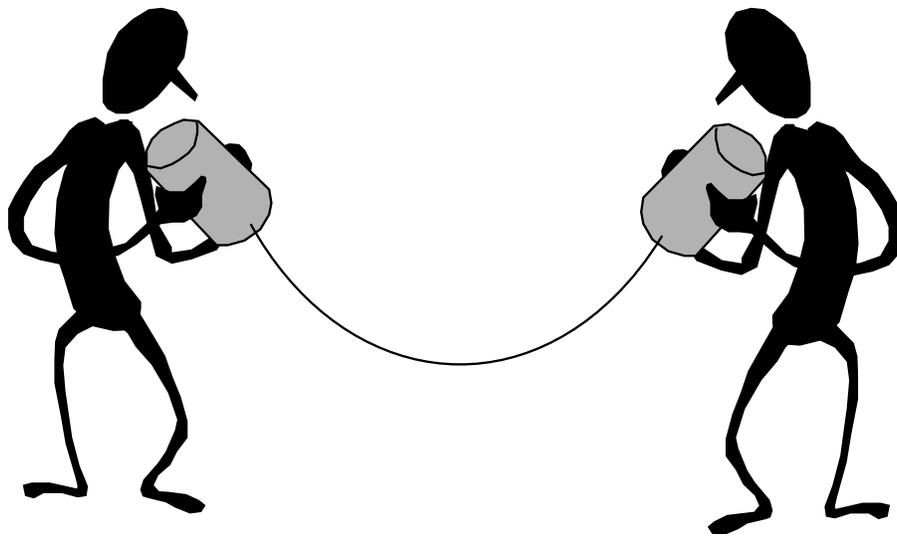


Communication

Tips



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Educational Objectives

By the end of this session, you will accomplish the following.

- ❖ *Discuss* why excellent communication skills are critical.
- ❖ *Identify* components of excellent communication skills.
- ❖ *Identify* and be able to apply the “updated” Golden Rule.
- ❖ *Practice* effective listening techniques.
- ❖ *Receive* tips on effective communication techniques.
- ❖ *Identify*, discuss, and practice the concept of “non-violent” communication.
- ❖ *Discuss* value of and practice positioning ideas in the positive
- ❖ *Write* down take-aways (“letter to self”), to be reminded at a future date.

If time, you will also *identify* and *discuss* non-verbal communication cues.

What does it even mean to communicate?

To convey _____.

To have an interchange of _____.

To express oneself in such a way that one is readily and clearly
_____.

Why? (WiiFM?)







Quotes on Communication

Communication is a skill that you can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life. - *Brian Tracy*

Communication works for those who work at it. - *John Powell*

Communication – the human connection – is the key to personal and career success. - *Paul J. Meyer*

Communication leads to community, that is, to understanding, intimacy and mutual valuing. - *Rollo May*

Any problem, big or small, within a family, always seems to start with bad communication. Someone isn't listening. - *Emma Thompson*

Humor is the affectionate communication of insight. - *Leo Rosten*

I believe in communication; books communicate ideas and make bridges between people. - *Jeanette Winterson*

Of all of our inventions for mass communication, pictures still speak the most universally understood language. - *Walt Disney*

Science may never come up with a better office communication system than the coffee break. - *Earl Wilson*

The art of communication is the language of leadership. - *James Humes*

Components?



“Updated” Golden Rule

Why? Describe.

Effective Listening

Tips

- ❖ Use _____ statements rather than _____ statements.

Example

- ❖ Be _____.

Example

- ❖ Be _____ and _____.

Example

- ❖ Address _____ thing at a time.

Nonviolent Communication

The basis of non-violent communication is that humans are naturally_____. We are meant to relate to one another, and we can _____ with honesty and clarity while paying respectful and empathetic _____ to others.

Basic Format

When I (see, hear) _____ I feel_____ because I am (needing) _____ and I would like you to_____.

When you (see, hear)_____ do you feel _____ because you are (needing) _____ and you would like me to _____?

Nonviolent Communication

Observations. Circle the statements that are observations.

- A. Stacey has been slacking on her work for no good reason.
- B. Yesterday evening, I sent an email to Josh regarding his portion of the project; he ignored me.
- C. I didn't speak in yesterday's meeting because I know my supervisor doesn't care about my opinion.
- D. I noticed that you were falling behind on the project.
- E. You aren't being fair; you assign the lengthiest parts of the project to me because you don't like me.

Feelings. Circle the statements that are feelings.

- A. I am worthless to this team.
- B. I am happy that you have been able to communicate with me more regarding the project.
- C. I feel overwhelmed because you aren't doing your job.
- D. You are not taking your responsibilities on this team seriously; you aren't interested in seeing things run smoothly and the project be successful.
- E. I feel like no one on this team does anything; they are so lazy.

Nonviolent Communication

Needs. Circle the statements that are expressions of needs.

- A. You irritate me when you do not clean up the copy room after you finish.
- B. I feel disappointed when you do not finish your projects within the deadline constraints.
- C. I feel misunderstood when you say that your ideas do not matter in this office, because I want everyone to feel respected and included.
- D. I am discouraged because I would have liked to have progressed further in the project by now.
- E. Thank you! I am grateful that decided to take the lead on this project; this seems to be something that would suit your skillset well. I look forward to working with you.

Requests. Circle the statements that make nonviolent requests.

- A. The team would like you to quit stalemating and step up to the plate.
- B. I would like the ability to contribute equally to the group discussion without personal attacks from my coworkers.
- C. I would like you to tell me what you need in order to complete the project as close to the deadline as possible.
- D. I would like you to take the lead on the projects for our team more often.
- E. As you supervisor, I need you to be more open to expressing your ideas, regardless of how you assume I may feel.

Positive Positioning

Instead of...

Option...

“ Don’t crash the car! ”

“ Don’t be late. ”

“ No faking. ”

“ I want to lose weight. ”

"You don't lead by pointing and telling people some place to go. You lead by going to that place and making a case."

(Ken Kesey, quoted in *Esquire*, 1970)

Types of Non-verbal Communication

Posture and gestures. People interpret gestures as a complement to speech. A smile at the wrong time may be mistaken for a sneer. A nod at the correct time can be reassuring to another and is a vital part of communicating effectively.

Appearance. People tend to prejudge a speaker from his/her attire and appearance. Make sure your appearance is congruent with your purpose.

Personal Space. Be aware of others' personal space. Standing too close to another may seem uncomfortable for either party. Be culturally aware.

Timing. When communicating effectively, you should be mindful of time. Arriving early and ending meetings on time will encourage a relationship of respect and will facilitate communication.

Examples and behavior. Actions speak louder than words. Others will see your hard work and efforts and it will speak volumes to the expectations in the workplace.

Remember to...

- *understand* non-verbal communication in its totality
- *relate* it to the context in which it occurs as well as with the complementary messages which accompany them

References and Suggested Readings

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Faculty



Stephanie Hemmert works with the Federal Judicial Center, a judicial branch agency located in Washington, D.C. whose primary mission is providing education and research for the federal courts. She has worked in the agency's Education Division since May 2006. As a current Senior Judicial Education Attorney in the Judicial and Legal Education team, her primary responsibility is developing curriculum, based on adult education principles, for federal judges and attorneys.

Stephanie has also worked at the Center as the Assistant Division Director for Clerk's Office Programs, leading the team that developed education programs on management and operational issues for clerks of court and staff of the federal circuit, district, and bankruptcy courts. Her team's projects included the New Supervisors' Development Program, the Federal Court Leadership Program, and the National Appellate, District, and Bankruptcy Educational Conferences.

Before joining the Center, Stephanie, a graduate of and current Adjunct Professor at George Mason University School of Law, practiced at a civil litigation firm in Alexandria, Virginia. Stephanie is licensed in Virginia and the District of Columbia and is a member of a number of bar associations, including the Federal Bar Association and the Supreme Court Bar.

Prior to law school, Stephanie worked as a Learning Consultant at the world headquarters of Chubb & Son Insurance, consulting with senior business managers, assessing business unit needs, and providing web and classroom-based learning solutions in line with company strategies. At Chubb she developed employee education programs using a variety of blended training techniques, and managed a year-long, worldwide training program for new underwriters and loss control representatives. She has also worked as a Commercial Lines Underwriter and as a Training Specialist at Selective Insurance, a regional insurance company. Stephanie holds a Chartered Property and Casualty Underwriter designation and at the time she earned it was one of the youngest designees.

Stephanie graduated with honors and Phi Beta Kappa from Rutgers University in New Brunswick, New Jersey with a B.A. in Economics. She attended the inaugural Leadership Decision Making Program at Harvard University, John F. Kennedy School of Government, Executive Education, in November 2010.