

Cultivating active listening and assertive speaking to harmonise and embrace respectful relationships

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Objectives

- Recognise the importance of positive relationships as the foundation for student achievement and wellbeing.
- Identify communication barriers that hinder the development of positive relationships.
- Practise active listening and assertive speaking using structured templates.

Agenda

Time	Item	Speaker(s)
09:00 – 09:05	Introductions	TM/SJ
09:05 – 09:15	Statement Stash Quiz/Ice breaker	TM/SJ
09:15 – 09:35	Active Listening	TM/SJ
09:35 – 09:50	Assertive Speaking	TM/SJ
09:50 – 10:00	Questions	All

Evidence in research



Student wellbeing is now a vital educational outcome – emphasising the need for a positive emotional state for a fulfilling life at school and beyond.

(Cahill, Beadle, et al., 2014; Chapman, 2015; Noble & McGrath, 2015; Torrente et al., 2015; UN, 2017)

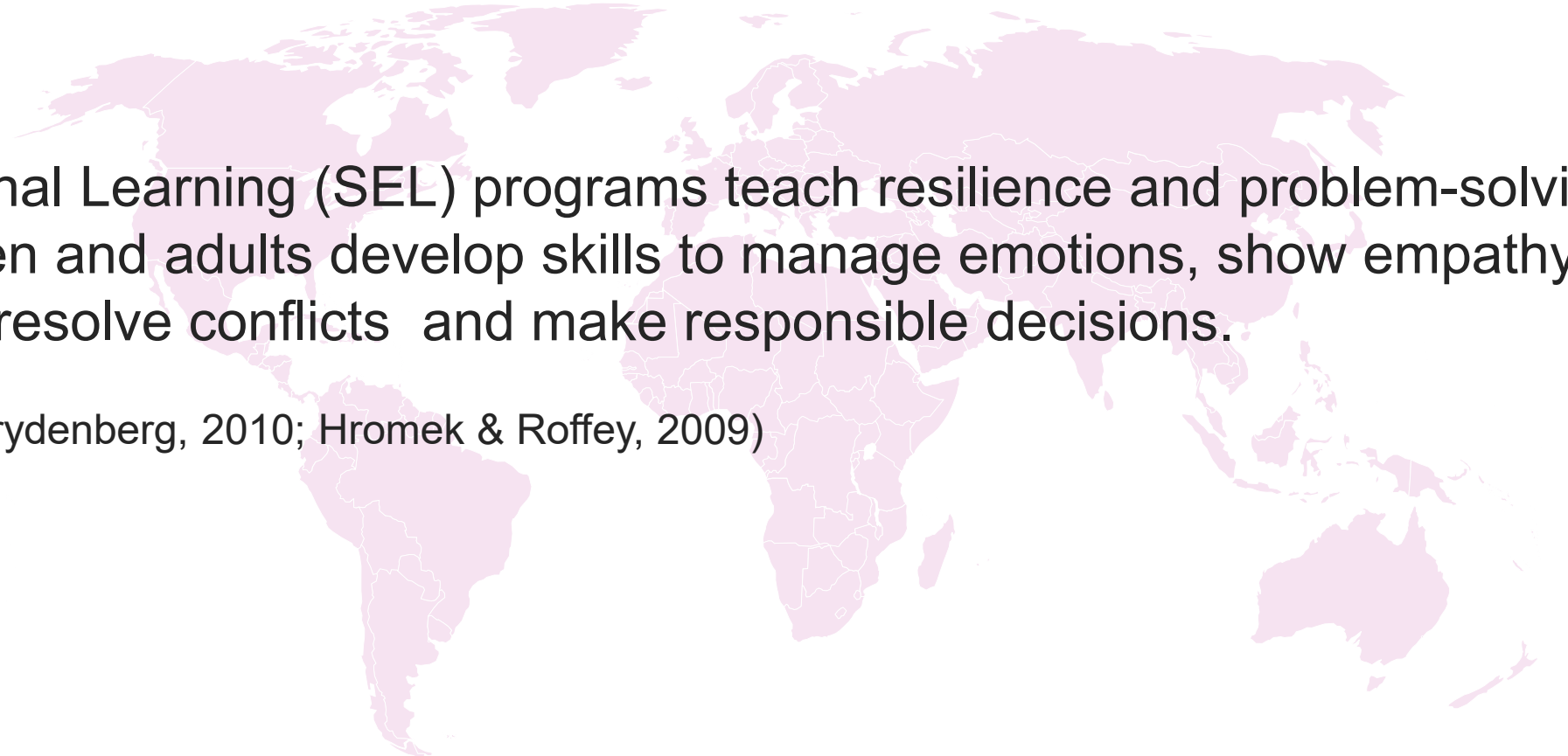
Evidence in research



Individual resilience is shaped by the interaction between a person's internal attributes and external factors in their environment.

(Johnson, 2008; Masten, 2009; Morrison & Allen, 2007; Toland & Carrigan, 2011; Ungar, 2005)

Evidence in research



Social Emotional Learning (SEL) programs teach resilience and problem-solving by helping children and adults develop skills to manage emotions, show empathy, build relationships, resolve conflicts and make responsible decisions.

(SEL, 2013; Frydenberg, 2010; Hromek & Roffey, 2009)

SEL competencies

Self-awareness

Self-management

Social awareness

Relationship skills

- communicating clearly
- listening actively
- cooperating
- resisting negative peer pressure
- negotiating conflicts constructively
- seeking help when needed

Responsible decision-making



(Collaborative for Academic, Social, and Emotional Learning [CASEL], 2013)

Statement Stash Quiz

Statement Stash

Statement

Barrier/ Non-barrier

Statements

Barrier/ Non-barrier

"I'm concerned about the choices you made; they seem risky."

"You always know how to handle these things; you're really capable."

"If you don't figure this out, it's going to cause more problems."

"You really messed up; you should have seen this coming."

"Let's talk about something more positive."

"Here's what you need to do to solve that problem."

"You're clearly upset because you didn't plan ahead."

"Let me explain why you're feeling this way and what you should do."

"Don't worry, it'll all work out in the end."

"You ought to tell him you are sorry."

Statement Stash

Statement

Barrier/ Non-barrier

Statements

Barrier/ Non-barrier

"I'm concerned about the choices you made; they seem risky."

Barrier
Criticising

"You always know how to handle these things; you're really capable."

Barrier
**Praising
Evaluatively**

"If you don't figure this out, it's going to cause more problems."

Barrier
Threatening

"You really messed up; you should have seen this coming."

Barrier
Criticising

"Let's talk about something more positive."

Barrier
Diverting

"Here's what you need to do to solve that problem."

Barrier
Advising

"You're clearly upset because you didn't plan ahead."

Barrier
Diagnosing

"Let me explain why you're feeling this way and what you should do."

Barrier
**Logical
Arguments**

"Don't worry, it'll all work out in the end."

Barrier
Reassuring

"You ought to tell him you are sorry."

Barrier
Moralising

Barriers/Roadblocks to Communication

Judging

- Criticising
- Name-calling
- Diagnosing
- Praising
Evaluatively

Sending solutions

- Ordering
- Threatening
- Moralising
- Excessive or
Inappropriate
Questioning
- Advising

Avoiding the concerns of others

- Diverting
- Logical Argument
- Reassuring

(Bolton, 1987; Gordon Training International, n.d.)

Active Listening


Researchers on Active listening

Groundbreaking

1. Carl Rogers
2. Thomas Gordon
3. Marshall Rosenberg
4. Gerard Egan
5. Robert Bolton

Contemporary

1. Julian Treasure
2. Brené Brown
3. Michael P. Nichols
4. Harville Hendrix and Helen LaKelly Hunt



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Robert Bolton's framework for Active Listening



(Bolton, 1987)

Reflecting feeling and meaning

“You feel..... because.....”.

"You feel overwhelmed because the amount of material to study is extensive, and you're worried about not having enough time."

"You feel exhausted because balancing work and home responsibilities makes you feel like you're not succeeding in either area."



Scenario

Alex, an employee, is putting in extra hours, taking on additional projects and assisting teammates. However, he believes his hard work goes unnoticed and unappreciated by his boss, leaving him stuck in his current position. Recently, he has started to call in sick frequently. To express himself and seek support, Alex decides to confide in his friend Jordan, who practises active listening.

In this role-play, Jordan will reflect Alex's feelings and the meaning behind them, demonstrating empathy and understanding to help Alex navigate his workplace frustrations.

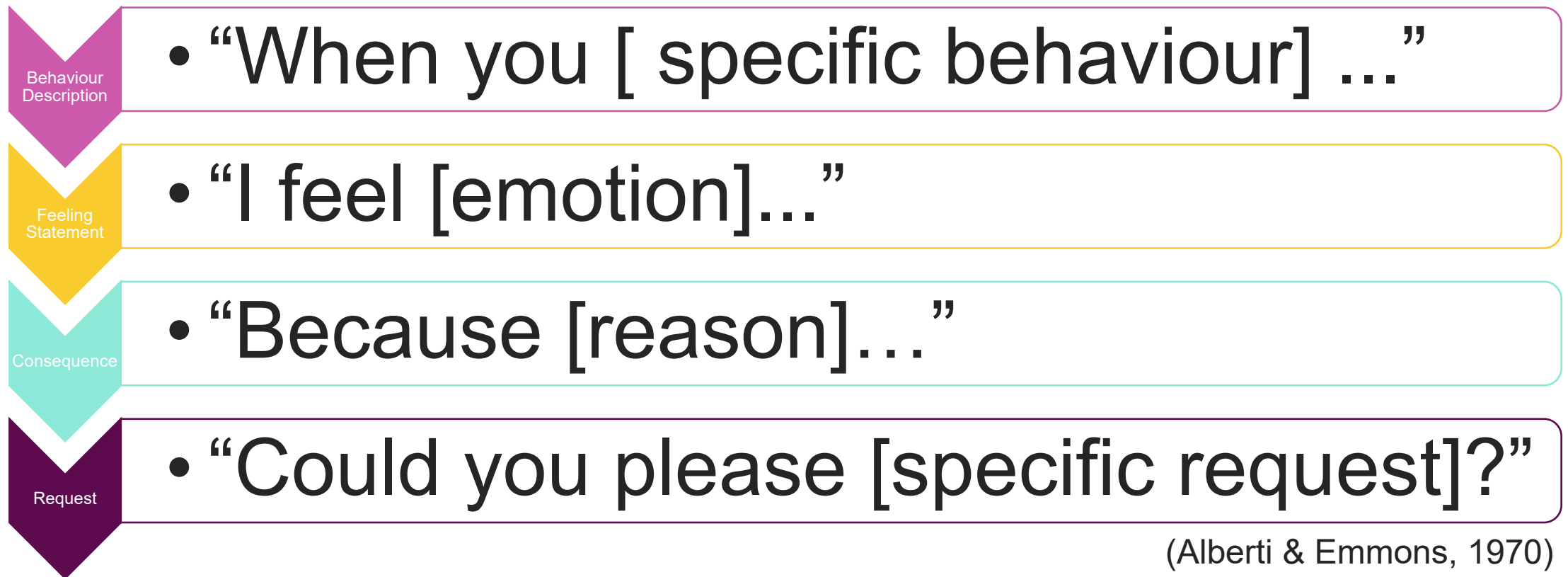
Assertive Speaking

Researchers on Assertive Speaking

- Robert Bolton
- Albert Ellis
- Robert Alberti and Michael Emmons
- Marshall Rosenberg
- Patricia Jakubowski and Arthur J. Lange
- Brené Brown
- Randy J. Paterson



Robert Alberti and Michael Emmons' framework for Assertive Speaking

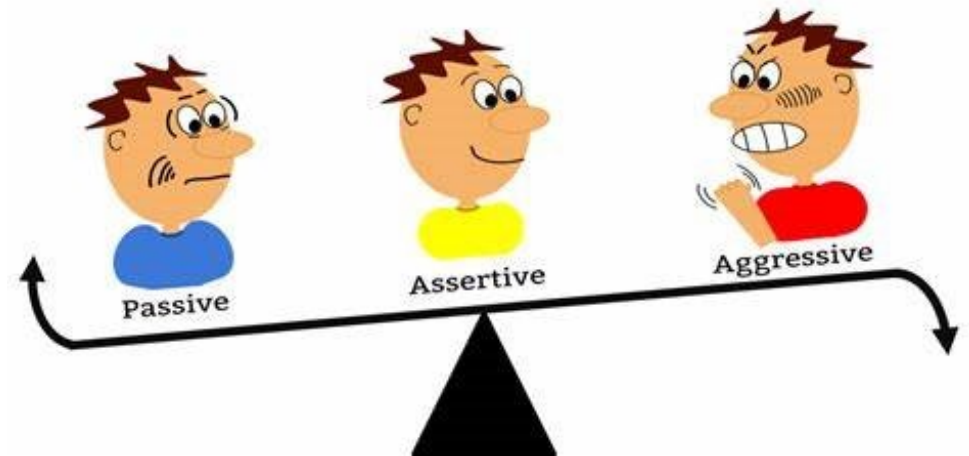


Assertive Speaking

“When you ..., I feel ... because Could you please ...?”

“When you interrupt me during meetings, I feel frustrated because it disrupts my train of thought. Could you please wait until I finish speaking?”

“When you speak over me in team meetings, I feel disregarded because it undermines my contributions to the discussion. Could you please allow me to finish speaking before contributing?”



Inspired Pencil. (2023). *Assertive behaviour*.

Retrieved from <https://ar.inspiredpencil.com/pictures-2023/assertive-behaviour>

Scenario

Alex, a project team member, has been consistently impacted by a colleague, Jordan, who frequently misses deadlines. These delays cause setbacks for the entire team and increase Alex's workload as they have to compensate for the missed deadlines. Despite feeling stressed and frustrated, Alex has not yet addressed this issue with Jordan.

In this role-play, Alex will practise assertively communicating their concerns about the missed deadlines and requesting that Jordan adhere to the agreed-upon timelines to ensure the project's success.

Assertive Speak Out!


Reflect on a personal or professional issue where you have wanted to be assertive but have not yet expressed yourself.

Clearly write your assertive statement on a piece of paper or in a notebook.

Volunteer to share.



VectorStock. (n.d.). *People talking and thinking doodle elements* [Vector image]. Retrieved from <https://www.vectorstock.com/royalty-free-vector/people-talking-and-thinking-doodle-elements-vector-23904839>



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Thank you!

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