



## **HEAR AND BE HEARD – THE HEART OF DIALOGUE**

### **Interpersonal Practices for Managing Interpersonal Effectiveness Confident Communication and Constructive Relationships**

#### **A Map of the Territory and Practical Guide**

#### **PROGRAMME DESCRIPTOR AND OPTIONS**

We are called on to be our best when it is most difficult	2
Overview	3
Who is it for?	4
How will you benefit?	4
Where did it come from?	4
Further outcomes	5
What people say about it	5
Programme structure (comprehensive)	6
Other options	8

*"While intelligent human beings are capable of thinking skilfully, it is their habits of mind that provide the fuel to activate strategic thinking. In order to engage skilfully in problem solving, decision making, or knowledge generation, they must possess, be disposed and inclined to manage their impulsivity, display empathy, be inquisitive and persistent."*

Arthur L Costa.

## **WE ARE CALLED ON TO BE OUR BEST WHEN IT IS MOST DIFFICULT**

### **One of life's ironies**

Whatever is done or attempted amongst people in organisations and with their clients will always depend, eventually, on the quality of interpersonal communication practices and on the parties' ability to manage their attitudes towards others.

Normally, we can get by with the relatively unrefined interpersonal communication practices we grew up with. Although these are habits we tend not to think about, often of doubtful quality and based on untested assumptions, there is often tolerance for mistakes, improvisation, casual imprecision or awkwardness. Anyway, we tell ourselves, we can take greater care and apply more rigorous techniques if and when necessary.

But best interpersonal practices are most called for when communication is most difficult: when tolerance is low or non-existent, feelings are intense, differences most acute, people stressed and the consequences of failure most severe. Then, we are seriously challenged because our ordinary habits are not equal to the task. Techniques held in reserve for those times lie beyond reach because we are not skilled in them. ("Skill" means "ability or perfection arising from practice".) Opportunities are lost, problems and conflicts worsen, relationships are damaged, time and energy wasted, cooperation and achievements put at risk.

### **Two vital questions, seldom answered**

The parties seldom have insight into their own part in the problems. They see themselves as victims and tend to blame one another – often making their complaints about "difficult people" the subject and cause of widespread dissatisfaction elsewhere. Thus, they avoid the practice of self-responsibility and the uncomfortable process of answering two searching questions:

- How good are your interpersonal skills?
- How do you know?

Commonly, those seen as "difficult people" are either required to undertake a training programme or resented because they never will.

### **Why now? And do we STILL need it?**

There was a time when the development of these matters was considered necessary for only the seriously dysfunctional. Now that the connection between these and all other supervision and leadership practices is better understood (increasingly, as part of *Emotional Intelligence*), we know that people at all levels benefit from their systematic and continual improvement. Rather than "Do we need it?" the question has become, "*How can we methodically and efficiently enhance the interpersonal practices of those who understand that skill in these matters is central to all that we work towards?*"

**Hear and Be Heard** is one approach which very many people and organisations since 1982 have found transformational. Although it's not a correctional programme for "difficult people", it helps deal with people who are sometimes difficult – including ourselves.

The programme is available in a variety of formats (including individual study with online coaching support).

Further details follow . . .

## OVERVIEW

*Hear and Be Heard* goes to the heart of dialogue and confident interpersonal communication, to reveal and deal with the hidden belief structures and attitudes that underlie our approach to understanding others and to making ourselves understood. It is diagnostic, remedial and affirming. It is designed to help you get more from your interpersonal communication and more satisfying working relationships - within your organisation and outside of it.

Research into thinking and intelligent behaviour<sup>1</sup> indicates identifiable habits of mind which characterise effective thinkers in all walks of life. They are developmental qualities that are never completely mastered. Seven of them are dominant themes within the *Hear and Be Heard* programme:

- o Managing impulsivity.
- o Thinking and communicating with clarity and precision.
- o Persisting when the solution to a problem is not readily apparent.
- o Listening to others with understanding and empathy.
- o Asking questions and posing problems.
- o Metacognition: thinking about our own thinking.
- o Knowing what to do when we don't know what to do.

*Hear and Be Heard* is a comprehensive programme for assessing and enhancing relationships management practices and the people-skills necessary for constructive relationships<sup>2</sup> within our professional situations and personal lives. The programme goes to the heart of dialogue and confident interpersonal communication, to reveal and deal with the hidden belief structures and attitudes that underlie our approach to understanding others and to making ourselves understood.

***Hear & Be Heard*** is:

- o **Diagnostic:** identify and understand the causes of the difficulties you have in your exchanges with others, and those that they have with you
- o **Remedial:** habituate simple skills, processes and practices in combinations that make very significant improvements
- o **Affirming:** confirm the appropriateness of those aspects of your current behaviours and mental frameworks that are already responsive, mature, skilful and respectful.

It takes discipline and patience to undo old habits and create new patterns in their quest for constructive relationships. Courage, too.

Here is the best and most important encouragement you may ever find.

---

<sup>1</sup> By such authors as Costa, Feuerstein, Glatthorn and Baron, Sternberg, Ennis, Goleman, Perkins and Coles.

<sup>2</sup> Constructive = serving to improve, helpful, positive, practical, productive.

### WHO IS IT FOR?

The programme is for those who recognise that responsibility for constructive interactions and harmonious relationships begins with enhancing their own practices and attitudes.

Supervisors, leaders and managers at all levels of responsibility find the programme provides important reference-points and techniques for improvement, whatever their current interpersonal competence. It appeals to people who value and are open to –

- Understanding and taking responsibility for our own part in the problems we experience with others.
- Beginning improvement efforts with a focus on changing ourselves.
- Treating ourselves and others respectfully, irrespective of differences.
- Getting to the root causes of problems.
- Clarifying personal values and ideals for interpersonal communication and relationships management.
- Making attitudinal changes.
- Planning and managing long-terms progress through small-step change.

### HOW WILL YOU BENEFIT?

This programme will help you to:

- Gain insights into the background, attitudinal bases and usefulness of the behaviours you engage in when confronted with conflict.
- Discover and make use of the attitudinal issues and practical techniques necessary to implement an equitable, "no-lose" approach to conflict.
- Strengthen behaviours that reduce the levels and incidence of destructive conflict and learn to apply them skillfully.
- Isolate and lessen behaviours and attitudes that create or inflame unnecessary destructive conflict and stress.
- Learn how to observe the interpersonal communication process while you are engaged in it, to enable effective choices about your own communication mode.
- Apply skills to reduce unpleasantness and demonstrate respect - equally of yourself and the other party - and bring about understanding.
- Assist others who are in conflict with you to express themselves clearly and discover the benefits of a "no-lose" approach.
- Experience conflict as an opportunity for new learning, growth and improved relationships, rather than as a threatening, dangerous or destructive activity.

### WHERE DID IT COME FROM?

Designed and written in New Zealand by Tom Watkins of EncourageMentors, ***Hear and Be Heard*** is based on his ***Managing Effective Relationships*** programmes used by corporate and community clients since 1982 to build successful relationships. It has an outstanding reputation for enhancing competence and confidence.

## **FURTHER OUTCOMES**

You will learn how to –

- Enhance your capacity for interacting cooperatively.
- Determine *problem ownership* in interactions.
- Determine the most appropriate response skills.
- Speak so that others can easily listen and understand your needs, views, concerns or problems.
- Listen so that others are heard and understood.
- Increase your sensitivity to others' needs whilst respecting your own.
- Establish and hold boundaries with other people.
- Deal with and negotiate around differences or conflict fairly and respectfully.
- Respond constructively to others' distress, problems, criticism or hostility.
- Apply these generic people-skills to leading, managing, supervising, coaching others' performance and giving constructive feedback.

## **WHAT PEOPLE SAY ABOUT IT**

Those who have studied **Hear and Be Heard** and applied its guidelines report very significant self-understanding of their own part in problems experienced with others, and a surprising degree of ability to make sustainable improvements to their relationships practices: greater self-assertion, more confidence, clarity, honesty, cooperation, the ability to approach and resolve conflict openly with respect for individual differences, and more satisfying everyday dialogue.

Typical participant comments include:

- *A clear and ethical conceptual framework, practical guidelines AND sufficient real-life rehearsal to gain confidence – at last!*
- *A most productive and empowering programme. It gave me a mandate to change my approach to relationships and much more confidence for resolving problems.*
- *I made improvements I had not thought possible. One of the most enlightening journeys I've ever undertaken!*
- *It is impossible to exaggerate the importance of this course on the rest of my life!*
- *I was amazed to discover how little real listening goes on in my own behaviours and others' around me.*
- *Deals sensitively and effectively with the 'freight' of old habits, beliefs and feelings, while teaching alternative practices that really work! . . . Brilliant!*
- *Takes self-awareness to a new level.*
- *I felt my communication was quite good but have learned a lot.*
- *Would be great if everyone could do this – but in the first instance I think all the line managers should be exposed to these skills.*
- *This should be rolled out further in the organisation.*
- *Excellent [written] material conducive to study and frequent consultation.*
- *This is the programme I should have taken – we all should have been able to take – years ago.*

**PROGRAMME STRUCTURE (COMPREHENSIVE)**

<b>Phase 1</b>	<b>Notes</b>
Introductory Workshop 1300 – 1700 hrs	
Purpose Processes, structure, roles Ground rules Performance indicators Guidebook, Workbooks issued Conceptual overview Self-tests, self-diagnostic tools introduced and applied Action-planning for Phase 2.	This optional workshop is recommended when the programme is to be conducted for in-house groups.  The workshop helps prepare participants, especially by grounding the programme within the organisational needs and culture, their individual challenges and the collective experience.

<b>Phase 2:</b> (The 7 – 21 day gap between Phases 1 and 3. No tutored sessions)
Apply raised self-awareness to study and learn from everyday interactions (without other changes). Become familiar with Guidebook content, using self appraisal results and self-diagnostic tools (in Workbook). Email or phone access to tutor Tom Watkins, as required. Emailed prompt(s) sent from Tom Watkins to hold the focus.

<b>Phase 3:</b> (Two consecutive training days)	
Day 1 0830 – 1200 & 1300 - 1700	Day 2 0830 – 1200 & 1300 - 1700
Clarify development needs and interests. Key concepts demonstrated and practised. Targets: <ul style="list-style-type: none"> <li>○ Process self-appraisal responses: identify, clarify personal improvement opportunities.</li> <li>○ Immediate, easy changes.</li> <li>○ Sufficiently increased awareness of process and understanding of concepts and skills to study and learn from own and others behaviour between tuition phases.</li> </ul> Progress measured against KPIs.	Key concepts demonstrated and practised.  Targets: <ul style="list-style-type: none"> <li>○ Action-planning to implement easy changes</li> <li>○ Action-planning to study and learn from own and others behaviour between tuition phases.</li> <li>○ Increased confidence around conflict, others' problems, arguments, distress.</li> </ul> Informal evaluation of training progress to date.

<b>Phase 4:</b> (The 10 -14 day gap between Phases 3 and 4. No tutored sessions)
<p>Self-directed study and written exercises set during Phase 3.</p> <p>Self-observation and practical application of skills, incrementally.</p> <p>Apply raised self-awareness and enhanced interaction awareness to study and learn from everyday opportunities for constructive interactions.</p> <p>Study Workbook summaries and prepare for long-term action-plan.</p> <p>Study Guidebook where necessary.</p> <p>Email or phone access to tutor Tom Watkins, as required.</p> <p>Emailed prompt(s) sent from Tom Watkins.</p>

<b>Phase 5:</b> (Two consecutive training days)	
Day 1 0830 – 1200 & 1300 - 1700	Day 2 0830 – 1200 & 1300 - 1700
<p>Report on and study between-phases experience: What? So what? Now what?</p> <p>Report on written exercises.</p> <p>Consolidation, refinement and extension of skills, with practical exercises based on participants' real-life needs.</p> <p>Further, easy changes studied and rehearsed to at least <i>Conscious Competence</i> levels.</p> <p>Key concepts demonstrated and practised, with increasing levels of challenge.</p> <p>Progress measured against KPIs.</p>	<p>Key concepts built-upon and practised in increasingly complex sets and combinations of skills.</p> <p>Targets:</p> <p>Identify attitudinal changes required for effectiveness.</p> <p>Rehearse constructive behaviours around increasingly challenging conflict, problems, arguments, distress.</p> <p>Action-planning to achieve long-term goals/behaviour changes and continue to study and learn from everyday interactions</p> <p>Support systems established.</p> <p>Formal evaluation of training completed.</p>

<b>Phase 6:</b> Beyond Training	<b>Notes</b>
<p>Continuing access to trainers' support by arrangement. (No charge for minor contacts by phone or email.)</p> <p>Evaluation of programme's achievements long-term, at pre-determined point(s) in (negotiated) processes to be determined.</p> <p>Possible: one-day follow-up workshop provided after 3, 6, or 9 months has elapsed. (Not provided for in quotation of fees.)</p>	<p>Details of provisions within this Phase are negotiated with clients.</p>

## OTHER OPTIONS

### Self-study for individuals:

Self-study the **Hear and Be Heard** concepts and practices with a self-diagnostic questionnaire, our comprehensive Guidebook and Personal Implementation Guide. (Cost \$78 plus GST, p & h.)

### Self-study plus a 360° survey, for individuals:

Individuals complete and return a supplied survey online. A confidential online 360° survey of your interpersonal competencies is completed by a minimum of six other people and returned anonymously. We dispatch the two publications (comprehensive Guidebook and Personal Implementation Guide) and survey results before you begin self-study. (Total cost \$163 plus GST.)

### Self-study for individuals, plus 1:1 mentoring and tuition:

Supplement self-study with mentoring and tuition in-person (where possible), online or by telephone. We help you understand the concepts, develop new competencies and work with you on your current real-life challenges. You need not commit yourself to any set duration and may cancel arrangements without penalty, at any point. (Mentoring @ \$80/hr online, \$100/hr in person plus GST.)

### Take a group training programme:

The most comprehensive form and the best option for skills-rehearsal (experiential) training, is described earlier in this document. Inquire for current fees. Other group-training possibilities include:

- 1 **A series of 10 weekly or twice-weekly sessions of 2.5 hrs** each, preceded by a prerequisite one-hour online or emailed exercise.
- 2 **Two days of tutor contact** preceded by a prerequisite one-hour online exercise. **Supplemented by up to four video conference tutorials** each of 90 minutes spread over four weeks.
- 3 **Two days of tutor contact** preceded by a prerequisite one-hour online exercise. **Supplemented by online (emailed) follow-up exercises and progress reviews.**
- 4 Self-study (preceded by a prerequisite one-hour online exercise, plus surveys) for a group of individuals, **supplemented by up to four group video conference tutorials** each of two hours spread over four weeks.
- 5 Self-study (preceded by a prerequisite one-hour online exercise, plus surveys for an individual or group of individuals, **supplemented by online (emailed) follow-up exercises and progress review.**

### Which option?

For references to clients who have used the programme, to discuss our fees and the availability of volume discounts or if you are unsure of the best form of **Hear and Be Heard** for you, [contact me](#).

*Tom Watkins*  
[EncourageMentors](http://EncourageMentors.com) (tom@encouragementors.com)  
 Charteris Bay, RD 1 Banks Peninsula 8033 New Zealand  
 Tel: + 64 3 3294 815