



Good to Great Communication Skills

Presented by:

 Taylor-Made Communications, Inc.
A Training Solutions Group

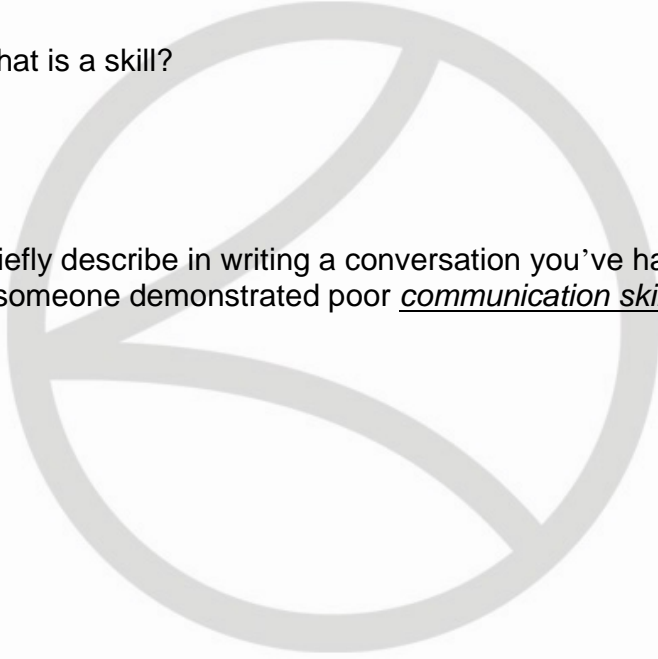
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Jacksonville, Florida

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Good to Great Communication Skills

Discussion Points:

1. What is communication?
 2. What is a skill?
 3. Briefly describe in writing a conversation you've had recently where someone demonstrated poor communication skills.
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The Good

▪ **Five Communication Skills**

1. _____ ~ (understanding)
2. _____ ~ (asking)
3. _____ ~ (repeating)
4. _____ ~ (looking)
5. _____ ~ (accepting responsibility)
6. Writing

a. Key point:

- Few are _____, the rest are _____
- Good (effective) means transmit and _____

▪ **Three Communication channels?**

1. _____ – body language, text
2. _____ – inflection, pace, speed
3. _____ – words used (vocabulary)

The GREAT

▪ **Five EMOTIONAL INTELLIGENT competencies**

1. _____
2. _____
3. _____
4. _____
5. _____

Building the case
Emotional Intelligence in the Workplace:
Instructor: Parrish Taylor

S.O.S. – Significance of Soft

Emotions on the job and off: (personal and professional)

- _____ are one of the main things that derail communications and persuasions. Once people start getting upset at one another, rationalism goes out of the window.
- If you can _____ and _____ your own emotions you have a better chance of controlling your behavior.
- If you can sense the emotions of others, you have an increased chance of persuading other people's behavior.

Emotional Intelligence – the key to managing (communicating) to _____ and others

Research:

In 1990, two academics Peter Salovey and Jack Mayer, psychologists at Yale University, coined the term Emotional Intelligence to describe the set of emotional competencies which determine success. This field of study known as Emotional Intelligence was popularized by Daniel Goleman's book Emotional Intelligence which became an international bestseller. His recent articles in Harvard Business Review have been its most commonly requested reprints. Goleman's research redefined what it means to be smart by acknowledging the importance of emotions in our personal and professional lives. There is a set of five core competencies that distinguishes how people manage feelings, interact and communicate. Goleman's research shows that people who have EI have more success in their lives as parents, partners and workers. Emotional Intelligence training has also been shown to markedly increase company profit levels.

Definition:

Emotional Intelligence is a way of recognizing, understanding and choosing how we think, feel and act. The good news is that unlike IQ, Emotional Intelligence can be learned. IQ doesn't change significantly throughout life. However E.I. can be improved through identifying and practicing the skills with purposeful activities and experience.

Reference Guide
High Emotional Intelligence:

Behavior of high EQ:

Listed below are general characteristics of people with high and low EQ. Obviously, these are generalizations, but are helpful guidelines to use when creating your situational questions for the interviewee. Please note that these lists include general signs of high and low self-esteem, as well as other variables which have not in fact been specifically correlated to emotional intelligence as defined by Mayer and Salovey. Future work will attempt to more clearly differentiate between self-esteem and emotional intelligence.

A person with High EQ:

- Expresses his feelings clearly and directly with three word sentences beginning with "I feel..."
- Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences.
- Is not afraid to express her feelings.
- **Is not dominated by negative emotions such as:** Fear, Worry, Guilt, Shame, Embarrassment, Obligation, Disappointment, Hopelessness, Powerlessness, Dependency, Victimization, Discouragement
- **Is able to read non-verbal communication.**
- Lets his feelings lead him to healthy choices and happiness.
- **Balances feelings with reason, logic, and reality.**
- Acts out of desire, not because of duty, guilt, force or obligation.
- Is independent, self-reliant and morally autonomous.
- Is intrinsically motivated.
- Is not motivated by power, wealth, status, fame, or approval.
- Is emotionally resilient.
- Tends to feel optimistic, but is also realistic, and can feel pessimistic at times.
- Does not internalize failure.
- Is interested in other people's feelings.
- **Is comfortable talking about feelings.**
- Is not immobilized by fear or worry.
- Is able to identify multiple concurrent feelings.

Behaviors of Low EQ:

- Doesn't take responsibilities for his feelings; but blames you or others for them.
- Can't put together three word sentences starting with "I feel..."
- Can't tell you why he/she feels the way he/she does, or can't do it without blaming someone else.
- Attacks, blames, commands, criticize, interrupt, invalidate, lectures, advises and judges you and others.
- Tries to analyze you, for example when you express your feelings.
- Often begins sentences with "I think you..."
- Sends "you messages" disguised as "I feel messages" For example, "I feel like you"
- Lays guilt trips on you.
- Withholds information about or lies about his feelings. (Emotional dishonesty)
- Exaggerates or minimizes her feelings.
- Lets things build up, then they blow up, or react strongly to something relatively minor.
- Lacks integrity and a sense of conscience.
- Carries grudges; is unforgiving.
- Doesn't tell you where you really stand with her.
- Is uncomfortable to be around.
- Acts out his feelings, rather than talking them out.
- Plays games; is indirect or evasive.
- Is insensitive to your feelings.
- Has no empathy, no compassion.
- Is rigid, inflexible; needs rules and structure to feel secure.
- Is not emotionally available; offers little chance of emotional intimacy.
- Does not consider your feelings before acting.
- Does not consider their own future feelings before acting.
- Is insecure and defensive and finds it hard to admit mistakes, express remorse, or apologize sincerely.
- Avoids responsibility by saying things like: "What was I supposed to do? I had no choice!"
- Holds many distorted and self-destructive beliefs which cause persistent negative emotions
- May be overly pessimistic; may invalidate others' joy.
- Or may be overly optimistic, to the point of being unrealistic and invalidating of others' legitimate fears.
- Frequently feels inadequate, disappointed, resentful, bitter or victimized.
- Locks himself into courses of action against common sense, or jumps ship at the first sight of trouble.
- Avoids connections with people and seeks substitute relationships with everything from pets and plants to imaginary beings.
- Rigidly clings to his beliefs because he is too insecure to be open to new facts.
- Can tell you the details of an event, and what they think about it, but can't tell you how she feels about it.
- Uses his intellect to judge and criticize others without realizing he is feeling superior, judgmental, critical, and without awareness of how his actions impact others' feelings.
- Is a poor listener. Interrupts. Invalidates. Misses the emotions being communicated. Focuses on "facts" rather than feelings.

Adapted from EQ for Everybody by Steve Hein, 1996,
The EQ Institute, <http://eqi.org>

Class Evaluation:

Seminar:	Good to Great Communication Skills	Name:	(Optional)
Date:	Thursday, October 11 th 2007	Position:	
Instructor:	Parrish O Taylor	Company:	

The Preparation:

- Admin & Organization
- Training Room & Equipment
- Facilities

Excellent	Very Good	Good	Fair	Poor

The Instructor:

- Knowledge of Subject
- Presentation Skills
- Ability to Manage Class
- Attention to Individuals

Excellent	Very Good	Good	Fair	Poor

The Course:

- Quality of Notes
- Examples and Exercises
- Relevance to Your Work

Excellent	Very Good	Good	Fair	Poor

Your Overall assessment

Was the Pace of the Course Too Fast About Right Too Slow

Was the Duration of the Course Too Long About Right Too Short

Which areas should have reduced coverage.	
Which areas should have had increased coverage	
What other subjects should the course have included .	

Comments: (Please include interests or specific topics that you would like to learn more about)
