



REHABILITATION
SERVICES
PATIENT EDUCATION
MANUAL

**Interpersonal
Effectiveness
Skills**

INTERPERSONAL EFFECTIVENESS SKILLS

The ideas presented in this manual can introduce you to the skills that will help you to maintain or improve interpersonal relationships while maintaining your self-respect.



STRATEGIES INCLUDE:

1. Learning how to ask for what you want.
2. Learning how to say “no”.
3. Learning how to resolve conflict.

BASIC GOALS AND QUESTIONS

I. OBJECTIVES EFFECTIVENESS

*How to reach your objectives and goals
in a relationship*

- ❖ **Obtaining your legitimate rights**
- ❖ **Getting another to do something**
- ❖ **Resolving interpersonal conflict**
- ❖ **Getting your opinion taken seriously**

Basic Questions:

*What specific result do I want from this interaction?
What do I have to do to get results?
What will work?*

II. RELATIONSHIP EFFECTIVENESS

How to get or keep a good relationship

- ❖ **Acting in such a way that the other person keeps liking and respecting you**
- ❖ **Balancing immediate goals with the good of the long-term relationship**

Basic Questions:

*How do I want the other person to feel about me after the interaction is over?
What do I have to do to get or keep this relationship?*

III. SELF-RESPECT EFFECTIVENESS

How to keep or improve self-respect and liking for yourself

- ❖ **Respecting your own values and beliefs, acting in a way that makes you feel moral**
- ❖ **Acting in a way that makes you feel capable and effective**

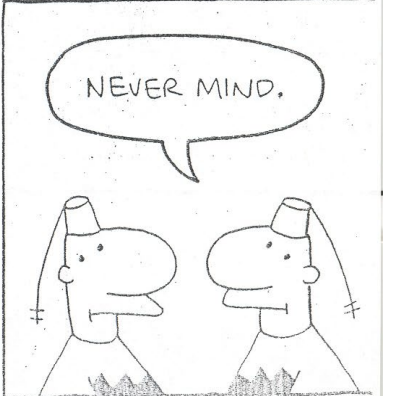
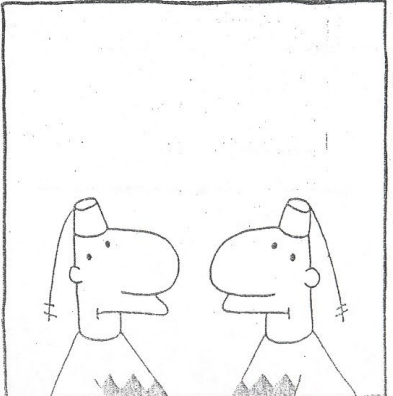
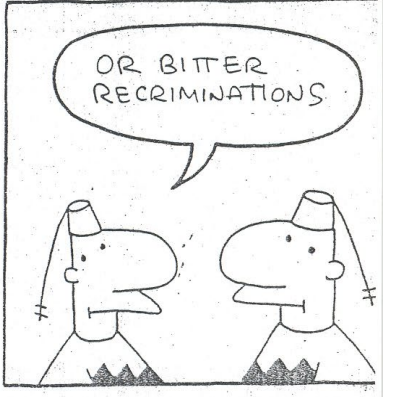
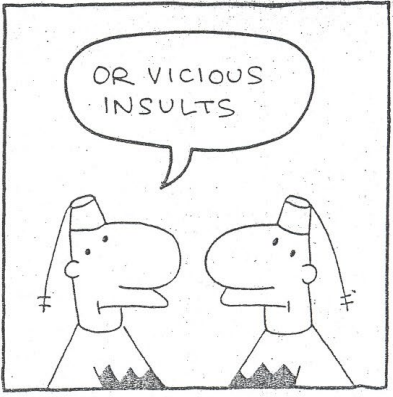
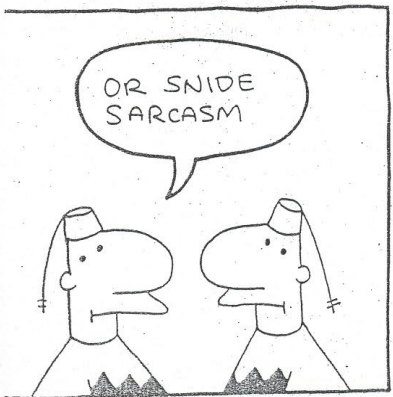
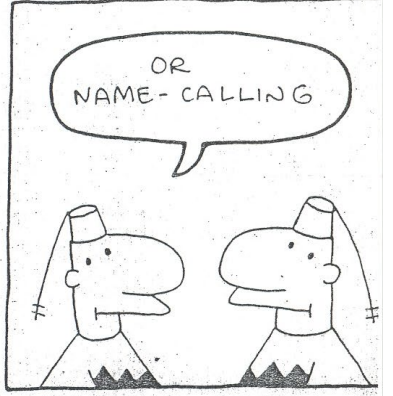
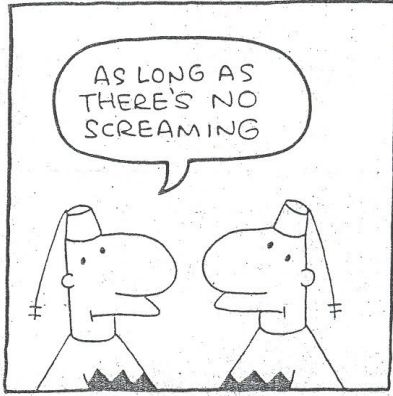
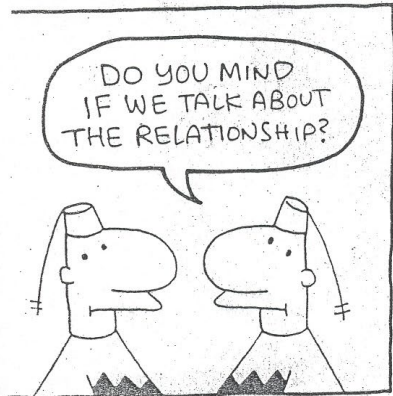
Basic Questions:

*How do I want to feel after the interaction is over?
What do I have to do to feel that way about myself? What will work?*



LIFE IN HELL

©2001
BY MATH
GROENING



EFFECTIVE COMMUNICATION

Here are the four most typical styles of communication. The most *effective* style that gets the best results is ASSERTIVE communication. On the next few pages, you'll find good descriptions of these communication styles, followed up by some useful worksheets.

<p>ASSERTIVE</p> <p><i>I count</i> <i>You count</i></p>	<p>AGGRESSIVE</p> <p><i>I count</i> <i>You don't count</i></p>
<p>PASSIVE- AGGRESSIVE</p> <p><i>I count</i> <i>You don't count...but</i> <i>I'm not going to tell</i> <i>you this</i></p>	<p>PASSIVE</p> <p><i>I don't count</i> <i>You count</i></p>

AGGRESSIVE

*I count
You don't count*

Aggressive Communication

- ❖ Thoughts, feelings and wishes are communicated at the expense of others' rights and feelings.
- ❖ Use of sarcasm, blame, judgment and putdowns.
- ❖ Use of absolute terms like "always" and "never".
- ❖ Voice is loud, shrill, yelling.
- ❖ Posture is rigid, feet planted apart, hands on hips, jaw clenched. Finger pointing.
- ❖ Being right is most important.
- ❖ Listening to others seldom occurs.

PASSIVE

*I don't count
You count*

Passive Communication

- ❖ Thoughts, feelings and wishes are not expressed directly.
- ❖ Non-verbal, passive communication may include frowning, crying or mumbling.
- ❖ More listening than speaking.
- ❖ Use of disclaimers and apologies such as “I’m no expert, but...” or “I’m sorry to have to ask you this...”
- ❖ Voice is soft, weak, wavering.
- ❖ Posture is slouched, leaning on something for support.
- ❖ Eye contact is usually indirect, down or away from the person.
- ❖ Because you are often not saying what you mean, you don’t look like you mean what you say.

PASSIVE- AGGRESSIVE

*I count
You don't count...but I'm
not going to tell you this*

Passive-Aggressive Communication

- ❖ Thoughts, feelings and wishes are expressed indirectly or not expressed at all, and this results in the putdown of others.
- ❖ Verbal response is often different than behavior, i.e. what is said is not what is done, in fact is often the *opposite* of what is done.
- ❖ Frequent examples include lateness and forgetting.

ASSERTIVE

I count
You count

Assertive Communication

- ❖ Thoughts, wishes and feelings are expressed directly while considering rights and feelings of others.
- ❖ Active listening.
- ❖ Open to negotiation and compromise while rights and dignity are maintained.
- ❖ Voice is relaxed, well-modulated and firm.
- ❖ Posture is balanced and erect.
- ❖ Good eye contact maintained.

PRACTICING "I" STATEMENTS

An important part of *ASSERTIVE* communication

When you're angry, it's easy to blame someone or something for your problems. Getting comfortable using "I" statements can help you learn to take responsibility for your feelings. Fill in the statements below to practice talking in terms of yourself and your feelings.

I feel *ANGRY*
when *YOU ARE LATE GETTING HOME FOR DINNER*
Next time, I would like *TO KNOW IF YOU'RE*
 GOING TO BE LATE. PLEASE TRY TO CALL.

I feel _____
when _____
Next time, I would like _____

I feel _____
when _____
Next time, I would like _____

Another Assertiveness Worksheet

Think about a situation in which you would like to respond assertively.

Write what the situation *is*:

Write how you *feel* about it:

Write what you *want*:

Write why or what the *consequences* will be if a change is not made:



Think about another situation in which you would like to respond assertively.

Write what the situation *is*:

Write how you *feel* about it:

Write what you *want*:

Write why or what the *consequences* will be if a change is not made:

TRY THE “*SERGEANT FRIDAY*” APPROACH

**If you are not in touch
with your needs and feelings,
chances are you won't be very
skillful in getting your needs met.**



**Write down a situation with
another person with which
you are grappling:**

1. Write your observation of what is happening now. These are Sergeant Friday “*just the facts, Ma'am*” descriptions without evaluating, moralizing, analyzing, judging or blaming.

2. What I am feeling and what I guess the other person is feeling?

3. What it is I think I need and what it is I think the other person needs?

4. Write down concise, specific concrete, *doable*, requests of the other person to meet those needs. A five year old should be able to tell if the request was granted. You can't ask that _____ love you, but you can ask for a *kiss* or a *cherry pie*. State requests positively, what you want them to do, not what you want them to avoid doing.

SKILLS FOR ASKING FOR WHAT YOU WANT AND FOR SAYING “NO”

You can remember these steps with the acronym “DEAR-MAN”

Dear-Man “WHAT SKILLS”:

- D** **DESCRIBE:** Describe the current situation. What’s going on. Tell the person exactly what’s upsetting you. **STICK TO THE FACTS.**
- E** **EXPRESS:** Express your **FEELINGS** and **OPINIONS** about what’s going on. Don’t assume people know. Use phrases like “*I want*” or “*I don’t want*” instead of “*YOU should*” or “*I can’t*”.
- A** **ASSERT:** Assert yourself. Ask for what you want or say **NO** clearly. Don’t assume other people can read your mind or know how hard it is for you to ask directly for what you want.
- R** **REINFORCE:** Reinforce or reward the person ahead of time by explaining *consequences*. Tell the person what will happen, the effects, if you get/don’t get what you’re asking.

Dear-Man “HOW SKILLS”:

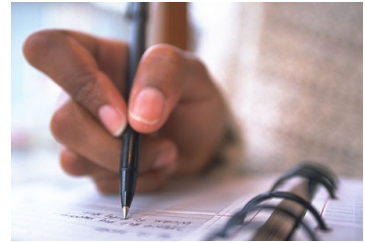
- M** **MINDFUL:** Keep focused on your objectives. What do you want in this situation? Stand your ground. Don’t be distracted.
How to “STAND MY GROUND”
- ❖ Be a **BROKEN RECORD**, keep asking or saying **NO** or expressing your opinion over and over and over and over...
 - ❖ If the other person tries to change the subject or attacks...**IGNORE**...don’t respond to the attacks. Ignore distractions. Just keep making your point!!!
- A** **APPEAR CONFIDENT:** No stammering, whispering, staring at floor saying “*I’m sorry*” or “*I’m not sure*”. Pretend you are a confident person. Fake it ‘til you make it.
- N** **NEGOTIATE:** Be willing to give to get. Maintain no, but offer to do something else or solve the problem another way...Focus on what will work.

How do I do that?

Turn the problem over to the other person. “*What do you think we should do?*” or “*How can we solve this problem?*”

DEAR MAN “WHAT SKILLS”

(Use this worksheet to practice skills for asking for what YOU WANT and saying NO)



DESCRIBE: Describe the current situation. What’s going on? Tell the person exactly what’s upsetting you. **STICK TO THE FACTS.**

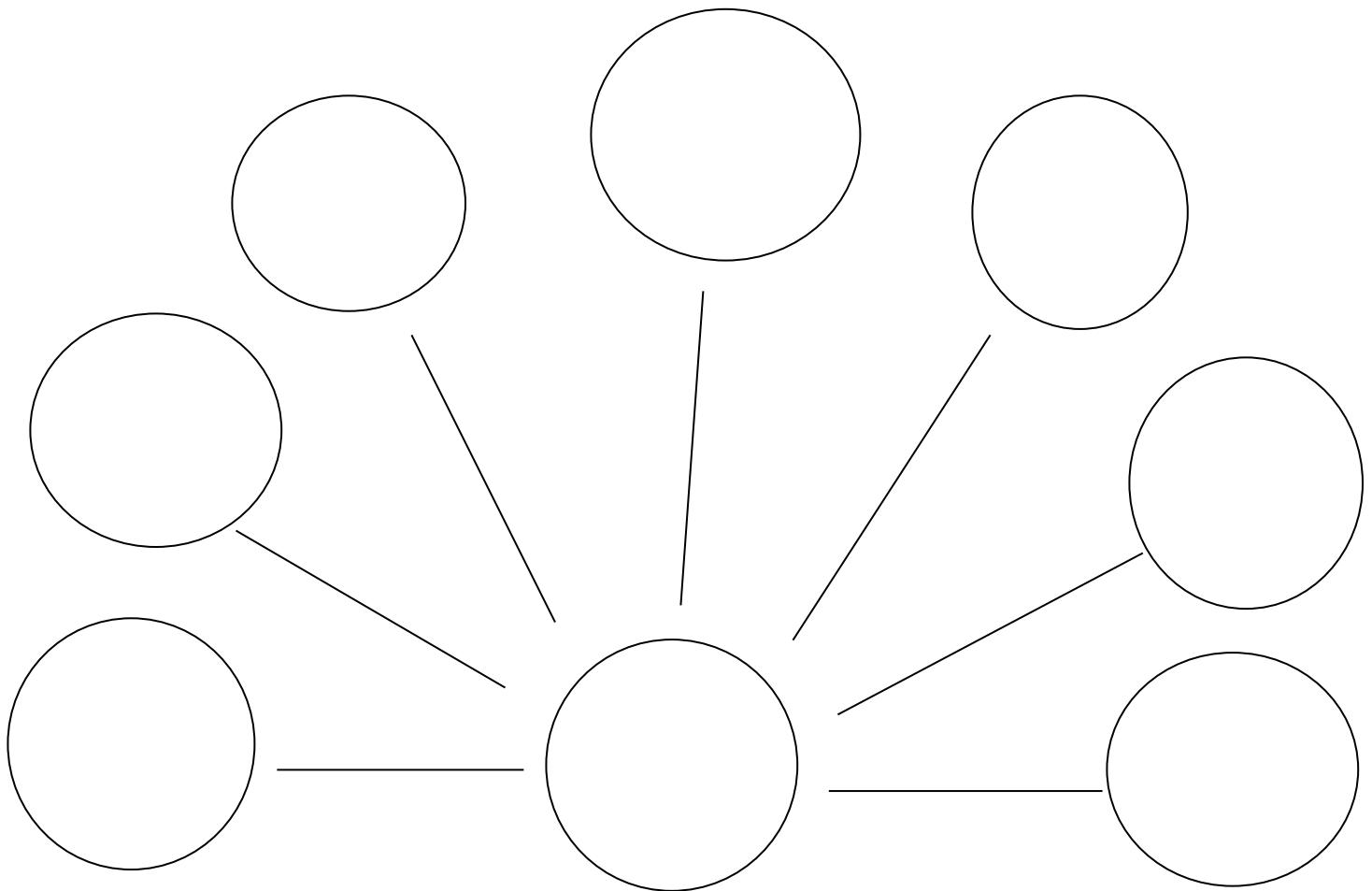
EXPRESS: Express your **FEELINGS AND OPINIONS** about what’s going on. Don’t assume people know. Use phrases like “*I want*” and “*I don’t want*” instead of “*YOU should*” or “*I can’t*”.

ASSERT: Assert yourself. Ask for what you want or say **NO** clearly. Don’t assume other people can read your mind or know how hard it is for you to ask directly for what you want.

REINFORCE: Reinforce or reward the person ahead of time by explaining *consequences*. Tell the person what will happen, the effects, if you get/don’t get what you’re asking.

My Support Network

Write your name in the center circle, then fill in the names of people in your life to whom you can turn to for support. Also note what *kind* of support or help you can reasonably expect from each person. Be aware of the limits of support that each person may be able to offer.



RESOURCE LIST FOR ADDITIONAL READINGS

This manual is part of a four manual series discussing Mindfulness Skills, Distress Tolerance Skills, Emotion Regulation Skills and Interpersonal Effectiveness Skills. If you would like additional reading materials or resources related to the skills discussed in these manuals, we would like to direct you to the following:

Don't Let Your Emotions Run Your Life: How Dialectical Behavior Therapy Can Put You in Control by Scott E. Spradlin, MA, New Harbinger Publications, 2003.

The Feeling Good Handbook by David D. Burns, M.D., Penguin Books, 1999.

Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness by Jon Kabat-Zinn, Ph.D., Dell Publishing, 1990.

Guided Meditations, Explorations and Healings by Stephen Levine, Doubleday, 1991.

The Language of Letting Go by Melody Beattie, Hazeldon Foundation Meditation Series, 1990.

Practicing the Power of Now by Eckhart Tolle, publisher New World Library, (www.newworldlibrary.com), 1999.

The Relaxation & Stress Reduction Workbook by Martha Davis, Ph.D., New Harbinger Publications, 2000.

The Spirituality of Imperfection by Ernest Kurtz, Ph.D., Bantam Books, 1994.

Turning Suffering Inside Out: A Zen Approach to Living with Physical and Emotional Pain by Darlene Cohen, Shambhala Publications, 2000.

Women, Anger & Depression: Strategies for Self Empowerment by Lois P. Frankel, Ph.D., Health Communications, Inc., 1992.

TAPES AND CDs

Guided Mindfulness Meditation by Jon Kabat-Zinn, Stress Reduction CDs and Tapes, P.O. Box 547, Lexington, MA 02420 or www.mindfulnessstapes.com

ACKNOWLEDGEMENT

Many of the materials discussed in these manuals are based on the works of Marsha M. Linehan, Ph. D. as presented in her books **Cognitive-Behavioral Treatment of Borderline Personality Disorder** and **Skills Training Manual for Treating Borderline Personality Disorder**. Both are available through the Guilford Press, 1993.