CDTL-CELC WORKSHOP:
EFFECTIVE INTERPERSONAL SKILLS

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Objectives of workshop

- To learn about what interpersonal skills comprise
- To learn the value of interpersonal skills in group work situations (now) and at the workplace (later)
- To learn how to develop/sharpen interpersonal skills, so as to be a better team player
Format of Workshop

- Individual assessment: Self-awareness – how well do you score?
- Introduction to interpersonal skills
- Hearing vs Listening
- Activities 1-2 (Individual/Group): “You” vs “I”
- Activity 3 (Group): Non-verbal communication
- Break
- Group sharing: Surfacing our interpersonal skills - good & bad
- Summary: something to take away
Interpersonal Skills

- Interactive skills; People skills; Face-to-face skills; Social skills; Social competence
- “goal-directed behaviours used in face-to-face interactions in order to bring about a desired state of affairs” (Hayes, 2002)
- Management = getting things done through people
- Successful managers = those who have heightened ability to read actual & potential behaviours in others, and to conduct themselves according to this reading
- Managers only?
- Do we all know how to do this (well)?
Individual assessment: Self-awareness - how well do you score?

- Why do this?
- Important to know where we/you stand
- Important to know what we/you believe
Interpersonal Communication

1. Informal exchange of information between 2 or more people.
   We could engage in-
   - thinking
   - problem solving
   - conflict resolution
   - planning
   - emotion
   - stress
   - evaluation
   - relationship development

2. External sharing of thoughts, ideas, opinions, feelings, emotions and even stress among the people who engage in interpersonal communication
Hearing vs Listening

Video clip:

http://www.youtube.com/watch?v=Y_TrUJfNinc&feature=related

http://www.youtube.com/watch?v=TQzduf9GH8M&feature=related

Failure to listen is one of the major problems in students.
**FIGURE 6.1**

Proportional Time Spent by College Students in Communication Activities

The graph indicates how typical college students spend their waking time. The proportions given in this graph are averages and, of course, can vary dramatically from person to person and situation to situation.

- **42% to 53% Listening**
- **30% to 32% Speaking**
- **15% to 17% Reading**
- **11% to 14% Writing**

“the active process of receiving, constructing meaning from, and responding to spoken or nonverbal messages”

Think of someone whom you believe to be a good listener:

- What behaviours does this person exhibit that makes you think he/she is a good listener?

- How do you compare your own listening behaviours with those of the person whom you identified as a good listener?

- How might you improve your own listening behaviours?
Stages of effective listening

- Hearing
- Understanding
- Remembering
- Interpreting
- Evaluating
- Responding & giving feedback
Barriers to effective listening

- Pre-deciding that the topic is uninteresting
- Criticizing the speaker instead of critically evaluating his/her message
- Concentrating on details, not main ideas
- Avoiding difficult listening situations
- Tolerating or failing to adjust to distractions
- Faking attention
Ineffective & Effective Listening Habits

- **Bad Listener**
  - Pre-decides that topic or speaker is uninteresting
  - Focuses on speaker’s looks, dressing and delivery
  - Listens only for details
  - Avoids difficult material
  - Is easily distracted
  - Fakes attention

- **Good Listener**
  - Keeps an open mind-consciously finds areas of interest
  - Concentrates on content of presentation; overlooks speaker characteristics, stays focused
  - Listens for ideas
  - Resists distractions
  - Pays attention
Say thank you

This is the key to developing the right ethos, but only do this for good results. You want the right behaviors repeated. Send thank-you notes or ring someone to express your gratitude.

Pay attention

We know there could be someone more interesting over their shoulder, but it would be rude to let your gaze drift around the room. Keep eye contact.

Listen

Particularly before speaking. Respect for others is a prerequisite of good manners- there is nothing worse than someone who does not listen. Listening is vital if we want our organization to listen to its customers.
Good Workplace Manners(2)

- **Be punctual**
  Appreciate the value of time - yours and others’. If you must be late, call first - but don’t make a habit of it.

- **Don’t act like a brute at events**
  Don’t speak with your mouth full, pick your ears with your car keys or belch loudly with pride.

- **Don’t whine**
  Deal with your complaints with others directly and promptly. Be assertive, but do not whine. You will make your colleagues want to poke their eyes out if you’re a constant moaning Minnie.
Good Workplace Manners(3)

- **Don’t be interrupted**
  Do not allow one-to-one meetings to be interrupted by texts, glances at your BlackBerry, phone calls or people putting their heads round the door to say hello. You will irritate your people, who will feel disrespected by your rudeness.

- **Don’t grab all the perks**
  Just because you are the more senior person doesn’t mean you deserve the business trip to a sunny place, or the chance to shine at the board meeting. Let your staff share the good times too. Sharing is good for you.
Don’t tolerate bad manners
Without the sense that there are some rules, there cannot be agreement about decent behavior. We all need to take responsibility for our own behavior and that of our employees, and that means challenges when the rules are breached.

Lead by example
If you are attempting to bring good manners into your workplace, you must first do what you ask of your employees. So…

- improve the image of your business
- strengthen working relationships
- develop employee confidence and effectiveness
- enhance communications with clients and customers
- increase productivity.

Added bonus=workplace becomes a more pleasant place to be.
Non-verbal communication (NVC)

- What is NVC?
- What role does NVC play in interpersonal skills?
Non-verbal communication—definition, related terms, functions

- Process of communication through sending and receiving wordless messages
- Nonverbal cues/signals/behaviours/messages/body language
- *Read* verbal communication; *Listen to* non-verbal communication (Hayes, 2002)
- Role in IPS:
  - as important to success of message as verbal communication
  - complements verbal communication
- Functions:
  - express emotions
  - express interpersonal attitudes
  - managing interaction between speaker and listener
  - presents one’s personality
Importance of NVC

Influence of NVC on message

- Verbal communication/words: 8%
- Tone of voice: 34%
- Non-verbal communication: 58%
- Message: 100%
Non-verbal cues

- Eye contact
- Facial expressions
- Gestures
- Posture and body orientation
- Proximity
- Paralinguistics (tone, pitch, rhythm, etc.)
- Humour
Non-verbal cues

- Recognize that people communicate on many levels
- Watch their facial expressions, eye contact, posture, hand and feet movements, body movement and placement, and appearance and passage as they communicate with you
- Every gesture is communicating something if you *listen with your eyes*
- Become accustomed to watching nonverbal communication and your ability to read nonverbal communication will grow with practice.
Something to take away...

- Interpersonal skills- importance threatened by (rise in) over-reliance on electronic communication
- Key factor that distinguishes successful from unsuccessful communicators
- Reading behaviour of others around us- be aware, practice, and grow in developing interpersonal skills
- Help us relate to others as we learn to manage relationships
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