The background of the slide features a light blue gradient with several stylized blue human figures. These figures are positioned at various points, with dashed lines radiating from them, suggesting a network or interconnectedness. The figures are simple, 3D-like models without facial features.

# **GE2223**

## **Interpersonal Skills and Positive Personal Development**

### **Sessions 7 Friendship**

# Concepts to Learn

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- Listening skills
- Giving and receiving feedback
- Nonverbal communication
- Communication Barriers

# Scenario

Your friend Chris looks depressed. You ask Chris what happened, and Chris says he/ she had **failed to do perfectly** in a very important interview. Chris keeps **self-criticizing** and is **pessimistic** about his/ her future. Chris also keeps telling how he/she could have done better in the interview. You want to help, but how?

# Chris

How can I be so stupid? I've been preparing for this interview for a whole week and ruined it. Just one stupid mistake: one single, careless, huge, unforgivable mistake! I've studied the company's background for a week and got its history mixed up! Do you think I am stupid? Do you? Yes. I am stupid because I am now over-reacting! I know I should be more optimistic, but I can't believe I made such a mistake.

(Silence)

When the interviewer asked me what I knew about the company, I was so confident – over-confident! But then, I only appeared arrogant. You know, the most stupid thing is you think you are great, but you're doing something obviously wrong. How stupid was I? (pause) Maybe I should be more positive.

(Silence)

But I feel so bad about myself now...

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

*Feel free to elaborate while you role-play*

# Role-Play

---

You are now talking to Chris. Try your best to 1) **show your empathy** and 2) your **care and support** for Chris in a way you think how a good friend should be like. Chris should, however, be as depressed and pessimistic as possible.

*Role-play the scenario according to your teacher's instructions.*

# How to listen actively?

Active listening involves four steps:

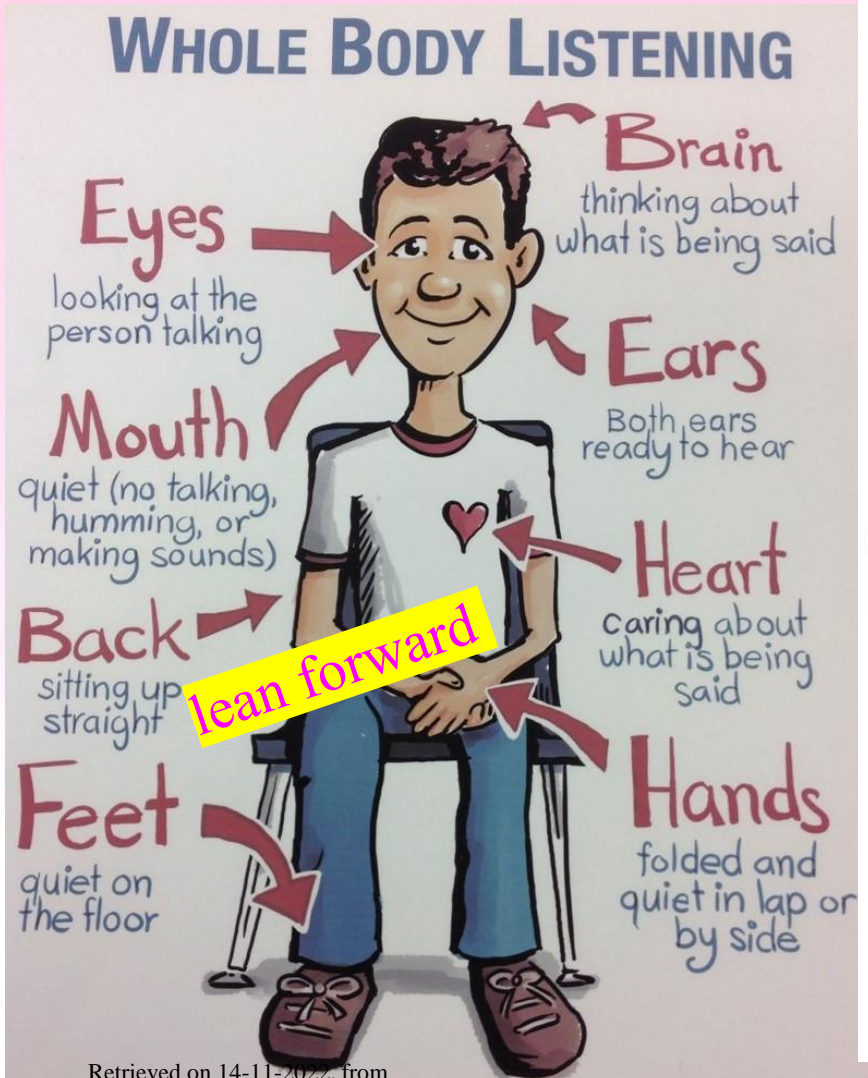
- 1. identifying the **facts** and **feelings** being expressed;
  - 2. **assessing the intensity** of the feelings;
  - 3. selecting an appropriate "feeling" word for **response** that accurately expresses the emotion and intensity of the speaker's feelings; and
  - 4. phrasing the **feedback** message.
- (Extracted from the SS2201 Course Pack, 2022:11)



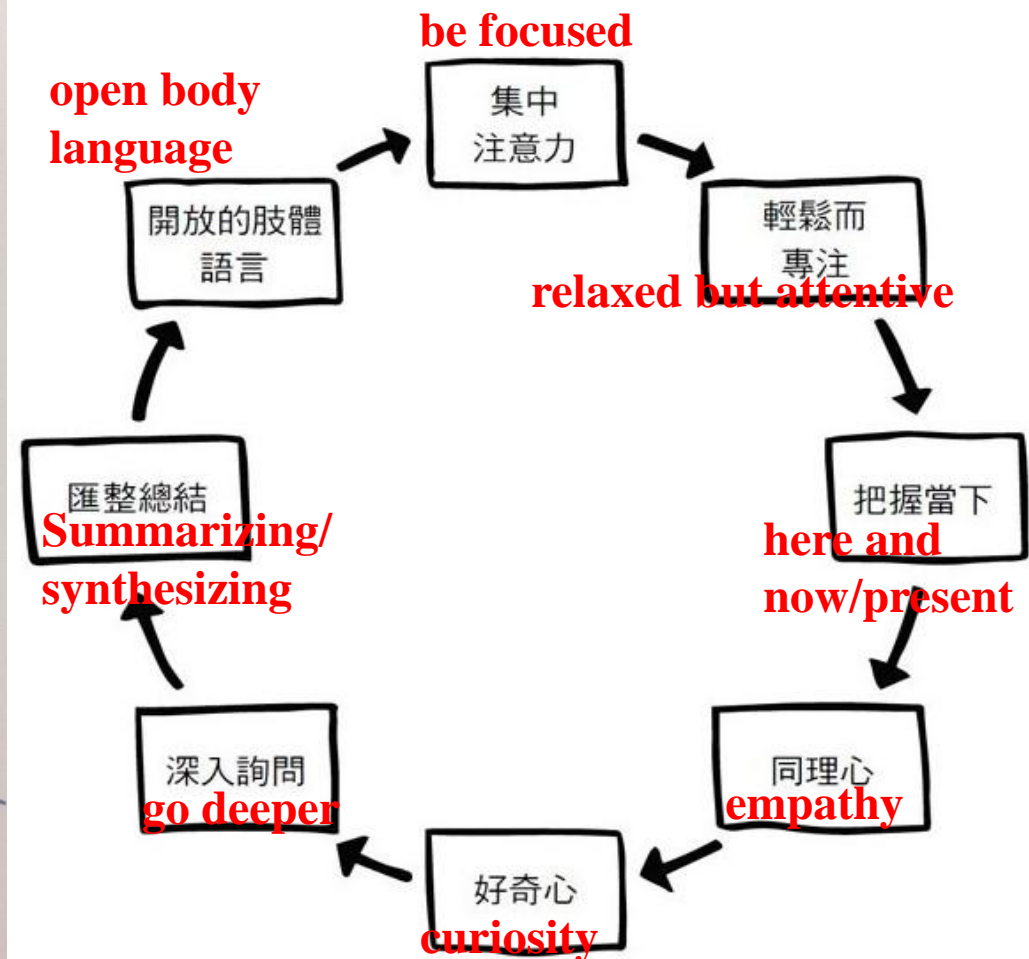
# Active Listening Skills – Whole Body Listening

## Active Listening Skill

### 傾聽技巧



Retrieved on 14-11-2022, from <https://www.pinterest.co.uk/pin/351069733428264957/>



Retrieved on 19-11-2022, from <https://www.gym.com.tw/article/67058>



**Active Listening** ([https://cdn1.sph.harvard.edu/wp-content/uploads/sites/2413/2015/06/CounsellingSkills\\_PMHP\\_TrainMat\\_2013.pdf](https://cdn1.sph.harvard.edu/wp-content/uploads/sites/2413/2015/06/CounsellingSkills_PMHP_TrainMat_2013.pdf))



How can we improve empathy?

## **Listen with your heart**

(用心聆聽聆聽別人的整個訊息)

Listen with **ears** –what is being said, and what tone is used?  
(用耳朵聆聽–留意對方說話的內容及語氣)

Listen with **eyes** –what is the person's body language while speaking? (用眼睛聆聽–留意對方在說話期間的身體語言)

Listen with **heart** –how do the others feel? (用心聆聽–留意對方的感受)

**Better understanding → more empathy → effective communication with more respect**

# Listening skills

- What does your friend need when he/she talks to you?
  - Is it a solution to the problem?
- You can:
  - Offer a solution; or
  - Offer emotional support so your friend can regain the strength to find his/her solution.
- By active listening, you are offering emotional support.



# What is listening?

Element of Listening	Explanation
Hearing	The physiological aspects of listening involve sound waves striking the ear at a certain frequency and volume.
Attending	Attention is focused on some messages and filters out others.
Understanding	The listener must interpret the messages similarly to the way the sender intended them.
Responding	The listener gives observable feedback to the sender.
Remembering	The listener is able to recall the content and meaning of the messages at a future time.

# Listening skills: Phrasing

Different ways of phrasing	Explanation
Content	It is more effective you <b>paraphrase</b> the sender's message than making interpretation or repeating.
Depth	Respond seriously to a serious statement; and lightly to a shallow statement. Responses that <b>match the sender's depth of feeling</b> or lead the sender to a slightly greater depth of feeling are most effective.
Meaning	Pay attention to the meaning conveyed. Do not add or omit meaning. <b>Reflect</b> your understanding and <b>check</b> whether you are right or wrong.
Language	<b>Keep it simple</b> to ensure accurate communication.

# EIGHT TIPS FOR PRACTICING ACTIVE LISTENING IN THE CLASSROOM

Retrieved on 11-7-2023, from <https://blog.tcea.org/eight-tips-practicing-active-listening-classroom/>



# More about friends

What can and can't a good friend do?

A good friend can:  
Listen to your  
problems with  
empathy

But a good friend can't:  
Solve your problems  
for you

Why don't we learn to be a good friend who is  
able to give constructive feedback?

A good friend can:  
Give accurate  
description about  
your personality

But a good friend can't:  
Always give you critical  
comments and  
objective suggestions  
about your behaviors





# Giving feedback

Should we criticize our friends?

A better question to ask:

What are the better ways to be honest and to give feedback?

- But, if you avoid criticizing, how can your  
Are you simply avoiding...  
Because you lack the skills to do it properly?

# Giving feedback

- Point 1:
- Give an **objective** description of the **behavior** you've observed;
  - Give descriptive, not evaluative or judgmental feedback;
  - Be prompt; timing is important;
  - Be concrete and specific;
  - **Use I-statement**;
  - Check whether your friend understands your feedback.



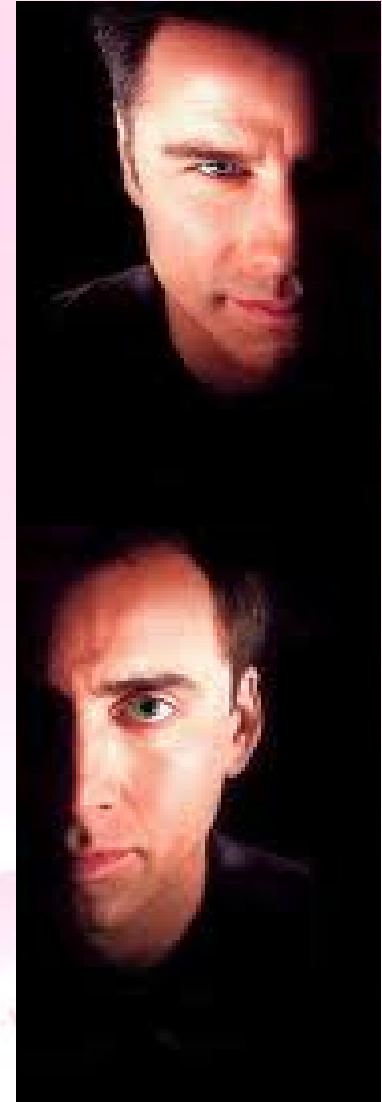
# Giving feedback

- Point 2:
- Consider your friend's **needs** as well as your own;
  - Avoid being egocentric; (**be other-oriented!**)
  - You are in the process of learning about your friend; don't assume you are always right.
  - By caring for your friend's needs, you are already giving support.



# Giving feedback

- Point 3:
- Give **positive** as well as **negative** feedback;
  - Give positive feedback; it offers your friend additional strengths;
  - Give negative feedback; it helps your friend think more critically;
  - It is usually good to **start with positive feedback**.
  - **Look at the bright side of your friend's weakness** (and point it out to your friend).



# Giving feedback

- Point 4:
- Direct your feedback at **behavior** that can be **changed**;
  - Feedback is **helpful** only when it relates to something the other person can control;
  - Feedback is **useless** when it concerns personal attributes or opportunities that have already been missed.



# Activity

## Is this feedback helpful?

- "I've told you that you should wear black suits in interviews."
- "They don't want to hire you because you live too far away from the company."
- "They don't want to hire you because you have no experience in the field."
- "You better arrive 15 minutes earlier next time."
- "I think it is always good to look up more information about the company before you attend the interview."
- "Do you think the other candidates in the interview are better than you?"



# Activity

Is this feedback helpful?

- "I've told you that you should wear black suits in interviews."

I-statement, focus on behavior, but may not be objective, should provide scientific support.

- "They don't want to hire you because you live too far away from the company."

Objective but cannot be changed.

- "They don't want to hire you because you have no experience in the field."

Objective, although cannot be changed, but can be worked on.

- "You better arrive 15 minutes earlier next time."

Focus on behavior, workable, but could be better if I-statement was used.

- "I think it is always good to look up more information about the company before you attend the interview."

I-statement, focus on behavior, objective.

- "Do you think the other candidates in the interview are better than you?"

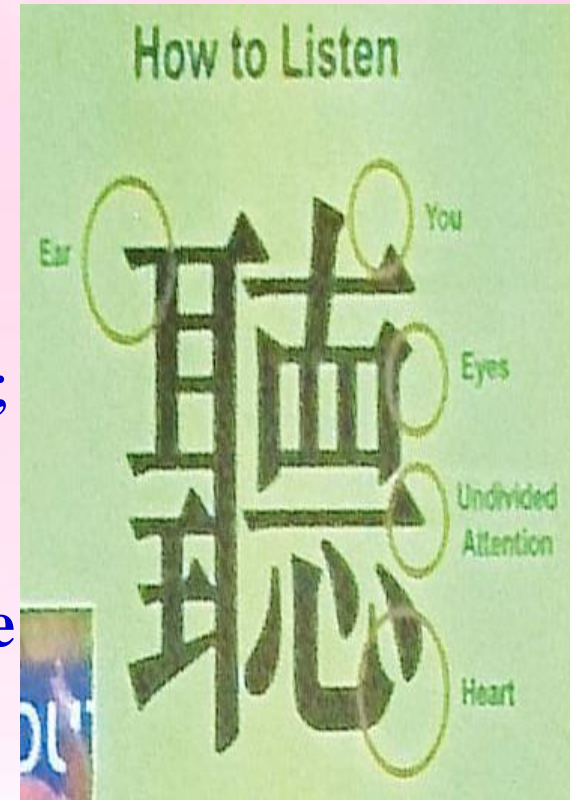
Not helpful; unless further discussion on how to improve and do better next time is developed.

# Listening

All I Have Are Negative Thoughts - Joker 2019 Scene

1 ½ -min video: <https://www.youtube.com/watch?v=iFrdpsILBv4&feature=youtu.be>

- In the movie, Arthur complained to his counsellor:
- “You don't listen, do you?”
- [Note: To be an effective communicator, **“listening”** is the No. 1 essential requirement; listen with not only our **ears**, but also our **eyes, hearts, undivided attention (one) - whole mind, body & soul, and mouth** – give appropriate feedback!]
- “I don't think you ever really hear me.”
- [This reminds us that we need to be **attentive and focused, not being distracted, sidetracked or preoccupied with other things** in our mind.]



# Listening

All I Have Are Negative Thoughts - Joker 2019 Scene

1 ½ -min video: <https://www.youtube.com/watch?v=iFrdpsILBv4&feature=youtu.be>

- In the movie, Arthur told his counsellor:
- “You just ask the same questions every week.”
- [To **respect** the person and be effective in communication, we have to **remember** what the person has told us and show him/her that we’re really **interested** in what he/she said and that we **care for** him/her. In Cantonese, we say “**上心**” – put what the person told us, **put his/her concern in our hearts**, i.e., **genuine care and concern**.

# Active Listening

- indicates to the speaker that his or her **message has been received** by the listener;
- indicates that the listener has accurately (or inaccurately) perceived the intensity of the **feelings** that the speaker has on the subject;
- legitimizes the fact that **having and expressing feelings is acceptable**;
- **encourages** the speaker to **share more** of his/her feelings and perhaps promote some form of **cathartic release**; and
- builds feelings of **empathy** and **care** between the speaker and the listener. (Extracted from SS2201 Course Pack, 2022:11)

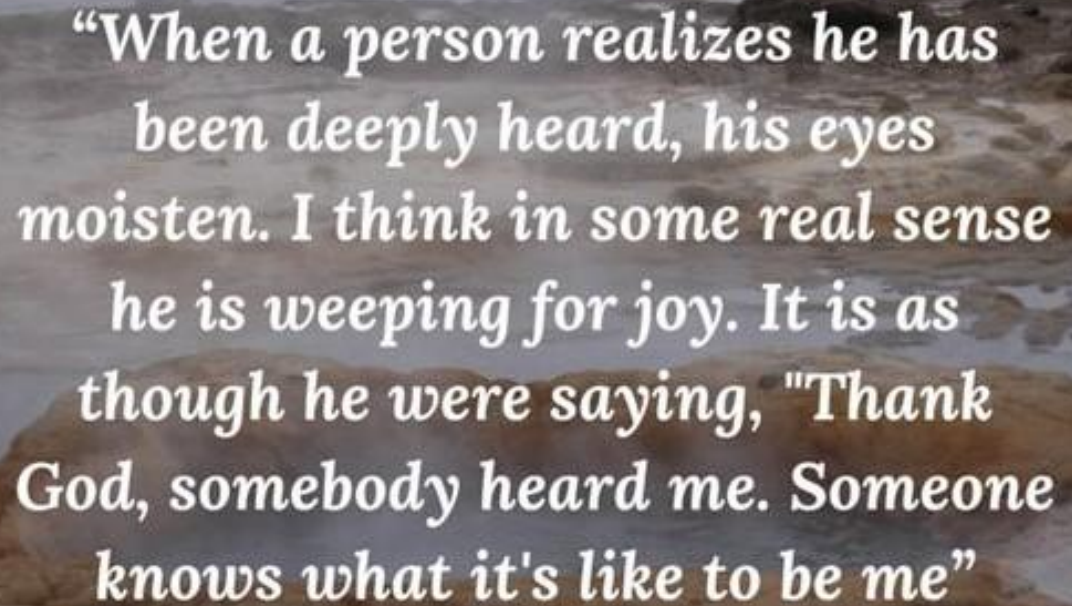




# Benefits of Active Listening

## Active listening:

- enables the listener to **verify** whether he or she has **accurately perceived** the intensity of the speaker's feelings;
- aids the listener in understanding the speaker's **feelings**; and
- builds **rapport** between the listener and the speaker; and
- de-escalates the intensity of the dispute because the speaker feels that he or she **has been heard**. (Conflicts often escalate in intensity because speakers feel that the listener has not heard how strongly the speaker feels about the subject.)(Extracted from the SS2201 Course Pack, 2021:11)



“When a person realizes he has been deeply heard, his eyes moisten. I think in some real sense he is weeping for joy. It is as though he were saying, “Thank God, somebody heard me. Someone knows what it's like to be me”

Carl Rogers

*“Experiences in Communication”* Carl Rogers

# Benefits of Active Listening

- “When someone really hears you without passing judgment on you, without trying to take responsibility for you, without trying to mold you, **it feels damn good**. . . .
- When I have been listened to and when I have been heard, I am able to **re-perceive my world in a new way** and to go on. It is astonishing how elements which **seem insoluble become soluble** when someone listens.
- How **confusions** which seem irremediable **turn into relatively clear** flowing streams when one is heard.”  
~ Carl Rogers, “*Experiences in Communication*”



“When someone really hears you without passing judgment on you, without trying to take responsibility for you, without trying to mold you, it feels damn good. . . . When I have been listened to and when I have been heard, I am able to re-perceive my world in a new way and to go on. It is astonishing how elements which seem insoluble become soluble when someone listens. How confusions which seem irremediable turn into relatively clear flowing streams when one is heard.”

~ CARL ROGERS



# Benefits of Active Listening

## Mutual Growth/Recovery

“I believe I know why it is satisfying to me to hear someone. **When I can really hear someone, it puts me in touch with him; it enriches my life.**

It is through hearing people that **I have learned all that I know about individuals, about personality, about interpersonal relationships.**”

Carl Rogers

*“Experiences in Communication”*

"I believe I know why it is satisfying to me to hear someone. When I can really hear someone, it puts me intouch with him; it enriches my life. It is through hearing



people that I have learned all that I know about individuals, about personality, about interpersonal relationships."

Carl Rogers

# Concluding on Listening

- **The crucial and necessary elements for effective interpersonal communication:-**
- **Listening**
- **Listening with genuine care and concern for the person**
- **Listening with our whole body, especially our ears, eyes, head, heart, and mouth, with full attention and respect for the person.**

# Basic Communication Skills - Verbal & Non-verbal

Active Listening



積極傾/聆聽

Active listening for not only facts/information but also feelings

積極傾聽不僅事實/資訊，也傾聽感受

Facts  
事實

Fact  
事實

Feelings  
感受

Feelings  
感受

Ordering  
Threatening  
Moralizing  
Excessive or inappropriate questioning  
**Advising**

命令,威脅,道德化,過度或不適當的詢問,建議

溝通障礙:  
批判;發送解決方案;避免他人的擔憂

Barriers?

- 1) Judging
- 2) Sending solutions
- 3) Avoiding the others concerns

批評;辱罵和標籤;**診斷**[案主可能只是告訴你診斷他們的問題，而不是講述他們的故事];評價性地讚美

Criticizing  
Name-calling and Labeling  
**Diagnosing** [clients may just tell you what you're expected for diagnosing their problems instead of telling their stories]  
Praising evaluatively

Diverting  
Logical argument  
Reassuring

轉移;邏輯論據;令人放心

# **Describe your own feelings, rather than evaluate the behavior of others**

Most people don't like to **be judged or evaluated**.

**Criticizing and name calling** obviously can create relational problems, but so can attempts **to diagnose others' problems** or win their affection with **insincere praise**. (Beebe et al., 2011:172)

# Dealing with communication barriers

According to Carl Rogers (1961), the main barrier to effective communication is **our tendency to evaluate and judge the statements of others**. He believes that what gets in the way of understanding another is **the tendency to approve or disapprove**, the **unwillingness to put ourselves in other's frame of reference**, and **the fear of being changed ourselves** if we really listen to and understand a person with a viewpoint (p.214) different from our own. (Corey & Corey, 2014:214-215)

# Dealing with communication barriers

Rogers (1961:32) suggests that the next time you get into an argument with your partner your friend, or a small group of friends, stop the discussion for a moment and institute this rule: “**Each person can speak up for himself only after he has restated the ideas and feelings of the previous speaker accurately, and to that speaker’s satisfaction.**” (Corey & Corey, 2014:215)



# The Speaker-Listener Technique

(Show this video in class if time allows)

~ 4 ½-min video: [https://www.youtube.com/watch?v=p1\\_cixgjVH4](https://www.youtube.com/watch?v=p1_cixgjVH4)



**SPEAKER HAS  
THE FLOOR**

**LISTENER ASKS  
FOR A REPHRASE**

**LISTENER  
PARAPHRASES**

**PASSING  
THE FLOOR**

/ 4:20

# The Speaker-Listener Technique

- Each person takes turns speaking while his or her partner listens and paraphrases what the speaker said. The following rules will make things clearer.

## *General Rules:*

- 1. *The speaker has the floor*. If you're the listener, follow the rules below for the listener and wait for your turn to be the speaker. Use an object, such as a pen, to show who the speaker is.
- 2. *Share the floor*. Take turns letting each person be the speaker.
- 3. *Don't problem-solve*. Focus on having a good discussion, not finding a solution.

# The Speaker-Listener Technique

## *Rules for the Speaker:*

- 1. *Speak for yourself.* Don't read your partner's mind. Express your feelings and thoughts, using "I" statements to express your point of view.
- 2. *Be brief.* Don't go on and on each time. You will have plenty of time to talk about everything on your mind as you take turns.
- 3. *Stop and let the listener paraphrase.* After you've spoken for a short while, let your partner paraphrase what you just said. Help him or her understand your point of view. If the paraphrase is not entirely accurate, politely restate what you meant.

## *Rules for the Listener:*

- 1. *Paraphrase what you heard.* Repeat back what you heard in your own words to let your partner know you understand what they are saying. Wait till your turn as the speaker to ask more questions.
- 2. *Focus on the speaker's message. Don't rebut.* Remember: your job is to listen and understand what your partner is saying. Wait till you are the speaker to offer your own opinion.

# Discussion and reflections on “communication experiment”

Carrying out this experiment requires that you strive to **genuinely understand another person and achieve his or her perspective.** → It can be extremely difficult to put into practice.

It involves **challenging yourself to go beyond what you find convenient to hear**, examining your assumptions and prejudices, not attributing unintended meanings to statements, and **not coming to quick conclusions** based on superficial listening.

If you are successful in challenging yourself in these ways, **you can enter the subjective world of the significant person** in your life; that is, **you can acquire empathy**, which is the necessary foundation for all intimate relationships. (Corey & Corey, 2014:215)

# Barriers to Communication

## A. Judging

- Criticizing
- Name-Calling and Labeling
- Diagnosing
- Praising Evaluatively

## B. Sending Solutions

- Ordering
- Threatening
- Moralizing
- Excessive or Inappropriate Questioning
- *Advising*

## C. Avoiding the Other's Concerns

- Diverting
- Logical Argument
- Reassuring

# Barriers to Communication

## Criticizing

- 你的朋友在你的孩子面前向你稱讚他乖巧，你卻如數家珍地說他又懶又蠢，樣子不夠俏，個子不高大，將來一定沒有前途……一點好處也沒有。你的孩子愈聽愈不是味道，而你卻毫無自制地繼續批評下去（配以非言語線索），連你的朋友也甚覺難堪。

## Criticizing

- You have met your friend who is studying in another department of CityU. You ask how he feels about life here. He keeps on saying that every weak aspect of CityU so that you do not know how to respond and have nothing to say as well.



# Barriers to Communication

## Name calling / Labelling

- 你是這公司的文員，你想和你的上司談及你最近在工作上所遇到的困難，但你的上司卻老是給你冠以很多名稱——「你們這些入世未深的後生仔女、你們這些打字妹、女人、……」而沒有真正細心聆聽你的困難和意見。

## Name Calling or Labeling

- You want to talk to your boss about how working procedures could be improved. But he is not at all interested in your suggestion. Instead, he is constantly referring you as those “young people, inexperienced little girl, typical female” and so on. It seems as if no matter how much effort you are making, he is still not taking you seriously.

# Barriers to Communication

## Diagnosing

- 你與一位朋友談及你和你的男/女朋友最近的衝突，他便不斷嘗試替你分析和診斷衝突的原因...
- 「你這樣對他/她是因為你希望他/她能呵護你，給你多些注意力，令你覺得有人關心你。」
- 「我一看便知道你的動機...你的問題完全出自你的自卑心理.....」

## Diagnosing

- You are talking to your friend about the unhappy relationship you are having with your boyfriend/girlfriend. Your friend keeps on saying that you may be too anxious about your boy/girl friend so that you want to get attention from him/her and that he/she must be inferior, insecure and so on.
- Your friend even queries the motivation of your behavior towards your boy/girl friend.

# Barriers to Communication

## Praising evaluatively

- 你的世伯知道你在某部門工作後便口若懸河地稱讚你叻仔、本事和醒目，能夠找到一份薪金可觀又有相當社會地位的工作。
- 你有點受寵若驚，頻頻推卻他的恭維，但你的世伯卻不斷稱讚你和提出希望你能給他一些好處和方便的要求。

## Praising Evaluatively

- Your uncle visits your family and keeps on saying that you are so smart that you gain entry into the CityU, perform well and soon get a well-paid job, have rich and prominent friends... And then he says that he may need your help someday in the future.

# Barriers to Communication

## Ordering

- 你有一些很具體的建議想與上司商量，但你的上司只是很斬釘截鐵地下令你回到工作崗位，而毫無動機了解你的意向，並說這些事沒有你的份兒，你覺得不受重視。

## Ordering

- Your mother is sick and you want to take a few days off to take care of her. However, when you talk to your boss, he pays no attention to your request but strictly orders that everybody should go to work and have overtime duties as the amount of work in your company is very heavy lately.

# Barriers to Communication

## Threatening

- 你因某些私人理由不能參加公司的聯歡會，但你的上司卻表示若果你不出席該聯歡會你便會被列入黑名單，不會有升職的機會和在公司內不受歡迎，你對於這些要脅很是不滿。

## Threatening

- You want to ask your supervisor more about the celebration party you are going to have. Your supervisor expresses that it is essential for all staff to attend whether they like it or not, otherwise, their prospect will be affected and they will be “black listed”.

# Barriers to Communication

## Moralizing

- 你正準備和你的男/女朋友結婚，你的一位朋友卻是很道德化地和你說：「你只不過廿多歲，不應該這麼快便結婚...你應該多陪伴父母親幾年...你必須經濟穩定，有自置樓宇才適宜結婚...」他完全沒有細心聆聽你的實際情況。

## Moralizing

- You are now twenty-three, graduated from CityU for two years and have a pretty stable job. You want to get married with your boy/girl friend who you have dated for five years. But your friend brings out all the reasons for your “early marriage” by saying that you **SHOULD** work longer to contribute to the society, **SHOULD** earn more money to support your parents, **SHOULD** not get married too young...



# Barriers to Communication

## Excessive/inappropriate questioning

- 你剛去應徵完一份工，你一入門口，爸爸便不停地詢問你很多問題，而有些問題還是不大合適的，你也不知應該如何作答，愈問便愈覺反感。
- 「你一個月有多少人工呀？.....
- 公司的同事人品如何？.....
- 你的上司對你好嗎？.....
- 公司有沒有午膳供應？.....」

## Excessive/inappropriate questioning

- You have just returned home from interviewing for a job, your father seems over concerned and keeps on asking question about that job, “what exactly you are responsible for, where do you work, what kind of transportation you should take, the exact pay, how’s about the colleagues, the promotion” .... You cannot give answers and become annoyed.

# Barriers to Communication

## Advising

- 你的朋友與你傾訴他/她和男/女朋友間的口角，你便向他/她提出各種的建議：「既然你的朋友這樣不尊重你為什麼你不去結識多幾個男/女孩子讓自己多些選擇呢？.....某君不是更適合你嗎？.....我認為你與某某更登對.....」你沒有細心了解其中口角的原因和感受。

## Advising

- Your friend is crying as she tells you about the quarrels she had with her boyfriend. Before having sufficient understanding of the situation, you start to say that “you should leave him and meet more other boyfriends, better not to talk to him for a month so as to punish him. Most men are not reliable” ...

# Barriers to Communication

## Diverting

- 你和朋友談論你最近因病入院的慘痛經歷，你的朋友沒等你說完便轉了話題談及他自己一次看醫生的情況。當你想說多些時他又說及一位當醫生的親戚最近離了婚……之後他又扯到醫生人手不足的社會性問題上。

## Diverting

- Your friend tells you that he is going to take an operation to remove a gall stone in the QEH. You do not wait for him to finish and start talking about your own experience of hospitalization there. You talk about how bad food and lodging were there and the various things you saw there. You completely ignore the concern and fear of your friend.

# Barriers to Communication

## Logical argument

- 你與配偶的關係日趨惡劣，昨晚更因口角而動武。你現在的心情很惡劣和抑鬱。你的朋友聽見你的情況後便很羅輯性地與你推論、分析：「不如我們看看事情是怎樣引起的……你其實也有責任的啊……你的態度似乎很消極、你這樣做只會把問題弄糟……」。他完全沒有關顧你的感受和聆聽你的實情。

## Logical Argument

- The relationship between your friend and his spouse is getting worse. The day before, they had a fight. Your friend is depressed and emotional. You logically argue that your friend should be responsible for the fight. It's his fault to fight with his spouse. Fighting may lead to more serious problems.

# Barriers to Communication

## Reassuring

- 你的朋友畢業已三個月了，仍未找到工作，他向你表示很憂慮將來的生活.....等，你沒有用心了解他憂慮的原因和感受，只對他說：「船到橋頭自然直.....你這麼醒目怎會有困難.....你應該沒有問題的.....」

## Reassuring

- Five months after graduation your friend still does not have a job. He/She is very worried. You keep on giving some easy reassurances saying that things will go well and that she should not worry any more.

# Be a quiet, compassionate listener

## Resist the temptation to fix

- Bobby Schuller (30-5-2015), in his sermon entitled “Heal like Jesus,” says:
- “One of the greatest ways that you can be a healing presence in the world around you is **just to be a quiet, compassionate listener.**”
- Pastor Bobby Schuller reminds us: “**You can't fix people. Fixing is for machines. People need to be healed.**”
- → so we need to have **empathy**
- → we have to **resist the temptation to fix** people



# Listen First

- Pastor Bobby Schuller (30-5-2015), in his sermon entitled “Heal like Jesus”, continues:
- **You don't have to do much, really, to heal others. You just have to care. Sometimes you just have to listen.** And you'll notice when you listen to the suffering of others and you empathize and you feel their pain, you'll see something turn in them where all of a sudden they're ready for encouragement. **Don't encourage them at first. Listen first.** And then, when they seem to have received healing, that's when you say, “You can do it. You have a bright future. I believe in you. I see something great in you.” You really can change people's lives.

# More about advising

- **There are times when suggesting a solution is appropriate.**
- If, for example, my friend is struggling with procrastination, it may be useful for me to share my expertise in this area—but **only after I have listened to him.**
- (Ben-Shahar, 2011:184)

# More about advising

**Immature advice is often counterproductive.**

- The person may feel **not listened to, not understood** by his/her friend; may even perceive that his/her friend **is insincere** and just offers **perfunctory solutions/advice** to end the conversation in a hurry to get rid of him/her by handing out quick fixes.



# Avoid Giving Advice

Another problem with advice is that **the advisor seldom understands the full implications of the problem. When people share their concerns with us, they often display only the “tip of the iceberg.”** The advisor is unaware of the **complexities, feelings, and many other factors that lie hidden beneath the surface.**

(Bolton, 1979)



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# More about advising



- What's wrong with advice? Advice is often a basic **insult** to the intelligence of the other person. It implied a lack of confidence in the capacity of the person with the problem to understand and cope with his or her own difficulties. As Norman Kagan puts it, "In essence, we implicitly say to someone, 'You have been making a "big deal" out of a problem whose solution is immediately apparent to me - **how stupid you are!**'" (Bolton, 1979)

# More about advising

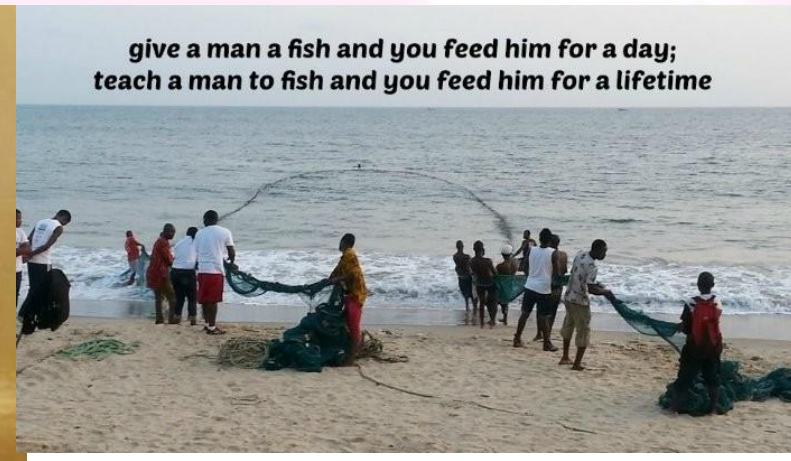
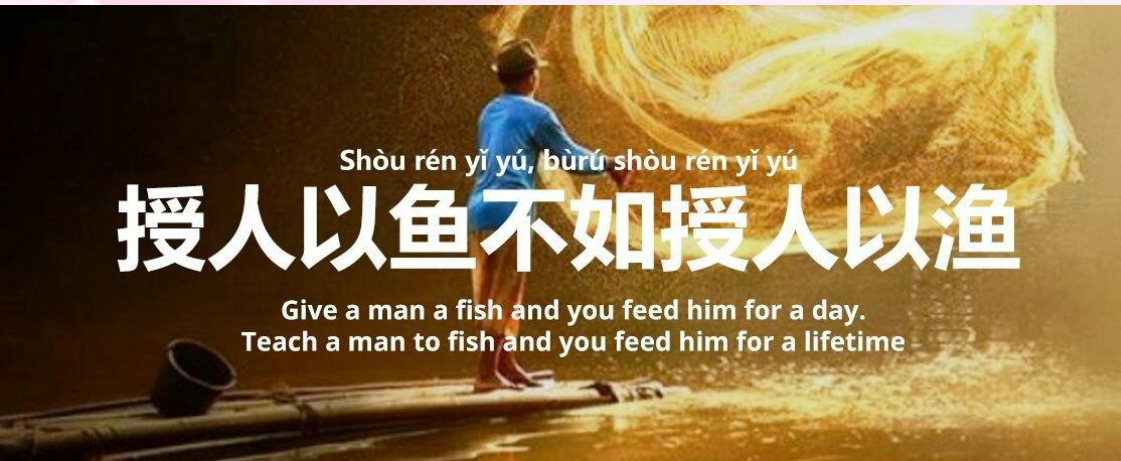
- While coming up with solutions to a friend's problems may **make us feel helpful and competent**, it often has the **opposite effect on the friend**.
- 1. offering solutions **creates distance** between two people: one person is in the know (**above**), the other is in trouble (**below**).
- 2. the person being helped **feels inadequate**, especially when he is already feeling weak.
- 3. When we offer solutions, regardless of our intentions, the message often comes across as **condescending and paternalistic**.
- It is not always easy to refrain from giving advice. Usually, ***simply being there is sufficient***. (Ben-Shahar, 2011:183)



# Avoid Giving Advice

## Working with; NOT working for

- It'd be more empowering to the person if we **collaborate** with them to work out their own solutions **instead of readily handing out straightforward advice/solutions to clients.**
- As a proverb goes: **Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.** (“授人以魚不如授人以漁” -- 《老子》)
- It'd be more empowering to teach a man fishing than to give him fish.



# Non-Verbal Communication

Are these verbal or non-verbal?

Facial  
expression

Spatial distance

The way you  
sit or stand

Tone of voice

~~Praise~~

Hand gestures

Loudness  
of speech

Clearing of throat

Fluency of  
speech

# Non-Verbal Communication

**How can I tell if he/she likes me before asking?**

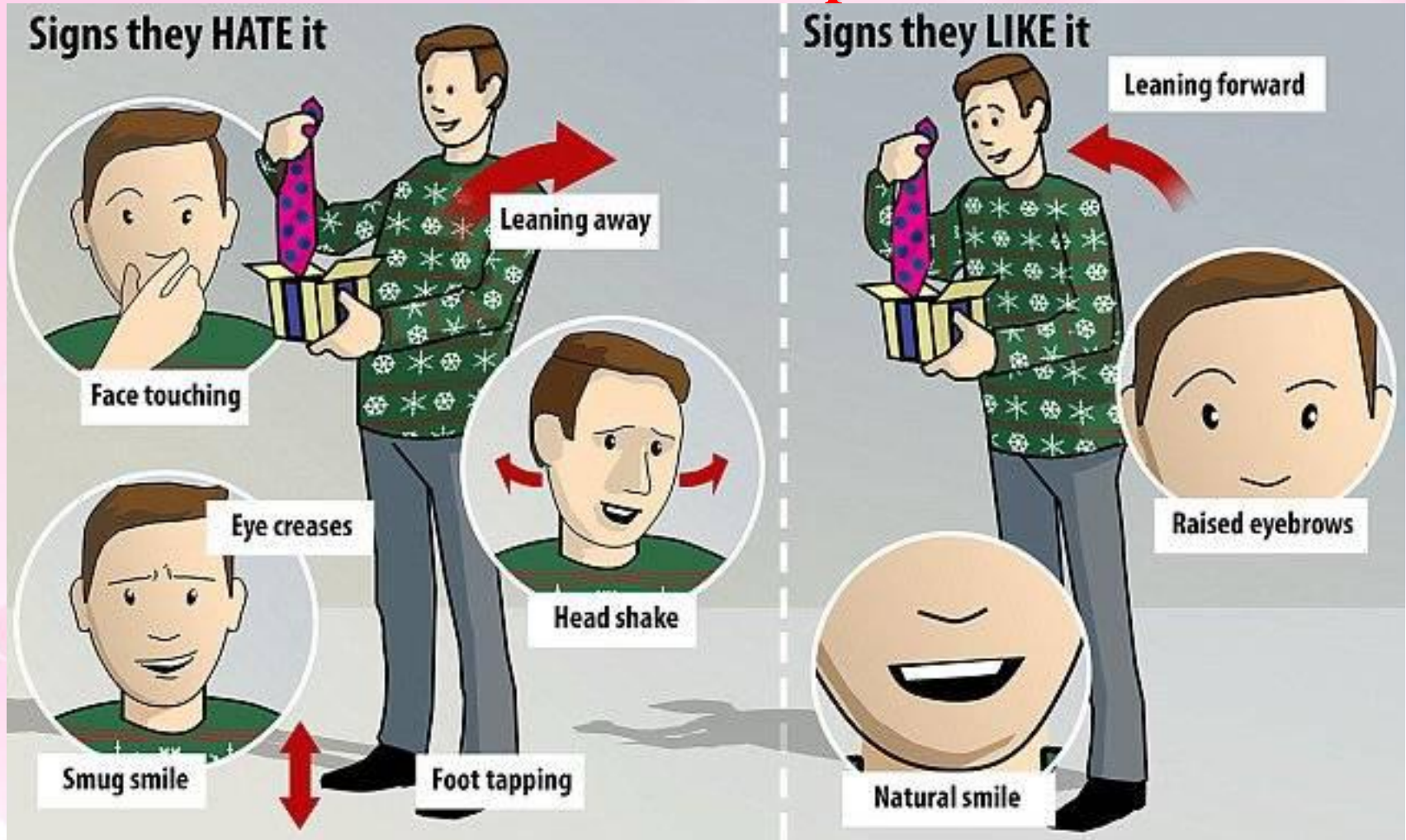
Nonverbal cues	Warmth	Coldness
Tone of voice	Soft	Hard
Facial expression	Smiling, interested	Frowning, disinterested
Posture	Lean toward other; relaxed	Lean away from other; tense
Eye contact	Look into other's eyes	Look away
Touching	Touch other softly	Avoid touching other
Gestures	Open, welcoming	Closed, guarded, keeping other away
Spatial distance	Close	Distant

# The body language signals to tell if they REALLY like their Christmas present

- **It's all in the body language**
- Giving and receiving gifts is bloody nightmare, fraught with indecision, dashed hopes and unease as you struggle to work out whether the person you've gifted actually likes their present/ attempt to fake joy yourself.
- In fact, according to a survey of 2,000 Brits by gift card company One4All, 65 per cent of people confessed to pretending to like a gift to avoid hurting someone's feelings.
- But this Christmas it's all change, as **Dr Simon Moore**, chartered psychologist with the British Psychological Society, has spilled the beans [爆料] on the body language giveaways which tell you how someone REALLY feels about their Christmas gift.
- (By **1ClickNews** on December 25, 2014)
- <http://1clicknews.com/the-body-language-signals-to-tell-if-they-really-like-their-christmas-present/>



# The body language signals to tell if they REALLY like their Christmas present



- (By 1ClickNews on December 25, 2014
- <http://1clicknews.com/the-body-language-signals-to-tell-if-they-really-like-their-christmas-present/>)

# HOW TO CATCH A LIER / NLP Eye Pattern Recognition

~4-min video: [https://youtu.be/X\\_EmSKz84Ow](https://youtu.be/X_EmSKz84Ow)

Show this video in class if time allows.



The Happy World Company - London - June 2010

## "SKYROCKET YOUR CONFIDENCE! Deep-Change NLP"

Speaker: Nema Carlon

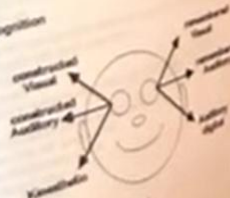
What is NLP?

Describe how it looks like when you are confident, VISUALISE

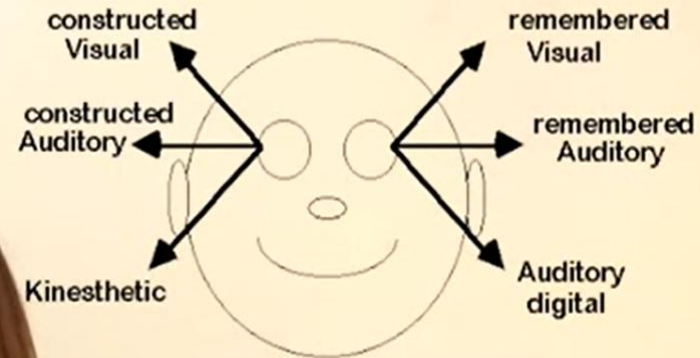
### SENSORY ACUITY

- Communication:
- Linguistic: The words the speaker uses
- Tonal: Tone, volume, cadence that accompanies words
- Physiological: Facial expressions, posture, stance
- Speak with no words
- Cover your face
- "Forget about it"

### Eye Pattern Recognition



Create your own suggestions and check!





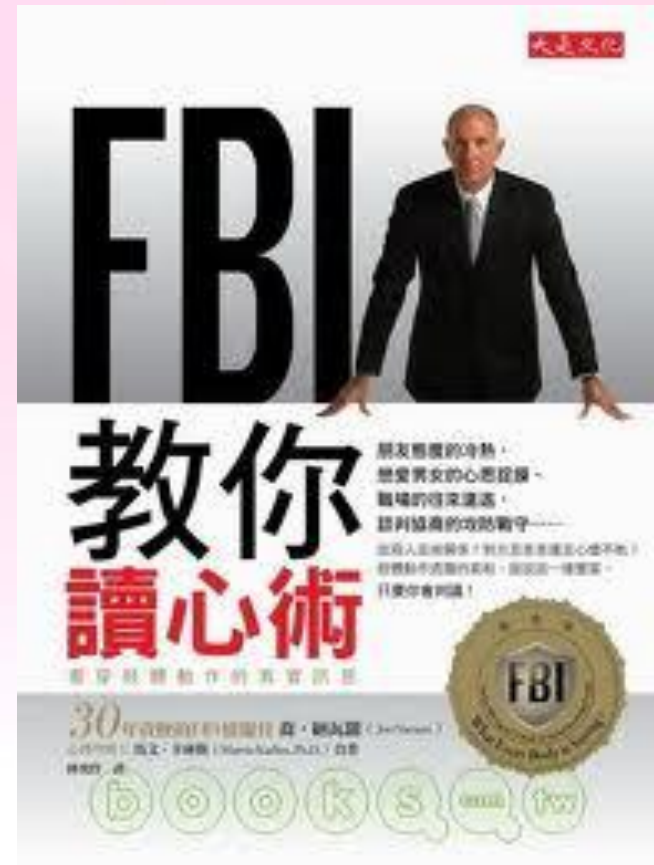
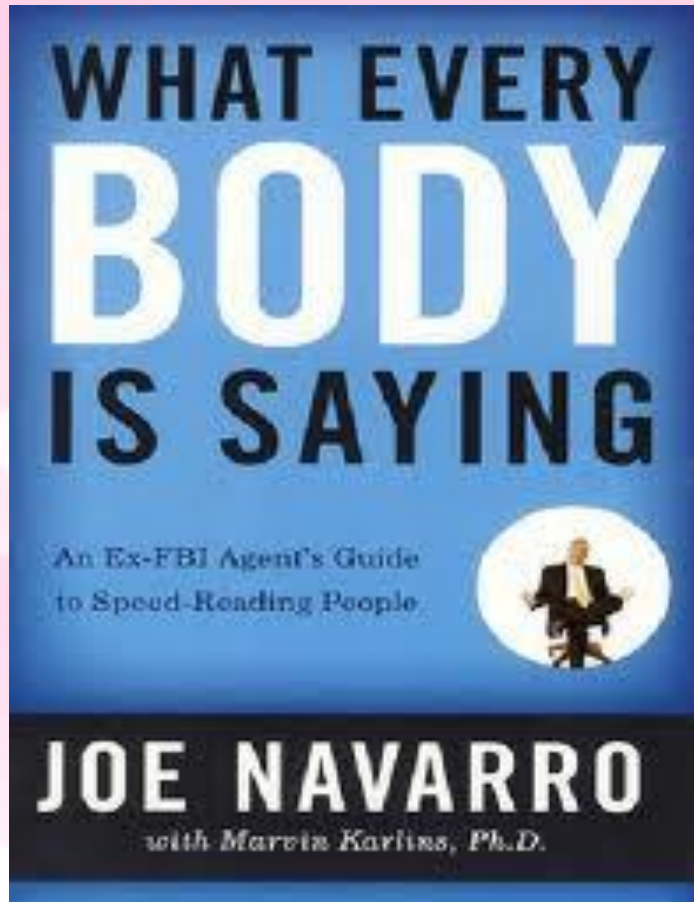
# How to know what people are *really* thinking

## NLP Eye Patterns

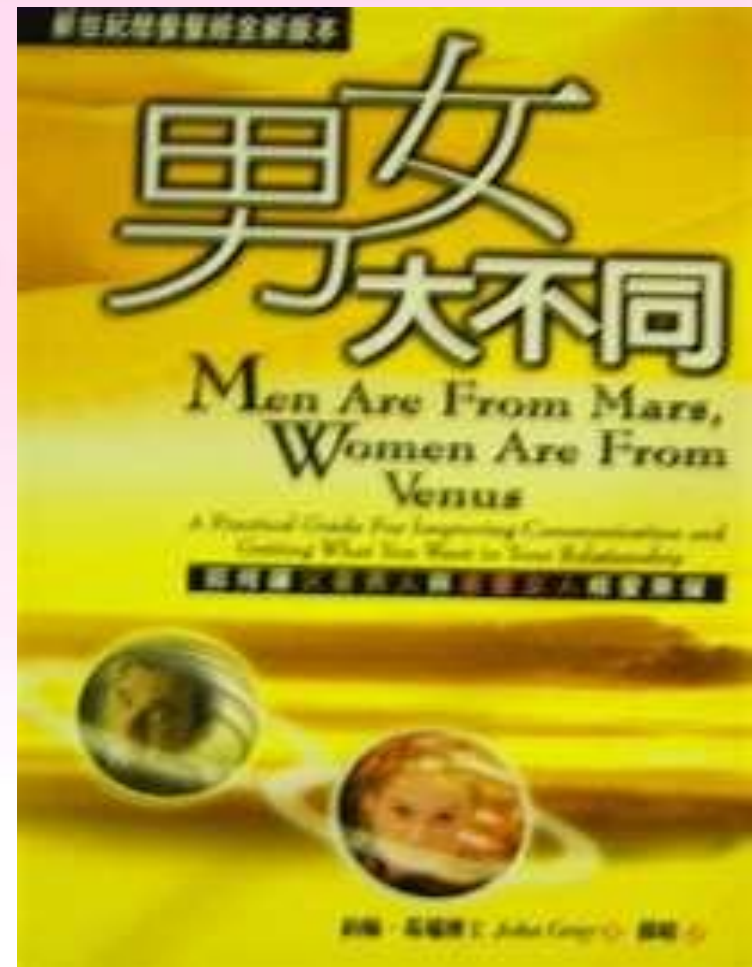
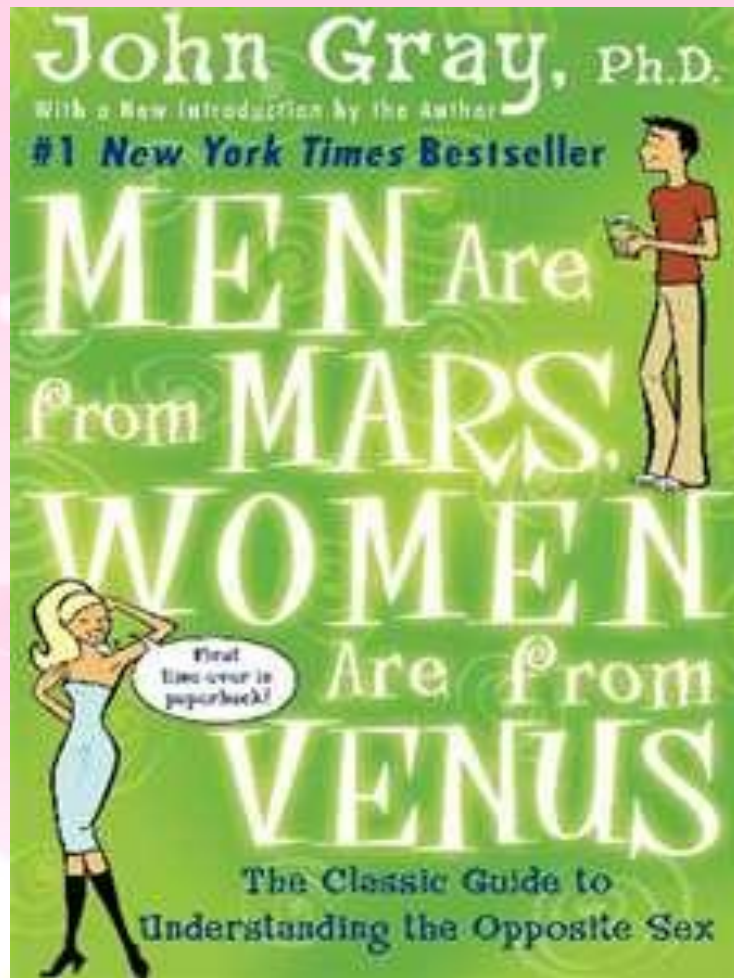
5-min video: <https://youtu.be/L3Tp8FdC9v0>



You can learn more through  
reading



You can learn more through  
reading





# Conclusion

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- Often, listening offers what your friend needs better than giving advice.
- Active listening means putting your egocentric concern aside and trying to take the other person's perspectives.
- When you give feedback, stay empathic, focus on facts, and controllable behaviors, attend to the bright side, and state your opinion as your subjective opinion (rather than the truth!).

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