



**Expressing Empathy:
Communicating with Compassion**

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Center for School Transformation

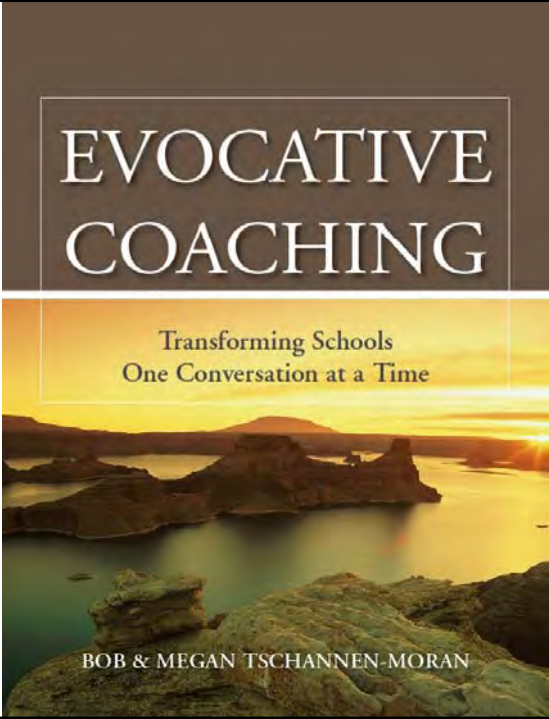
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**EVOCATIVE
COACHING**

Transforming Schools
One Conversation at a Time

BOB & MEGAN TSCHANNEN-MORAN



[Evocative Coaching]

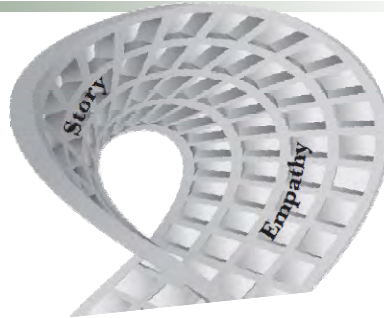
Calling forth motivation and movement in people, through conversation and a way of being, so they achieve desired outcomes and enhance their quality of life.

[Core Elements]



- Teacher-Centered
 - No-Fault
- Strengths-Based

[No-Fault Turn]



- Nonjudgmental Stance
- Authentic Caring
- Story Listening
- Respectful Understanding
- Life-Giving Presence

[Definitions]

- *Pity*: Grieving another person's experience
- *Sympathy*: Emotional contagion with another person's experience
- *Empathy*: Respectful understanding of another person's experience

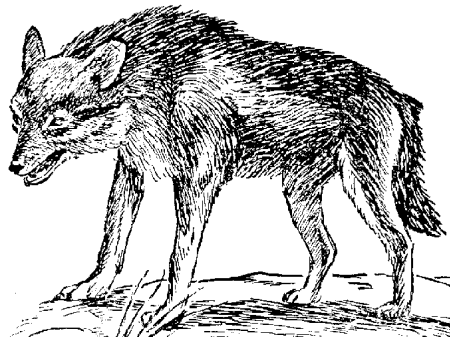
[4-D's of Disconnection]

- DIAGNOSE, judge, label, criticize
e.g. "The problem with you is that..."
- DENY responsibility for one's actions and feelings
e.g. "I (you) had no choice." "He made me feel ..."
- DEMAND
e.g. "You should (have to, must, ought to, are supposed to) teach your lesson this way." "You can't do that."
- DESERVE as in "They deserve (don't deserve)..."

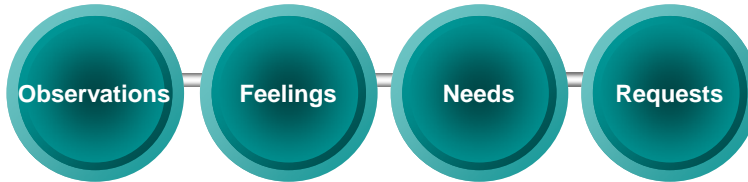
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[The Language of the Jackal]

All attacks, criticisms, or blame are tragic expressions of unmet needs.



Compassionate Communication

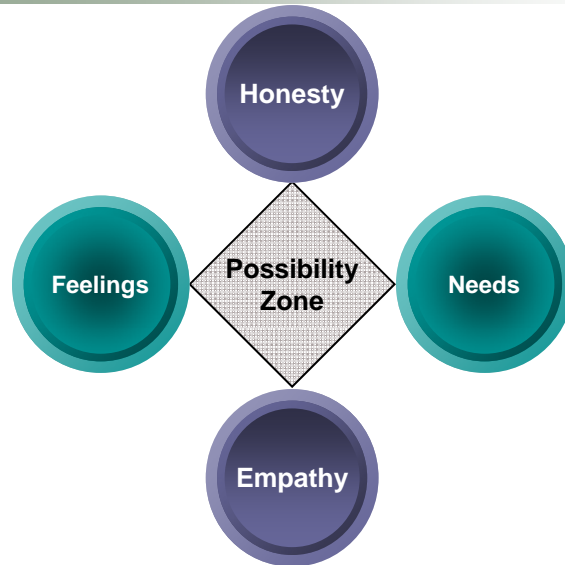


The Language of the Giraffe

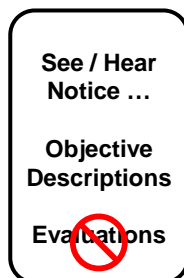


By speaking from the heart, we increase the likelihood of cooperation and natural giving.

Connection Enriches Life



Compassionate Communication

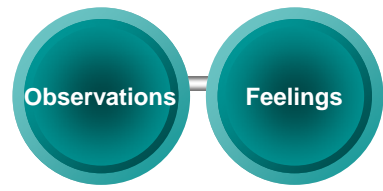


- Perceivable Phenomena (External)
- Specific to Time & Context
- Without Evaluative Connotations
 - No Labels,
 - Generalizations,
 - Exaggerations, or
 - Diminishments

[Putting It Into Action]

1. Turn to a partner and tell about a particular incident at work that stimulated some unpleasant feelings for you.
2. Partner, as you listen to this story, reflect just the observations of this incident, what your partner saw and heard. Be careful to edit out opinions, accusations, judgments, diagnoses, attacks, or blame.
3. When you finish, switch roles so that both partners have the opportunity to tell and reflect.

[Compassionate Communication]



- Subjective Sensations (Internal)
- Specific to Time & Context
- Without Evaluative Connotations
 - o No Opinions,
 - o Analyses, or
 - o Assessments

Wonderful Feelings

When Needs Are Fulfilled , I Feel ...

Awed	Amazed	Astonished	Enchanted	Inspired	Wonder
Calm	Peaceful	Composed	Relaxed	Quiet	Tranquil
Excited	Energetic	Buoyant	Creative	Eager	Vital
Happy	Content	Pleased	Cheerful	Delighted	Playful
Interested	Absorbed	Curious	Intrigued	Fascinated	Stimulated
Jubilant	Ecstatic	Elated	Exhilarated	Joyous	Thrilled
Thankful	Appreciative	Expansive	Grateful	Moved	Touched

Miserable Feelings

When Needs Are Not Fulfilled, I Feel ...

Afraid	Anxious	Dread	Jittery	Nervous	Worried
Annoyed	Aggravated	Frustrated	Disgruntled	Impatient	Irritated
Angry	Enraged	Furious	Indignant	Outraged	Vengeful
Confused	Conflicted	Dizzy	Doubtful	Torn	Uncertain
Disappointed	Discouraged	Dismayed	Dissatisfied	Troubled	Upset
Embarrassed	Ashamed	Deflated	Insecure	Shy	Sorry
Sad	Anguish	Depressed	Despondent	Heartbroken	Sorrow
Tired	Bored	Fatigued	Heavy	Lethargic	Weary

To Cleanly Express Feelings, Avoid

- “I feel *that, like, or as if ...*”
 - “I feel that you should know better.”
 - “I feel like a failure.”
 - “I feel as if you don’t appreciate me.”
- “I feel *I, you, he, she, we, they, or it ...*”
 - “I feel I am constantly on call.”
 - “I feel she is lazy.”
 - “I feel it is useless.”
- “I feel *name or position ...*”
 - “I feel Amy has been pretty responsible.”
 - “I feel my boss is being manipulative”

Avoid Thoughts Disguised As Feelings

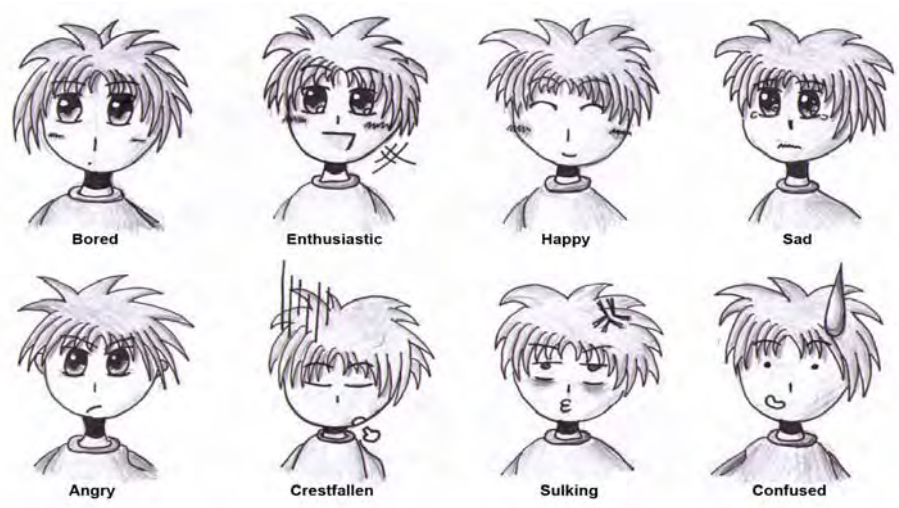
I Feel ... By You

Abandoned	Abused	Attacked	Betrayed	Boxed-In	Bullied
Cheated	Coerced	Co-opted	Cornered	Diminished	Discounted
Disregarded	Distrusted	Ignored	Interrupted	Intimidated	Let Down
Manipulated	Misinterpreted	Neglected	Overworked	Patronized	Pressured
Provoked	Put Down	Rejected	Taken-for-Granted	Threatened	Thwarted
Unappreciated	Unheard	Unseen	Unsupported	Unwanted	Used

[Feelings or Thoughts ?]

- I feel that you're being disrespectful.
- I feel like a failure.
- I feel he's got a bad attitude.
- I feel pressured by you.

[See What People Are Feeling]



[Putting It Into Action]

1. Turn back to your partner and make some guesses as to feelings that you think your partner might be feeling in regard to the incident described, saying "I'm guessing you might be feeling _____."
2. As a list of potential feelings emerges, ask your partner which seem to resonate. Your partner may offer some clarification or alternate feelings.
3. Switch roles.

[Miserable Feelings]

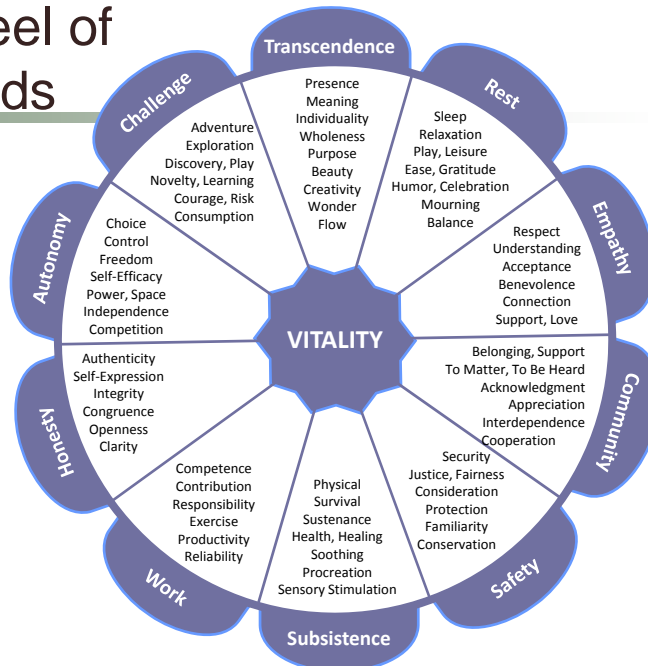
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Compassionate Communication



What's Alive In Us

Wheel of Needs

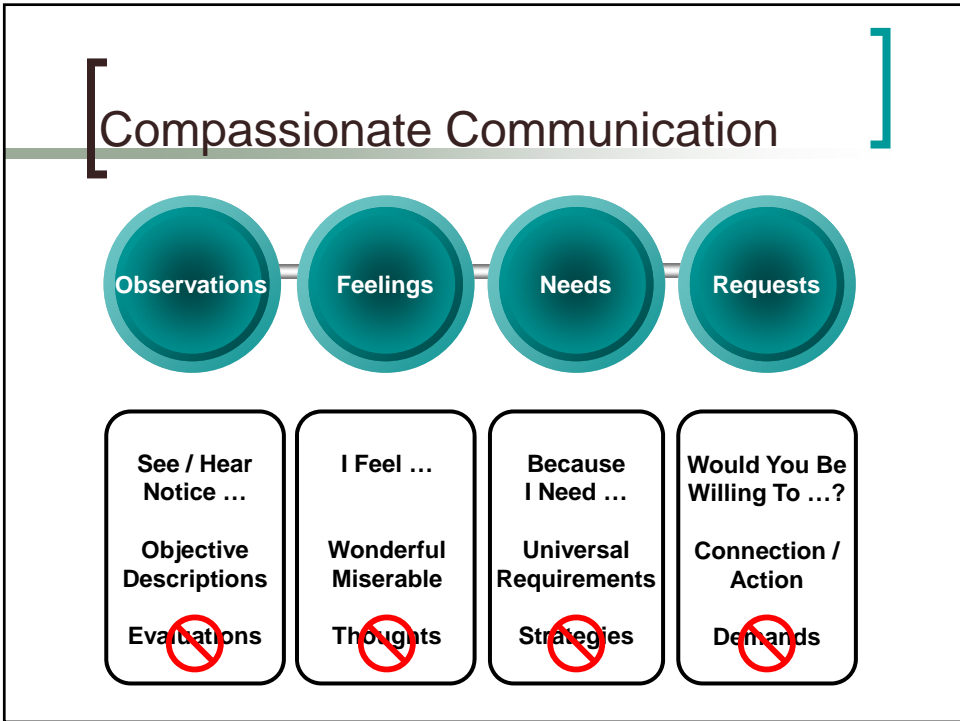
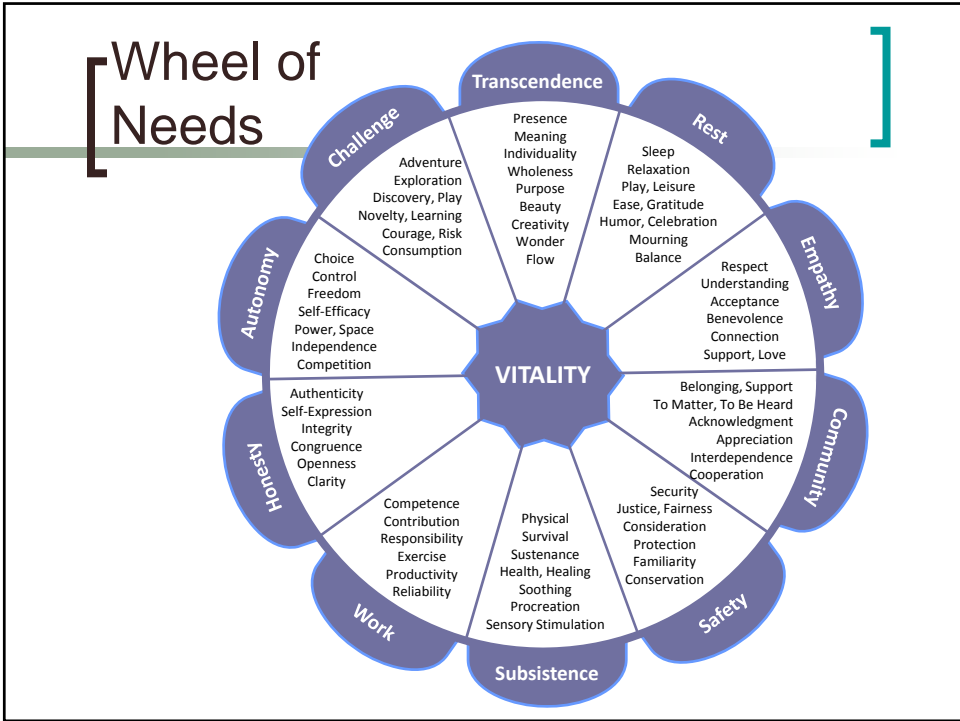


[Needs or Strategies ?]

- I need you to stop talking and pay attention.
- I need a sense of competence.
- I need you to turn in your homework.
- I need to contribute to my students' learning.

[Putting It Into Action]

1. Return to your partner and make some guesses as to needs that you think might have been stimulated by the incident described, saying "I'm guessing that some of the needs that may have been stimulated are a need for _____ and a need for _____."
2. As a list of potential needs emerges, ask your partner which seem to resonate. Your partner may offer some clarification or alternate needs.
3. Switch roles.



[Connection Requests]

- Would you be willing to tell me what you heard me say?
- Would you be willing to tell me how you feel about what I said?
- Is there more you want me to hear?
- How could I make it easier for you to tell me what you're thinking or feeling?

[Action Requests]

- Would you be willing to add that to your calendar?
- Could you look for that file right now?
- Would you be willing to agree to what I have requested?
- What would you be willing to do?

[The Request Advantage]

- What do we want people to do?
- What do we want their reasons to be for doing it?

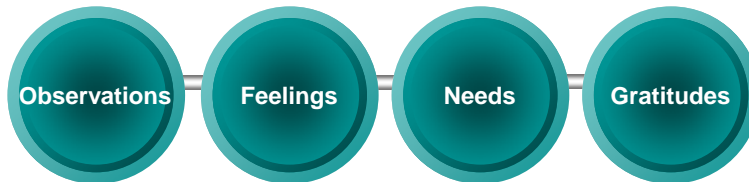
[Putting It Into Action]

1. Having explored your feelings and needs, write two requests that might make life more wonderful for you: a connection request and an action request.
2. Share what you've written with your partner and work together to edit out any sense of demand.
3. Share with your partner when and how you might see that making these requests would be helpful.

[When People Are Heard]



[When Needs Are Met]



[Gratitudes vs. Compliments]

- Celebrating not Manipulating
- Avoiding Praise and Compliments
- Acknowledging What Needs were Met
- Savoring How Life was Enriched

[Gratitude Exercise]

- Describe a specific action at work that enriched your life?
- What feelings did you have?
- What needs were met?
- What appreciation would you like to express?

Resources

- Rosenberg, M. (2005). *Nonviolent communication: A language of life*. Encinitas, CA: PuddleDancer Press.
- Rosenberg, M. (2006). *The nonviolent communication training course: Home study course*. Louisville, CO: Sounds True.
- Hart, S., & Hodson, V. K. (2008). *The no-fault classroom: Tools to resolve conflict and foster relationship intelligence*. Encinitas, CA: PuddleDancer Press.
- Center for Nonviolent Communication: www.cnvc.org
- NVC Training Institute: www.nvcti.com

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