

**Mary Sample**  
**Internal consulting skills**  
**180° feedback report**  
**Wednesday, May 01, 2002**

# Introduction

The following information is provided to help you to navigate the extensive information that is included in this Internal consulting skills output report.

## 1. Overall summary chart

The summary results chart provides a quick visual representation of your scores in seven categories that make up the Internal consulting skills profile. Scores upon which to most concentrate are above 3.5, which are considered to be strong and scores below 2.75, which may be in need of further development. Please note that these category scores are averages. Individual question scores can be viewed by clicking on the category label hyperlink.

## 2. Category description pages

This report contains three output pages for each of the seven categories. The first of these three pages explains the category, list average scores and then provides high and low score interpretation notes. The second page provides a graphical representation of individual question scores. The third page in the set provides broadly based improvement actions for those individuals wanting to develop their competencies in the overall category.

## 3. 10/10 Report

The 10/10 Report page provides the raw scores for the top 10 highest scoring questions and the bottom 10 lowest scoring questions out of the 18. It also identifies the categories to which these questions belong.

## 4. Course and Reading suggestions

This output report includes development suggestions for the two lowest scoring categories out of the 3. These suggestions include training courses that may prove helpful, as well as specific books that may provide some useful additional information.

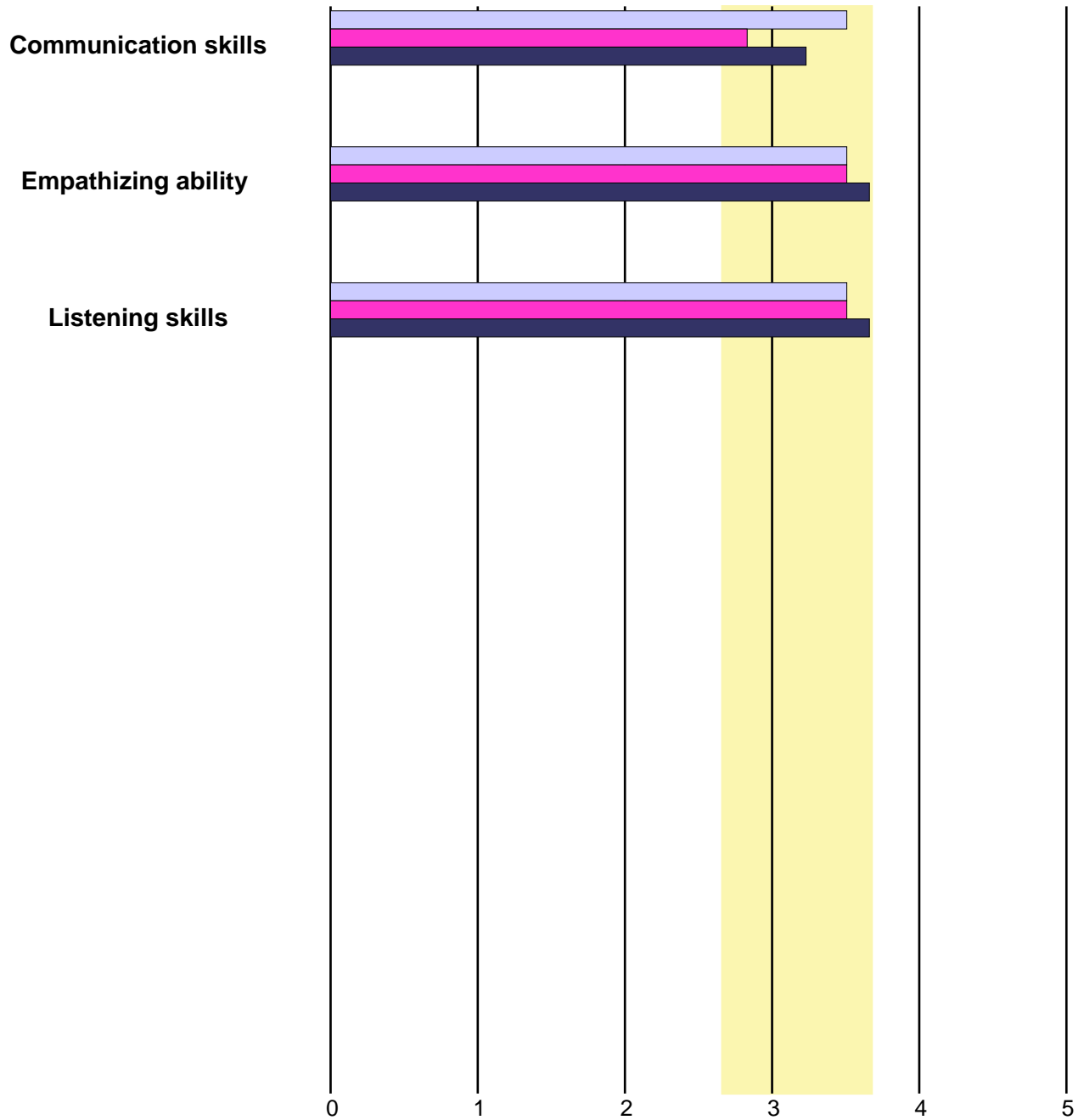
## 5. Development Plan

The development plan takes the five lowest scoring questions on aggregate and puts them into a single page template for individuals to record the specific actions that they plan to take as a result of their feedback during the forthcoming twelve month period. Individuals may draw upon any of the general guidance offered in their feedback report, or perhaps more usefully, draw upon the coaching tips ideas that are also included (see next section)

## 6. Coaching tips

The overall output report includes detailed coaching tips for the five lowest scoring questions on aggregate (consistent with the one page development plan). These coaching tips provide not only elaborative information about the particular questions but provide some specific advice on what individuals might do to improve their skills or learn new behaviors in the future.

## OVERALL SUMMARY



Self Supervisor Norm

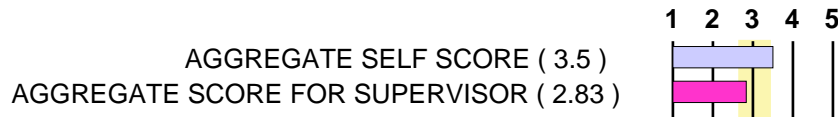
The above chart is sorted in descending order of gaps. The gap is the difference between your summary score and the average of those that rated you.

Norm bars shown on this chart are the progressive average aggregate scores of all team leaders rating individuals on this questionnaire.

## COMMUNICATION SKILLS

Communication skills looks at the extent to which an individual communicates with economy and clarity, and remains open to feedback. This category asks the question "How well do you design and send your message and attentively listen to people's responses in order to adjust?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely to mean that this individual may miss opportunities to communicate when it would be helpful (on some occasions) or to spend too little time in designing the message, or thinking about how it might be optimally delivered. They are also likely to find little time to listen to feedback and to adjust accordingly.

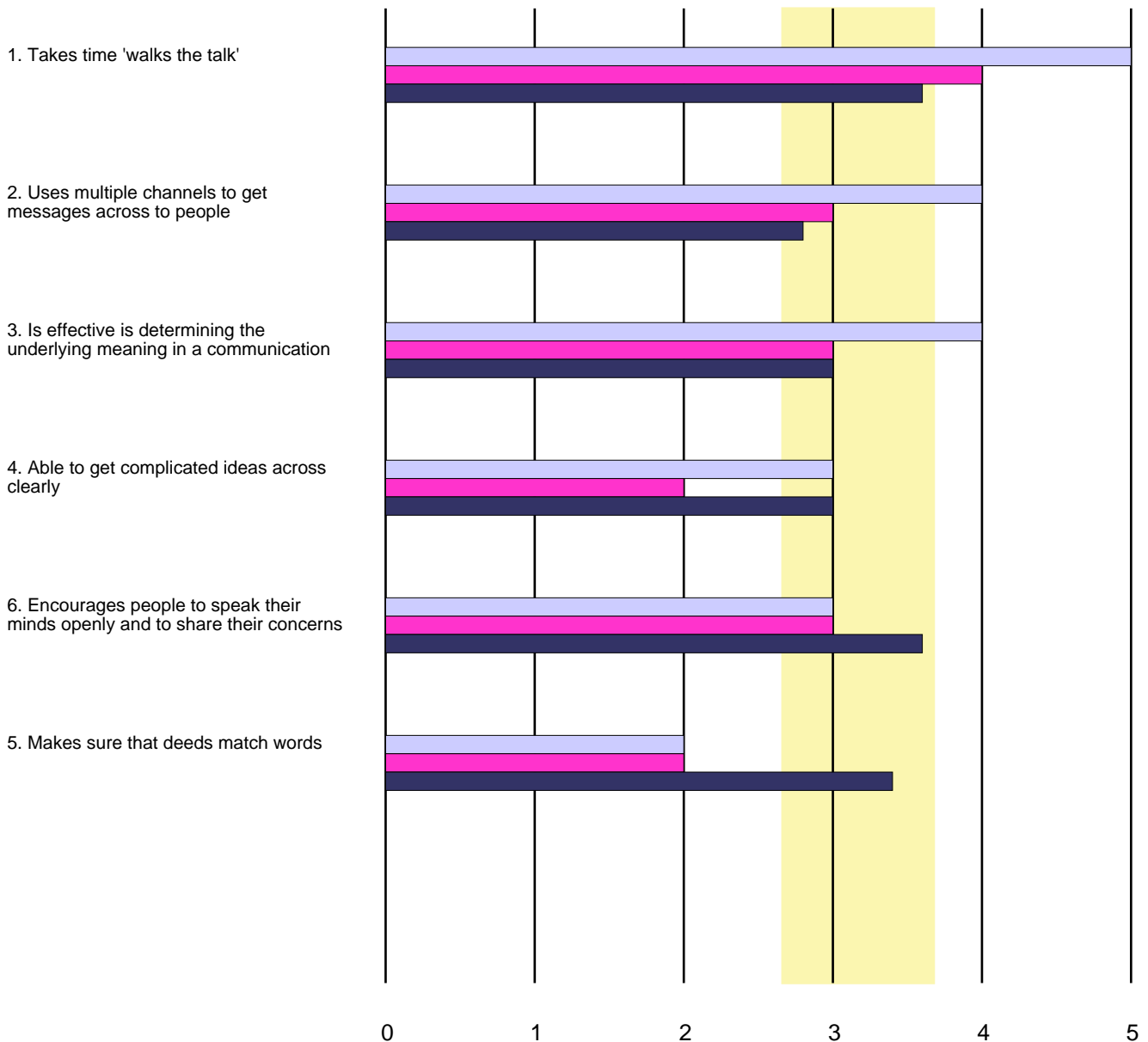
A low score person will be likely to communicate 'on the run' or 'just in time', allowing insufficient time to shape the message carefully or to think about who will receive it and how it may be best delivered. Low scorers are likely to be perceived as poor communicators and poor listeners and will therefore, find it difficult to get their messages across credibly, or in a way that inspires or enthuses the team.

#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual is highly conscious of the need to create an open and positive climate in which they can listen and gather feedback effectively and efficiently. They also likely to find ways to maintain clear and frequent communications using a range of different 'channels' and methods.

A high score person will be likely to be seen as a highly approachable individual who uses a range of different communication methods and styles to ensure that information flows in both directions freely, sincerely and in a varied and interesting way. High scorers are likely to enjoy talking to and listening to people.

## COMMUNICATION SKILLS



■ Self     
 ■ Supervisor     
 ■ Norm

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## COMMUNICATION SKILLS

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### Improvement actions

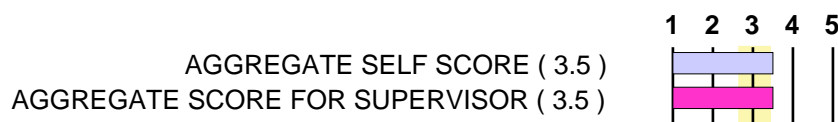
Low scorers need to engage in a rigorous self-assessment of their relative effectiveness as both a listener and a communicator to others and use the analysis to focus attention on areas of weakness or limitation. In addition, low scorers can review the actions taken by highly effective communicators and look to practice some of these habits wherever and whenever the opportunities present themselves.

<b>Communication skills</b>	<ul style="list-style-type: none"><li>- Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.</li><li>- Keep a log or a diary to record performance feedback or comments and make a point of talking to individuals in as direct a way as possible on a one-to-one basis.</li><li>- Experiment with different communication methods or channels to appeal to a wider range of people.</li><li>- Use the information you gather to carefully plan what you say and how you say it, so that your message is well received more often.</li><li>- Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.</li></ul>
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## EMPATHIZING ABILITY

Empathizing ability looks at the extent to which you create a positive climate for a coaching communication and demonstrate an understanding of the other person's viewpoint and feelings. This category asks the question "How well do you build a spirit of trust and sincerity in order for people to feel that you identify with them and their feelings and issues?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual is more 'cool' or aloof about other people's issues (and may even deliberately distance themselves from them). They may not easily appreciate when people need sincere advice or support, and even when they find themselves in a 'deeper' conversation, they may be oblivious to the depth of people's feelings or emotions about an issue.

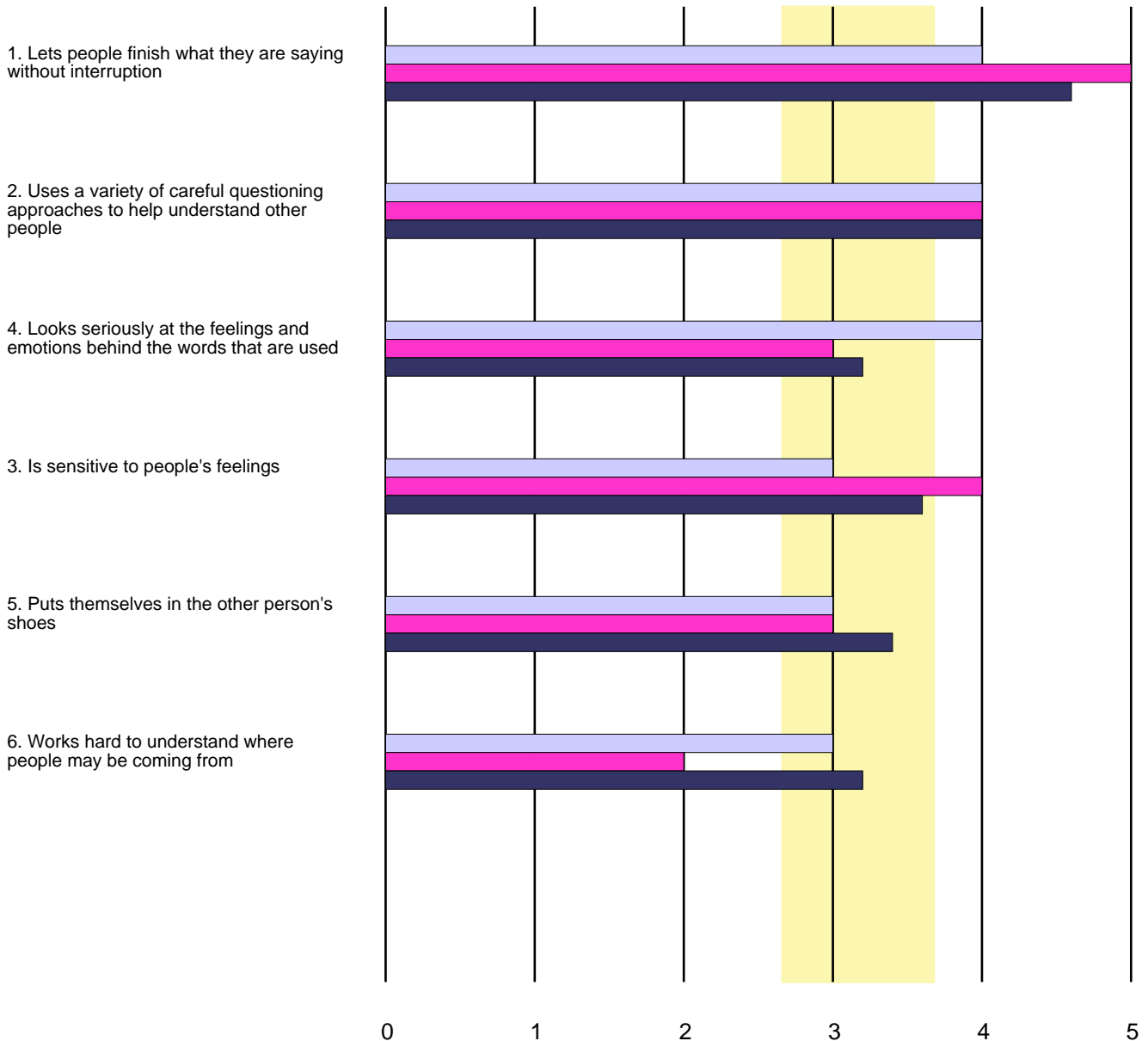
A low score person will be likely to find that people will not naturally seek them out as a useful 'sounding board' for their problems or concerns, preferring to go to others that they see to be 'warmer' and more accommodating. Low scorers may also send mixed or confused signals arising from differences in what they say and what they do. This may see people preferring to keep their relationship relatively shallow or restricted to mainly analytical issues.

#### HIGH (greater than 3.5)

Scales predominantly in the 'fours and fives (almost always' and 'very frequently') are likely to mean that this individual typically likes people in general, and enjoys building strong and rewarding relationships through your conversations with them. They are also likely to look to sincerely understand other people's issues and challenges and to therefore, quickly "tune in" to their underlying feelings about a subject.

A high score person will be likely to quickly gain a reputation as someone to whom people can freely talk, trust their confidences and get helpful and patient guidance. High scorers are likely to be seen as good listeners, balanced, non-critical and highly reliable in terms of any commitment that they make.

## EMPATHIZING ABILITY



■ Self    
 ■ Supervisor    
 ■ Norm

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Norm bars shown on this chart are the progressive average aggregate scores of all team leaders rating individuals on this questionnaire.

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### Improvement actions

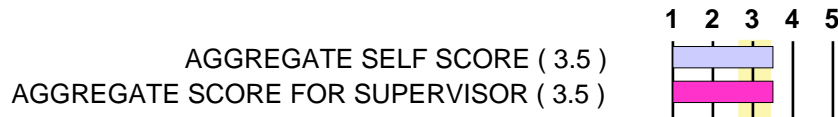
Low scorers need to develop an ability to generate more warmth and sincerity in all of their conversations, and show genuine care and interest in what other people have to say on a consistent basis. This will involve being more patient, taking more time to engage in 'small talk' and trying to appreciate feelings and emotions just as much as the words that they hear.

<b>Empathizing ability</b>	<ul style="list-style-type: none"><li>-Make sure that your deeds match your words even if it means putting yourself out.</li><li>-Make sure that you always meet any commitments you make.</li><li>-Try to develop as much trust between yourself and the person you are coaching, by being as genuine and honest with them as you can</li><li>-Be sensitive to people's feelings or emotions as well as their words.</li><li>-Aim to be as positive, sincere and open as possible in all your conversations with people that you meet</li></ul>
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## LISTENING SKILLS

Listening skills looks at the ability to both hear and understand other people, and to quickly discover their full communication or message. This category asks the question "How well and attentively do you listen to understand other people and help them to successfully transfer true meaning to you?"

1 = almost never, 5 = almost always.



### Interpretation

#### LOW (less than 2.75)

Scales predominantly in the ones and twos ('occasionally' and 'almost never') are likely mean that this individual may not give their full attention to people when they express their ideas or concerns to you, and may listen to reply rather than to understand. They may also select or live with an inappropriate listening climate, interrupt people before they finish speaking and let their mind wander off track.

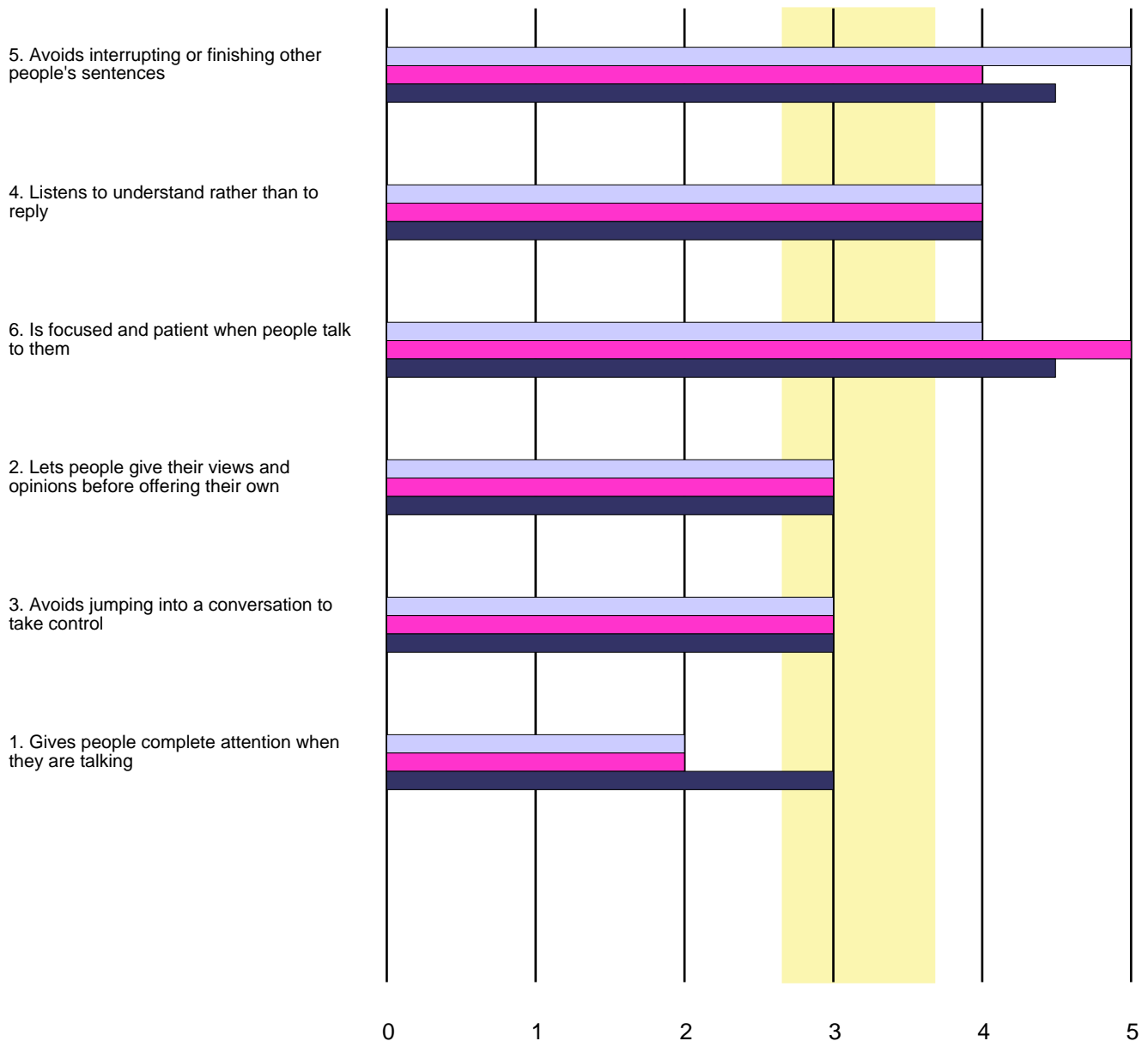
A low score person will be likely to find that people rarely seek them out for coaching directly because they do not believe that what they have to say will be fully valued or given sufficient attention to offer the best coaching guidance or advice. Low scorers also often indicate that they are impatient and distracted and therefore have only limited time to offer warm and supportive conversation.

#### HIGH (greater than 3.5)

Scales predominantly in the fours and fives ('almost always' and 'very frequently') are likely to mean that this individual recognizes the value of highly attentive focus and concentration on what people are communicating when looking to communicate or to provide appropriate coaching. They therefore usually tend to look for the best possible climate for people to talk, let them speak without interruption and look to carefully assess what people are saying as a whole.

A high score person will be likely to quickly demonstrate that they value what people have to say and that they have the patience and temperament to offer people the guidance that they may be seeking when they offer their ideas or concerns. By also looking to create a quiet, warm and easy atmosphere for conversation, high scorers create a reputation as being an excellent first port of call for helpful conversations.

## LISTENING SKILLS



■ Self    
 ■ Supervisor    
 ■ Norm

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### Improvement actions

Low scorers need to become more empathetic listeners by giving much more of their time and attention to people when they are talking to them in all but the shortest conversations. They can start to do this by maintaining good eye contact, avoiding interruption, paraphrasing and summarizing what they hear, and looking to discover the full meaning of what people are seeking to convey.

<b>Listening skills</b>	<ul style="list-style-type: none"><li>- Learn how to read body language (your own and other people's) to enhance your listening skills.</li><li>- Play back what you hear from time to time to demonstrate that you have heard properly and have not let your mind wander.</li><li>- Focus on their needs and listen for as long as possible with minimal interruption.</li><li>- Give people your full time, attention and concentration whenever you are in a conversation without distraction</li><li>- Find the right kind of climate to listen properly without distraction</li></ul>
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# THE '10/10' REPORT

## Top 10 strengths according to supervisor

		Self	Sup	coll.
Empathizing ability	7. Lets people finish what they are saying without interruption	4.0	5.0	N/A
Listening skills	4. Listens to understand rather than to reply	4.0	4.0	N/A
Listening skills	5. Avoids interrupting or finishing other people's sentences	5.0	4.0	N/A
Empathizing ability	8. Uses a variety of careful questioning approaches to help understand other people	4.0	4.0	N/A
Empathizing ability	9. Is sensitive to people's feelings	3.0	4.0	N/A
Communication skills	13. Takes time 'walks the talk'	5.0	4.0	N/A
Listening skills	2. Lets people give their views and opinions before offering their own	3.0	3.0	N/A
Listening skills	3. Avoids jumping into a conversation to take control	3.0	3.0	N/A
Empathizing ability	10. Looks seriously at the feelings and emotions behind the words that are used	4.0	3.0	N/A
Empathizing ability	11. Puts themselves in the other person's shoes	3.0	3.0	N/A

## Top 10 development needs according to supervisor

		Self	Sup	coll.
Listening skills	1. Gives people complete attention when they are talking	2.0	2.0	N/A
Empathizing ability	12. Works hard to understand where people may be coming from	3.0	2.0	N/A
Communication skills	16. Able to get complicated ideas across clearly	3.0	2.0	N/A
Communication skills	17. Makes sure that deeds match words	2.0	2.0	N/A
Listening skills	2. Lets people give their views and opinions before offering their own	3.0	3.0	N/A
Listening skills	3. Avoids jumping into a conversation to take control	3.0	3.0	N/A
Empathizing ability	10. Looks seriously at the feelings and emotions behind the words that are used	4.0	3.0	N/A
Empathizing ability	11. Puts themselves in the other person's shoes	3.0	3.0	N/A
Communication skills	14. Uses multiple channels to get messages across to people	4.0	3.0	N/A
Communication skills	15. Is effective is determining the underlying meaning in a communication	4.0	3.0	N/A

## Top 10 strengths according to self

		Self	Sup	coll.
Listening skills	5. Avoids interrupting or finishing other people's sentences	5.0	4.0	N/A
Communication skills	13. Takes time 'walks the talk'	5.0	4.0	N/A
Listening skills	4. Listens to understand rather than to reply	4.0	4.0	N/A
Empathizing ability	7. Lets people finish what they are saying without interruption	4.0	5.0	N/A
Empathizing ability	8. Uses a variety of careful questioning approaches to help understand other people	4.0	4.0	N/A
Empathizing ability	10. Looks seriously at the feelings and emotions behind the words that are used	4.0	3.0	N/A
Communication skills	14. Uses multiple channels to get messages across to people	4.0	3.0	N/A
Communication skills	15. Is effective is determining the underlying meaning in a communication	4.0	3.0	N/A
Listening skills	2. Lets people give their views and opinions before offering their own	3.0	3.0	N/A
Listening skills	3. Avoids jumping into a conversation to take control	3.0	3.0	N/A

## Top 10 development needs according to self

		Self	Sup	coll.
Listening skills	1. Gives people complete attention when they are talking	2.0	2.0	N/A
Communication skills	17. Makes sure that deeds match words	2.0	2.0	N/A
Listening skills	2. Lets people give their views and opinions before offering their own	3.0	3.0	N/A
Listening skills	3. Avoids jumping into a conversation to take control	3.0	3.0	N/A
Empathizing ability	9. Is sensitive to people's feelings	3.0	4.0	N/A
Empathizing ability	11. Puts themselves in the other person's shoes	3.0	3.0	N/A
Empathizing ability	12. Works hard to understand where people may be coming from	3.0	2.0	N/A
Communication skills	16. Able to get complicated ideas across clearly	3.0	2.0	N/A
Communication skills	18. Encourages people to speak their minds openly and to share their concerns	3.0	3.0	N/A
Listening skills	4. Listens to understand rather than to reply	4.0	4.0	N/A

## **CATEGORIES IN GREATEST NEED OF IMPROVEMENT EFFORT**

This category has emerged as the lowest scoring in terms of the questionnaire responses that were entered. As such, it is one of the categories in greatest need of focus and attention. Please note however that your scores in these categories are relative. As a result, even though they are the lowest in overall terms, you may still have comparative strength in this area or your job role may not require these skills or behaviors to be further developed. However, if you choose to use this information to focus on some personal development activity or to assist in helping you to write your development plan, the following broad suggestions are offered to assist you (and to complement the specific coaching tips that are associated with individual questions):

### **Communication skills**

**Communication skills looks at the extent to which an individual communicates with economy and clarity, and remains open to feedback. This category asks the question "How well do you design and send your message and attentively listen to people's responses in order to adjust?"**

#### **Action Suggestions**

- Give people time to finish speaking before forming a reply in your conversations, and maintain your focus and concentrate as much as possible.
- Use the information you gather to carefully plan what you say and how you say it, so that your message is well received more often.
- Experiment with different communication methods or channels to appeal to a wider range of people.
- Keep a log or a diary to record performance feedback or comments and make a point of talking to individuals in as direct a way as possible on a one-to-one basis.
- Follow the main points or issues in all group meetings and develop a firm personal view. Put this view forward in a clear manner, explaining why you hold your particular position.

## **CATEGORIES IN GREATEST NEED OF IMPROVEMENT EFFORT**

### **Empathizing ability**

**Empathizing ability looks at the extent to which you create a positive climate for a coaching communication and demonstrate an understanding of the other person's viewpoint and feelings. This category asks the question "How well do you build a spirit of trust and sincerity in order for people to feel that you identify with them and their feelings and issues?"**

#### **Action Suggestions**

- Aim to be as positive, sincere and open as possible in all your conversations with people that you meet
- Be sensitive to people's feelings or emotions as well as their words.
- Try to develop as much trust between yourself and the person you are coaching, by being as genuine and honest with them as you can
- Make sure that you always meet any commitments you make.
- Make sure that your deeds match your words even if it means putting yourself out.

## DEVELOPMENT PLAN

Use the space below to write out your personal development plan for the next 12 months based on your results. Draw upon the general improvement actions in relevant areas of the report and ideas that are suggested in the attached coaching tips.

<b>Development Area: Gives people complete attention when they are talking</b>		2.0	2.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Works hard to understand where people may be coming from</b>		3.0	2.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Able to get complicated ideas across clearly</b>		3.0	2.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Makes sure that deeds match words</b>		2.0	2.0	N/A
Action to Take:	Target Date:			
<b>Development Area: Lets people give their views and opinions before offering their own</b>		3.0	3.0	N/A
Action to Take:	Target Date:			

## Listening Skills

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### Gives people complete attention when they are talking

It's so easy to be distracted when someone else is talking. We all suffer from information overload in this future-shocked world, and with the best will in the world, it is not always easy to give total attention to someone speaking when that person tends to wander, be a bore, be completely off beam or simply tends to arrive at the most inconvenient moments when the pressure is on to be concentrating on other things. Nevertheless, we do need to focus our attention on others when they are speaking, and that's not easy. Here's how to make it a bit easier:

1. Stop what you are doing, and put that to one side. This only applies, of course, if what you are doing will not have a critical bearing upon someone's safety or an equally high-priority outcome. If urgent and important things do have to be attended to in the short term, then it is the would-be speaker, rather than you, who has to put in some waiting time.
2. Try and free your mind from what you are currently doing, and switch attention to the needs and preoccupations of the other person. This does not mean that your own work or preoccupations have to suffer – not at all. Make a mark in a document where you were up to, or insert a marker or sticky note. Don't make a song-and-dance about moving things away, however: let your work environment act as a silent goad to the other person to speak economically and to the point. Merely because you have shown them the courtesy of listening does not mean that they should take this as a signal to abuse your good manners by talking on without a purpose.
3. Try and put preoccupations out of your mind so that you can focus all of your attention on what is being said. If necessary, note down your thoughts at this stage of your thinking, and ask the person to wait while you briefly note those thoughts. They shouldn't be offended: you are doing this so that you can give them your undivided attention, and your work should not suffer merely so that theirs can prosper.
4. Rethink the situation. Sometimes we can get too close to our work, and we can get blocked. Sometimes (not all the time, of course) a change in direction can give us new impetus when we return to our work. This simply means that if you put aside your own work for a short time (taking care to protect and record your train of thought) then when you return you may get a new perspective. Of course, you can have too much of a good thing: if you are known as a soft touch, then you may find that you have a procession of interrupters all day long, and none of your own work done.
5. Don't be a soft touch. Give people your ear, but respond in an assertive way. Don't let them believe that merely because you have been courteous enough not to interrupt, you in fact agree with everything that they have been saying.



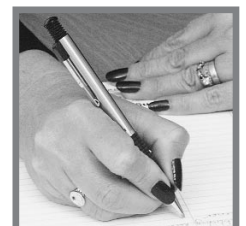
## Empathizing Ability

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### Work hard to understand where people may be coming from

We have all said and done things that we later regret, and over time we express views that contradict each other. Nobody's perfect. Human beings are complex creatures. It's a real skill to be able to appreciate the different aspects of a person, and yet we cannot fully understand other people until we learn such a skill. Here's how to do it:

1. Become more relaxed about the idea that the totality of a person might best be captured, not by a photograph, but by a kaleidoscope image or a jigsaw. Because people are so complex, you are going to have to do some work to put together a composite image or reality of that person if you really want to understand them.
2. Keep in mind that when you have heard a person talking in different situations, they may have (consciously or unconsciously) tailored their approach and emphasis to suit different audiences. This doesn't have to be a problem – you can use these different perspectives to get an overall view that would not be available if you had only heard what was said to one audience. This may still hold true even if contradictory things were said to different audiences.
3. Look for underlying patterns in what people say and do. Just as surely as we all have a unique writing style or body language or sense of humor, so too do we all behave in certain consistent ways. Listen for recurrent turns of phrase and use of images, slang and reference to particular people. Notice if the person has preferences for a particular form of communication (written versus face to face, formal meetings versus informal conversations, formal writing style versus informal, relaxed versus tense presentation or public speaking style, etc).
4. Have a good memory. Be able to recall various things that the person has said or done in the past, and compare it to what is being said or done now. Is the present consistent with the past, or inconsistent? What conclusions can you draw from such consistency or inconsistency?
5. Note whether the person's words match their deeds, or is there a tension between words and deeds? Is it a case of do as I say, not as I do? If so, is it useful to speculate as to why?



## Communication Skills

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### Getting complicated ideas across clearly

#### Things which remove barriers in conversations or simplify our message:

- Smiling
- Introductory small talk
- Making good eye contact
- Listening
- Sharing your experience
- Being open and honest
- Asking for feedback
- Being prepared to try and understand how the other person feels
- Agreeing (when you do)
- Checking your understanding

#### Things which can create barriers in conversations or complicate communications:

- Not paying attention
- Talking over the other person/interrupting
- Being angry/attacking
- Pretending (to be interested, friendly, sincere, and so on)
- Talking down
- Avoiding eye contact
- Ridiculing/being sarcastic
- Not listening
- Knocking down ideas
- Scoring points

#### Things we can do to help conversations:

- Avoid taking at people – find ways to talk with them
- Don't ignore people – maintain a healthy connection at all times
- Avoid walking away in anger or resentment
- Never attack, even if you have been attacked
- Avoid put downs or patronizing behavior
- Don't talk over others. Apologize when you do.
- Don't tell people what's good for them
- Allow plenty of opportunities for people to express their views
- Encourage the other person to tell you how they feel. Ask them from time to time.
- Hold back on giving advice until you feel they might be ready to hear it. Ask if you're not sure: "Do you mind if I give you some advice?"



## Communication Skills

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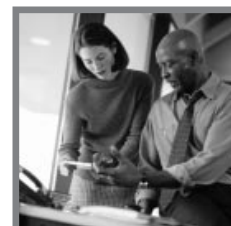
### Ensures their deeds match their words

Talk is cheap. Words are easy. The hard bit is actually doing something, rather than simply talking about it. This is not to devalue talk: there is no point going off half-cocked into some venture without having a plan, and the best way to have a plan is to talk about the venture beforehand – well beforehand. The choice is not deeds or words, but deed and words. Here's how to make sure that that happens:

1. Fail to plan, and plan to fail. Create plans through talk, but set a deadline for the end of talk. Don't talk so much that you run out of time to do. An old definition of a mistake is that it is something that at least indicates that someone stopped talking long enough to do something.
2. Don't promise what you can't deliver. Many management theory writers say that the key to organizational failure is to over-promise and under-deliver, while the key to organizational success is to under-promise and over-deliver.
3. Don't become enamoured with the beauty of words. Words, for all their splendor, are still only symbols of things – real things out there, intangible things in here. When computer addicts realize that they have been too long in cyber reality, or “netspace,” speak of the need to get out into “meatspace.” Make sure that you get out into meatspace more often. Get out from behind the desk and do a bit of MBWA (Management By Walking Around). You'll be surprised at what you'll see (but perhaps not nearly as surprised as those who thought you were a myth). Talk the talk, and walk the walk – literally.
4. Realize the consequences of ensuring that your deeds match your words. If the match is there, then:
  - people will realize that you mean what you say now
  - people will realize that your word can therefore be taken in future
  - people will see you as a role model, and begin to copy your good example

If the match between words and deeds is not there, then:

- people will realize that you don't mean what you say now
  - people will realize that your word can therefore not be taken in future
  - people will see you as a role model, and begin to copy your bad example
5. The first mistake we make is to arrange things so that our deeds do not match our words. This is ineffectiveness. The next mistake we all too easily make is to arrange things so that our deeds are in direct contradiction to our words. This is hypocrisy. The catchphrase used by the onlooking world to describe hypocrites is “Do as I say, not as I do.” Don't let this be said of you.



## Listening Skills

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### **Lets people give their views and opinions before offering their own**

Being a good listener is not simply being someone who remains silent. Listening is not simply the same as hearing. To be a good communicator and a good listener, we need to work with the person talking so that we can help them get their message across. Here's how to do that:

1. Listen for more than facts. Listen for feelings and motivations as well. They may well be more important than facts in certain circumstances.
2. Try not to be a mind-reader. Don't guess about hidden meanings in words when those hidden meanings simply aren't present. By all means, trust your intuition about situations and what is being said, but subject your gut feelings to a reality check every now and then.
3. Don't be silent. Respond verbally to the other person every now and then (although don't try to sidetrack them). Summarize what you think that they have said, just to clarify and confirm.
4. Consider other verbal responses as well. For example, you could "mirror" their words to show empathy. If they feel that they are not performing well in their current role, for example, you might consider saying something like "So you feel that, with your current level of training, you may not be able to bring all your other talents to bear." Such statements show support, and confirm their perceptions. Such statements encourage the person to keep talking and perhaps even find their own solutions to the problems they are discussing.
5. Try not to interrupt, even though you may be able to see a solution to the person's problems. Prompt them in that general direction, and try to let them discover it for themselves. Don't let your ego get bound up in the idea of fixing people's problems for them. If people "discover" solutions for themselves, they are more likely to act upon those solutions than if you simply gave it to them.

