



Vietnam National University of HCMC  
International University  
School of Computer Science and Engineering



# Skills for Communicating Information (IT007UN)

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[https://vichithanh.github.io/teaching\\_sci\\_2023\\_06.html](https://vichithanh.github.io/teaching_sci_2023_06.html)



SCAN ME

# Contents

- +Perspectives in Communication
- +Listening
- +Active Listening

# Perspectives in Communication

- + We all come to each communication exchange with our own **'filter'** through which we see the world, the person we are communicating with, and the situation or topic we are communicating about.
- + These filters mean that we don't always start with the same perspective as the person we are communicating with
- + Our individual perceptions are the 'fitter' through which we communicate with Others!

# Visual Perception



# Visual Perception



# Visual Perception

How many bugs are there in this image?

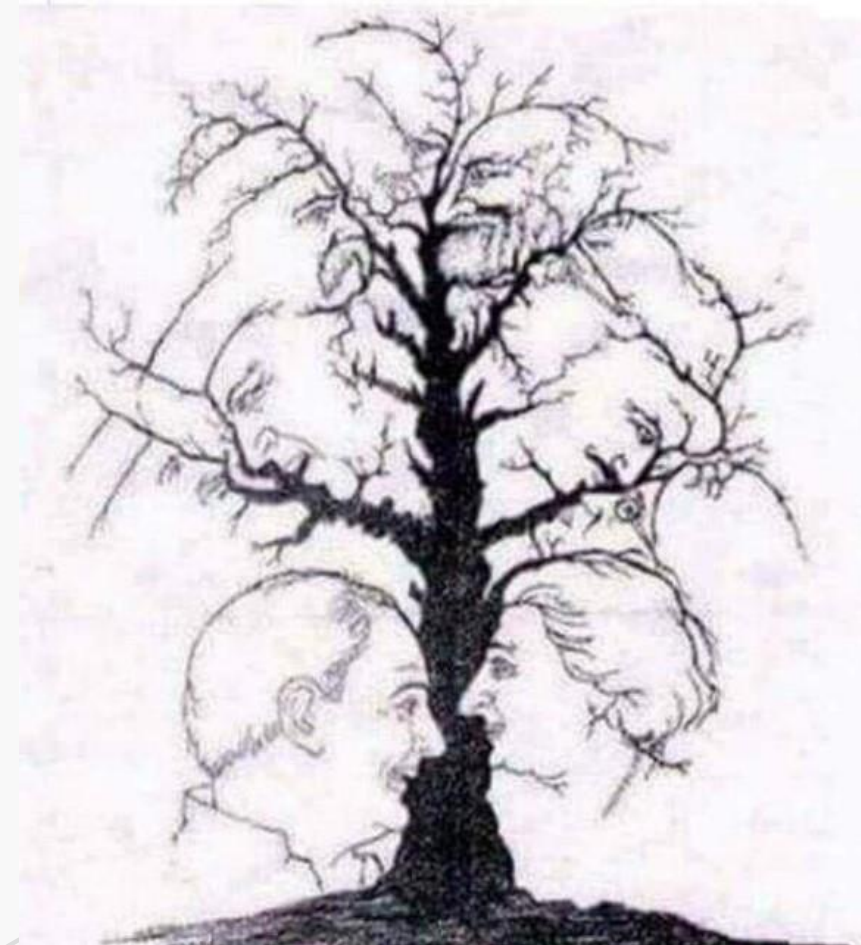


# Visual Perception



What colour is this dress?  
Blue/Black or White/Gold?

How many faces?



# Visual Perception

- + They are simply different ways of seeing the same thing.
- + We cannot decide that one does not exist just because we don't see it.
- + We have to recognize that there is more than one way to perceive the picture, just like there is usually more than one way to see any situation we encounter.



# Language

- + The different perspectives we experience can be with language as well. How many times have you received an email that seemed to have a certain 'tone to it,' and that perception of tone coloured the way that you might have responded?
- + The same words can have very different meanings depending on how we interpret them.
- + Here's another example. What is the meaning of the following phrase?

**a woman without her man is nothing**

# Language

- + Sounds pretty bad at first glance, doesn't it? Look again. If you add punctuation or change the word emphasis, how does the meaning change?

**A woman. Without her, man is nothing**

- + The words were the same in both cases. But the meaning has now changed completely. So, although we think our meaning may be clear when we use specific words in a certain order, we can't always be certain that the other person will read or hear them in that way.

# Past Experiences

- +Imagine that you are in a meeting where you will be discussing changes in your personnel policies at work. What will you be bringing to that conversation?
  - +You might have examples of other company's personnel policies.
  - +You might have examples from your own time in the company that demonstrate why you feel that certain changes might need to be made.
  - +Or you might come to the table empty-handed, with just a pad of paper and a pen in order to take notes.

# Past Experiences

- + What influences you to do any of these things? Your past experience.
- + You would bring outside information because you have learned in the past that comparing situations can be helpful in decision making.
- + You bring examples of your own experience because you have learned in the past that examples can be powerful ways to make your case.
- + Or you come to the table empty-handed because in the past you have felt that your input wasn't valued, or you have no past experience in this topic and so you are a 'clean slate' information wise.
- + In every one of these situations, your communication is being affected by your past experience. You enter a situation, a meeting, or a conversation, with certain expectations of what will happen in that scenario, and you behave accordingly

# Past Experiences

## Past Experience

- + Your boss ignored your idea in the last meeting
- + You got nervous the last time you gave a presentation
- + The group reacted well to your last sales pitch

## Resulting Effect on Communication

- + You don't bring up another idea that could have made an impact
- + You start out even more nervous on your next presentation
- + You use a similar style for your next sales pitch

# Past Experiences

## Past Experience

- + The last twenty customers rejected your new product
- + The last email you received from a colleagues was rude (perceived by you)
- + Your subordinate was disagreeable the last time you asked him to work overtime

## Resulting Effect on Communication

- + You fail to offer that product to 21<sup>st</sup> customer and beyond, some of whom may have wanted the product
- + You send a rude email in return
- + You don't ask him this time, even though he would have agreed

# Prejudices

- + We all have prejudices. They occur when we take our past experiences with a person and assume that the same type of experience will happen with all people who are similar to the first.
- + Prejudices are partly due to culture and partly due to personal preference or experience. Not all prejudices involve a negative characteristic either;

# Prejudices

- + The problem with prejudices is when they start to influence how or to whom we communicate.  
Such as
  - + Women in the workplace are ...
  - + Young people in the workplace are ...
  - + Seniors in the workplace are ...
  - + Working mothers in the workplace are..
  - + Supervisors at work are...
  - + The lowest job level workers are...
  - + Blacks, whites, or (fill in a race) in the workplace are....
  - + Homosexuals in the workplace are ...
  - + Christians, Muslims, or (fill in a religion) in the workplace are ...
  - + Disabled people in the workplace are ...



# Prejudices

- + When we categorise people like this, we eliminate their individuality.
- + If you are communicating to a person through a perceived prejudice or stereotype, at the very least you are greatly limiting the chances of your communication being successful or producing the desired result.
- + At the most, you are alienating or insulting someone with whom you are trying to build a working relationship.
- + Your goal should be to see each person as an individual that is separate from any preconceived notions you might have about them.

# Feelings

- + For this area of influence, there are actually two ways in which your feelings can influence your communication with another person.
- + The first simply refers to the way that you feel on a given day; if you feel well, you'll communicate in one way and if you feel ill, you'll communicate in another.
- + Since your wellbeing fluctuates, it makes sense that the way you communicate will change somewhat with how well you are feeling.
- + If you find yourself experiencing difficulty in communicating due to an illness or other physical stressor, recognizing and acknowledging it, when appropriate, can be very helpful when others might interpret the change in your communication as having something to do with them.

# Feelings

- +The second aspect related to feelings refers to how you feel about a specific person.
- +When you genuinely like someone, the way you communicate is going to show it.
- +Unfortunately, the same can be said for when you don't like someone.
- +However, as you continue learning about effective communication skills, you will find some tools to help you be as effective as possible in communicating, even when it's with someone that you dislike.

# Environment

- + All of us communicate differently in different environments. This is simple enough to observe in everyday life.
- + Do you speak to your colleagues the same way that you do to your friends? Do you talk to strangers with more or less formality than people you know well? Do you talk to your subordinates the same way when your own boss is there as you do when she is not there?
- + As you go through your workday, notice how where you are, what is going on and who else is present may be impacting the way that you communicate.

# Environment

- + Recognizing how the environment might be affecting others you communicate with is a skill that can come in handy for you, particularly when you perceive that the environment is having a negative impact on your ability to communicate effectively with someone.
- + This skill will help you to perceive why someone might be communicating in the way that they are.
- + It will also give you a factor that you can alter in order to make the person more comfortable or to establish a level of formality that you feel is important in a particular situation.

# Environment



[https://www.youtube.com/watch?v=kzo45hWXRWU&ab\\_channel=AsapSCIENCE](https://www.youtube.com/watch?v=kzo45hWXRWU&ab_channel=AsapSCIENCE)

# LISTENING



# Listening

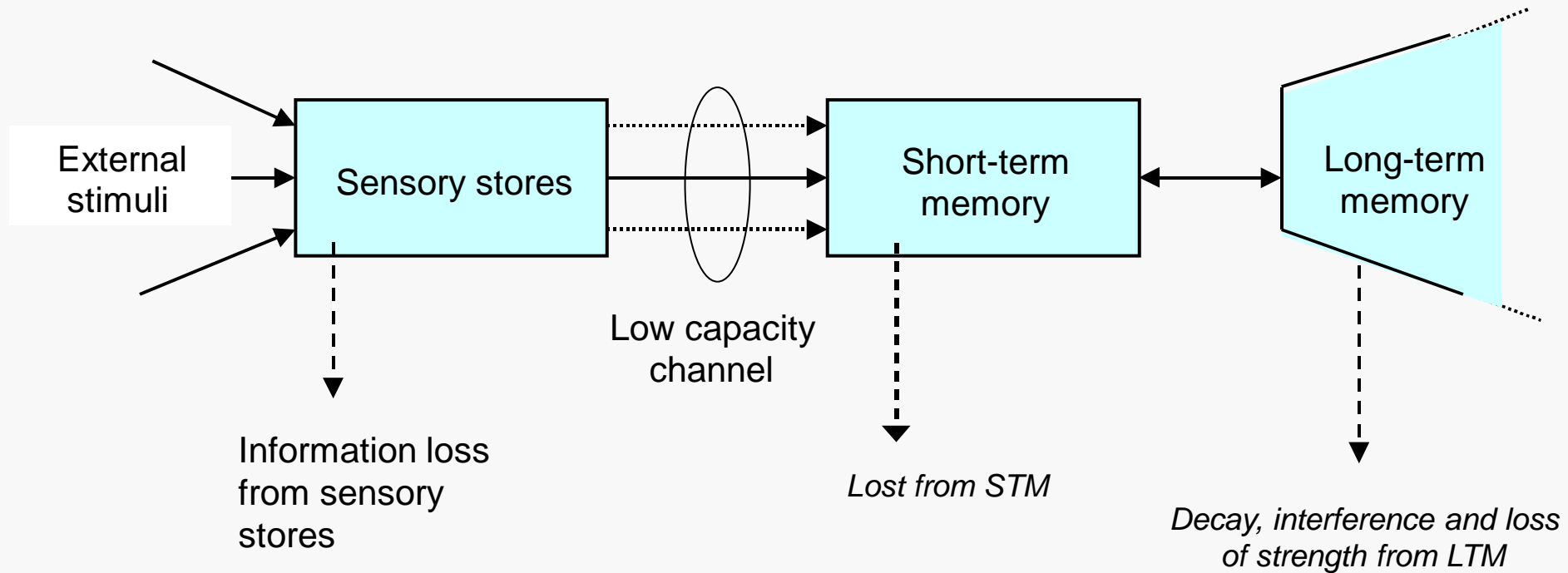
- +Listening is the most fundamental component of interpersonal communication. For example, you use your listening skills to learn, for pleasure and to gather information.
- +While we all use our listening skills every day, unless we are actively listening, we are unlikely to take in everything we hear.
- +Hearing is the act of perceiving sound. It is involuntary and simply refers to the reception of aural stimuli.



# Listening

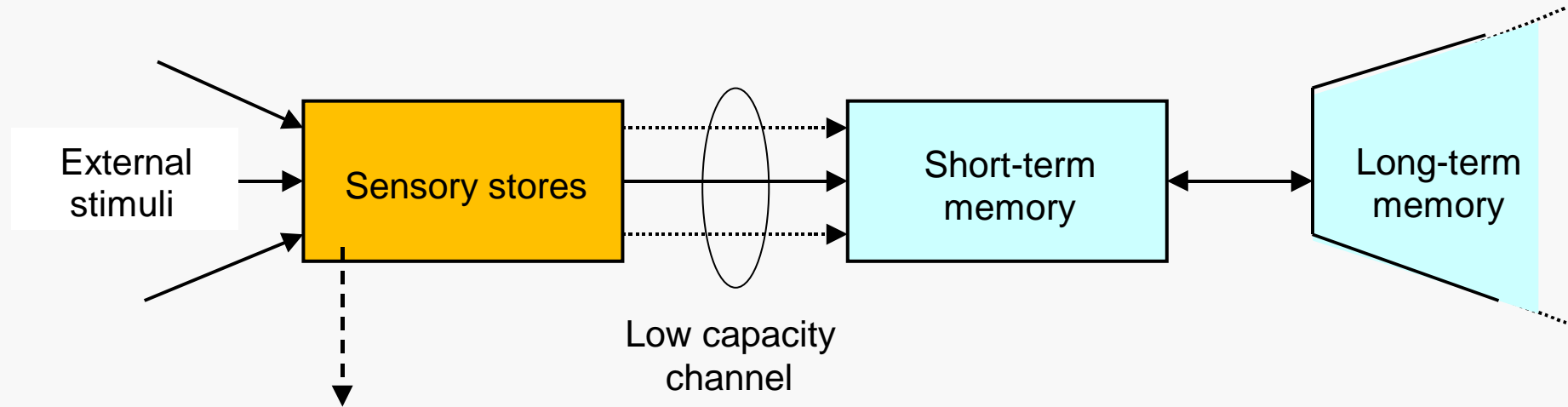
- +Listening is a selective activity, which involves the reception and the interpretation of aural stimuli. It involves decoding the sound into meaning
- +Some people are naturally 'good listeners', but the rest of us can improve by learning and practising our listening skills.

# Memory System



A Multi-store Model of Human Memory

# Memory System



Modality specific: a letter would be represented by a shape. Not meaningful

Temporary buffer for sensory information (Iconic, echoic, haptic)

Information persistence limited: (Iconic: 0.2 sec, echoic: 2 sec)



**CROATIA**

**1 • 1**

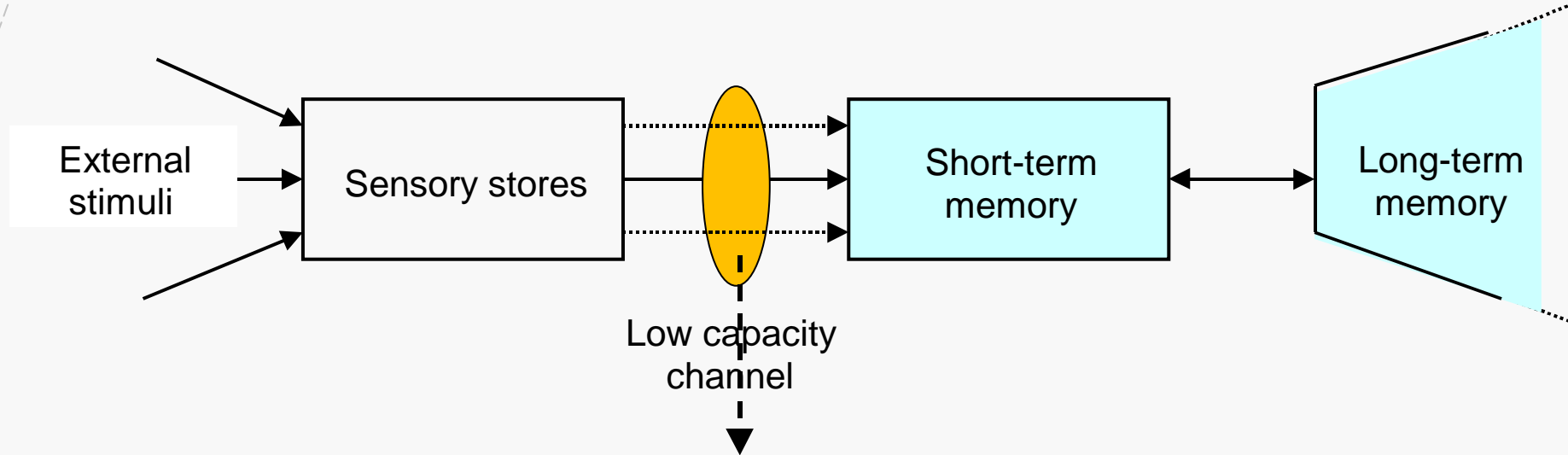
**ENGLAND**



Mario Mandžukić 7'

Harry Kane 3'(P.)

# Memory System



While transmitting, convert physical signals to symbolic representation

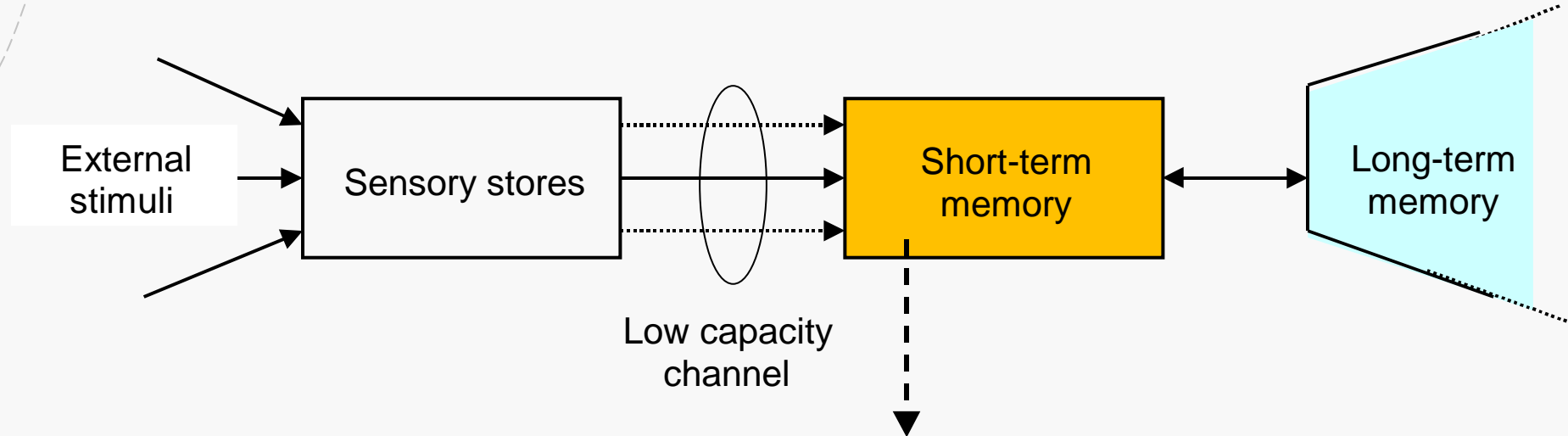
Low capacity limits ability to handle all sensory input simultaneously

Attention is the concentration of the mind on one output of a number of competing stimuli or thoughts.

Choice is governed by the level of interest or need. You only pay attention to what you need for the task at hand

# •Memory System

A Multi-store Model of Human Memory



Working memory

Information is stored in symbolically coded form

Capacity Limited to  $7 \pm 2$  **chunks** of information (recently, suggests 4 or 5)

Chunking can increase STM capacity but leads to the desire to close the current task and so optimise use of memory (closure)

Rapid access (70 ms) and Rapid decay (200 ms)

# Memory System – Team work

FSDVW	TOCAP	BUMPY
POBXC	LYKER	JOKER

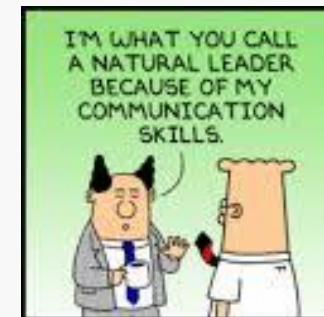
**Question:** What were the words displayed?


DILBERT

BY SCOTT ADAMS



"If we want this relationship to work, we'll have to start communicating. I'll go first-- get your feet off the table."



# Memory System

**Question:** Which of words did you see previously?

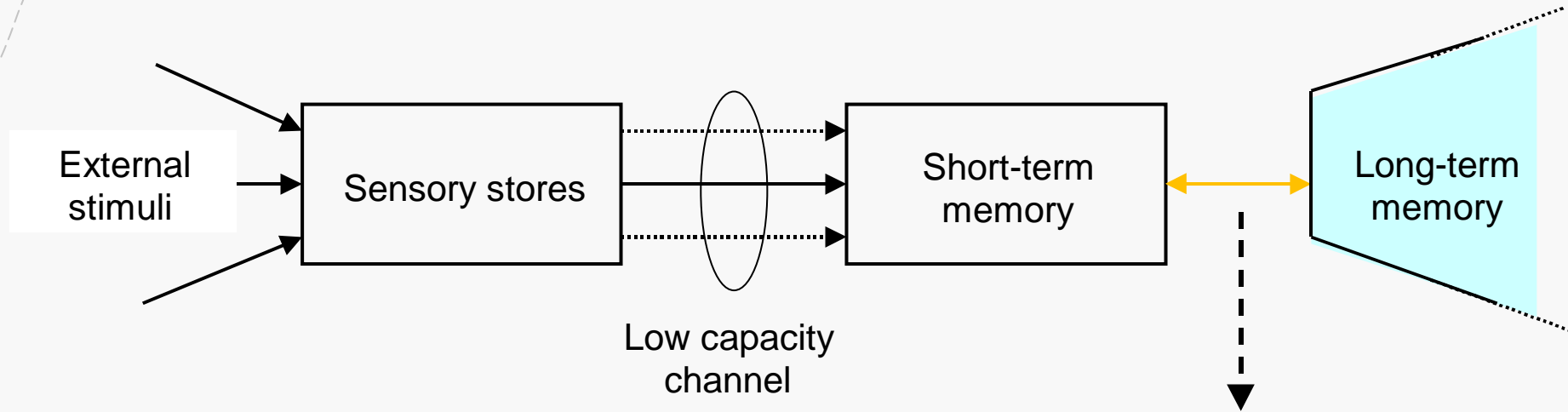
FSDVW	LACTE	JAGER
RTPVP	TOCAP	BUMPY

**Summary:**

- Not hold too much in memory at a time, four to five chunks
- Recognition over Recall e.g. menu bars, tool strips. User don't have remember the icon for a command or a name of an option. They just have to recognise it when seeing it.



# Memory System



Asymmetric (retrieval is slow, but storage is large)

Storage of information into LTM requires rehearsal

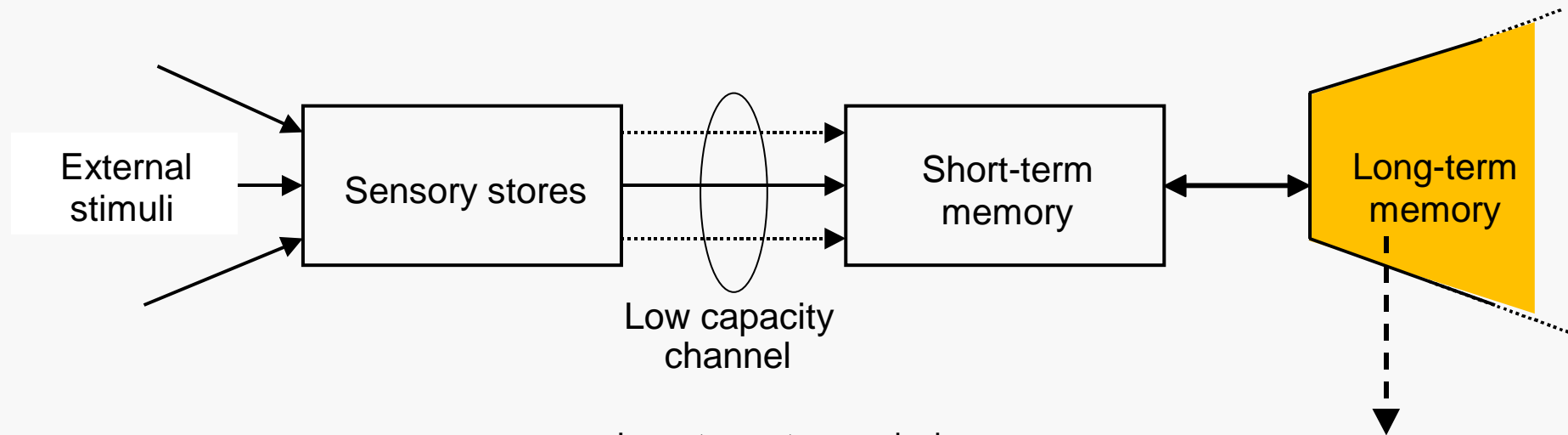
Can be optimised by:

- Time spent in learning (total time hypothesis)

- Distribution of learning over time (distribution of practice effect)

- Meaningfulness (structure, familiarity concreteness)

# Memory System



Long-term storage device

Relative slow access (0.1 sec), little decay (comparatively), very large capacity

Information retrieval by association and reconstruction of meaning

# Are You a Good Listener?

+It's okay to interrupt during a meeting if I have a really good point.

False. Teams don't operate well when people interrupt. Always wait for the speaker to conclude his or her presentation before you offer your opinion—even if you think you have a world-class idea.

# Are You a Good Listener?

+A speaker who is dressed poorly probably doesn't have anything useful to convey.

False. It's important to avoid giving in to subtle biases we bring to any interaction, such as those pertaining to a speaker's appearance, race, accent, or age. Focus on the quality of the information being conveyed, not the messenger.

# Are You a Good Listener?

- + Good listeners have the ability to empathize with a speaker.

True. Good listeners are careful observers of a speaker's body language, style of speech, and tone of voice. They use these cues to empathize with and understand the speaker—which encourages better communication.

# Are You a Good Listener?

+A good way to stay focused during a long presentation is to take notes.

True. Taking notes will help keep you from falling asleep during a meeting (don't laugh, it's happened to some of the best workers).

Better yet, it will tell your co-workers that you are interested in the presentation and help you formulate questions in case it is followed by a question-and-answer session.

# Active Listening

- + You can gain a lot when you listen effectively; you can lose a lot when you don't. You've probably experienced both the benefits of good listening and the costs of poor listening.
- + The key is to recognize both the benefits and the costs so that you can maximize the benefits of your own listening.
- + Listening is divided into main categories: Passive, Selective Attentive and Active.

# Passive Listening

- + Passive listening is little more than hearing. It occurs when the receiver or the message has little motivation to listen carefully, such as music, storytelling, television, or being polite.
- + Passive listening is a common way that people listen to others. In this approach, the listener is present nonverbally but verbally provides little feedback to the speaker.
  - + Eye contact with the speaker
  - + Fairly expressionless look on the face
  - + Occasional nods of the head
  - + Occasional verbal acknowledgments, such as, "Uh huh," especially on the telephone



# Passive Listening

- +As you can see in these behaviours, the listener is with the speaker but adds little to stimulate the flow of conversation. As the speaker, you're on your own.
- +Talking to a passive listener is quite frustrating because you generally want more participation from the other person and begin to wonder whether that listener really cares or is understanding anything about the message you're expressing.

# Selective Listening

- + Selective listening is nearly as common as passive listening. Selective listening is most commonly defined as hearing what you want to hear.
- + When you hear the message, you want to hear, you may function as a more engaged and understanding listener.
- + But when you don't want to hear about the particular message being delivered, you tend to tune out or become reactive to the speaker.
- + In other words, you're consistently inconsistent in your listening efforts when you function as a selective listener.

# Selective Listening

- + Someone who is listening in a selective manner to a message that he or she doesn't want to hear displays these behaviours:
  - + Gives looks of disinterest
  - + Looks away at other things – a watch, papers, and so on
  - + Sits by quietly
  - + Reacts with high degrees of emotion, such as being defensive or debating every point
  - + Jumps in before the speaker has finished and takes over the conversation as a speaker
  - + Changes the subject
  - + Asks a question about a point of self-interest, sometimes in an interrogating manner, that doesn't fit in the speaker's current message

# Attentive Listening

- + Functioning as an attentive listener is more productive than functioning as either a passive or a selective listener.
- + When you function as an attentive listener, you're more engaged and less judgmental, both nonverbally and verbally.
- + Attentive listeners display these behaviours
  - + Give steady eye contact to the speaker.
  - + Show interested looks and sincere facial expressions.
  - + Nod to indicate understanding.
  - + Provide simple verbal acknowledgments ("I see," "Okay," "Yes," and so on) to encourage the speaker to express his or her message.
  - + Raise questions to begin to draw out the message.
  - + Ask questions that seek greater detail out of the message.

# Attentive Listening

+A speaker's message contains two parts: the facts or content and the feelings or emotions. Together, they comprise the meaning of the speaker. This concept is fundamental to results-oriented communication.

+**Facts + emotions = The meaning of the message**

+Attentive listening focuses on the facts being heard in the message. The facts are the more tangible part of the message. Emotions tend to be stated less in words than in nonverbal behaviour – emotions are much less tangible.

# Attentive Listening

- + As an attentive listener, you seek the facts and information that the speaker wants to relay to you in your conversation. When the message is mostly factual, you do well.
- + When the message involves much emotion, you tend not to deal with it or neglect to acknowledge it directly.
- + In essence, you say, "I can tell you what you're talking about, I hear your words, but I may not be able to tell fully what you mean." This is where attentive listeners fall short.
- + They don't capture the entire message to get the full meaning – both the facts and the feelings.

# Active Listening

- + People speak at 100 to 175 words per minute, but they can listen intelligently at 600 to 800 words per minute (WPM).
- + Since only a part of our mind is paying attention, it is easy to go into mind drift – thinking about other things while listening to someone.
- + The cure for this is active listening – which involves listening with a purpose.

"You cannot truly listen to anyone and do anything else at the same time."

— M. Scott Peck

# Active Listening

- +It may be to gain information, obtain directions, understand others, solve problems, share interest, see how another person feels, show support, etc.
- +It requires that the listener attend to the words and the feelings of the sender for understanding.
- +It takes the same amount or more energy than speaking.
- +It requires the receiver to hear the various messages, understand the meaning, and then verify the meaning by offering feedback.



# Active Listening

- +The positive behaviours as Attentive listening, plus the following:
  - +Showing patience
  - +Giving verbal feedback to summarize understanding of the message
  - +Acknowledging the emotions being expressed with the message to fully understand where the speaker is coming from
  - +Exploring the reasons for the emotions being expressed when they are significant to the overall message
  - +Speaking up when something is unclear or confusing

# What are traits of active listeners?

- +Spends more time listening than talking
- +Does not finish the sentence of others.
- +Does not answer questions with questions.
- +Are aware of biases. We all have them ... we need to control them.
- +Never daydreams or become preoccupied with their own thoughts when others talk.
- +Let the other speaker talk. Does not dominate the conversation.

# What are traits of active listeners?

- +Plans responses after the other person has finished speaking ... NOT while they are speaking.
- +Provides feedback but does not interrupt incessantly.
- +Analyses by looking at all the relevant factors and asking open-ended questions. Walks the person through your analysis (summarize).
- +Keeps the conversation on what the speaker says ... NOT on what interests them.
- +Takes brief notes. This forces them to concentrate on what is being said

# Active Listening

- + Five key aspects of becoming an active listener:
- + **1. Pay close attention:** With this step, you learn to give the speaker your undivided attention. But you also let the speaker know that you are listening by using acknowledgements – types of verbal and non-verbal tools that help add proof that you are truly listening.

# Active Listening

- + Five key aspects of becoming an active listener:
  - + **Pay close attention:**
    - + Look the speaker in the eyes
    - + Stop any mental chatter
    - + Don't start preparing your response or rebuttal while the other person is talking
    - + Make sure your environment doesn't distract you
    - + Notice the speaker's body language and tone of voice – what are the non-verbal messages telling you?
    - + If you are in a group, avoid side conversations

# Active Listening

**2. Demonstrate physically that you are listening:** Use non-verbal and verbal signals that you are listening to the speaker attentively.

- +Nod from time to time, when appropriate
- +Use appropriate facial expressions
- +Monitor your own body language. Be sure you remain open and relaxed rather than closed and tense.
- +Use small comments like uh-huh, yes, right

# Active Listening

## **3. Check for understanding:**

- + As we learned in the last chapters, our personal experiences, our perceptions, and our feelings can all influence the way that we hear.
- + It is possible for the message to get mistranslated or misinterpreted, so that we hear a message that was not intended.
- + Before responding, it's important to check for understanding using these tools.

# Active Listening

## 3. Check for understanding:

- + Use reflecting and paraphrasing. Check that you heard the message correctly by saying things like "*what I hear you saying is...*" or "*If I'm hearing you correctly, you're saying...*" or "*I think you're talking about..*"
- + Ask questions that will help clarify the speaker's meaning. Suggestions include things like, "Can you tell me more about... or "What did you mean when you said... ?" or "I think you're saying... is that right?"
- + Summarize what you've heard occasionally – don't wait until the end or you might not remember exactly what was said.



# Active Listening

## **4. Don't interrupt!:**

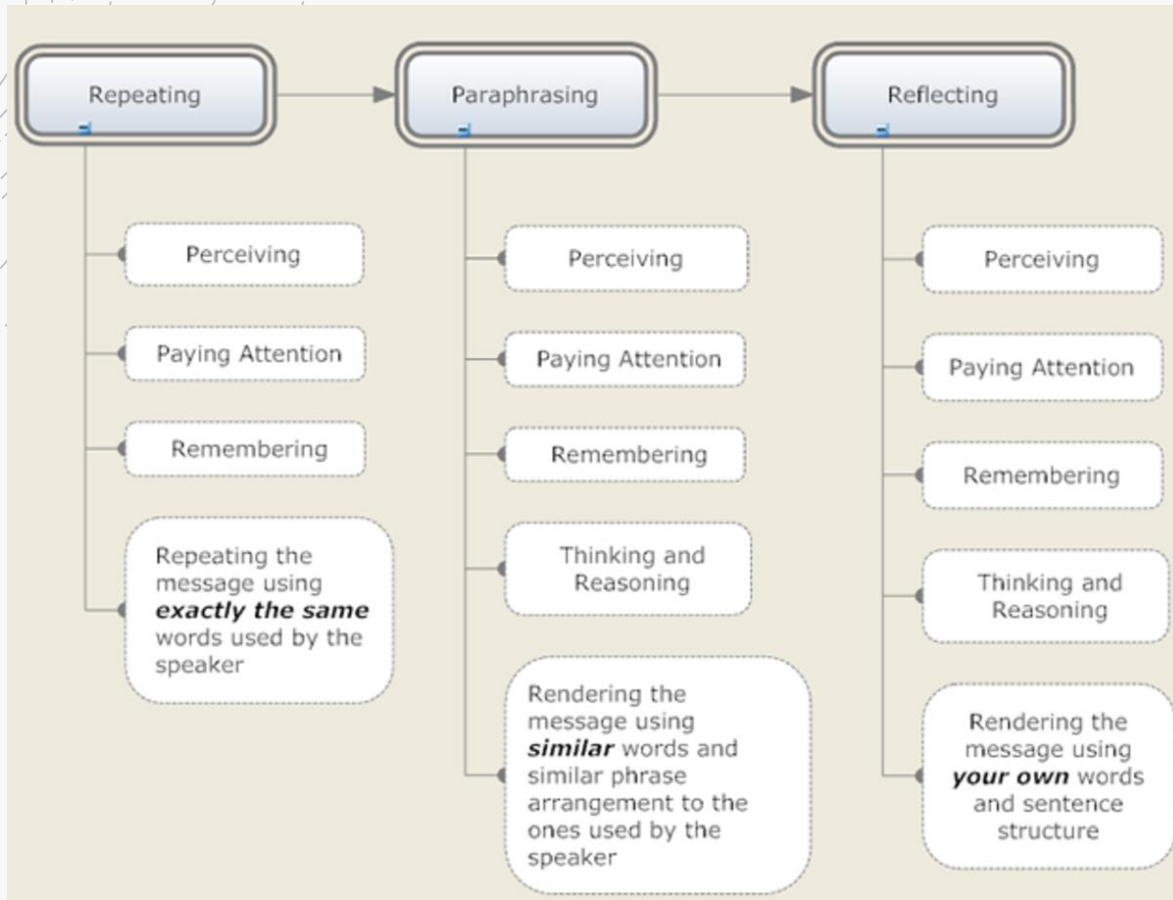
- + There is nothing good that comes from interrupting the speaker.
- + You will only be limiting your chance of understanding the message because you won't hear it all— and because the speaker will get frustrated!

# Active Listening

## **5. Respond Appropriately.:**

- + When you are actively listening, you are showing your respect for the speaker, as well as gaining the information that you need to form your response. Once you have that information and have clarified it, it's time to form your reply.
- + When expressing your thoughts:
  - + Be honest and open
  - + Be respectful
  - + Be thorough

# Active Listening



**L** = Look interested - get interested  
**I** = Involve yourself by responding  
**S** = Stay on target  
**T** = Test your understanding  
**E** = Evaluate the message  
**N** = Neutralise your feelings

# What is feedback?

- + The purpose of feedback is to change and alter messages so the second communicator understands the intention of the original communicator. It includes verbal and nonverbal responses to another person's message.
- + Providing feedback is accomplished by paraphrasing words of the sender. Restate the sender's feelings or ideas in your own words, rather than repeating their words.
- + Words should be saying, "This is what I understand your feelings to be, am I correct?" It does not only includes verbal responses, but also nonverbal ones.

# What is feedback?

- + Nodding the head or squeezing their hand to show agreement, dipping eyebrows show that the meaning of the last phrase is not quite understood, or sucking air in deeply and blowing it hard shows exasperation with the situation.
- + There are five main categories of feedback. They are listed in the order in which they occur most frequently in daily conversations. Notice that judgments are made more often than people try to understand.

# What is feedback?

- +Evaluative:

- +Making a judgment about the worth, goodness, or appropriateness of the other person's statement.

- +Interpretive:

- +Paraphrasing - attempting to explain what the other person's statement means.

- +Supportive:

- +Attempting to assist or bolster the other communicator.

# What is feedback?

## +Probing

- +Attempting to gain additional information, continue the discussion or clarify a point.

## +Understanding

- +Attempting to discover completely what the other communicator means by her statements.

Imagine how much better daily communications would be if listeners tried to understand first, before they tried to evaluate what someone is saying.

# Exercises

- +Are you a good listener? If you can identify with these statements, you have effective listening skills.
  - +I usually allow a speaker to finish talking without interrupting.
  - +I don't jump to conclusions when someone is talking but listen carefully
  - +I don't evaluate a speaker by the way he or she looks or sounds. I listen to the message.
  - +I try to put myself in the speaker's shoes and treat him or her the way I would want to be treated.



# Exercises

- +Are you a good listener? If you can identify with these statements, you have effective listening skills.
  - +I concentrate on the speaker and don't let distractions get in the way.
  - +If I disagree with someone, I hold my comments until he or she stops talking
  - +When I'm listening, I listen to the speaker's tone of voice and take note of his or her body language.
  - +When someone speaks, I usually try to look for something valuable in what is said.



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[https://vichithanh.github.io/teaching\\_sci\\_2023\\_06.html](https://vichithanh.github.io/teaching_sci_2023_06.html)



SCAN ME

# Contents

- +Questioning
- +Refusal skills

# Questioning

- + The main purpose of question is to gain information
- + Asking the right questions is a skill that will make all the difference in every area of your life.
- + Being able to answer questions shows that you are educated and knowledgeable, but knowing how to ask them is the mark of good judgment and a willingness to learn.
- + Albert Einstein said, *"If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes."*

# Questioning: A powerful question

- + generates curiosity in the listener
- + stimulates reflective conversation
- + is thought-provoking
- + surfaces underlying assumptions
- + invites creativity and new possibilities
- + generates energy and forward movement
- + channels attention and focuses inquiry
- + stays with participants
- + touches a deep meaning
- + evokes more questions

# Questioning - Types

- + Questions need to be designed to help the other person reach a conclusions, or to provide information and insights helpful to the discussion.
- + There are a range of question types that can be used for different purposes. Some questions provide structure, others direct flow, and some help us to reach closure. Question types include:
  - + **Open questions**, to gather information and facts, for example "What are your concerns and worries about this situation?"
  - + **Probing questions**, to gain additional detail, e.g. "Can you explain why that matters?"

# Questioning

## + **Hypothetical questions**

- + to suggest an approach or introduce new ideas. An example might be "If you could get additional funding or resources, how might that help?"

## + **Reflective questions**

- + to check understanding, such as "So would you prioritise the most critical areas for attention first and make sure that everyone knew what was most important?"

## + **Leading questions**

- + to help a person reach a conclusion or have an 'idea' that you feel will be beneficial; a few well-planned questions can very often lead the person towards the idea and instead of responding to your request, they have their idea of how to help you be more successful.

# Questioning

## + **Deflective questions**

- + to defuse an aggressive or defiant (i.e., open resistance) situation by redirecting the force of the other person's attack instead of facing it head-on. 'Attacks' are synonymous with dissatisfaction, insubordination or resistance and prevent you from moving forward.
- + Dealing with a strong objection by responding with similar force creates conflict.
- + Deflective questions help to transform the negative situation into a collaborative problem-solving occasion.

## + Some examples include:

- + Dissatisfaction: I'm not happy with this project!
- + Response: What can WE do to make it right?
- + Insubordination: I have major concerns. I won't do it!
- + Response: How can WE address your concerns?



# Questioning

+Some examples include:

- + Resistance: I disagree with the approach!
- + Response: If you were to do it, what would be your approach
- + Closing questions, to bring agreement, commitment and conclusion, e.g. "When will you talk to your team and the client about this?"

# Questioning

- + **Hypothetical, reflective and leading questions** help generate ideas, motivate people and develop insights; they are particularly useful when leading knowledge workers.
- + Other question sets are designed to gather information.
- + To be effective, you need to know the objectives of the questions you are asking and then design the questions to support the objective.

# Questioning

- + **Information gathering:**

- + The purpose of most questions is to gather information or requirements . These questions are often used in a structured question funnel.
- + The funnel starts very wide, with open questions to consider a broad range of possibilities, then it uses probing and hypothetical questions to fill in missing information, increase understanding and suggest additional ways of thinking about the situation.
- + Finally the question funnel focuses things down by using reflective questions to ensure that all the main issues have been considered and ending with closing questions to produce an agreed way forward.

# Questioning

- + **Information gathering:**
- + Each of these steps involves answering questions, but to get the right answers we must ask the right questions. Some of the skills of effective questioning include:
- + Asking open ended questions - such as
  - + "How do you think this re-structure may impact your department?" provide far greater insights than closed questions such as "How long have you worked with Harry?"
  - + Closed questions will deliver Yes/No answers or flat facts such as "Two years".
- + Don't be afraid to wait for the complete answer!
- + Use active listening.....

# Questioning

- + Avoid leading questions and 'why' questions (these can cause people to become defensive) focus on 'what' and 'how' questions that elicit facts and information without appearing to blame.
- + Pre-plan the questions: Questions to identify an issue:
  - + What seems to be the trouble?
  - + What do you make of \_\_\_\_\_?

# Questioning

- + **Pre-plan the questions:** Questions to identify an issue:
  - + How do you feel about \_\_\_\_\_?
  - + What concerns you the most about \_\_\_\_\_?
  - + What seems to be the problem? (not: 'Why did this go wrong?')
  - + What seems to be your main obstacle?
  - + What is holding you back from \_\_\_\_\_?
  - + What do you think about doing XXXX this way?

# Questioning

## + **Questions to elicit additional information**

- + What do you mean by \_\_\_\_\_?
- + Tell me more about \_\_\_\_\_
- + What else?
- + What other ways did you try so far?
- + What will you/we have to do to get the job done?

# Questioning

## + **Outcome focused questions (can help resolve a conflict once the issues are understood):**

- + How do you want \_\_\_\_\_ to turn out?
- + What do you want? Or What is your desired outcome?
- + What benefits would you like to get out of X?
- + What do you propose?
- + What is your plan?
- + If you do this, how will it affect \_\_\_\_\_ ?
- + What else do you/we need to consider?



# Questioning

- + **Questions to elicit action**

- + What will you do?
- + When will you do it?
- + How will I know you did it?
- + What are your next steps?

- + **Questions to define a risk, issue or problem:**

- + What is the uncertainty?
- + How uncertain is it?
- + Why does it matter?
- + How much does it matter?

# Questioning

## + **Sceptics:**

- + Sceptics ask lots of questions, and the right type of sceptic can be very useful, especially during the planning phase where they help teams develop a strong plan and anticipate problems by challenging commonly held beliefs.
- + There are two types of sceptic.
  - + **The loyal sceptic** asks the questions others avoid and force debate until problems are resolved. Their focus is on scrutinising everything to develop a robust understanding that will succeed and once satisfied support the outcome they have helped create, they are working toward success.

# Questioning

- + **Negative sceptics** hope for failure! They criticise everything, revisit previous decisions and continuously make dire predictions.
- + If left unchecked this negative influence will demoralise the project team, slow progress and eventually de-rail the project.
- + Negative sceptics are driven by personal power, fault finding and finger pointing.
- + Sceptics are useful and should be allowed to 'test the scenario' during planning - it's better to deal with the hard questions before committing to a suboptimal course of action. This is a valuable contribution to the long-term success of the work and should be actively encouraged at the right time.
- + But the questioning needs to be positive and rooted in active listening. The negative sceptics and their stories of failure need to be removed from any position of influence as quickly as possible

# Questioning

## + **Social questions:**

- + People who talk only about themselves are seen as rude and boring.
- + Asking questions is the best way of switching the spotlight onto your conversation partner.
- + A good question will encourage the other person to open up, thus creating a sense of rapport (close) and intimacy between you.

# Questioning – Techniques

- + **Social questions:**
- + Share something about yourself before asking a personal question: First up, we have the principle of social reciprocity (exchanging things). This basically means that when someone does something nice for us, we feel compelled to do something for them in return.
- + People who are willing to talk about personal experiences and opinions are usually perceived as more likeable than those who stick to impersonal or generic topics.
- + Finally, when we tell someone else about ourselves, we are more likely to feel kindly towards them.

# Questioning

## + **Social questions:**

- + Before you ask any personal questions, start off by disclosing something interesting about your feelings or life experiences. This creates an atmosphere of trust, and also encourages your conversation partner to share something of their own.
- + If someone tells you something personal about themselves or their life, respond in kind. If you aren't prepared to answer a question, don't ask it of someone else. Answering in advance will also put someone at ease.
- + For example, "I'd love to travel the world one day. What's your biggest dream?" is better than, "What is your ultimate dream?" Show that you are willing to be vulnerable, and they are more likely to trust you.

# Questioning

- + **Questions that build intimacy: closeness-generating procedure**
- + Whenever possible, ask deep questions that go beyond facts and figures.
- + "Small talk" questions:
  - + How did you celebrate last Halloween?
  - + Where are you from?
  - + Where did you go to high school?
- + "Closeness-generating" questions:
  - + Would you like to be famous? In what way?
  - + What is the greatest accomplishment of your life?
  - + What, if anything, is too serious to be joked about?

# Questioning

- + **Questions that build intimacy: closeness-generating procedure**
- + Whenever possible, ask deep questions that go beyond facts and figures.
- + Wait until you are in a state of strong rapport with the other person, and then you can gradually move to the deeper topics. Always be prepared to move the conversation to more trivial subjects if they show any signs of discomfort.



# Questioning

## + **Questions that build intimacy: closeness-generating procedure**

- + Use the "Parroting" technique to encourage further disclosure: The parroting technique helps shy people open up.
- + All you have to do is take the final two or three words of their answer and turn them into a question.
- + It's an easy, unobtrusive prompt that can yield more satisfactory answers.

# Questioning

- + **Questions that build intimacy: closeness-generating procedure**

- + For example:

- + You: "Have you ever thought about what it would be like to be famous?"
- + Them: "Yes. I'm not sure I'd really like it. All those photographers."
- + You: "The photographers?"
- + Them: "The paparazzi would come after me!"
- + You: "Come after you?"
- + Them: "Yes. Did you see that story about the movie star who..."

# Questioning

- + **Frame your question as something worthy of excitement:**  
Before you even ask a question, take the opportunity to influence the way in which the other person will perceive it.
- + If you say, "*Now, here's a good question...*," your listener is more likely to assume that whatever you ask is going to be interesting than if you say, "*I know this is an obvious question, but..*"

# Questioning

- + **How To Ask Questions When You Need Factual Answers:** Before you ask the question, make sure you know what you want to achieve. Keep your objective at the forefront of your mind, as this will guide you during the conversation.
- + **Make Sure You're Asking The Right Person:**
  - + The person with the most knowledge on a topic isn't always in the best position to answer your question.
  - + We all know people who have a great grasp of a subject, but are not very good at communicating information.
  - + Ideally, you need to ask someone who has relevant background knowledge, the ability to express themselves, and the confidence required to assert their opinions.

# Questioning

## + **Make Sure You're Asking The Right Person:**

- + If you are approaching someone, you don't know, in the hope that they will help you answer an important question, do a little background research first. Consider where this person is from, their level of education, their interests, and even (if the information is available) their personality type.
- + Social media can be a great tool here! If you have a mutual friend, ask them for advice if possible. For example, you could ask, "I'm going to have a meeting with X, to ask them about Y. Any tips to help me have a productive conversation with them?"

# Questioning

- + **Don't Waste Anyone's Time:**
- + Before asking a question, make sure that you've exhausted all the obvious avenues first.
- + For example,
  - + *"I just don't get this. Can you explain it to me?"*
  - + will get a less sympathetic response than
  - + *"I've looked through the relevant chapter in the textbook and I've been doing some research online, but I just can't understand this topic. Can you explain it?"*

# Questioning

- + When formulating questions, keep in mind these points:
  - + **Start with the basics if you need clarification:** If you aren't sure what a piece of jargon means, ask! It's better to risk mild embarrassment than it is to stay quiet and make a costly mistake later.
  - + **Ask only one question at a time:** No one likes to be on the receiving end of a barrage of questions, and combining multiple questions into one long rambling sentence is a sure way of annoying or confusing someone. Establish the questions you need answering, and think of the most logical order in which to ask them.

# Questioning

- + When formulating questions, keep in mind these points:
  - + **If possible, write them as a list** on a piece of paper or as a note on your phone.
  - + This might seem a bit strange if you are talking to a friend or relative (as opposed to a boss or professor), but it's a useful tool that will keep you on track.
  - + If you are asking several important questions, it's a good idea to take notes or record the conversation for review at a later date.



# Questioning

- + When formulating questions, keep in mind these points:
  - + **If it's a complex question, let them know from the outset:** Let the other person know if you need to ask them an especially difficult question. Give them the opportunity to clear their mind so that they focus their full attention on what you are about to say.
  - + **Know when to interrupt:** Generally, it's rude to interrupt someone if they are speaking, and the rule still applies if you have just asked them a question. However, there are times when interrupting is the most sensible course of action.

# Questioning

- + When formulating questions, keep in mind these points:
- + **Know when to interrupt:**
- + For example, if someone answers your question but then begins to venture far away from the topic at hand, a simple, "I'm sorry to interrupt, but I just want to clarify something" can work to get the conversation back on track.
- + This trick also works if the other person didn't quite understand your question, and gave you an unexpected answer that doesn't make sense.

# Questioning

- + When formulating questions, keep in mind these points:
- + **Don't get nervous if they pause for thought:** If the other person stops talking for a moment, or waits several seconds before launching into their answer, don't take it as a sign that you asked the wrong sort of question.
- + When someone pauses to gather their thoughts, they are paying you the compliment of treating your question as a matter worthy of serious consideration. Give them the space they need. Do not jump in and start talking just for the sake of filling the silence.

# Questioning

- + When formulating questions, keep in mind these points:
- + **Do not lead someone down a particular path:** If you want to know what someone re-thinks, avoid asking them a leading question. Leading questions are those that encourage someone to answer in a particular way.
- + For example, look at the following pairs of questions:
  - + Leading question: "What problems are you facing on this project?"
  - + Non-leading question: "Could you tell me how this project is going?"
  - + Leading question: "Wouldn't it be a good idea to donate more money to this charity?"
  - + Non-leading question: "What are your thoughts on the amount of money we currently donate to this charity?"

# Questioning

- + **Asking For A Favor – "Can" Versus "Will":**
- + What about asking someone to grant you a favour? Appeal to someone's sense of pride, and your chances of success increase. All you have to do is substitute "can" for "would" or "will."
- + "Would you please help me find the conference centre?" is less effective than, "Can you please help me find the conference centre?"
- + When you ask someone whether they can do something, they immediately start to take assess their own capabilities.

# Questioning

## + **Asking For A Favor – "Can" Versus "Will":**

- + Internally, they will arrive at either a "Yes," a "No," or a "Maybe." Their answer is more likely to reflect their capabilities, not their desire to help you. "Can I or can't I?" is easier to answer than, "Will I help this person or not?"
- + Asking the right questions is a key conversation skill. The next time you succeed in getting a helpful answer out of someone, reflect on how you asked your question, and file that strategy away for future use.
- + Remember that what works with one person may not work so well with another, so be prepared to tailor your approach as necessary.

# REFUSAL SKILLS

# Refusal skills

- + One of the important ways of being assertive is learning to say 'no' without upsetting others.
- + It is often difficult to say 'no' to your family, friends, colleagues and seniors. You may find it difficult to say 'no' for various reasons:
  - + You may not want to make the other person upset or angry
  - + You may not want to start an argument or seem unhelpful
  - + You may not want to be left out of a group or a team



# Refusal skills

- + But it is important to say no in many situations.
- + For example, when you cannot do what is being asked, or you do not want to do what is being asked, or it is against the rules or your own values. So, how to say 'no' politely?
- + Follow the steps for saying 'No' politely by using the **AEIOU** model

# Refusal skills

	<b>Situation 1: Someone asks you to leave school (or work) early so that you can go to a friend's house together. You think it is wrong.</b>	<b>Situation 2 A friend asks you to do his or her school assignment (or work) for him or her.</b>
<b>A - Ask questions</b> Ask questions to find how important a task is before saying no	Why do we need to leave school or work early? Why can't we go after school or work?	Why aren't you going to do it? Is it correct for me to do it?
<b>E- Engage by using polite statements</b> If you are sure that you need to say 'no' to the request, you must refuse politely	I would like to go with you to his or her house but... (give your reason)	I would be glad to help you but (give your reason)

# Refusal skills

	<b>Situation 1: Someone asks you to leave school (or work) early so that you can go to a friend's house together. You think it is wrong.</b>	<b>Situation 2 A friend asks you to do his or her school assignment (or work) for him or her.</b>
<b>I- Include a reason for saying NO</b> Two points to remember when you are refusing someone's request: <ul style="list-style-type: none"><li>• Give an explanation of your feelings</li><li>• Give an explanation of your reasons</li></ul>	I don't like to I can't come because I would like to go to your house but I feel it is not the right thing to do	It doesn't feel right to I can't do it because I will not have the time....

# Refusal skills

	<b>Situation 1: Someone asks you to leave school (or work) early so that you can go to a friend's house together. You think it is wrong.</b>	<b>Situation 2 A friend asks you to do his or her school assignment (or work) for him or her.</b>
<b>O- Offer other options</b> You may – <ul style="list-style-type: none"><li>• Suggest a different time</li><li>• Suggest a different place</li><li>• Direct them to someone else who can help immediately</li></ul>	I would like to go to your house, but I feel it is not the right thing to do. Can we go after school or work?	I would be glad to help you with the assignment, but I am still not done with mine. But, if you want, we can work on it together
<b>U- Thank the person</b> Thank the people for understanding your situation	Thank you for agreeing to my suggestion	Thank you for understanding

# Refusal skills

- + Some more examples of different ways of saying 'no' politely are listed here:
  - + I'm sorry I cannot come as I have other plans.
  - + I'm sorry but I have a meeting to attend.
  - + I have made other plans so I won't be able to join you.
  - + I have an important meeting to attend so I won't be able to join you.
  - + Thanks for asking, but I have to attend an important meeting.
  - + I would love to come, but I cannot miss the meeting with my manager

The background features a light gray gradient with abstract, wavy, dashed lines in a slightly darker shade of gray. These lines flow from the left and right edges towards the center. In the top-left and bottom-right corners, there are partial views of white circles, suggesting a larger pattern or design.

**THANK YOU**