

# MAKING CONTACT



At the conclusion of this session, which is called "Making Contact," you should be able to:

1. Explain what the term "WHIRLYKITCHET" means.
2. List and explain the meaning of the 3 SKILLS OF COMMUNICATION (SOC).
3. List and explain the 4 stages of DEVELOPING RAPPORT.
4. List and give examples of the 3 STEERING PROBES, and 4 SUPPORTING PROBES.
5. Explain how CHECK-UP questions enable a person to determine the degree of understanding.
6. List and explain each of the 6 SKILLS OF NEGOTIATION.
7. Explain the value of becoming more constructively candid.
8. List the parts of the acronym SPIES.

The presentation starts with a story relating how two people normally try to make contact, to solve their problems, but instead, they develop patterns of non-communication that allow the list of problems to grow. We call the patterns of non-contact Whirlykitchens. The presentation shows how PAIN builds in the relationship the longer they continue doing whirlykitchens and then shows how BONDING can occur if people learn how to use the skills of communication and skills of negotiation to develop rapport and solve problems that are presented.

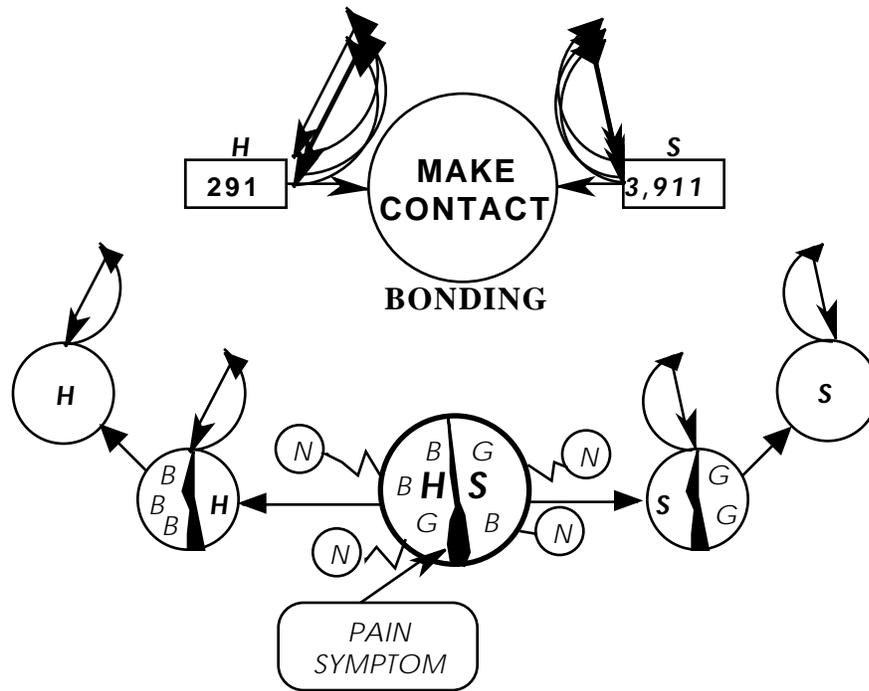
This video presentation is the focal point of the course. Often people say we learned a lot about what is wrong with us,.. but never were taught what we needed to do to gain closure on the problems. This presentation tells you specifically what skills you need to master to make contact with others more meaningful - to become an effective communicator with a powerful personal force for good.

Again,.. watch the graphics while listening,.. take notes and don't let your mind wander,.. try to remember everything,.. and write down questions about areas that are unclear.... The presentation lasts 47 minutes.

There will be an exam immediately following the video presentation... After the exam,... and before you start team discussion,.. we will reassemble in the main class room for a brief presentation on Candor,.. before you go into team discussion. Be back in the main class room at \_\_\_\_\_.

If there are no questions, we will begin the presentation.

# MAKING CONTACT



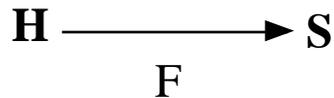
**SOCIAL PHYSICAL INTELLECTUAL EMOTIONAL SPIRITUAL**

WORK ON DIRECTION FIRST  
AND THEN ON VELOCITY

# NOTES

# Skills Of Communication

1. ***Set Aside*** your feelings and listen for feelings and content.
2. ***Probe*** for deeper feelings and content.
3. Give feedback of feelings and content that is ***Validated***.

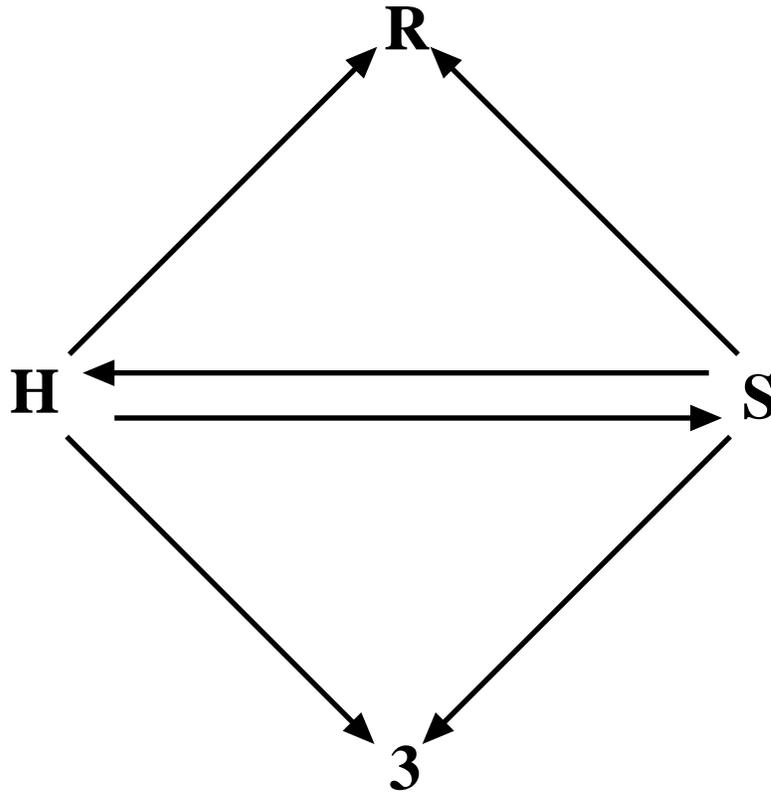


1

2

3

LOGO



# SKILLS OF NEGOTIATION

**Bonding Complete**

**New Agreement & Commitment**

**Record & Report**

**Test**

**Agreement & Commitment**

**Explore Alternatives**

**Validate**

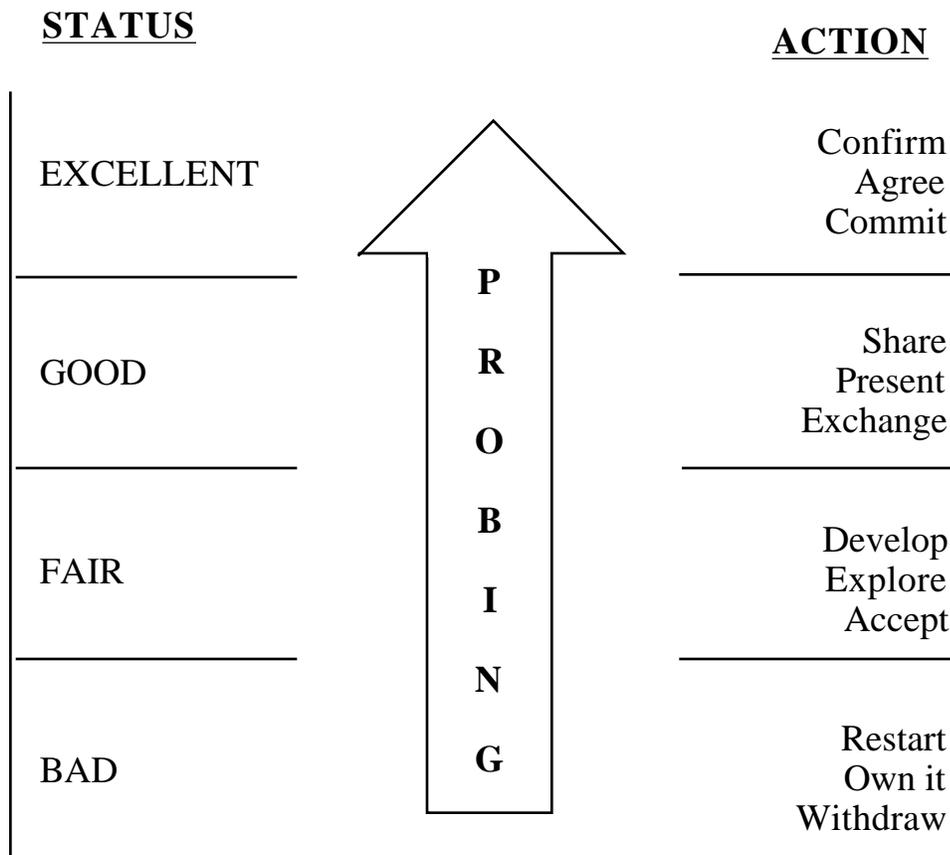
**Probe**

**Set Aside Feelings**

# PROBLEM SOLVING PROCESS

1. What happens when you \_\_\_\_\_?  
(Explore and Discover)
2. Is this what you want to happen?  
(Decision)
3. What do you want to happen?  
(Goals & Objectives)
4. How can you get this to happen?  
(Make a Plan)

# DEVELOPING RAPPORT



# APPROPRIATE RESPONSE PROBES

## Steering Probes

Starter	Why, How, What
Developer	Expand, Elaborate
Guider	What about, Go over there

## Supporting Probes

Courtesy Period	Wait, Pause, Be quiet
Mirror Feelings	Reflect
Continuer	OK, Sure, I See
Validator	Confirm Feelings, Summarize Content

## Check-Up Probes

Evaluation	
Synthesis	
Analysis	
Application	
Interpretation	
Translation	
Memory	

# CANDOR

## READ SHEET

The objectives of this session are to:

1. Explore the meaning of **CANDOR**.
2. Understand the value of becoming more constructively candid or more assertive instead of destructively candid or aggressibr in our relationships.
3. Evaluate the manner in which the team has been interacting, identify any problems and discuss ways to improve team synergy,
4. Establish more rapport among team members.

The session starts with a brainstorming session to explore the meaning of candor. The benefits of being constructively candid are developed and the consequences of destructive candor are developed. The discussion shows it is not a matter of whether we should be candid with one another, but **HOW** we should be more open in expressing our views.

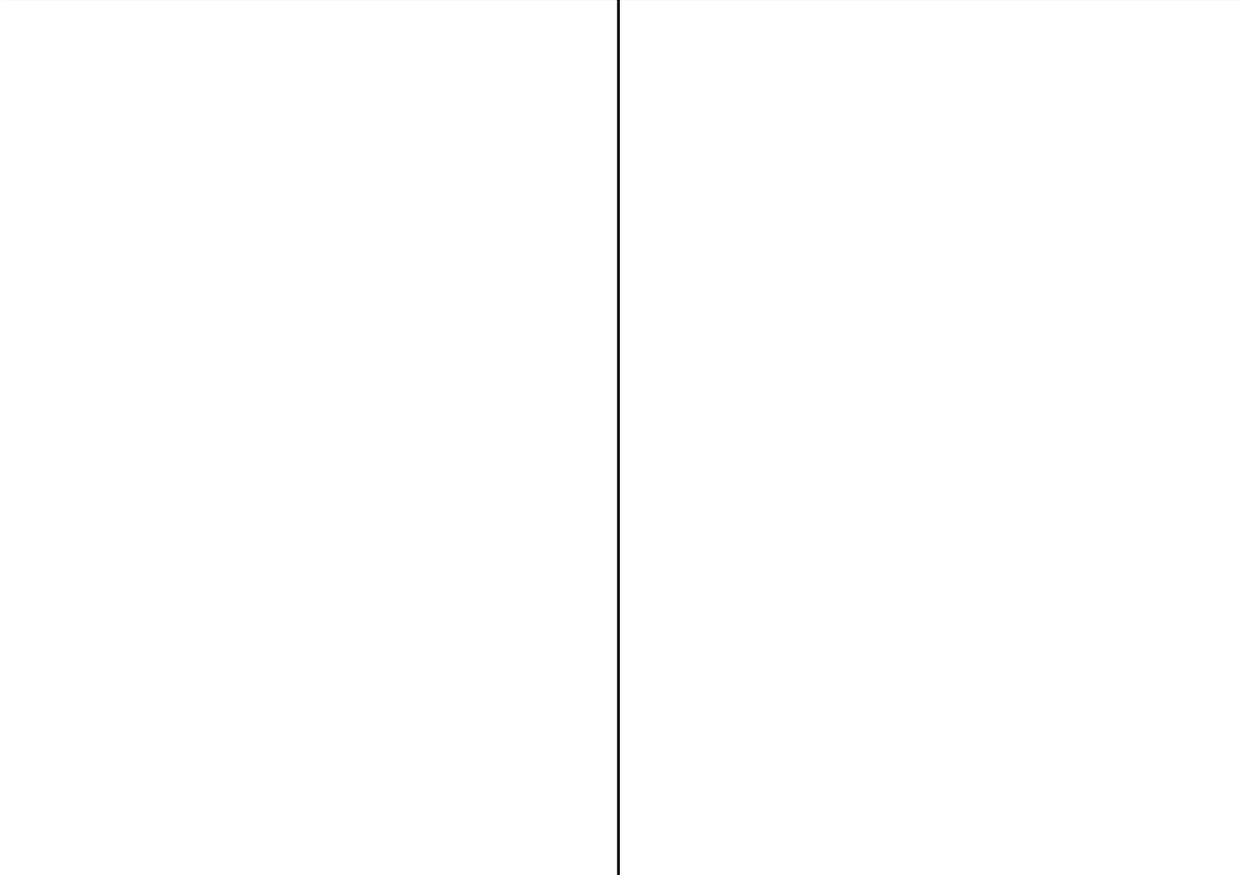
Then team members complete a Candor Rating Form, enter scores on the Summary Sheet and have team discussion of their ratings.

It is expected team discussion will lead to better team interaction - a more positively synergistic group during completion of team tasks.

# CANDOR

Constructive

Destructive



# CANDOR EVALUATION FORM

**Directions:** Without discussion, circle the number on each scale that **BEST** represents your individual evaluation of performance on that scale. Later these scales may be the subject of your team discussion. Each evaluation must be supported by **SPECIFIC** observations in the space provided at the bottom of the page. Do the ratings first... then write down the primary reason why you picked that number on the scale.

**A. How CONSTRUCTIVELY CANDID have I been with other team members?**

<b>LOW</b>	<b>AVERAGE</b>	<b>HIGH</b>
1    2    3	4    5    6    7	8    9    10
Not sharing everything	Somewhat Constructively Candid	Totally Involved & Participating

**B. How CONSTRUCTIVELY CANDID do you believe your team members have been with you and the other members of your team?**

<b>LOW</b>	<b>AVERAGE</b>	<b>HIGH</b>
1    2    3	4    5    6    7	8    9    10
Not sharing everything	Somewhat Constructively Candid	Totally Involved & Participating

**C. How the team did on the overall quality of the teamwork being accomplished. Consider such factors as: is everyone contributing equally or are some hanging back; do one or two people dominate or monopolize the conversation; is the team task oriented, on track, keeping to the time schedule, or is the team wandering off the subject; are reserved, quiet, or silent members of the team encouraged to participate?**

<b>LOW</b>	<b>AVERAGE</b>	<b>HIGH</b>
1    2    3	4    5    6    7	8    9    10
Some dominate Some hold back Argue rather than discuss Don't accomplish tasks on time		Everyone participates No one person controls Discuss calmly and resolve Accomplish tasks on time

Observations to support why I circled the number I for::

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

-----Tear off here and give to the facilitator-----

TEAM \_\_\_\_\_ MY SCORES WERE: A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

# MAKING CONTACT SKILLS EXAM

Student's name \_\_\_\_\_

1. A whirlykitchet is:
  - A. a symptom that the bonding process is working in the relationship.
  - B. something that married couples do after they have been married for awhile.
  - C. a symptom and not the problem.
  - D. a pattern of non-contact that causes the symptoms.
  
2. If one person has 3,911 things and the other only has 291:
  - A. it is easy to recognize which person is the bigger problem.
  - B. it has nothing to do with the real problem.
  - C. the one with 3,911 items is the victim.
  - D. the one with 3,911 is the aggressor.
  
3. The PAIN in the relationship is caused by:
  - A. whirlykitchet's disease and a bad thinkertoy.
  - B. the bonding process.
  - C. the items on the list.
  - D. the fragmentation in the relationship.
  
4. S P I E S stands for:
  - A. Spiritual, Physical, Intellectual, Emotional, Social.
  - B. Systems, Probing, Intelligence, Equality Spinning up.
  - C. Social, Physical, Intellectual, Emotional, Spiritual.
  - D. Systems, Process, Informative, Evaluative, Sporadic.
  
5. The difference between symptoms and problems is:
  - A. symptoms you can talk to.
  - B. problems you can talk to.
  - C. symptoms is what most people perceive as the problem.
  - D. one is the cause and one is the effect.
  
6. Making up:
  - A. is what people do when they have resolved the problem.
  - B. is a physical interaction.
  - C. causes children.
  - D. shows you love each other in spite of your patterns.

7. Self-esteem could be severely damaged when:
  - A. the bonding process is recognized.
  - B. a person goes through several relationships without making contact.
  - C. the number of symptoms listed is greater for the spouse than yourself.
  - D. a person becomes aware of his/her own behavior and of how he/she did not know.
  
8. The first skill of communication contains the key word(s):
  - A. feelings and content.
  - B. listen.
  - C. set aside.
  - D. ability to.
  
9. The second skill of communication is:
  - A. probe for deeper feelings and content.
  - B. develop the ability to probe for deeper feelings.
  - C. probe for deeper feelings and listen for content.
  - D. listen for deeper feelings and probe for deeper content.
  
10. The third skill of communication is:
  - A. the hardest one to learn.
  - B. the easiest one to learn.
  - C. as hard to master as the other two.
  - D. is the most feared as it implies you agree with the other person.
  
11. A facilitator is:
  - A. a person who helps decide who is right.
  - B. a person who gives both parties feedback so they become more aware.
  - C. a person who helps by controlling feelings and interactions so the people involved can process symptoms.
  - D. a person who must be disinterested so he does not run any bad patterns while he is facilitating.
  
12. Validation:
  - A. gives the transmitting person a feeling that someone has heard and agreed with him/her.
  - B. gives the receiving person a feeling that he/she has reached agreement.
  - C. does not imply agreement.
  - D. is not required for negotiation if one person is not level.
  
13. The first time a person tries to communicate using the skills of communication:
  - A. he will have the most problem with setting aside his feelings.
  - B. he will have the most problem with probing in an appropriate manner.
  - C. he will have the most problem with getting feedback that is validated.
  - D. since these are skills he may not have been using, he will have difficulty using all three.

using all three.

14. When a person who has been doing all the transmitting starts to do receiving:
- A. he will have the same learning problem even though he witnessed the other person's efforts.
  - B. he will find it considerably easier to learn to use the skills after having observed the other person's efforts.
  - C. he will find it more difficult because he is afraid he will make the same errors.
  - D. he will not care if he does poorly as he has seen how poorly the other person has done.
15. The most important thing in making contact is:
- A. implementing the bonding process.
  - B. overcoming whirlykitchens disease.
  - C. mastering the skills of communication.
  - D. recognizing how symptoms affect our relationship.
16. The STATUS is:
- A. the mode the listener is in while another person transmits.
  - B. the mode a person is in regardless of whether he is listening or transmitting.
  - C. the mode the speaker and listener must be in to present ideas effectively.
  - D. the mode the speaker must be in while transmitting.
17. Usually rapport is \_\_\_\_\_ when beginning a conversation.
- A. excellent
  - B. good
  - C. neutral
  - D. fair
  - E. bad
18. How a person looks and dresses:
- A. affects rapport.
  - B. does not affect rapport.
  - C. affects only the person to whom the idea is being presented.
  - D. affects only the person who is presenting the idea.
19. In developing rapport, probing is used:
- A. in developing a dialogue.
  - B. in lieu of a dialogue.
  - C. in the monologue.
  - D. when receptivity falls to a low mode.
  - E. throughout the entire presentation.

20. The probe that would best help to spin up rapport would be:
- A. steering probes.
  - B. steering probes and supporting probes.
  - C. supporting probes.
  - D. check-up probes.
21. When a person is in the EXCELLENT mode we should:
- A. continue trying to develop rapport.
  - B. probe to confirm agreement.
  - C. probe to develop the needs of the other person.
  - D. own the problem.
22. We can tell when a person has EXCELLENT RAPPORT when:
- A. he can maintain a dialogue about the idea.
  - B. he starts probing the idea we are presenting.
  - C. he voices some commitment or agreement.
  - D. he is responding in a monologue to the probes.
23. When you are owning it, you are saying:
- A. you may be doing something wrong and need some assistance.
  - B. politely that you need to have the other person's attention and go on.
  - C. politely that you recognize the other person has no interest.
  - D. politely that the other person could help you get the idea across better.
24. A person should:
- A. present his best ideas when the status of rapport is 'fair'.
  - B. present his best ideas when the status of rapport is 'good'.
  - C. only one of the above.
  - D. both of the above.
25. In order to present ideas more effectively, we must:
- A. master the skills of communication.
  - B. work first on developing rapport.
  - C. be able to quickly restart a conversation.
  - D. have a clear understanding of the idea we are presenting.
26. The problem solving process:
- A. helps to cycle the person with the problem through his own problem.
  - B. helps to cycle the person presenting the problem through the process.
  - C. only works if each phase does not fail.
  - D. gives us a plan to follow in dealing with each and every problem.

27. "IMPACT" is the discovered result when we ask:
- A. what happen when you do \_\_\_\_\_?
  - B. is this what you want to happen?
  - C. what do you want to happen?
  - D. how can you get that to happen?
28. What does the "3" mean in the logo?
- A. a position that requires compromise and negotiation.
  - B. a position that requires compromise but not negotiation.
  - C. a position that requires no compromise but some negotiation.
  - D. a position to which both sides willingly move to after validation on both sides.
29. The "R" in the logo:
- A. does not require compromise and negotiation if validation is complete.
  - B. does not require validation but does require compromise and negotiation.
  - C. does require that both parties go to that position for the sake of the relationship.
  - D. is the best position that both parties can develop.
30. The logo shows:
- A. the different ways in which compromise can be blocked.
  - B. most symptoms on the list can be eliminated by good communication.
  - C. that equal value must be present in at least one person to negotiate.
  - D. that equal value is obtained through validation.

# MAKING CONTACT SKILLS ANSWER SHEET

	<b>Ind</b>	<b>Team</b>		<b>Ind</b>	<b>Team</b>
1.	_____	_____	16.	_____	_____
2.	_____	_____	17.	_____	_____
3.	_____	_____	18.	_____	_____
4.	_____	_____	19.	_____	_____
5.	_____	_____	20.	_____	_____
6.	_____	_____	21.	_____	_____
7.	_____	_____	22.	_____	_____
8.	_____	_____	23.	_____	_____
9.	_____	_____	24.	_____	_____
10.	_____	_____	25.	_____	_____
11.	_____	_____	26.	_____	_____
12.	_____	_____	27.	_____	_____
13.	_____	_____	28.	_____	_____
14.	_____	_____	29.	_____	_____
15.	_____	_____	30.	_____	_____

# MAKING CONTACT SKILLS SOLUTION

- |     |   |     |        |
|-----|---|-----|--------|
| 1.  | D | 16. | B      |
| 2.  | B | 17. | C      |
| 3.  | A | 18. | A      |
| 4.  | C | 19. | B      |
| 5.  | D | 20. | C      |
| 6.  | D | 21. | B      |
| 7.  | B | 22. | C      |
| 8.  | C | 23. | A      |
| 9.  | A | 24. | C or B |
| 10. | C | 25. | B      |
| 11. | B | 26. | A      |
| 12. | C | 27. | A      |
| 13. | D | 28. | D      |
| 14. | A | 29. | B      |
| 15. | C | 30. | B      |

# SYNERGY EVALUATION

**TEAM NAME** A \_\_\_\_\_ B \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_

**HIGH INDIVIDUAL** \_\_\_\_\_

**TEAM SCORE** \_\_\_\_\_

**SYNERGY SCORE** \_\_\_\_\_

NOTES:

