't be looked on begrudgingly – as if you lost on that turn. Yielding should be something you do WILLINGLY because HE and SHE are exchanging what EACH wants for something the

relationship needs, and that will yield more pleasure for both.

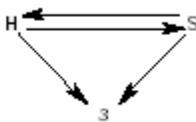
 = I use the illustration that if HE takes \$5 out of his right pocket and puts it back into his left pocket, he didn't lose one cent. And so it is in negotiating - what he is willing to give up personally HE gets back exactly that much quality in HIS relationship.

When you negotiate you must understand clearly YOU'RE going to have to **TRADE** something YOU want.

If you want, you can choose to feel badly about it. If you want, you can choose to feel good about it also, because you're NOT really giving up or sacrificing your wants at all. You're EXCHANGING what you want personally for something of **like value** that you desire as much or more, in the relationship. You are not losing anything; you are merely taking the savings from one bank and putting it into another.



The cause of problems is that one of them - either he or she - takes a self-centered position and says, "I don't care what anyone says, this is the way it's going to be - my way or the highway. And there is no movement toward the **R** position.



If they place no value on the relationship how can a relationship exist? They must choose to build a relationship – the R. They must learn to place an equal value on the relationship - as much as they do each other. Otherwise, there is no “relationship” – the R, and life becomes very painful! Who wants to live in emotional pain all their life?

A joyful relationship is something you learn to build. It's something accomplished by having two persons, or a family, or an office team sit down and determine how to reach their goals and objectives through their relationship. They **learn** to choose to **behave** in the correct manner to achieve those goals. You will notice I said learn – as you are not born with the three skills.

If you communicate, you solve most of the problems on the list. Those problems you can't solve merely by communicating can be solved through negotiation - if the people in the relationship choose to place an **equal value** on themselves, others and **the relationship**.

Love shared is not lost - it is love multiplied.



Love does not mean continually caving in or giving up to the other person in an effort to "save" the relationship. Constantly allowing won't save it at all. The pain will only increase. Love means maintaining the "**Equal Value**" on the H, the S, and the R that a relationship needs to grow in joy and happiness rather than die in pain. You LEARN to communicate, to negotiate and to become "Equal Value."

Each person must become assertive and stand up for his or her rights to the point of EQUAL VALUE, not be aggressive in a dominant or submissive manner.

Remember that communicating is more an ART than it is a science.

Here is an example of good communicating and negotiating to solve problems:

The TV and the Bean Bags

Joelle (Jello) and RoAnna are two of my seven daughters. At the time this incident occurred, they were ages 13 and 15 respectively.

Ro was in the family room on one of the two large beanbags watching television.

Jello came into the family room and plopped down on the other bean bag to watch TV with Ro.

After about 10 minutes of watching TV together Ro quietly got up and left the room.

Shortly afterward, Jello changed the channel and lay down on the beanbag that Ro had been using.

About 5 minutes later, Ro returned. Ro informed Jello she was on "her" bean bag. Ro said that Jello had to get off and turn the TV back to "her" show.

Jello refused. Jello claimed that Ro had left the room and had therefore given up her right to the TV and the bean bag.

Ro said she was only going to the bathroom.

Jello said Ro did not tell her that. Ro just left the room without reserving her place.

Rather than fight about it, Jello and Ro brought the problem to me to resolve.

We have a rule where another family member is not permitted to change a program someone is watching. In

other words, the first person to start watching television is allowed to control the TV until they are finished.

As a parent, it was easy to use the logo to analyze this situation. Instead of an “**H**” and an “**S**” we substitute a “**J**” and “**Ro**.” The 3 and R remain the same.

It's fair to say that the communication between Ro and Jello, wherein Ro ordered Jello off “her” beanbag and to return to “her” TV show made clear her position and was understood by Jello.

It's also fair to say that Jello’s claim to the beanbag and TV, by virtue of Ro’s leaving the room, was clear and understood by RoAnna.

Neither came to believe the other was right - and there was no resolution simply by using the skills of communication between the “**Ro**” and “**J**” positions. I think we can agree they both have very good arguments to substantiate their claims

What we are attempting to learn, in this part of the presentation is:

- 1 - Because they can't resolve between the “Ro” and the “J”, doesn't mean all is lost.
- 2 - There is no reason to get angry or cry.
- 3 - There are still specific steps remaining in the problem solving process.

In helping Ro and Jello explore the **third** position, we discovered several facts:

- 1 - There was no "other" program on any channel that both wanted to watch more than their own.

2 -Neither thought of anything more important that they were supposed to be (or wanted to be) doing at that point in time.

3 - Neither wanted to come up to the kitchen and learn to bake bread rather than watch TV, and they both decided to watch another channel – but that would still not have resolved the problem of who controlled the TV for selection of the next show.

For the sake of this discussion, we'll assume that we exhausted all efforts to discover a third alternative solution.



A parent must be careful at this point in the problem solving process not to get frustrated and just turn off the TV - with that ultimate parental announcement of, "That solves the problem!" It doesn't. In fact it teaches we must accept a very painful solution when there may a more logical way to resolve the situation.

So, what is it we do in Negotiation? How is negotiating for the "R" different from the process of moving to the third position.

Step 1. The most important thing for Ro and Jello to realize was that their relationship was more important than the TV program.

Step 2. Ro and Jello had to accept that it was "OK" for them to not agree and to not find an alternate solution in the third position. To give the other person liberty to not agree shows respect for the other person's existence. It would not be OK to draw off into separate emotional corners and start transmitting bad feelings toward each other, trying to make

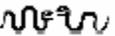
the other party responsible for their hurt feelings. This would not be showing respect for the other party.

Step 3. Jello and Ro had to find an impartial way to decide who got to control the TV. There are several ways they could do this. Some are: flip a coin; draw straws; use rocks, scissors, paper; guess at a number to see who is closest; throw stones to see who can come closest to a line or any way they might think of. But they must decide before they impartially solve the deadlock that whoever wins did not advance by taking unfair advantage of the other - each had an equal chance to win.

When asked what they could do, Jello said, "FLIP A COIN."

Ro said, "But Jello might win!"

I asked if she could understand how flipping a coin required each party to show respect for the other's position. She said she could see that but wanted to find a way to pick something other than flipping a coin as Jello had suggested.

 I asked them what we could do to allow one or the other to pick the method they would use to make the decision. Jello again said, "Flip a coin!"

Ro agreed that we could flip a coin to see who would pick the method we would use to make a fair and impartial decision about who controlled the TV.

We flipped the coin and Jello won. Jello of course said, "Flip a coin!"

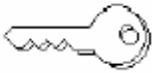
We flipped the coin again and Jello won. Once Jello had gained control of the TV, she said, "Ro you can watch TV. I am just glad we valued each other enough to flip the coin."

Although this is a very simple example, it shows the principles involved in using the LOGO.

THIS ENDS THE PRESENTATION ON THE LOGO.

DEVELOPING RAPPORT

The purpose of this presentation is to show how effective PROBING is the secret of developing and maintaining good rapport.



Everyone presents ideas to someone everyday. In that regard, everyone is like a sales person.

If you are ever going to become more successful at presenting your ideas to others in a way that enables you to gain agreement and commitment, you must first be able to recognize how receptive the person is to the idea you are trying to share and then what to do to improve their receptivity.

EXCELLENT.....

GOOD.....

FAIR.....

BAD.....



There are four MODES a person may be in as you are talking with them. They are: EXCELLENT... GOOD... FAIR... and BAD.

Usually rapport is neither excellent nor bad when you START a conversation. But, things we do or say either improve the status and allow us to achieve our goals or what we say or do causes the conversation to deteriorate - and our expectations are left unfulfilled.

People determine the actuality of what is happening to them, and then assign meanings to what they think we intend. Both affect rapport.

Let's look at an example:

I went into a car dealership one day and asked a salesman, "Could you tell me something about leasing a car?"



He clapped me on the back and said, "Friend, you don't want to lease a car, you want to buy! Now, come on over here and let me show you what we got! And he grabbed me by the arm and ushered me

toward the car lot.



Did my rapport with this man go up or down?
You're right, my rapport went down.

I said to myself, "Since I'm somewhat of an expert in the area of communications, I'll take this as a challenge and try to see if I can get a little more RECEPTIVITY out of this car salesman."

EXCELLENT.....

GOOD.....

FAIR.....

BAD.....



I said, "I didn't say that I want to lease a car, I merely want to know something about leasing a car. I'm in business for myself, and I've always wondered if perhaps there might be some tax advantage in leasing as compared to buying. If you would take 10 minutes, to explain the advantages and disadvantages of leasing I'll be satisfied. Then perhaps we could go to look at cars to see about buying one."

The car salesman said, "I can even SAVE you the 10 minutes. You lose \$700 every time you lease a car. Now, come on over here and look at these beauties we have in inventory... kick a tire or two!"



Did my rapport go up or down?.. You're right it went even further in the hole.

I asked, "What is it you do here?"

He said, "I'm a salesman!" and looked at me as if I was rather stupid.

EXCELLENT.....

GOOD.....

FAIR.....

BAD.....



I said, "Really! I thought you were out here trying to drive customers off the lot! A trained professional salesman would be trying to find out what my needs are. I get the feeling you are dealing only with your own need to sell and I don't exist!"

That stopped him for a minute. I finally got him to give me the information I was after, but how many people would buy a car from that dealership?

Parents sometimes don't focus on developing rapport either. Have you ever heard this conversation?



"Hon, what you just did really makes me mad!"

"Gosh, Dear, I didn't mean it that way. May I better explain what I'm really trying to say?"

"Oh yes you did! You know darn good and well you meant it. You can't talk your way out of this one - I've got you."

Is rapport getting better or worse? Going down!

Here's another illustration:

A little boy accidentally throws a ball through a neighbor's window. Being initially scared, the child runs toward home. Before he gets home he thinks, "I really goofed! I should have told them I did it. I'll get some money from my savings and go right back and pay them for the window and offer to clean up the mess. I'll apologize to them."



As he starts into the house his parent is standing there, hands on hips, blocking the door and the parent says: "Young man, I just got a call from the neighbors."

And the boy interrupts, "Gee, I know, I goofed. I'm going up to my room t...."

And the parent interrupts, "You're right you goofed! I'm sick and tired of getting phone calls all the time from..."



And the kid interrupts again, "If you'll let me finish, I'll tell you..."

The parent overpowers the child "Finish my foot! You're going to pay for this."

The boy was already committed to paying for the window.

The parent already had agreement and commitment.

The parent already had EXCELLENT Rapport.

And the parent took excellent rapport and drove it down to bad because he was not PROBING.



When you have FAIR rapport you should NOT present your ideas but ask questions to develop and explore the subject, or get the other person to open up a little more and be more relaxed, more RECEPTIVE.

Try to gain information about what the person KNOWS AND FEELS about the idea you were planning to present or discuss.

EXCELLENT..... DO NOT attempt to present or share ideas until
GOOD..... you know you have GOOD rapport, until so
FAIR..... you know the person is RECEPTIVE to hearing
BAD..... what you have to say, sharing with you.

DO NOT attempt to gain agreement and commitment until you have EXCELLENT rapport or you will only have to start over and over. And that could cause the person to be turned off instead of on. Don't push your ideas so hard you destroy RAPPORT.

RECOGNIZING DIFFERENT STATUS:

Think of rapport this way.



When you have BAD rapport, the other person is UNWILLING to cooperate. He is against you.

When you have FAIR rapport, he is willing to TELL YOU about the way he sees the idea.

When you have GOOD Rapport he is willing to HEAR what YOU think and how you feel about the idea.

When you have EXCELLENT rapport he is willing to agree and commit to the idea you and that person have developed by using the skills of communication and skills of negotiation.

WHAT TO DO:

First, when you have BAD rapport the other person is UNWILLING TO PARTICIPATE FURTHER unless you take appropriate action.

So! What is appropriate action?...



WHEN RAPPORT IS BAD,... there are three basic strategies I suggest you might try:

1. WITHDRAW: This is done when you come to the conclusion that this is a BAD time because the person is too preoccupied with other matters or just in a bad mood. Don't push so hard you close the door forever. Excuse yourself, and depart. Get out of the conversation as tactfully as possible, but get out! Withdraw and either make another appointment, or WRITE what you are trying to convey in a letter instead of trying to present your idea in person. Pick another time or another place.

2. PULL BACK: Pulling back has several things you can do.

A. OWN IT: Sometimes, in order to get receptivity, you even have to OWN IT. Say, "Apparently something I'm saying, or the way I'm saying it, is really bothering you. How could I approach you so that you'd feel more

comfortable?" Take responsibility for the BAD rapport. Don't blame the other person.

B. CHANGE THE SUBJECT: Gently, ever so gently, change the subject. For instance, "Oh by the way," right in the middle of a sentence! Change the subject and keep the friendship.

C. GO SLOWER: Instead of dumping the entire load on some people try a spoon full at a time. Divide the issue into parts and try to explore each one at a time.

3. RESTART: RESTARTING means that you STOP making any attempt to present your idea. **CLOSE YOUR MOUTH! OPEN YOUR EARS!** Let the other person ventilate their frustrations completely. Give them the feeling he is being **HEARD**. Set aside your feelings, Probe and Validate. It's Okay to lose a battle, but don't insist on being heard until you lose the war. After he has settled down and rapport is **GOOD**, try asking about the issue again.



When you have **EXCELLENT RAPPORT** - or what I call the **BUY mode** - **CLOSE!** Confirm the agreement and commitment and bring the session to an end. I don't know how many sales people have killed the sale by droning on and on when the customer wants to pay and get on with life. For example:

I went into a Sears store one day and asked a salesman if he had any lawn mowers. As he pointed to them he said, "I sure do. I've got them for \$129, \$99, \$79, and that one is \$59.95."

I said, "I'll take that one for \$99.95."

He said, "Just a minute now... I need to tell you about that \$129 model. It's on sale and you really get a lot more for your money."

I said, "I don't want one that large. I want the \$99 model. I've got a meeting in just a few minutes. Could we get this order written up? I really need to go."

He said, "Sir, I wouldn't be able to sleep tonight if I didn't tell you about how much better it would be for you to buy that \$129 model."



I said, "Look, I'm in a hurry, why don't I come back some time when I have more time and you can give me your pitch?"

He said, "Great. Here's my card. When you come back ask for me. I'll take real good care of you."

I said, "Thanks, GOOD BY!"

The buy he got was spelled b-y and not b-u-y. Don't knock the "U" out of the B-U-Y. When you have excellent rapport, CLOSE. STOP TRYING TO CONVINCe! Confirm the agreement.



Confirming probes sound like this:

1. "I really appreciate your offer to help me in this endeavor, when would be a good time for you to work on it?"
2. "I'm really glad you're going to straighten up your room. Would you like

some help? When you finish, would you call me so I can check it?"

3. "Sounds as if we've reached agreement; when would be a good time to make the installation?"

4. "What was that you said a moment ago about the thing you liked about the product?"

SUMMARY:

TATUS	ACTION
EXCELLENT	CONFIRM AGREE COMMIT
GOOD	SHARE PRESENT EXCHANGE
NEUTRAL	DEVELOP EXPLORE ACCEPT
POOR	RESTART OWN IT WITHDRAW



Perhaps the most important thing I could ever say that would help you to communicate better is WORK FIRST on developing rapport... and THEN present your idea.

Learn to recognize the STATUS or MODE the other person is in.

Usually, rapport is neutral at the start of the conversation - what **YOU** say and do affects the change in status.

Ask **PROBING QUESTIONS** about the idea you want to present. Explore the other person's views on the matter before you share yours.

Before you jump into the conversation, **ASK** if it is OK to talk about it. Don't even try to present your ideas until you have good rapport.

Developing your **PROBING SKILLS** is the **SECRET** of developing and maintaining rapport and being a good communicator.



APPROPRIATE RESPONSE

I was hired by a data processing company to train their national sales and customer service force.

In the first class, one of the regional general managers asked if I knew anything about computers.

I said, "Not too much."

He asked, "What makes you think you can teach us how to sell computers if you don't know anything about them?"

I said, "Good question. Give me an example of one of your products and I'll see how well I can do."

He said, "Computerized inventory control systems for a car dealership."



I said: "OK, let's try some probing and see how it works." After making my appointment, I go into the dealership and say,

"Good morning how are things going?"

Then I pause and let the owner do the talking.

"Hey, that's great. Are you saying you are really pleased with your sales record?"

"Ummmm, sure."

"An award winning month in sales - I can see why you're really excited."

"Ummmm."

"Sales seem to be going great guns for you. Those two new bays you're putting in will allow every mechanic a spot to call his own... I'll bet they're really pleased with your concern for their work environment."

"Ummmm, sure."

"Wow, a record month in the service department too, I can understand better why you're so cheerful."

"Ummmm, I see."

Sales are really rolling - service is doing great. What about parts?"

"Oh, great. Super. Sales, service and parts, are really doing well."

"If you were going to do something to make sure your profit is as high as possible in the parts department, what are some of the things you might consider?"



"That's really a great idea and one I'd like to share with my other clients... if you don't object."

"That certainly is another thing you should consider."

"A moment ago you mentioned you have considered installing an automated inventory control system. Where did you hear about this?"

"What did the other dealer say the system did for his profits?"

"Do you feel you could do as well?"

"How much of an increase in your profits do you think that you would make?"

"May I ask why you haven't installed one already?"

"That is a problem. Parts managers are special people and, if he's been with you as long as you say I can see why you are concerned. What do you feel would be some of the ways you could persuade him to see the light?"

"How many systems have you looked into?"

"Which do you think is the best?"

"What is it you believe gives our system the advantage over the others you considered?"

**"LEADERSHIP" IS THE ART
OF INFLUENCING PEOPLE
IN SUCH A MANNER
YOU GAIN THEIR
WILLING COOPERATION
AND LOYAL SUPPORT
IN ORDER TO ACHIEVE
THE OBJECTIVE**

"Sounds like you are committed to installing the system if you can find a way to get started so your parts manager is happy to support your efforts."

"You know, we have a course starting next month that might teach him enough to really excite him about making the installation. Would you give us an opportunity to train him to see if that helps you solve that problem?"

"How much profit did you feel you were losing by not having the system?"

"Can you afford to delay installing the system - even if it means a new parts manager."

"Are you certain of your decision to take the first step and see where we are?"

"Sounds like a winning plan!"

"Should we work up a proposed contract today or would you prefer I stop by next week with a proposal ready so we don't eat up all your time?"

"Fine! I'll get the paper work ready and you decide how you want me to help your parts manager so that it's a comfortable transition for you to the new system."

I turned to the regional general manager, and he was giving me the OK hand signal!

Worked.

In another situation I received a letter from the high school that my son, Jamey, had been late for his first period class three times. The school wanted to solve the problem since Jamey was an excellent student and they wanted him to keep his high grade point average.

I asked Jamey, **"How are things going at school?... Hey that's great.... I'm proud of you!.. Records in swimming and track... That's impressive!.. How's the chess team doing?"**

"Great, I'll bet you win at State too. You seem to have the desire and ability."

"Seems you're really doing quite well all across the board. Is there anything at all that is a problem?"

"Oh! I see!"

STEP 1: "What happens if you are late for school again?"

"And how would that affect your grades and things?"

"Then what might happen?"

STEP 2: "Is that the way you want to see this turn out?"

STEP 3: "What do you think is the solution?"

STEP 4: "How can you get this to happen?"

"What's another way you might approach it?"

"Which do you think is the better way?"

"Sounds like you're going to get on top of it!"

STEP 5: "HOW CAN I HELP?"

I want you to know that conversation cost me **MY** clock radio and now **"I"** have a problem..

What happens when your son takes your clock radio and, after being out of school for a year, he still has it?

Is that the way I wanted it to turn out?

What would I like to see happen?

Can YOU help ME?

Most parents take a different approach. They say:

“You know what happens if you are late for school? **I’ll tell you** that’s not what you want to happen. **You want this to happen.** And **here’s what you need to do** to get that to happen. Now there, **I hope you are committed** to making **YOUR** plan work, because I sure am.”

Asking, rather than telling, is the only difference in the sequence - the difference between good rapport and alienation.

PROBING WORKS! Learning to make an appropriate response instead of reacting can produce immediate results in developing better rapport and having more success in presenting your ideas.

Let’s look at the different kinds of probes and see how they function in good communications!

When teaching probing skills, I prefer to divide the seven different probes into two basic categories: **STEERING PROBES** and **SUPPORTING PROBES**. Let’s talk about the steering probes first then about the supporting probes.

There are 3 steering probes:

1. **STARTER**
2. **DEVELOPER**
3. **GUIDER**

The STARTER PROBE is very GENERAL and is used to open a subject area. It is a question that starts the other person talking about the idea you are going to present so you obtain the information you need BEFORE you declare your position.

STARTER probes sound like this:

“How do you feel about...?”

“What is your opinion on...?”

“Why do you think about...?”

“What have you heard about...?”

“What can you tell me about the alphabet?”

YOU know you're eventually going to discuss some specific part of the overall idea, but you want the person to start talking about the idea from any avenue he feels comfortable in approaching it. Make the starter probe general enough and open enough so other people feel comfortable expressing their opinions.

The DEVELOPER PROBE is used to further explore, expand, or to have the other person elaborate on a specific area, so you can gain additional information to be sure YOU are on sound turf before presenting YOUR views on the subject.

DEVELOPER PROBES sound like this:

“So far we've talked about three different aspects of this idea, could you expand a bit more on your feelings about the second part?”

“I'm still not quite clear, could you tell me more about this part?”

“Can you elaborate on WHY you said this?”

Develop each point until you're sure you have given other people the feeling you really do understand what they are saying and HOW they feel about the issue - before you share your views.

“We've talked about A, B and C. Could you talk a little more about B?”

The GUIDER PROBE is like the developer except it allows the person probing to focus the conversation on a part the other person may have omitted or avoided. They sound like this:

“I see what you're saying here but how do you think this part over here fits into the scheme of things?”

“We seem to be running out of time, and I want to make sure we really cover the critical parts of this plan. What can you say about this critical element that we haven't covered yet?”

“So far we've talked about how you see A, B and C; would you mind if we skip over the next few letters and talk about M?”

Guide the conversation so that the other person talking,... covers the idea sufficiently,.. before you ask to share your own views and solutions..... COLLECT information using the steering probes.

Let's summarize:

1. The starter OPENS the subject in a GENERAL way.
2. The developer EXPANDS or ELABORATES.
3. The guider LEADS OR DIRECTS the conversation from point to point, keeping everything on track and on time.

Remember the three STEERING PROBES.

There are 4 SUPPORTING PROBES....

1. COURTESY PERIOD
2. MIRROR FEELINGS
3. CONTINUER
4. VALIDATOR

The COURTESY PERIOD is where you **WAIT**, after asking a probe, for the other person to have a moment to think about and consider the answer to your question.... so they respond rather than react.

PAUSE... BE QUIET... REMAIN STILL... LISTEN, and do not fill up the courtesy period with YOUR answer to your OWN question. Why ASK if you're not interested enough to listen to their answer? Just tell them!

When you pause, you can promote PRESSURE, and you should be careful not to use a PAUSE merely to generate pressure; it is intended as a COURTESY period.

In my classes, to illustrate how a pause can generate too much pressure and become uncomfortable, I will walk over to some young person who appears to be rather quiet and reserved. I ask a mildly embarrassing question. After asking the question, I just stand there close to them waiting until they get flustered or a little red in the face. Some even sink down in the chair trying to get away from the pressure of being EXPECTED to answer.

Sometimes someone else in the room will see the dilemma this young person is in and answer the question for them - take them off the hook - relieve them from the pressure the PAUSE is promoting.

Don't pause to promote pressure. PAUSE as a courtesy period to allow people time to think before answering.

Some people don't think a pause is a probe because you are not SAYING anything; but you are DOING something. that is a tool of conversation that is MOST EFFECTIVE.

If you don't think they work, put a handful of courtesy periods in your pocket. Every time you ask a question take one out of your pocket and insert it into the conversation. Don't ask another question or say anything until the courtesy

period has expired - or I'll give you a ticket for not pausing properly.

What happens to RAPPORT when YOU insert courtesy periods? Keep an ample supply on hand at all times. They really make friends faster than talking.

The second Supporting Probe is MIRROR FEELINGS.

When you mirror feelings back to the person talking, you not only attempt to give back what they are saying but also reflecting that you sense HOW they FEEL about what they are saying. They sound like this:

“Gosh, you really seem excited about this idea!”

“You've really been interested in this for some time now!”

“You really ARE concerned.”

“This means a lot to you doesn't it?”

“You seem unsure.”

“You are upset?”

“You seem a little angry!”

“Gee, that's a toughie!”

If you don't think that MIRRORING FEELINGS will really work hard for you to increase your effectiveness at developing rapport, put some in your pocket and try

inserting them in conversations, and watch what happens
FOR YOU.

Watch the other people's eyes light up as they get the feeling you are not just listening to WHAT they say – passively - but are truly interested in them as persons.

Watch how their willingness to really open up and start talking about the idea you wanted to discuss provides the information you need to become more successful at communicating.

If you want to gain willing support and loyal cooperation in achieving your objectives, MAKE MIRRORS - MAKING MIRRORS MAKES FRIENDS in the TRUE sense of the word. Mirrors WORK **for** you in developing and maintaining rapport.

The third Supporting Probe is THE CONTINUER.
Continuers sound like this:

“Um Hmm.”

“OK.”

“Sure.”

”I see.”

“And?”

“Like what?”

“Ha, ha, ha.”

“I don't understand?”

“Oh?”

Again, some people think they won't work for them.

Have you ever called someone on the phone and said, “Hi, this is so-and-so and I wanted to tell you about this idea,” and as you go on and on talking about the idea, there is not one single sound of any kind coming from the other end?

Pretty soon you stop talking and ask: "Are you still there?" The person answers, "YEP!"

Now, YOU go right back at it, “Well, like I was saying, I told so-and-so about Blah, Blah, Blah, and you go on and on again because of that one acknowledgment. That one continuer is all you got, but it so reassured you the other person was listening you kept going - and there is still not one sound from the phone.

So you stop the monologue again and ask, "Are you doing something else?"

"Nope!"

Back you go at it again because that short sound motivated you. You go on until you get the feeling you are not doing so well. The other person might be bored or doing something else while they pretend to be listening to you. Maybe, you think, they are NOT listening at all.

So you say, "Uh, could you excuse me? I think there is someone at the door. Could I call you back in a little while?"

"Sure!"

"OK, Good bye." Click!

After you hang up you think, "I wonder what's wrong with so and so today?" And the answer is nothing - it's all in YOUR head. The person was making NO CONTINUERS TODAY.

Without the person making continuers, you thought that the person wasn't interested. And that's how others feel too, unless you make some continuers in your conversations.

Show others YOU ARE INTERESTED by inserting a pocketful of continuers in every conversation. Don't be haphazard about it. Do it appropriately. Each and every one you use will work FOR you. You'll be more successful. Rapport will go up!

The fourth Supporting Probe is THE VALIDATOR. It is used to confirm agreement and commitment, to summarize things a person has said, to ensure YOU are hearing correctly and to give them the feeling you have not only heard WHAT they said but HOW they feel about it.

Don't wait until the end of a long conversation to insert the VALIDATOR. Use them periodically to make sure YOU don't form WRONG conclusions early on, and then build everything that follows on WRONG information.

Summarize each part and then, at the end, summarize the summaries.

DON'T say this is what you said, and repeat their words back to them.

Say, “Let Me make sure I understand how you feel about...” and then use YOUR WORDS to describe how YOU perceive what they are saying. If they shake their heads no, no, no... STOP... ask what part you don't have right. Insert a courtesy period, and then try again. And keep trying until they shake their heads yes, yes, yes, as you are giving feedback. Their head tells the tale! That’s the gauge.

People get excited when YOU give them a feeling they are really being HEARD. Most of the time people don't want to get their way nearly as much as they just want to have their side of the issue heard and understood fairly. Then they will more readily negotiate, or be more willing to take their TURN to hear your side of the issue... your idea.

Validators WORK FOR YOU to develop and maintain rapport, but only if you insert a pocketful in every conversation. They DON'T work for you if you keep them in your pocket, leave them in the dresser drawer or don't even buy some at the communication store.

Can you see how using the STEERING PROBES and SUPPORTING PROBES naturally aid in developing and maintaining rapport? They WORK!

Don't rush right out and try to master all of them all at once... you'll set yourself up for a feeling of failure.

Take one at a time, and work on that ONE PROBE until you've mastered it. Then take the next one and add it to your collection of skills.

Here is another method you might try: since there are seven probes and seven days in the week, spend each day working on one different probe. Make it a point to think about it and use it in conversations.

CHECK-UP QUESTIONS:

Anyone who has ever attended an SOC course KNOWS that we use CHECK-UP QUESTIONS by the ton.

We've learned that for people to walk away from the course with a feeling they have **LEARNED** something that will help them become more effective in their personal and professional life we must spend as much time taking the material back **OUT** of their thinkertoy as we do putting it **IN**.

We follow the progression of "Bloom's Taxonomy."

1. Ask MEMORY QUESTIONS to see if the person you have been talking with is able to recall what was covered. Some day - when you are presenting an idea to someone - stop right in the middle and ask some memory questions. You might be surprised to find out how many people listen only passively.

IF the other person is not able to recall what you said, it's NOT A USABLE Transfer (NAUGHT). When people discover you are going to ASK them what you said, they have a REQUIREMENT to listen more actively. This is not their problem; IF YOU WANT TO BE HEARD, it's yours. Asking "memory" questions "**IS**" what YOU DO to increase your effectiveness.

This is not some mystic program. I am telling you specifically **WHAT TO DO** to increase your effectiveness – such as asking **MEMORY QUESTIONS** to develop rapport.

If I asked you... right now... to list all seven probes that I just spent the last few minutes talking about, could you do it without looking at any notes? Could you get them in the proper order? Is it a real struggle?

Guess what? People not only listen passively, but they read passively too. You must decide to retain what you hear and read. That decision will increase your personal and professional effectiveness immensely.

2. TRANSLATION QUESTIONS: after asking memory questions, to see if they can recall the information, progress by asking translation questions. Can they express the concept in THEIR OWN WORDS? As they express what you were saying, **You** can reveal instantly whether they have it right or wrong and re-state or re-teach it to assure good communication occurs!

3. INTERPRETATION QUESTIONS **COMPARE** or **CONTRAST** are asked to see if they thought or behaved this way before. and to determine they have cognitized the new idea correctly - thus enabling them to make a change in thinking. Asking what the old conclusion was like and the new conclusion is like requires them to compare and contrast the **NEW** information against the **OLD**. It reinforces the change in thinking - a very effective technique.

4. APPLICATION QUESTIONS: ask to see if they can think of a situation where they would use the NEW precept or concept. Help them to think through actually applying it by verbalizing what they would do and how they would go about it - effecting the change from OLD to NEW. You might also use role-playing of a real life situation to determine how well they have affected the change.

5. ANALYSIS QUESTIONS: ask to see if they actually can explain WHY the NEW information is more valid than the OLD. If they can't your work at communicating is not finished. They only know fragments of the whole and not the entirety of your idea. It reinforces the process of cognitizing and affecting the information more completely, making it USABLE much more quickly .

6. SYNTHESIS QUESTIONS: ask questions to see if the NEW information can be taken around, inside their mind, and edit all their other conclusions to upgrade them using this newly acquired knowledge - this new awareness. Synthesis questions can sometimes enable a person to come up with an entirely NEW concept, perhaps not to benefit all mankind every time but at least for this person. It is a completely NEW way of thinking that grew from using the old thought and the NEW input to generate a separate NEW THOUGHT.

7. EVALUATION QUESTIONS: ask to see if the person has concluded that this NEW input is GOOD or BAD. If it fits in with their old philosophy of life or improves it, it will be seen as GOOD. If the person REJECTS the input, she or he will see it as BAD. This does **not** mean it **is** good or bad, but, as you ask the questions and note the blockage at this level of thinking, you might probe and find other conclusions that need to be upgraded for the person to

embrace the NEW DATA as a GOOD change in thinking.
Let's look at the process in action:

1. Memory: Do you recall what the two categories of probes were? What was the FIRST PROBE.

2. Translation: What does the starter probe do? What would be another name you might prefer to call it?

3. Interpretation: Compare or contrast - had you ever thought of probes as being organized like this before? How did you think of them? How does it compare to the developer? What are the similarities, the differences?

4. Application: Can you think of a situation where you would use a starter probe?

5. Analysis: Why would improving your probing skills improve the way you communicate in your personal and professional life?

6. Synthesis: What areas of your life will change as you become proficient at using the three skills of communication?

7. Evaluation: Do you think it is GOOD or BAD for people to consciously use starter probes?

This ends the part about CHECK-UP QUESTIONS.

Let's review probing... the ART of making an APPROPRIATE RESPONSE.

There are two categories OF PROBES:

1. STEERING PROBES - used to place a framework on the conversation or control the direction and velocity of where you are going.

2. SUPPORTING PROBES - used to aid in developing and maintaining rapport by giving the person a feeling you not only hear WHAT they are saying but HOW they feel about it.

There are three STEERING PROBES:

1. THE STARTER: general, open, why, how, what, our opinion.
2. THE DEVELOPER: expand, elaborate.
3. THE GUIDER: go over there, skip to.

There are four SUPPORTING PROBES:

1. THE COURTESY PERIOD: pause, wait, and be quiet.
2. MIRRORING FEELINGS: reflective, feelings and content.
3. CONTINUER: OK, sure, I see, hmmm.
4. VALIDATOR: confirm agreement and commitment, summarize.

CHECK UP QUESTIONS can be used to determine if the information you are attempting to convey is being accepted.

1. MEMORY... to recall, remember.
2. TRANSLATION... change to your own words.
3. INTERPRETATION... compare or contrast it with other data.

4. APPLICATION... use it with a new situation.
5. ANALYSIS... determine the meaning, why it is so.
6. SYNTHESIS... create a new thought.
7. EVALUATION... determine if good or bad.

PROBING PERMITS PEOPLE TO PURSUE PERTINENT POINTS PROFICIENTLY IN PRESENTING P-IDEAS.

THIS ENDS THE CHAPTER ON PROBING.

NOW TO THE CHECK-UP QUESTIONS!

CHECK-UP QUESTIONS

1. QUESTION: IF ONE PERSON HAS 291 PROBLEMS ON THEIR LIST AND THE OTHER PERSON HAS 3,911 PROBLEMS ON THEIR LIST - WHICH IS THE MOST AT FAULT?

1. ANSWER: NEITHER. THEY BOTH EXPERIENCE THE "PAIN" OF EACH PROBLEM REGARDLESS OF WHICH SIDE OF THE RELATIONSHIP LISTS THE PROBLEM.

2. QUESTION: ARE THE ITEMS LISTED REALLY THE PROBLEMS OF THE RELATIONSHIP OR ARE THEY JUST THE SYMPTOMS? WHY?

3. ANSWER: SYMPTOMS. THE REAL "CAUSES" OF THE PROBLEMS ARE BAD "THINKERTOYS" AND NOT HAVING LEARNED OR NOT CHOOSING TO COMMUNICATE IN A WAY CONTACT IS ESTABLISHED AND BONDING OCCURS.

3. QUESTION: WHAT DOES "BONDING" MEAN?

3. ANSWER: COMMUNICATING IN AN "EQUAL VALUE" WAY, THEREBY CAUSING LOVE OR POSITIVE REGARD TO GROW OR INCREASE.

4. QUESTION: WHERE DOES THE "PAIN" IN THE RELATIONSHIP COME FROM?

4. ANSWER: DOING "WHIRLYKITCHETS."

5. QUESTION: WHAT IS A "WHIRLYKITCHET?"

5. ANSWER: A PATTERN OF REACTING INSTEAD OF RESPONDING APPROPRIATELY. IN REACTING OUR EMOTIONS ARE NOT UNDER CONTROL AND WE ARE NOT COMMUNICATING IN A WAY THAT ALLOWS DIFFERENCES TO BE RESOLVED.

**6. QUESTION: IS "WHIRLYKITCHETS" DISEASE
CONTAGIOUS OR INFECTIOUS?**

6. ANSWER: BOTH.

**7. QUESTION: AS "PAIN" BUILDS IN A
RELATIONSHIP, WHAT TYPE OF ACTIVITY
COULD OCCUR OUTSIDE THE RELATIONSHIP TO
MEET UNFILLED NEEDS?**

7. ANSWER: NURTURING.

**8. QUESTION: IF A PERSON NURTURES
PHYSICALLY OUTSIDE OF THE RELATIONSHIP
(COMMITTS ADULTERY) IS THIS THE PROBLEM
OR IS IT A SYMPTOM?**

8. ANSWER: A "SYMPTOM". THE PERSON NEEDS HELP FROM THEIR HELPMATE AND NOT THEIR CONDEMNATION OR FOR THEM TO SEIZE ON IT TO JUSTIFY ALL THEIR OWN BEHAVIOR.

9. QUESTION: IF A PERSON LEAVES ONE "PAINFUL" RELATIONSHIP AND TAKES THEIR "WHIRLYKITCHETS" INTO ANOTHER RELATIONSHIP - WITHOUT COUNSELING OR A LEARNING EXPERIENCE - WHAT IS LIKELY TO HAPPEN?

9. ANSWER: THEY MAY CONTINUE TO EXPERIENCE THE SAME PROBLEMS AND SYMPTOMS.

10. QUESTION: WHAT IS THE DIFFERENCE BETWEEN "DIRECTION" AND "VELOCITY"?

10. ANSWER: "DIRECTION" INDICATES THE PATTERN OR COURSE IN WHICH A PERSON IS GROWING (NEGATIVE OR POSITIVE). "VELOCITY" INDICATES THE SPEED AT WHICH THEY ARE BECOMING AWARE, GROWING OR UNPRACTICING.

11. QUESTION: WHAT ARE THE FIVE RESPONSE SYSTEMS IN WHICH WE NEED TO ACHIEVE "BONDING" TO HAVE A COMPLETELY FULFILLING RELATIONSHIP?

11. ANSWER: “S P I E S” - THE SOCIAL, PHYSICAL, INTELLECTUAL, EMOTIONAL AND SPIRITUAL CONTENTS OF OUR LIVES.

12. QUESTION: HOW MANY SKILLS OF COMMUNICATION ARE THERE IN THE PRESENTATION AND WHAT ARE THE "KEY" WORDS FOR EACH?

12. ANSWER: THREE - SET ASIDE, PROBE AND VALIDATE.

13. QUESTION: WHICH OF THESE SKILLS IS THE MOST DIFFICULT?

13. ANSWER: ALL ARE EQUALLY DIFFICULT. SETTING ASIDE YOUR FEELINGS MEANS CHOOSING TO EXERCISE CONTROL OVER YOUR EMOTIONS. PROBING REQUIRES THE LEARNING AND PRACTICING OF EACH PROBE UNTIL IT IS USED NATURALLY IN CONVERSATION. VALIDATING REQUIRES THE PATIENCE TO GO A LITTLE SLOWER IN CONVERSATION TO ASSURE "CONTACT" IS ESTABLISHED AND THE "BONDING" PROCESS IS COMPLETE.

14. QUESTION: EACH SKILL OF COMMUNICATION CONTAINS THE WORDS "FEELING" AND "CONTENT". WHAT DO THESE TWO WORDS REPRESENT AND WHY ARE BOTH IMPORTANT?

14. ANSWER: "CONTENT" IS THE "WHAT" OR SUBJECTIVE MATERIAL THE PERSON IS ATTEMPTING TO COMMUNICATE WHILE "FEELINGS" IS THE AMOUNT OF IMPORTANCE THE PERSON ATTACHES TO "WHAT" THEY ARE SAYING - "HOW" THEY FEEL ABOUT IT.

15. QUESTION: ON THE "PROBLEM SOLVING" LADDER THE FIRST THREE RUNGS REPRESENT THE SKILLS OF COMMUNICATION AND THE REMAINING SIX ARE WHAT JIM CALLS THE SKILLS OF NEGOTIATION. WHAT PROBLEMS REQUIRE "SKILLS OF NEGOTIATION"?

15. ANSWER: THOSE NOT SOLVED AS A RESULT OF EMPLOYING THE "SKILL OF COMMUNICATION" TO REACH THE "H," "S" OR "3" POSITIONS. THE "SKILLS OF COMMUNICATION" ARE ALSO USED WITH THE SIX STEPS INVOLVED IN THE "NEGOTIATION PROCESS" TO REACH THE "R" POSITION.

16. QUESTION: WHAT DOES THE "3" STAND FOR IN THE "LOGO"?

16. ANSWER: A POSITION BOTH PERSONS MUTUALLY AGREE TO AS A RESULT OF USING THE "SKILLS OF COMMUNICATION". It IS A POSITION THAT DOES NOT REQUIRE "NEGOTIATION" AND IS CHOSEN WILLINGLY BY BOTH PARTIES. IT IS A NEW POSITION FOR BOTH AND WAS NOT "HIS" OR "HER" ORIGINAL POSITION.

17. QUESTION: WHAT DOES THE "R" IN THE "LOGO" STAND FOR?

17. ANSWER: THE "RELATIONSHIP" POSITION TO WHICH BOTH "HE" AND "SHE" NEGOTIATE. THE "R" IS A POSITION USED WHEN "HE" DOES NOT AGREE WITH HER POSITION; "SHE" DOES NOT AGREE WITH "HIS"; THEY BOTH FAIL TO SEE A MUTUALLY AGREEABLE 3RD POSITION AND MUST WILLINGLY CHOOSE TO GIVE UP SOME OF THE THINGS THEY WANT PERSONALLY FOR THE SAKE OF THE RELATIONSHIP" - A NEWLY DEVELOPED ASPECT OF THEIR RELATIONSHIP!

18. QUESTION: HOW MUCH "VALUE" SHOULD INDIVIDUALS PLACE ON THE RELATIONSHIP – THE “R”?

18. ANSWER: AT LEAST "EQUAL VALUE".

19. QUESTION: WHAT IS THE DIFFERENCE BETWEEN "STATUS" AND "ACTION"?

19. ANSWER: "STATUS" IS THE "MODE" OF HOW "RECEPTIVE" A PERSON IS TO THE IDEA BEING SHARED WHILE "ACTION" IS THE BEHAVIORAL DISPLAY THE PERSON SHARING THE IDEA SHOULD USE TO ACCOMMODATE THE MOOD OR MODE OF THE OTHER PERSON.

20. QUESTION: WHAT DOES "RAPPORT" MEAN?

20. ANSWER: THE DICTIONARY SAYS THAT TO HAVE "RAPPORT" IS... "TO BE IN HARMONY". HARMONY IS A "QUALITY" OF CONVERSATION ACHIEVED, EVEN WHEN THERE IS DISAGREEMENT.

21. QUESTION: WHICH "STATUS" IS SOMETIMES CALLED THE BUY MODE?

21. ANSWER: EXCELLENT. THE PERSON IS INDICATING AGREEMENT AND FURTHER EFFORTS TO PERSUADE OR INFORM ABOUT THE IDEA BEING SHARED ARE NOT REQUIRED.

**22. QUESTION: WHEN SHOULD A PERSON
"WITHDRAW" FROM THE CONVERSATION?**

22. ANSWER: WHEN "RAPPORT" IS "BAD". THE OTHER PERSON MAY NOT HAVE TIME TO HEAR THE IDEA BEING SHARED OR IS VOICING "REJECTION" AND NOT AN "OBJECTION". WHEN IT BECOMES OBVIOUS YOU ARE WASTING YOUR TIME.

23. QUESTION: DOES "RAPPORT" ALWAYS STAY AT THE SAME LEVEL DURING CONVERSATION?

23. ANSWER: NO. IT FLUCTUATES DEPENDING ON WHETHER YOU REACT NEGATIVELY OR RESPOND APPROPRIATELY TO THE OTHER PERSON AND THEIR STATE OF MIND DURING THE CONVERSATION.

24. QUESTION: ON THE "APPROPRIATE RESPONSE PROBES" GRAPHIC THERE ARE THREE CATEGORIES OF PROBES – THEY ARE?

24. ANSWER: STEERING, SUPPORTING AND CHECK-UP PROBES.

25. QUESTION: HOW MANY TYPES OF "STEERING PROBES" ARE THERE AND WHAT ARE THEY CALLED?

25. ANSWER: THREE - STARTER, DEVELOPER AND GUIDER.

**26. QUESTION: WHY ARE THEY CALLED
STEERING PROBES?**

26. ANSWER: AFTER STARTING THE FLOW OF CONVERSATION, THEY LEAD OR GUIDE IT WITHIN A CERTAIN FRAMEWORK ALONG THE DIRECTION IT NEEDS TO GO IN ORDER TO: DEVELOP RAPPORT, SHARE THE IDEA BEING PRESENTED, AND, GAIN AGREEMENT AND COMMITMENT.

27. QUESTION: HOW MANY TYPES OF "SUPPORTING PROBES" ARE THERE AND CAN YOU NAME THEM?

27. ANSWER: FOUR - COURTESY PERIOD, MIRROR FEELINGS, CONTINUER AND VALIDATOR.

28. QUESTION: HOW MANY TYPES OF "CHECK-UP PROBES" ARE THERE AND WHAT ARE THEIR NAMES?

**28. ANSWER: MEMORY, TRANSLATION,
INTERPRETATION, APPLICATION, ANALYSIS,
SYNTHESIS AND EVALUATION.**

**29. QUESTION: WHY WOULD YOU START
REVIEWING THE MATERIAL YOU PRESENTED
USING "MEMORY" QUESTIONS FIRST?**

29. ANSWER: TO MAKE SURE THE PERSON HEARD THE INFORMATION CORRECTLY AND IS ABLE TO RETAIN AND RECALL IT FOR USE. TO MAKE ADJUSTMENTS TO INFORMATION INSTALLED INCORRECTLY BY THE INSTRUCTOR, PARENT, MANAGER OR PRESENTER.

End of Check-up questions.