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# Communication Tips: Sending and Receiving Messages

Keys to Better Communications and  
Stronger Relationships



By *Alberta Fredricksen*

*Communication Tips: Sending and Receiving Messages*  
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## Introduction

**Communication.** It's all around you. You are constantly giving or receiving it. No doubt there's plenty of it going on in your life. But how effective is it? What are the results? What outcomes are you creating and receiving?

Let's face it, excellent communication skills are the most powerful personal and career skills we can possess or achieve. Just because we have the ability to speak doesn't mean we always do it effectively—in ways that illumine, persuade or guide others. And just because we have the ability to hear doesn't mean we're really hearing, meaning understanding or comprehending what someone else is saying.

**Communication occupies approximately 70% of our waking hours.**<sup>1</sup> It would be frustrating to feel that 70% of our time is invested in something we do not do well. **The fact is that most of us were never specifically taught how to communicate in a way that produces desired results, so we continue to experience frustration, resistance, conflicts, or breakdowns.**

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<sup>1</sup><http://www.jasbmanagement.com/>

No matter what our life circumstance, the ability to communicate effectively can have a major impact on our job performance and on the quality of all of our relationships. In today's high-stress, fast-paced world, it seems more difficult than ever to take the time to be a good communicator. Shift that belief to one of knowing that learning to communicate more effectively is a good investment and can add value to your life!

To see what gets in the way of us being more successful in our interactions with others, let's first look at the messages we send and then at the messages we receive.

## **Messages We Send**

To convey information, we generally verbalize, write or use sign language to communicate. When talking, the message is carried both vocally, through sound that we can hear, and visually through body language. When writing, voice and visuals are absent so the words must speak for themselves.

Here are two things to remember when speaking:

## Vocal Communication: The Power of Your Voice<sup>2</sup>

- ✓ Your Words - **What you say when you're speaking contributes 7% to the effectiveness of your message.** That's less than 10% of the entire communication.
- ✓ Your Voice - **How you sound when you're speaking contributes 38% to the effectiveness of your message.** How we sound = 38%.

## Visual Communication: The Subliminal Message

- ✓ Your Body Language - **What you do and how you look when speaking contributes 55% to the effectiveness of your message.** Over half (55%) depends on what we do and how we look.
- ✓ Other non-verbal communication - **All eyes are on you.** Think about what is being communicated with your eyes, face, posture (how you carry yourself), stance (how you place yourself in relation to other people), gestures, expressions, body movement, and proximity to other people.

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<sup>2</sup> <http://www.wanterfall.com/Communication-Non-Verbal.htm>

**Pay attention to your words, voice, and body language to make sure they're all working together in communicating your messages to others.** Your words, voice and body language must be coherent to be trustworthy and believable.

Let's look at a few examples of people communicating or perhaps miscommunicating with each other. **Did you know that you can learn as much from a bad example as you can from a good one?** We want to be good role models in life and our observation of others along with our self-reflection are good teachers!

### **Example #1: An Email Lesson Learned – Re-sent vs. Resent**

This true story involves a lesson I learned in living color while serving with others. Fortunately, all of the participants were friends, and after a couple of days of uncomfortable silence, we were all able to laugh about this together. Here's what happened.

I was part of a committee working together to achieve a certain goal. I attached to an email a document containing information and materials that were important to the work we were doing. I asked for everyone to respond that they had received the materials.

One of the committee members did not respond for a few days. I wrote again to ask if she had received the email and she said, no, she had not received it.

So I responded with another email with the attachment included, and I wrote: "I resent this. It's in the attachment to this email. Please let me know if you have any other questions or comments."

Again, a few days passed without any communication. Then a third person telephoned to ask what was happening with me that I would feel resentment about sending the materials a second time. I was dumbfounded! I explained that I was simply resending materials the other person had not received. A more careful examination of the written words in the email led to a funny revelation. I meant to say, and should have typed, "I re-sent this." The other person read, "I resent this."

The whole committee got a good laugh and we all learned a lesson about written communications. If this had been a verbal exchange, the receiver might have heard the vocal differentiation between "I re-sent it" and "I resent it." Anyway, I learned how to properly spell "re-sent" when I mean I am doing the task again.



### Lessons Learned:

- ✓ Do check with someone if something seems amiss. Ask a question and get clarification. Don't make assumptions.
- ✓ Don't let silences extend, creating more barriers to communication.
- ✓ Engage a third person to assist, ask a question and gain clarity.
- ✓ Check your spelling!
- ✓ When writing, check to see if any of your words sound differently and have a different meaning when spoken.
- ✓ Share the event with others as appropriate and laugh at yourself and with others.

### **Example #2: Did I hear what you were actually saying—and asking?**

Carol was busy working at her desk after she had just received a complaint email from a customer. She was trying to focus on her work but was still a little irritated by the customer's comment. Carol's boss Joe passed by her desk on his way to another meeting. He stopped and asked about the status of some of their projects. Joe went through his lists of tasks and asked Nancy the status of each of the items. The more questions Joe asked, the more defensive Carol became.

“What’s going on Carol, do you have too much to do?” asked Joe.

“No, I’m fine,” said Carol.

“Well, if you need help, let me know,” Joe responded.

Later that day, Carol was chatting with a coworker at lunch and said, “It’s obvious Joe doesn’t think I can handle my workload. He was all over me about deadlines today. Then he asked if I had ‘too much to do.’ He obviously doesn’t think I’m capable of doing my job and managing my responsibilities.”

Let’s break down this exchange to discover what might be happening to sabotage intended communication.

-Carol was a little irritated about the comments coming through an email containing a complaint and she needed to create an appropriate response.

-Perhaps she perceived her boss stopping by as an interruption in that process.

-Carol was not prepared to have a conversation with her boss about other issues at that time.

-Joe’s “stopping by” may not have appeared casual to Carol as he had a list he was going through.

-If Carol felt unprepared, Joe’s questions could have felt like “an interrogation.” Based on what she said to her coworker later, she did not receive it as an offer to assist her where needed.

### Lessons Learned:

- ✓ If you want to have a meaningful discussion or achieve good outcomes, don't surprise anyone. Always gain permission before speaking if you really want to be heard.
- ✓ Make an appointment or ask them if they have a few minutes to discuss what you have in mind.
- ✓ When scheduling a meeting or discussion, let every participant know what is to be discussed, when and where. This allows everyone to come prepared and creates the opportunity for better results.
- ✓ If someone surprises you with a request for a meeting and it really is not a good time for you, find an appropriate way to ask if the discussion could wait a little while and then set a time to meet with them very soon and follow through.
- ✓ If you are a supervisor, be aware that others may give you deference even if this is not a good time. Unless it is urgent, ask if this is a good time to talk and if it is not good for them, schedule a later time.
- ✓ If you are an employee and are approached in an uncomfortable way, don't assume the worst. Perhaps you need to meet again and ask

clarifying questions to find the real reason behind the other's behavior.

- ✓ Take care about sharing the incident with others before you clarify things. Telling others could promote gossip and cause others who would hear about it to take sides. This tension or conflict can negatively influence the workplace climate, damage relationships and impact feelings of loyalty and willingness to contribute to the overall benefit of the group.

**Self-reflection:** Write down any other observations you have about this exchange. How might you proceed to correct any miscommunications for the future?

### **Example #3: Spirit of the Law vs. Letter of the Law**

Seventeen-year-old Amanda wanted to attend a friend's birthday party. When she asked her parents if she could go, her father said "Yes, but only if you aren't going with any boys." Amanda enthusiastically agreed and said, "You've got a deal!"

On the day of the party, Amanda's friend Sarah picked her up and they went to the birthday party together. When Amanda arrived at her friend's house there were boys there. When Amanda thought back to what her father said, she remembered he said that she couldn't go

with any boys. Since Sarah picked her up, she hadn't broken any rules.

The following week, Amanda's father ran into Sarah's father at the gym. Sarah's father jokingly said, "Can you believe our girls are old enough to be going to parties with boys? I wish I could go back to the days when they were just going to Girl Scout meetings."

That evening when Amanda's father came home he was furious. She argued that he said she couldn't go with any boys, not that there couldn't be any boys at the party.

**Self-reflection:** Reflect on the areas that lacked clear, precise communication in this example. How did this miscommunication impact trust? How might lack of trust impact this relationship into the future? Write down any potential Lessons Learned from reading this example. How might you proceed to correct any miscommunications?

When considering examples of miscommunication, try asking yourself these questions and then reflect on more Lessons Learned to apply in your future communications:

1. What did you notice, or what stood out for you in these examples?
2. What do you feel contributed to or exacerbated the miscommunication in these examples?
3. What barriers do you think get in the way of successful communication?
4. What “next steps” might you recommend in these miscommunication examples?

### **Questions to ponder to improve your communications:**

1. George Bernard Shaw once said, “The problem with communication ... is the *illusion* that it has been accomplished.” What do you think he meant when he said this?
2. How would YOU define ‘communication?’
3. How do you know when communication has been successful?
4. What desires or needs do you think drives our interactions with others?

After asking and answering these questions, and discovering what you learned from these examples (and perhaps one or two of your own miscommunications), make a personal list of **Lessons Learned** for your future communications.

## Key Concept

**We all have the desire to connect with one another.**

Have you ever thought about communication in that way—that each of us wants to be heard and understood? Despite this need to connect, sometimes it's difficult to *truly express* what we see, think, and feel because we're communicating from our own unique perspectives as individuals. We come from different backgrounds, levels of education, family experiences, emotional experiences, cultural norms and perhaps even different nations with different languages.

When we *do* truly connect with other people and they really *get* what we are trying to tell them, then we feel a great sense of affinity, rapport, and kinship. This is a very important reason why we communicate – to transcend our own isolation.

Connecting with someone else can be a real challenge; because it requires a two-way process—sharing information and receiving information. The question is, was what I said received as intended?

When we communicate with each other, we need to be certain that we have *connected*—that we have been understood.

Have you ever shared something with someone else, and it was misunderstood? Perhaps you can review that situation again now, identifying some of the ways from the previous examples that you might use in future communications to achieve greater clarification and understanding.

### Friendly reminders:

- ✓ Make sure the message that was received was the same one you intended to give. Check for understanding.
- ✓ Think about how the listener might respond or react to your communication.
- ✓ In most conflicts, don't just communicate *more*; communicate *better*!
- ✓ Consider whether the communication will be more successful in written or spoken form.
- ✓ Do not give too much information at one time.
- ✓ If the communication is about completing a task, pay attention to the sequence and/or timing in which communication is given.



**Overall, in most cases, it's not a lack of information that leads to poor communication. It might be the way our message was delivered, the order in which it was delivered and/or a failure to consider how it might be received. It might even have been a tone of voice or a misspelled word.**

[NOTE: See Chapter 6 – The art and science of giving directions in *Transforming Everyday Conflict: Tools, Tips and Roadmaps to Better Communication and Stronger Relationships*, available at [www.HeartPeaceNow.com](http://www.HeartPeaceNow.com) and [www.Amazon.com](http://www.Amazon.com) and Kindle.]

## **Lost in Translation**

**If we don't follow up to make sure the message was correctly received, we just might have sent the wrong message.**

Most of us have participated in a game, an activity, that demonstrates how distorted communications can get when a long line of people pass a message verbally, one after another.

I will now share a story that comes from the business world but it could relate to many parts of life. As you

read it, observe and assess what is contributing to the miscommunications in this story. Identify the factors and add them to your Lessons Learned personal list.

### **Difficulty in Connecting**

This example demonstrates how a written communication (that is perhaps not totally clear) gets further distorted when transmitted verbally.

It starts as a memo from the CEO to the Manager. It goes like this:

#### **Memo from CEO to Manager:**

Today at 11 o'clock there will be a total eclipse of the sun. This is when the sun disappears behind the moon for two minutes. As this is something that cannot be seen every day, time will be allowed for employees to view the eclipse in the parking lot. Staff should meet in the lot at ten to eleven, when I will deliver a short speech introducing the eclipse, and give some background information. Safety goggles will be made available at a small cost.

#### **Manager calls and tells the Department Head:**

Today at ten to eleven, all staff should meet in the car park. This will be followed by a total eclipse of the sun,  
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which will appear for two minutes. For a moderate cost, this will be made safe with goggles. The CEO will deliver a short speech beforehand to give us all some information. This is not something that can be seen every day.

**Department Head tells the Floor Manager:**

The CEO will today deliver a short speech to make the sun disappear for two minutes in the form of an eclipse. This is something that cannot be seen every day, so staff will meet in the car park at ten or eleven. This will be made safe, if you pay a moderate cost.

**Floor Manager tells the Supervisor during an afternoon break period:**

Ten or eleven staff members are to go to the car park where the CEO will eclipse the sun for two minutes. This doesn't happen every day. It will be safe, and as usual it will cost you.

**Memo from Supervisor to staff:**

Some staff will go to the car park today to see the CEO disappear. It is a pity this doesn't happen everyday.

**End of Story**

Even though this story may seem trivial and a bit cynical regarding labor-management relationships, it does

illustrate some clear barriers to good communication in line-of-command and supervisory relationships. This might also apply in parent to children relationships.

Consider the following questions:

1. What stands out as a clear mistakes or barriers to good communication for you in this story-beginning with the written memo? There are multiple issues here.
2. What role do filters play in inhibiting us from connecting? (Communication filters act the same way as coffee filters in that they allow some things to pass through but not others. Signs of filtering might include being distracted, making judgments, reacting defensively or emotionally, maintaining beliefs and expectations, acting disinterested, etc.)
3. What prevents us in this kind of relationship from following up to make sure our message was received as intended?
4. What else plays a part in why it is hard to connect with others?

## Messages We Receive

*“The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.” ~Ralph Nichols*

Did you know that there is actually an International Listening Association? Well, there is. This is a huge topic.

When most people think of effective communication, they focus on their ability to clearly tell another person what they want them to know. But hearing and understanding what the other person is saying is just as important and often overlooked.

**Listening seems quite passive and easy. Actually, it takes discipline and focus to be a good listener.**

Listening is more active than we may think. Many people think they listen really well—that they hear everything people tell them. Are these people really listening? Do they really comprehend what someone is saying behind the words being expressed?

**When it comes to listening, it’s the way we listen that determines what we hear.**

Listening is an in-the-moment skill that can be learned and refined through practice. This means all of us have the capability of being good listeners; we just need to apply ourselves to it through practice.

### **Listening Quiz Assessment<sup>3</sup>**

Are you a good listener? Let's find out.

On a scale of 25-100 (100 = highest), how do you rate yourself as a listener? \_\_\_\_\_

Let's find out how accurate your perception is. Rate yourself in the following situations and total your score. 4 = Usually, 3 = Frequently, 2 = Sometimes, 1 = Seldom

\_\_\_\_\_ I try to listen carefully even when I'm not interested in the topic.

\_\_\_\_\_ I'm open to viewpoints that are different from my own.

\_\_\_\_\_ I make eye contact with the speaker when I'm listening.

\_\_\_\_\_ I try to avoid being defensive when a speaker is venting negative emotions.

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<sup>3</sup> <http://adulted.about.com/od/thebalancingact/a/listeningtest.htm>

- \_\_\_\_\_ I try to recognize the emotion underlying the speaker's words.
- \_\_\_\_\_ I anticipate how the other person will react when I speak.
- \_\_\_\_\_ I take notes when it's necessary to remember what I've heard.
- \_\_\_\_\_ I listen without judgment or criticism.
- \_\_\_\_\_ I stay focused even when I hear things I don't agree with or don't want to hear.
- \_\_\_\_\_ I don't allow distractions when I'm intent on listening.
- \_\_\_\_\_ I don't avoid difficult situations.
- \_\_\_\_\_ I can ignore a speaker's mannerisms and appearance.
- \_\_\_\_\_ I avoid leaping to conclusions when listening.
- \_\_\_\_\_ I learn something, however small, from every person I meet.
- \_\_\_\_\_ I try not to form my next response while listening.
- \_\_\_\_\_ I listen for main ideas, not just details.
- \_\_\_\_\_ I know my own hot buttons.
- \_\_\_\_\_ I think about what I'm trying to communicate when I speak.
- \_\_\_\_\_ I try to communicate at the best possible time for success.
- \_\_\_\_\_ I don't assume a certain level of understanding in my listeners when speaking.

- \_\_\_\_\_ I usually get my message across when I communicate.
- \_\_\_\_\_ I consider which form of communication is best: email, phone, in-person, etc.
- \_\_\_\_\_ I tend to listen for more than just what I want to hear.
- \_\_\_\_\_ I can resist day-dreaming when I'm not interested in a speaker.
- \_\_\_\_\_ I can easily paraphrase in my own words what I've just heard.
- \_\_\_\_\_ **Total**

**Scoring:**

**75-100** = You are an excellent listener and communicator. Keep it up.

**50-74** = You are trying to be a good listener, but it's time to brush up.

**25-49** = Listening isn't one of your strong points. Strive to pay closer attention.

## Listening

Recall a time when you had the experience of talking to someone and knowing that the other person heard you, but hasn't really been listening to you?



How can you tell that the other person wasn't really listening to you? What was that person doing or not doing that told you he or she wasn't really listening?

- ✓ They didn't respond.
- ✓ They didn't interact.
- ✓ Their eyes glazed over or they made no eye contact with you.
- ✓ They asked for something you already said or answered.
- ✓ They asked for something to be repeated.

**How would this likely make you feel?**

- ✓ Not important.
- ✓ Discounted.
- ✓ Offended.
- ✓ Angry.
- ✓ Disrespected.

**What about you? Have you ever found yourself hearing but not really listening to someone else? What causes this?**

Your responses might include:

- ✓ Being distracted by other thoughts.
- ✓ Being put off by other person's strong emotions.
- ✓ Disliking other person's communication style.

- ✓ Couldn't hear well they were speaking too loud or too soft.
- ✓ Not really interested in what the person was saying.
- ✓ What was being said didn't concern me.
- ✓ They talked too long.

What we've just been talking about is *passive listening*—that is when you hear what someone else is saying, but you're not really actively engaged in the communication process and you may not understand what they say.

**The costs of poor listening can be extremely high. If we're listening passively to someone else, what are the likely results for us?**

- ✓ Could miss important information to our own detriment.
- ✓ Could offend the other person.
- ✓ Make the other person feel as if we don't care.

**What is the difference between passive listening and active listening?**

- ✓ **Passive listening** is just hearing but not necessarily understanding or becoming involved in the message or communication process.

- ✓ **Active listening** involves hearing to understand the meaning of the message and to engage in the communication process. This often involves asking clarifying questions to gain understanding of the speaker's message.

**Nathan Cobb, Ph.D., of Cobb & Associates, Inc., answers the question “How Can I Be a Better Listener?” with a very helpful acronym—LEARN. (Adapted from his article)<sup>4</sup>**

*In order to be a better listener it is important that you really try to understand...Listening carefully takes energy and work, but can go such a long way in improving your communication.*

*A useful tool to be a better listener is the phrase “Listen to Learn.” The word “Learn” can be used as an acronym for several important listening skills.*

### ***L = Listen Carefully***

*The “L” stands for listen carefully. This phrase has a double meaning. It is important to listen very intently, calmly and*

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<sup>4</sup> <http://www.nathancobb.com/be-a-better-listener.html>

attentively to what is being said, without interrupting, so that you get the whole picture before coming to any conclusions.

Listening carefully can also mean cultivating a caring attitude when listening or being “full of care”. This leads into the next skill of empathy.

### ***E = Empathy***

The “E” stands for empathy. Listening with empathy means showing that you care about how...[the speaker] feels. A person who listens with empathy can see the big picture of the other person’s experience – sensing not just what they feel but also why they feel that way.

Empathy has roots in our neurophysiology and the way we learn to deal with emotions in our family of origin. Some families encourage the expression of emotions, for example. They teach children how to respond positively to emotional experiences. Other families discourage awareness and expression of various emotions as a result of intimidation, neglect, criticism, ridicule, or by just not placing value on emotional awareness.

Partly as a result of these early experiences, empathy comes more easily for some people, while for others it may be more difficult, especially in high conflict relationships. With practice and effort, however, empathy can be cultivated. If you struggle

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*in this area, focus on developing other listening skills, while you slowly work on building empathy over time.*

### ***A = Ask Questions***

*The “A” refers to asking questions. A good listener will ask a few open-ended and curious questions to seek clarification or further understanding of what is being said.*

*Asking questions can help you lessen your own reactivity as you focus on really trying to understand...It demonstrates that you care and that you are curious and interested in the other person’s world.*

*Questions also can help...[the speaker] dig a little deeper and expand their understanding of themselves. When you are curious and ask questions, it may invite...[the speaker] to reflect more and realize something about themselves that they hadn't been aware of before.*

### ***R = Recap or Acknowledge***

*The “R” means to recap or acknowledge. Occasionally it can be helpful to summarize or paraphrase what you have heard in a succinct, yet natural way to ensure that you understand correctly.*

*To be a better listener, it is also helpful to find some way to acknowledge what is being said. Too often people respond to a statement by the speaker with an immediate objection to that statement. The speaker then counter-objects to the objection, and then the listener counter-objects to the counter-objection (by this point no one is listening).*

*Instead, find some way to acknowledge the other person's point. Rather than giving an immediate objection, find some way to say, "That's a good point," or "Yes, I can see where you are coming from, because ..."*

### ***N = Non-judgmental***

*Finally, the "N" stands for being non-judgmental. Try to listen without being judgmental of...[the speaker]. You won't be able to show that you understand if you focus on how they are wrong or misguided. You may see the world differently than...[the speaker], but try to be open-minded about why...[they] see things differently than you do.*

### ***Conclusion***

*As I said in the beginning, concerned and careful listening is an essential communication skill for any relationship. Real listening can open doors, soften hearts, and bring...[people] together.*

*Listening isn't easy, however, so keep working at it, and keep a good attitude toward each other even when you make mistakes. I hope you find these ideas helpful to you in your quest to be a better listener.<sup>5</sup>*

The next time you are involved in an important conversation, pause the mental and verbal tape player for a moment. Then start really listening. It's amazing what you will discover. **You always learn more from listening than you do from talking.**

Remember that everyone wants to and has a need to connect through communication. We all want to be listened to, really heard and understood. If we keep this in mind, it will be easier for us to make a concerted effort to listen to others rather than focusing primarily on our own agenda or thoughts of what we will say next when it is our turn to talk.

***The biggest communication problem is that we do not listen to understand.  
We listen to reply.***

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<sup>5</sup> Ibid.

## **Conclusion:**

Communication is a two-way process. All parties involved in communication want some level of acceptance and agreement from others.

Next time you speak with someone, stop, look, and listen. Listening leads to a greater potential outcome for any conversation.

A good communicator develops proficiency with all aspects of the communication process from sender to receiver, and back again to sender. It is also important to be sensitive to the advantages or limitations of the different ways to communicate—face to face, voice to voice, written, through technology, as with Skype, cell phones with spotty coverage, etc. Poor communicators usually struggle more with relationships—personal, work, organizational and in community.



# Communication Effectiveness Assessment

Objective: To provide an opportunity to assess your own skill at effectively communicating by pondering rhetorical questions and examining your responses. This may provide an overview for identifying communication strengths and development opportunities.

## Directions:

1. Think of a recent important conversation you have experienced in your life.
2. With that conversation in mind, answer the questions below.
3. Consider each question and then mark it with a “Y” for Yes or an “N” for No.

Here are the questions:

1. Did I take full responsibility for the message being heard by the other person?  
° Remember, it doesn't matter what you say, it only matters what the other person hears and understands.
2. Did I respect the other person's point of view?  
° Did I have a reaction to what they were saying that prevented me from listening to their full message?

3. Did the other person feel heard and understood?
  - ° Did I acknowledge them or acknowledge our relationship in some way?
4. If I was asking someone to take a specific action, did I make my request clear?
5. Was I speaking in a way the other person could understand?
  - ° Speaking in a communication style they can get.
6. Was I communicating openly, without prejudices, expectations, or judgment?
  - ° Was I focused on having to be right, or was I truly trying to understand the other person's point of view?
7. Did the other person leave the conversation feeling good and having gained some value from the interaction?
8. Did I leave the conversation feeling good and having gained some value from the interaction?
9. Did I follow-up to see if the conversation was successful?
  - ° That it led to the desired results?
10. If the outcome of the conversation did not meet my expectations, did I learn what I could improve upon to better communicate with that particular person in the future?

What did you discover? Ask yourself the following questions:

1. If you found yourself saying 'yes' to a lot of these questions, what does that tell you in terms of effective communication?
2. If you found your "yes's" few and far between, what does that tell you in terms of effective communication?
3. What would be helpful to remember for future conversations?
4. What will you attempt to do differently during your next conversation?

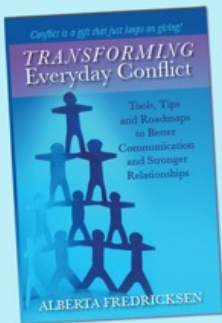
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# TRANSFORMING



## Everyday Conflict

Tools, Tips and Roadmaps  
to Better Communication  
and Stronger Relationships

by Alberta Fredricksen

### In this book, Alberta reveals:

- The common cause of conflict
- How to find opportunity for creating something new in the midst of conflict
- What to say and do in step-by-step guides with sample language
- Tips to maintain your equilibrium in stressful situations
- Simple ways to problem-solve with others in family, business or community

"A reliable, real-world framework by which to reach better resolutions.

This is one tool you will definitely keep close at hand."

—Robert Brown, Attorney

# Coach on CALL

“REAL LIFE SOLUTIONS and REAL TIME SKILLS  
to manage and transform everyday conflict.”



**Alberta Fredricksen**

Founder of HeartPeace Now  
Coach, Trainer, Author

## **When something really unexpected**

*happens between you and someone else, and it doesn't feel good . . . .*

*Wouldn't you like to just pick up the phone and talk with someone who can help you sort it out?*

## **Here's what a Coach on Call can do for you!**

- Tell your story and know you have been heard
- Opportunity to ask questions you need to ask
- Share and manage the feelings, doubts, and fears you are experiencing
- Explore alternative actions and potential outcomes
- Feel empowered to **MAKE A PLAN**
- Know the next steps to take—what to say, to do or write
- Know what **NOT** to do—and why

**In One-on-One Coaching**, we can work through the causes—the mismatched expectations—and you can be empowered to see the alternatives and choose what comes next.

**Together, we can customize** how to meet your personal coaching needs:

1. Single sessions for a specific problem or matter with follow-ups as needed.
2. A bundle of sessions used over a period of time to meet different conflict situations, at home, with family, friends and coworkers; at work with business and employment issues; or in organizational or community activities as needed by you.
3. For owners or managers of businesses and organizations, customized agreements to be “on call” for various issues on a monthly stipend for a specific time periods.

**Why Wait? It's time to MOVE BEYOND conflict. Let me help you succeed.**

[www.HeartPeaceNow.com](http://www.HeartPeaceNow.com)

**Contact me now.**