

CONVERSATIONS THAT GROW!



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HOW TO SHIFT GEARS IN A CONVERSATION USING “THE CONVERSATION GEAR SHIFT”

Participant’s Workbook

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1. Use the “The Map” to gain self-awareness along with five talking and listening skills.
 - Learn five vital areas to gain self-awareness.
 - Learn to make five kinds of statements about yourself from the “I” orientation.
 - Learn five listening skills to gain awareness of another person’s experience and perspective.

“The heart of the righteous weighs its answers, but the mouth of the wicked gushes evil.” Prov 15:28

“My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.” Jas 1:19

2. Use “The Process Compass” to manage your intentions and emotions in the communication process.
 - Learn to distinguish between communicating to know and be known from communicating to influence and be influenced.
 - Learn to distinguish between healthy influence and control.
 - Learn to manage the temptation to control by exercising “trust” in the process.

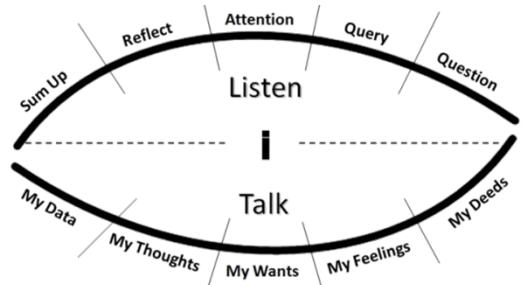
“The good man brings good things out of the good stored up in his heart, and the evil man brings evil things out of the evil stored up in his heart. For out of the overflow of his heart his mouth speaks.” Lk 6:45

3. Use the Conversation Gear Shift to shift through five levels of communication.
 - Learn to listen and talk in five speeds.
 - Learn how to shift from communicating to know and be known to influencing and being influenced.

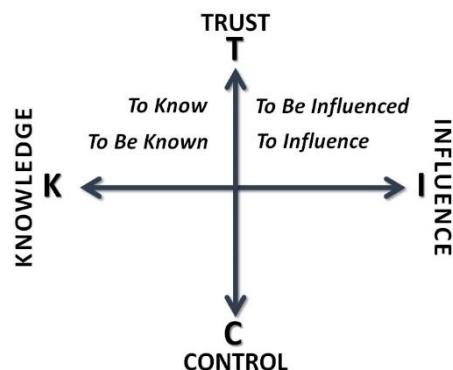
“The lips of the righteous know what is fitting, but the mouth of the wicked only what is perverse.” Prov 10:32

“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Col 4:6

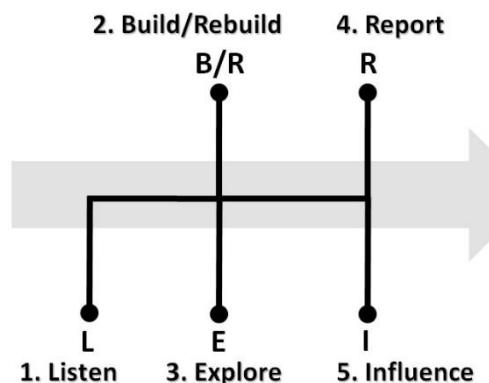
The Talking and Listening Map
(What do I say? How do I listen?)



The Process Compass
(Where is this conversation going?)



The Conversation Gear Shift
(How do I shift gears in a conversation?)



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NOTES

SHIFTING TO INFLUENCE

The Importance of Influence

Q: Why is influence important? When is influence not only acceptable, but essential?

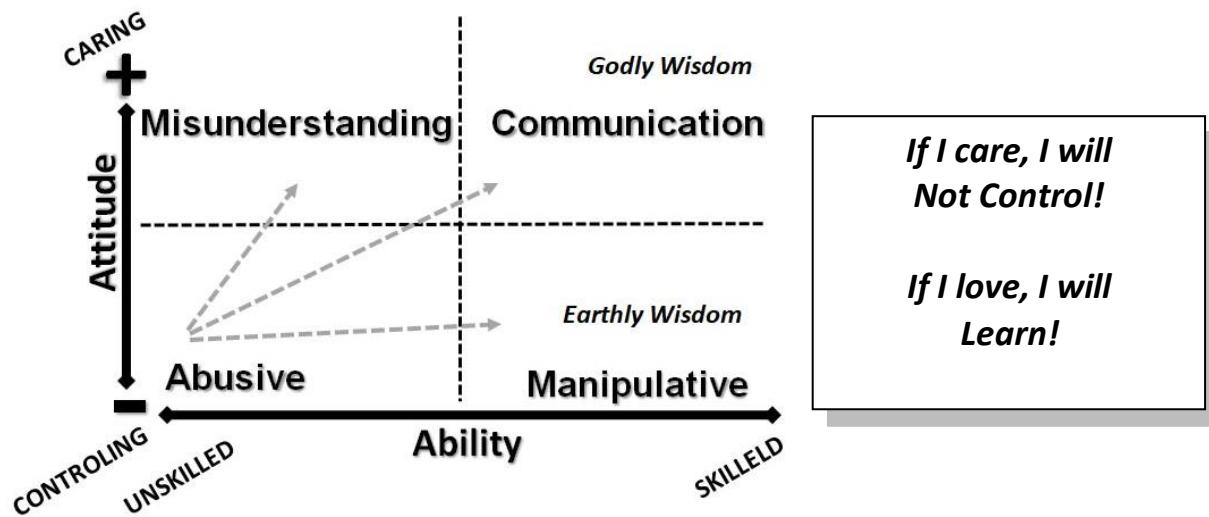
Q: What kinds of problems arise when we try to exert influence on others?

We shift to influence when we engage in problem solving, consulting, coaching, counseling, sales, marketing, teaching, instruction, leadership, management, and correction.

I need “God’s wisdom” to be effective and successful at influence.

To influence, I need “wisdom!” There are two kinds: God’s and the world’s

Who is wise and understanding among you? Let him show it by his good life, by deeds done in the humility that comes from wisdom.¹⁴ But if you harbor bitter envy and selfish ambition in your hearts, do not boast about it or deny the truth.¹⁵ Such “wisdom” does not come down from heaven but is earthly, unspiritual, of the devil.¹⁶ For where you have envy and selfish ambition, there you find disorder and every evil practice.¹⁷ But the wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.¹⁸ Peacemakers who sow in peace raise a harvest of righteousness. Jas 3:13-18



Q: When you try to influence others, where do you usually end up on the graph above?

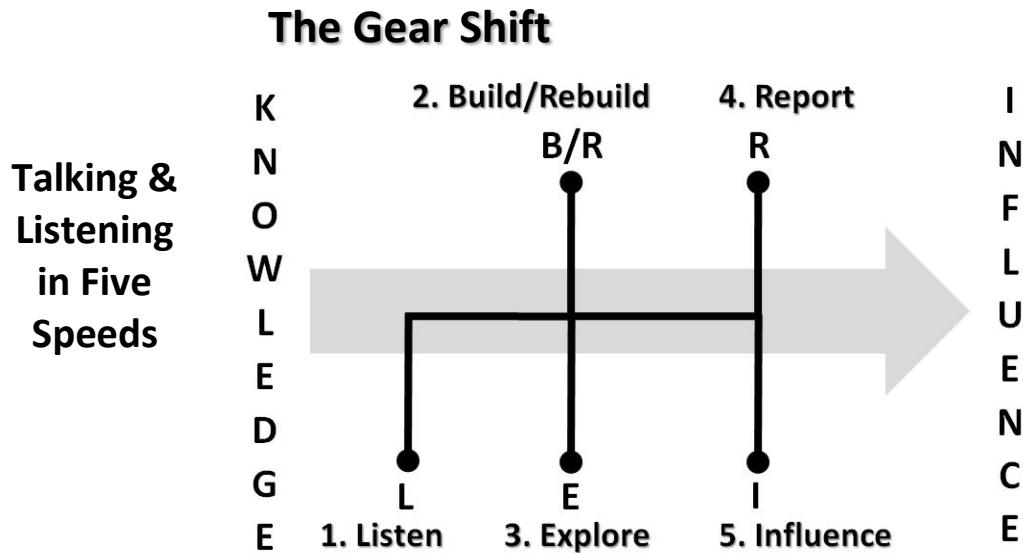
As a Christian, I must desire the wisdom that promotes communication and fellowship.

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The Conversation Gear Shift – Getting from Knowledge to Influence

To move to influence, I need to learn how to shift gears in a conversation. A common mistake is to shift to "influence" without building adequate passport. It is like trying to go from park directly into to fifth gear!



"The lips of the righteous know what is fitting, but the mouth of the wicked only what is perverse." Prov 10:32

LISTENING

At this speed, I am just listening. I am not talking. If I begin talking before listening, I am probably in "control" mode and will begin with the conversation with a "harsh startup." Also, listening involves listening to God as well as other people.

Key Points:

- Talking is OPTIONAL!
- We listen to "know" and "talk" to "be known." Listen first. (Prov 19:2)
- First, "know," then "be known." Similarly, "be influenced," before you "influence."
- Pay Attention. (Your eye contact/body language/non-verbal feedback/listening skills)
- Become aware of their awareness. (Are they even paying attention?)
- Follow their interests, put your own interests on hold.
- Surrender Control/Trust God.
- Don't assume or project.

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BUILD

This is where I build rapport or rapport with the other person by indicating my willingness and ability to "speak the truth in love." This involves demonstrating genuineness, empathy, care and respect. Here, I begin to seek and give permission. At this speed I am building "trust."

Key Points:

- Build Rapport or Passport
- Build Trust. (Good Listening)
- Be sure you have their "Attention."
- Show Genuine Interest/Good Will.
- Share Wants "for Them" and "for Us."
- Express Gratitude and Appreciation.
- Identify Likenesses/Common Ground.
- Honor and Celebrate Differences.
- The Principle of Mirroring.
- The Role of Small Talk, Shop Talk, Sport Talk, and Share Talk.

Key Ingredients for Building Passport

- ✓ **Truth**
- ✓ **Genuineness**
- ✓ **Care**
- ✓ **Empathy**
- ✓ **Respect**
- ✓ **Love**

They are asking . . .

- Can I trust them to tell me the truth? Can I trust them to accept my truth?
- Will they try to understand me and be able to understand me?
- Will they respect and maintain boundaries?
- Do they care about me? Are they concerned about my interests? Do they value me?

REBUILD OR REPAIR

Sometimes trust has been damaged by a previous offense. In this case I need to seek to "rebuild" or "repair" the relationship. A repair can take many forms. Sometimes the repair may be the whole conversation.

Key Points:

- Repair Attempts. (John Gottman)
- Peace Keeping vs. Peace-Making.
- Reconciliation: Confession & Forgiveness.
- Forgiveness vs. Reconciliation. (The Bridge: Go Up, Go In, Go To, Go With)

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EXPLORE

In this gear I speak "exploratively" to understand issues, perspectives, and possible solutions. I need to use language that is tentative and qualifying. I must ask lots of questions and be open to all ideas without judgment or dismissal.

Key Points:

- Qualifying & Tentative.
- Use Questions – “What about?” “What if?”
- Seek and Give Permission.
- Stay Open & Imaginative.
 - Minimal Negative Evaluations.
 - Avoid “positional thinking.”
 - Use “And” instead of “But.”
 - “I could be wrong” (*I don’t think so!*)

Qualifying Words and Phrases

- ✓ Maybe?
- ✓ Possibly?
- ✓ Could it be?
- ✓ I’m not sure, but . . .
- ✓ I was wondering . . .
- ✓ Let’s suppose . . .
- ✓ Theoretically . . .
- ✓ Would it? Could it?

REPORT

At this speed, I speak clear "I" messages that communicate the five areas of my "self-awareness." I convey "my" truth in love, but I am also listening to "your" truth in love.

Key Points:

- Share Full Awareness of Your Self – TRUTH in LOVE.
- Use Basic “I” Messages.
 - Speak for yourself – Take responsibility for your own experience.
 - Avoid “You” messages. Keep it about yourself. *“From my perspective it looks like . . .”*
 - Avoid “God Talk.” When we don’t use “I” messages we can sound like we think we are God.
 - Avoid “They” messages to share your own thoughts, feelings and wants.
 - When talking about others, communicate your data, not just thoughts.

Use “I” messages to “Report” your God experience

This is your story! Share with others your own data, thoughts, wants, feelings and deeds about your own relationship with God. It is difficult to argue with another person’s experience.

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.” 1 Pet 3:15

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THE FIFTH GEAR: CONVERSATIONS TO INFLUENCE

In this gear there is sufficient trust to be persuasive as I aim to solve, correct, sell, instruct, or lead. There is also enough trust to receive advice, to be corrected, to be sold, instructed, or lead in a convincing manner. Influence should always be motivated by "love."

In this gear "You" messages are often appropriate and necessary. When I meet too much resistance I can shift back down to "Report" or "Explore." If I cross a line and cause hurt, I need to shift back down to "Repair."

Let us consider how we may spur one another on toward love and good deeds. ²⁵Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another — and all the more as you see the Day approaching. Heb 10:24-25

We urge you, brothers, warn those who are idle, encourage the timid, help the weak, be patient with everyone. 1 Thess 5:14

Therefore encourage one another and build each other up, just as in fact you are doing. 1 Thess 5:11

RESPONSIVE LISTENING SKILLS

We use "Responsive Listening" to be influenced.

Responsive listening aims to be influenced. This kind of listening expects to act on or respond to the influence of others. It gives "Focused" Attention to the direction, orders, or wishes of another.

"Speak, for your servant is listening." 1 Sam 3:10

"He who ignores discipline despises himself, but whoever heeds correction gains understanding." Prov 15:32

Responsive Listening seeks . . .

1. To follow directions, respond to commands, obey orders, or fulfill wishes.
2. To please, serve or help another. *"What do you want me to do?" "How can I help?"*
3. To receive and respond to guidance or correction from another.
4. To receive and respond to encouragement, comfort, and praise from another.
5. Aims to please and be pleased as well as to love and be loved.

"Let the morning bring me word of your unfailing love, for I have put my trust in you. Show me the way I should go, for to you I lift up my soul." Ps 143:8

Requirements for Responsive Listening.

- The willingness to set aside my own interests to hear and pursue another's interests.
- The willingness to believe and trust what others say.
- The willingness to ask for and accurately hear and follow directions.
- The willingness to receive evaluative messages, critical or affirming.
- The willingness to love and be loved.

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DIRECTIVE LISTENING SKILLS

We can influence others with “Directive Listening.”

Leading through Listening: Directive listening seeks . . .

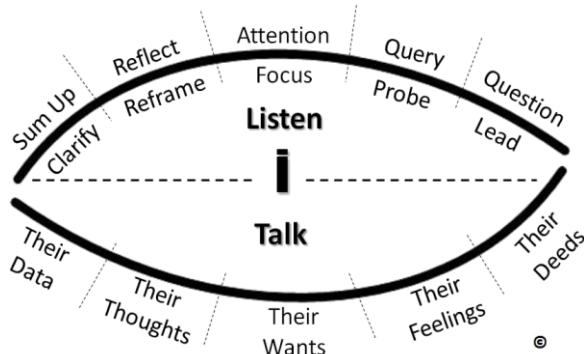
1. To lead another to a greater awareness of themselves, others, and their situation.
2. To lead another to evaluate their own experience from a different perspective.
3. To lead another to discover and resolve inconsistencies in their awareness
4. To lead another to see different possibilities.

Requirements for Directive Listening to “Influence”

- Awareness of my own agenda and a genuine commitment to seek God’s will.
- Sufficient passport or rapport.

1. FOCUS Attention On . . .

- Issues, Patterns, Themes & Inconsistencies
- Control Talk & Control Issues.
- What are they not saying?
- Common Ground & Potential Agreements.



2. REFRAME

- Reframing involves restating a message in a way it can be understood differently. A Reframe can make a message more acceptable, understandable, challenging, or even confrontational.
- Reframe to soften or detoxify a statement for third parties, or to model respectful and productive communication.
Employee: “*My boss is just being a jackass about the schedule!*”
Reframe: “*So you are very upset how your boss is managing the schedule.*”
- Reframe to clarify the message for other parties.
Teacher: “*Sally is a total disruption!*”
Reframe: “*So Sally is behaving in a way that keeps you from teaching well.*”
- Reframe to initiate collaborative problem solving.
Husband: “*I want the kids to stay with me and Jane wants them to stay with her.*”
Reframe: “*So you two need to figure out together how to decide who gets the kids.*”
- Reframe to initiate positive thinking.
Friend: *I can't do that job, I am no good at math!*
Reframe: *So you need to improve your math skills. So your math skills aren't where you want them to be yet.*

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3. CLARIFY

- A Clarification is an expanded “Reframe” but involves more information.
- We often need to clarify what a person said for their benefit, to bring out inconsistencies or information which the other person seems to be unaware of.
- Clarify when others could interpret their statements the wrong way. “*So, what you really mean is . . .*”
- Clarify by restating multiple statements that don’t seem to add up or are missing important information.

Mr. Jones: “*The Johnsons are always playing their music full blast at seven o’clock in the morning. So I figure I should be able to use my power tools at the same time.*”

Mediator: “*Does their music bother you?*”

Mr. Jones: “*It drives me nuts!*”

Mediator: “*Have you spoken to the Johnsons about this?*”

Mr. Jones: “*Not really, there is never really time.*”

Mediator Clarifies: “*So when they play their music in the morning, it really upsets you. Right? Then instead of talking to them right then, you go to your shop and use your power tools. Did I get that right?*”

Y Exercise – Reframes and Clarifications (p. 17)

4. PROD

- An extended general and open-ended query for more information. “*Tell me more about that.*” “*I’ve got an idea there is more to the story.*” “*Anything else?*” “*Anything else?*” “*Anything else?*” “*There’s got to be more to the story.*” “*What aren’t you telling me?*”
- Continue to prod with general inquiries until you get the “full” story. Remember, the initial issue is seldom the real issue.
- Prod to diffuse high emotions by inviting parties to share more about what is upsetting them. Acknowledge or reflect the emotion and then ask. “*Fred, it sounds like you are definitely experiencing some serious feelings about that. What’s going on?*”
- Use in combination with reflects, reframes, summaries, and clarifications.
- Prod when you hear statements that indicate controlling demands.
 - *I need . . .*
 - *I deserve . . .*
 - *I only want . . .*
 - *I should be able to . . .*
 - *I should not have to . . .*
 - *You ought or should . . .*
 - *You ought not or should not . . .*
 - *I always (have to) . . . I never (get to) . . .*
 - *You always (get to) . . . You never (have to) . . .*
 - *It’s not fair . . .*

When you hear such statements, do not challenge or disagree. Simply “Prod” for more information (Friend: “*I need to get that promotion!*” Query/Prod: “*Can you elaborate?*” “*Tell me more.*”)

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5. LEAD (with Leading Questions)

- Are questions you already know the answers to but the parties may not.
- Are not to manipulate or entrap but reveal and bring to light.
- Are a powerful method of teaching. (The Socratic Method)
- Are used in combination with reflects, reframes, summaries, and clarifications.
- Are aimed to lead parties to . . .
 - **Empathize with other parties.** *"How do you suppose John felt when you . . .?" "What did you hear Jan just say?" "How would you feel if you were in their shoes?"*
 - **Realize effects and consequences of their actions.** *"How would you respond if that happened to you?" "What would happen if you said that to your boss?"*
 - **Evaluate their thoughts and actions against a system of values.** *"Do you think that is fair?" "How does that line up with what you see in the Bible?"*
 - **Examine assumptions and expectations (reality testing).** *"Could there be some other possible reasons Jane didn't show up?" "Is that a realistic expectation?"*
 - **See things from another perspective.** *"What will this look like five years from now?"*
 - **Take responsibility to find solutions.** *"What are your options?" "What can you do?"*
 - **Realize their own controlling desires and interests** – See “X-ray Questions” below.
- **Power Questions**
 - **The Big Picture.** *"What is the bigger picture?" "What do you think God is up to?"*
 - **Time Travel.** *"A year from now, what would you wish you had done or said?" "If you could go back in time what would you wish you had done differently?"*
 - **Shoe Exchange.** *"If you were in their shoes, what would you be thinking/feeling?" "How would you feel if someone did or said that to you?"*
 - **Worst Case Scenario.** *"How could this get worse?" "What if the worst happened?"*
 - **Best Case Scenario.** *"What would need to happen to turn this situation into a perfect world?" "What would be the ideal solution?"*
 - **Explore the Impossibilities!** *"What's something that would be impossible, but if it happened, would dramatically make things better?"*
 - **Myth Busting.** *"Do you really believe that?" (Don't argue)*
 - **Fill in the Blanks.** *"So what you are hoping for is _____?"*
 - **Fish Deeper.** *"Sam, what's really going on?" (In a coaxing, non-challenging tone)*
 - **Repeat, Repeat, Repeat.** *"What are you afraid of?" They answer. Ask again, "What are you afraid of?" They answer. Ask again, "What are you afraid of?" They spill.*
 - **Four Cartesian Questions:** *"What would happen if you did or didn't _____?" "What wouldn't happen if you did or didn't _____?"*
 - **The Umbrella Question:** *"I wonder if there is any way you both could get what you want?" "How can you and Sam come out of this, both satisfied?"*
 - **Other Creative Questions.** Start developing your own database. *"How can I help?"*

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- **Empathy Jump Starts (Fishing for a "Yes.)**
 - **An Empathy Guess.** If they are not talking or venting too much to allow interaction, then guess at what things look like from their perspective. *"I'm guessing you are fed up and just want to kick some butt! Am I close?"*
 - **Misery Loves Company.** Identify with their hopelessness, desperation, and being out-of-control. *"This seems like a totally unfixable no-win situation. Am I Right?"*
 - **An Advance Confession.** Admit up front any wrongs, liabilities, and handicaps you bring to the situation. *"I have to admit up front I didn't handle this well myself. Would you agree?"* *"I am probably the last person you want to talk to right now."*

- **X-Ray Questions**

One of the objectives of Directive Listening is to bring to light controlling beliefs, as well as controlling desires. "X-Ray" questions accomplish this. The term "X-Ray Questions" comes from David Powlison's book, *Seeing with New Eyes*, p. 129. Here are some examples:

- *What am I preoccupied with? What is the first thing on my mind in the morning and the last thing on my mind at night?*
- *How would I complete this statement: "If only _____, then I would be happy, fulfilled, and secure"?*
- *What do I want to preserve or avoid?*
- *Where do I put my trust?*
- *What do I fear?*
- *When a certain desire is not met, do I feel frustration, anxiety, resentment, bitterness, anger, or depression?*
- *Is there something I desire so much that I am willing to disappoint or hurt others in order to have it?*

Y Exercise – Prod and Lead (p. 18)

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TALKING TO INFLUENCE

Influence always involves some kind of “request,” ranging from an implicit hint, “We are getting low on milk.” To an inquiry, “Would you mind going to the store and getting some milk?” To a directive, “Be sure to go the store and get some milk, please.”

We influence when we give advice, sell, teach, correct, warn, and persuasively direct.

When I intend to influence, I aim to be “persuasive.” So . . .

- **Data** – becomes documentation, evidence, proof, criteria, benchmarks, etc.
- **Thoughts** – become reasons, arguments and evaluations.
- **Wants** – become requests, invitations, purposes, goals, objectives and boundaries.
- **Feelings** – become positive and negative motivations.
- **Deeds** – become documentation, commitments, promises, and consequences.

Important questions to ask myself before attempting to influence.

- Do I have Pure Motives – Whose interests am I serving? Mine? Theirs? God’s?
- Do I have Appropriate Authority – Do I have the right to influence?
- Do I have Adequate Accountability – Am I under an authority to hold me accountable?
- Do I have Sufficient Wisdom? Am I influencing wisely? The first rule is to “do no harm.”

Key Points:

- Have a Surrendered Attitude.
- Move from reporting wants to making requests.
- Communicate and respect boundaries.
- Obtain and give permissions.
- Use “Need” talk appropriately.
- Use loaded words cautiously. Aim for impact. Avoid shock.
- Pursue and appeal to their interests before your own. (Phil 2:3-4)
- Talk about God’s interests.
- Use the Bible. Appeal to scripture.

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness. 2 Tim 3:16

Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom. Col 3:16

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- If influence involves correction, always leave others a free choice. But remain firm on your “consequences.” Godly influence never intimidates or manipulates.

“If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over.” Mt 18:15

“Brothers, if someone is caught in a sin, you who are spiritual should restore him gently. But watch yourself, or you also may be tempted.” Gal 6:1

“Wounds from a sincere friend are better than many kisses from an enemy.” Prov 27:6 NLT

The Golden Rule

Always consider the interests of others and especially God’s interests!

Dale Carnegie, in his famous book, “How to Win Friends, and Influence People,” lays out the most important principle of having influence.

*“There is only one way under high heaven to get anybody to do anything. Did you ever stop to think of that? Yes, just one way. And that is by making the other person want to do it . . . The only way I can get you to do anything is by giving you what you want.” (Carnegie, *How to Win Friends and Influence People*, p. 18)*

“The royal road to a person’s heart is to talk about the things he or she treasures most.” (Carnegie, p. 94)

The foundation for this principle was laid 2000 years ago in the Bible.

So in everything, do to others what you would have them do to you. Matt 7:12

Love your neighbor as yourself. Matt 22:39

Each of you should look not only to your own interests, but also to the interests of others. Phil 2:4

Positive Framing

When sharing something negative, be sure to start the conversation by “framing” it with as many positive thoughts, wants, and feelings as possible. Try to maintain the ratio of at least of three positives to one negative. Six to one is best.

TY Exercise – Considering the Interests of Others (p. 19)

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"Leading Questions" to Bring God into the Conversation

Ask non-threatening "Questions" to explore their awareness of God.

- **General Experience:** "What has been your experience of God?"
"Where are you at in your spiritual journey?"
- **Their Data:** "How have you seen, heard, or felt God?"
- **Their Thoughts:** "What do you think, believe or doubt about God?"
"Higher powers?" "Spirituality?"
- **Their Wants:** "What do you want or don't want concerning God?"
- **Their Feelings:** "What do you feel about God or what feelings do you have regarding God?"
- **Their Deeds and Actions:** "How have you behaved toward God in the past? How are you behaving toward Him now?"

Use Directive Listening to lead others to explore their thoughts on God's awareness of them.

- **God's Data:** "What do you think God sees? What do you think He is hearing?"
- **God's Thoughts:** "What do you suppose God is thinking? What do you believe God thinks about them, you, the situation?"
- **God's Wants:** "What does God want? What do you think God wants for him/her? For you? For us? For them? What are God's interests in this? How can we glorify God in this? What does God not want to happen? What might God want us to learn?"
- **God's Feelings:** "I wonder how God feels? What feelings do you think God is experiencing right now?"
- **God's Deeds:** "What do you think God is doing? Any ideas what God might do? Do you think God had something to do with this? Do you think God failed to act?"

Using Directive Listening to engage others with the Bible.

- **Ask Permission.** "Do you mind if we look at a passage of scripture?"
- **Ask them if they think the Bible is worth using.** "Do you think the Bible is worth bringing up? Do you believe God's word is something we should consider?"
- **Read scripture and then ask questions about the passage and their relationship to it.** "What does that passage say to you? What does that passage say we should do? How does that passage say we should respond? What does this passage say we should think, want, feel? How do God's words here apply to your situation right now?"
- **Ask them what Bible passages they can think of that applies to the situation.** "Can you think of any bible passages that might apply to this?"
- **If they refuse to look at the scripture, discuss that and explore why.** "I'm curious about why you are hesitant to look at the scripture. Can you tell me about that?"

"The Lord's servant must not quarrel; instead, he must be kind to everyone, able to teach, not resentful.²⁵ Those who oppose him he must gently instruct, in the hope that God will grant them repentance leading them to a knowledge of the truth." 2 Tim 2:24-25

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Where do we go from here?

CLOSING CHALLENGE: TAKE ACTION!

To have conversations that grow, I need to practice, practice, practice. Remember, in the beginning it feels awkward, then it feels mechanical. Eventually, it becomes natural.

Consider continuing keeping a conversation journal where you note principles and skills you put in use, or lessons learned from mistakes.

Some Closing Questions

Q: What have been some of your biggest “Aha’s” in this course?

Q: What principles or skills have had the most impact?

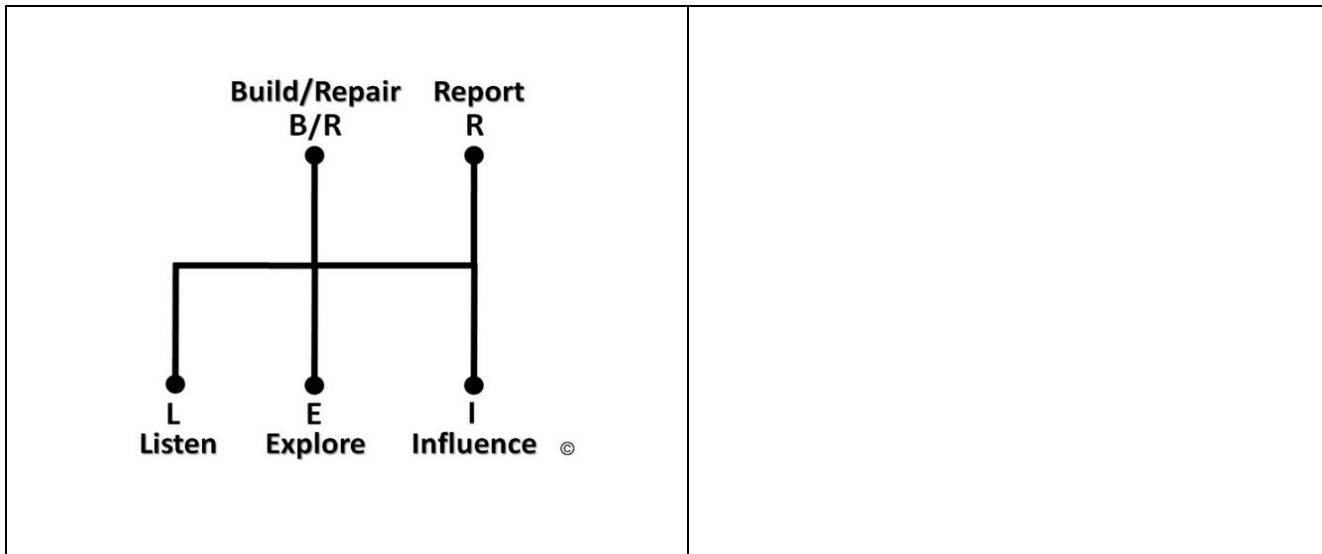
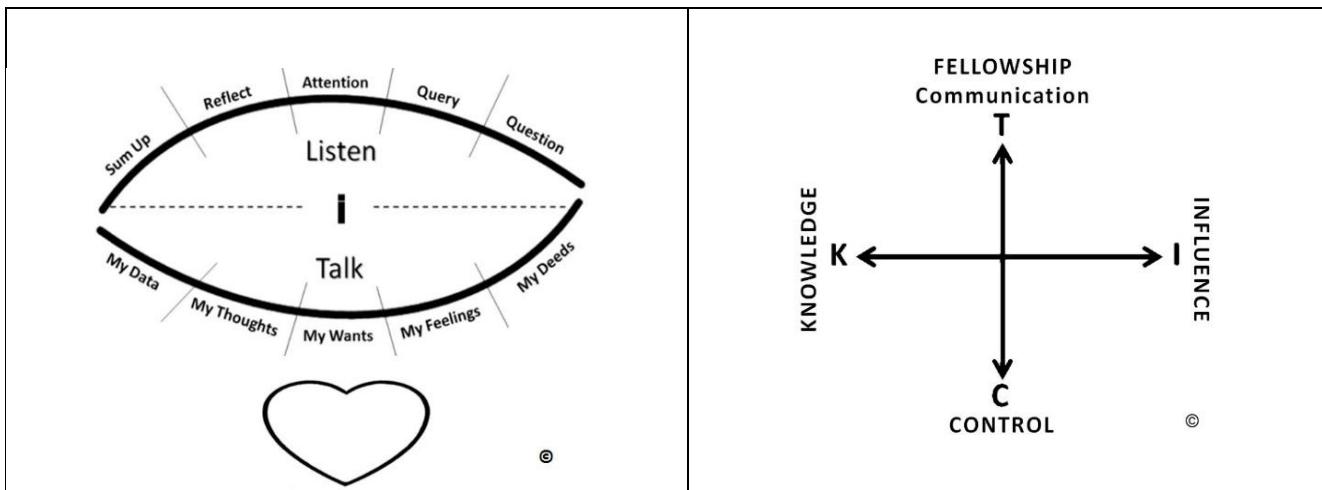
Q: What principles or skills have been the hardest to learn or apply?

Q: How will you practice what you have learned? What is your plan of action? Is there a difficult conversation you need to have with someone, where you can apply these principles and skills?

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Memory Cards



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‘T’ Exercise – Reframes and Clarifications

Pair up and take turns reading each statement from the handout, while the other practices reframing and clarifying. The reader will need to ad lib and improvise to respond.

1. *Larry is a lazy SOB. If I didn't already have so much invested in him, I'd fire him on the spot!*
2. *I'm a failure at everything I do. I have never been successful at anything. Everybody thinks I'm loser. I have finally reached the conclusion they are right!*
3. *I want the kids, the house, the car, the bank account, the dog, the cat and the goldfish! I don't care if he has to live under a bridge! He owes me big time. He is not going to get away with this without paying!*
4. *Nothing makes Jim happy. He finds fault with everything I do. Now he wants me to keep track of my personal phone calls. He has no appreciation for what I have to put up with around here! I know I said I would finish this project on time, but how am I supposed to do that with him nagging me?*
5. *I have two trials scheduled for next month, my legal assistant is in the hospital, so nothing is being done properly . . . And now my computer has crashed! Who knows what I've lost! I'm at the end of my rope! I may as well give up trying to become a partner.*
6. *I hadn't been home from the club five minutes before she was on me about the yard. I don't know when she expects me to do landscaping!*

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Y Exercise – Prod and Lead

Pair up and take turns re-reading each statement from the previous exercise while the other practices probing and leading questions. The reader will need to ad lib and improvise to answer the queries and questions.

1. *Larry is a lazy SOB. If I didn't already have so much invested in him, I'd fire him on the spot!*
2. *I'm a failure at everything I do. I have never been successful at anything. Everybody thinks I'm loser. I have finally reached the conclusion they are right!*
3. *I want the kids, the house, the car, the bank account, the dog, the cat and the goldfish! I don't care if he has to live under a bridge! He owes me big time. He is not going to get away with this without paying big time!*
4. *Nothing makes Jim happy. He finds fault with everything I do. Now he wants me to keep track of my personal phone calls. He has no appreciation for what I have to put up with around here! I know I said I would finish this project on time, but how am I supposed to do that with him nagging me?*
5. *I have two trials scheduled for next month, and my legal assistant is in the hospital, so nothing is being done properly . . . And now my computer has crashed! Who knows what I've lost! I'm at the end of my rope! I may as well give up trying to become a partner.*
6. *I hadn't been home from the club five minutes before she was on me about the yard. I don't know when she expects me to do landscaping!*

CONVERSATIONS THAT GROW!

Y Exercise – Considering the Interests of Others

Get by yourself and answer the following questions:

1. *List two or three situations where you would like to influence someone to change their behavior or to make a certain decision.*
2. *Write down what you think their “interests” are in this situation. Their interests are not what you think is best for them, it is what they think is best for themselves. It is what they themselves desire and value.*
3. *Write down how your agenda or opinion on what they should do might line up with or appeal to their interests.*