

Assertiveness

Facilitator: Debra Parsons

Intended Learning Outcomes

By the end of this session, you will be able to:

- Identify behavioural choices and their impact on communication and relationships in the workplace;
- Discuss cultural differences in communication;
- Describe the elements of assertive language;
- Practice using assertive language in response to workplace situations

Domestics and Introductions



Introduce yourself to
colleagues on your
table

What would you like
to learn from today's
session?

Working together

Interactive

Safe space

Breaks

Feedback

The pre task

Think about the situations at work where you would like to be more assertive.

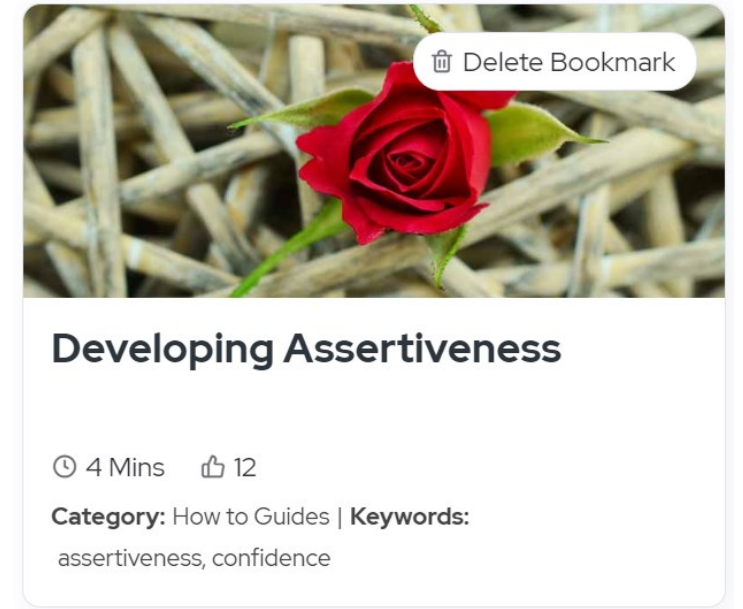
Who are you talking with?

What are you talking about?

What do you need to achieve?

What makes it easy / hard?

Where is the conversation taking place?



Assertiveness definition

“Behaviour which enables a person to **act in (their) own best interests**, to **stand up for themselves** without undue anxiety, to **express honest feelings** comfortably, or to **exercise their own rights** without denying the **rights of others**”

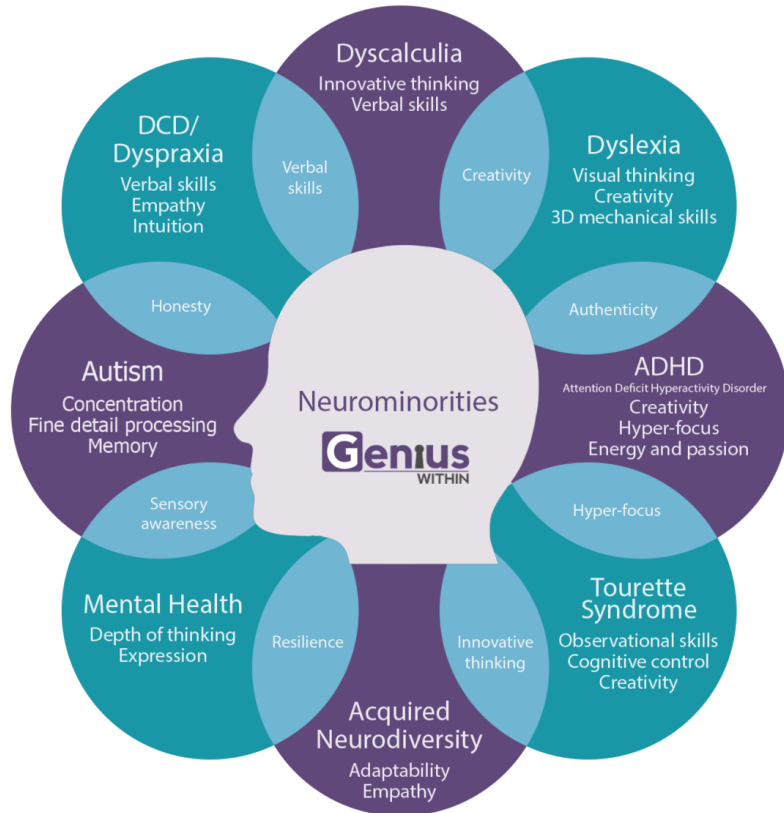
Calberti & Emmons (1974)

Learned behaviour – practice makes perfect

Assertiveness and cross-cultural variations

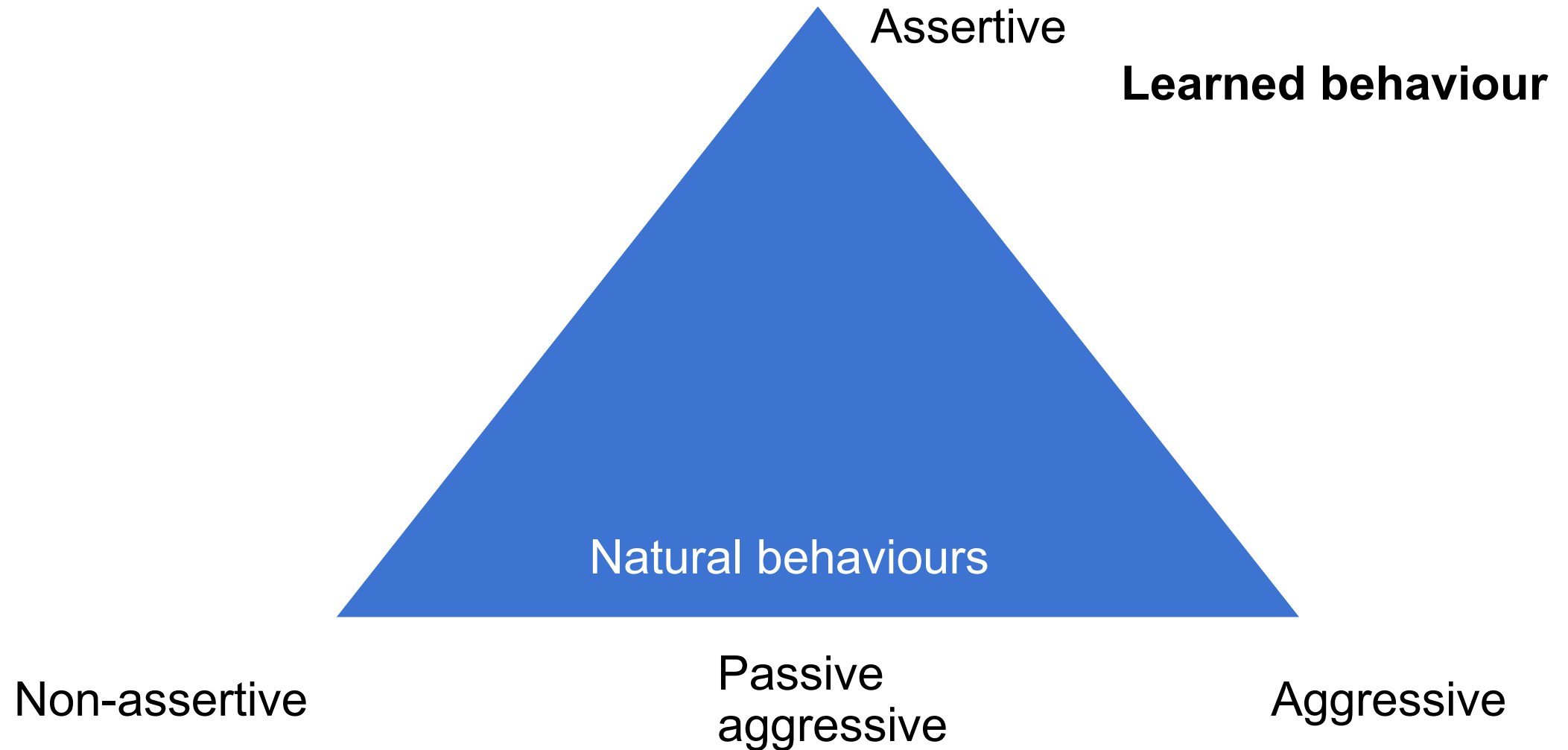


Neurodivergent people and assertiveness



- It is estimated that 1 in 7 people in the UK are neurodivergent (ACAS, 2019)
- How can neurodivergent colleagues be supported to use their strengths and so practice assertive behaviours?

Understanding behavioural choices



Understanding behavioural choices

aggressive behaviour is defined as an interaction style that disregards the rights, needs, and feelings of others. It often involves hostile actions or words that can intimidate or harm others.

Non-assertive behaviour is defined as a tendency to prioritize others' needs over one's own, often leading to feelings of being taken advantage of or helplessness

Passive aggressive behaviour is defined as an indirect expression of negative emotions, often accompanied by subtle behaviours or comments.

Understanding behavioural choices

Activity: (in three groups, one behaviour per group)

What does the behaviour look like and sound like?

What does the behaviour feel like to do?

What does the behaviour feel like to receive?

Assertiveness is

Adult to adult

Respectful

Trying to achieve a win : win

Respecting all parties' rights and responsibilities



Rights and responsibilities

Assertiveness is based on us accepting our rights and responsibilities and affording the same to other people

If you are going to assert your right, then you need to take responsibility too



Rights and responsibilities

Legal rights

General rights



Activity

Why do we need assertiveness in the workplace?

Activity debrief

Legal rights

To get the job done

Positive, respectful working
environment

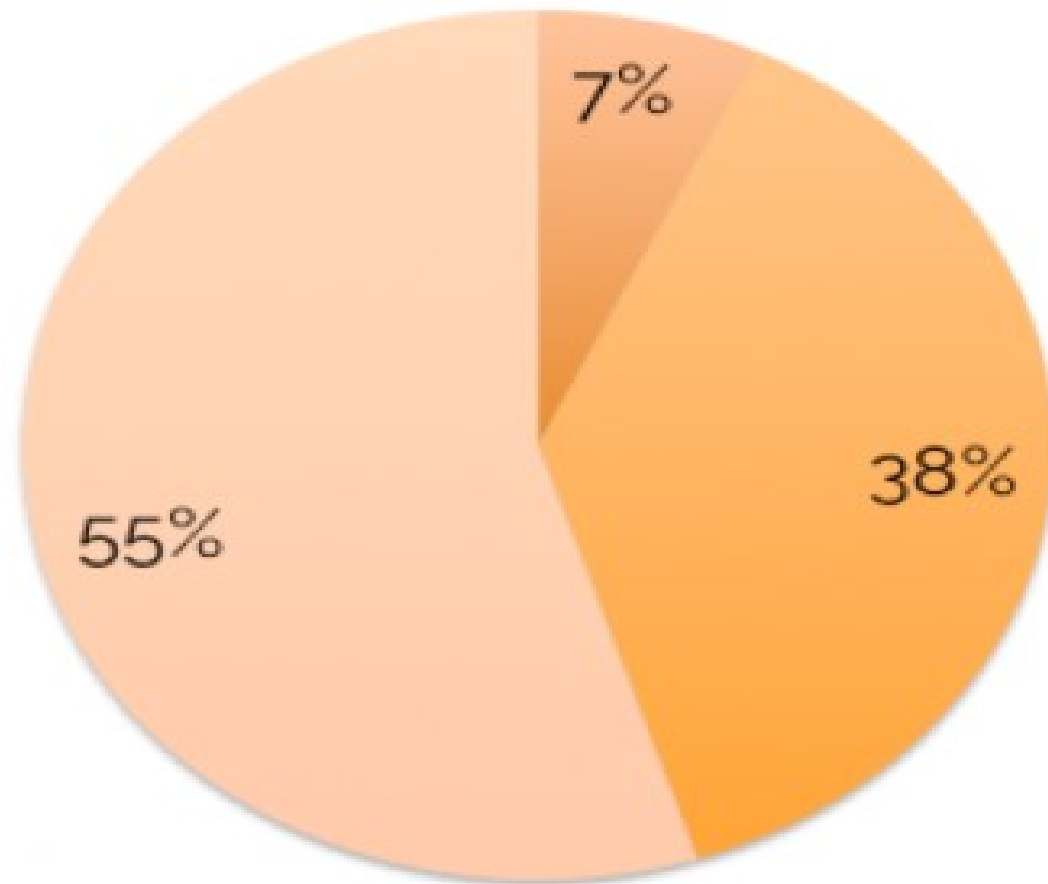


#NeverOK

Getting the tone right in assertiveness

- Applies in situations where we are involved in:
- Face to face communication
- Causing an emotional response

Mehrabian's "7-38-55 Rule" of Communication



Contributions of
Message Elements

■ The words

■ The voice

■ The face

Tone, emphasis and pace matters!

- “You did that really well”
- “**You** did that really well”
- “You did **that** really well”
- “You did that really **well**”

Activity

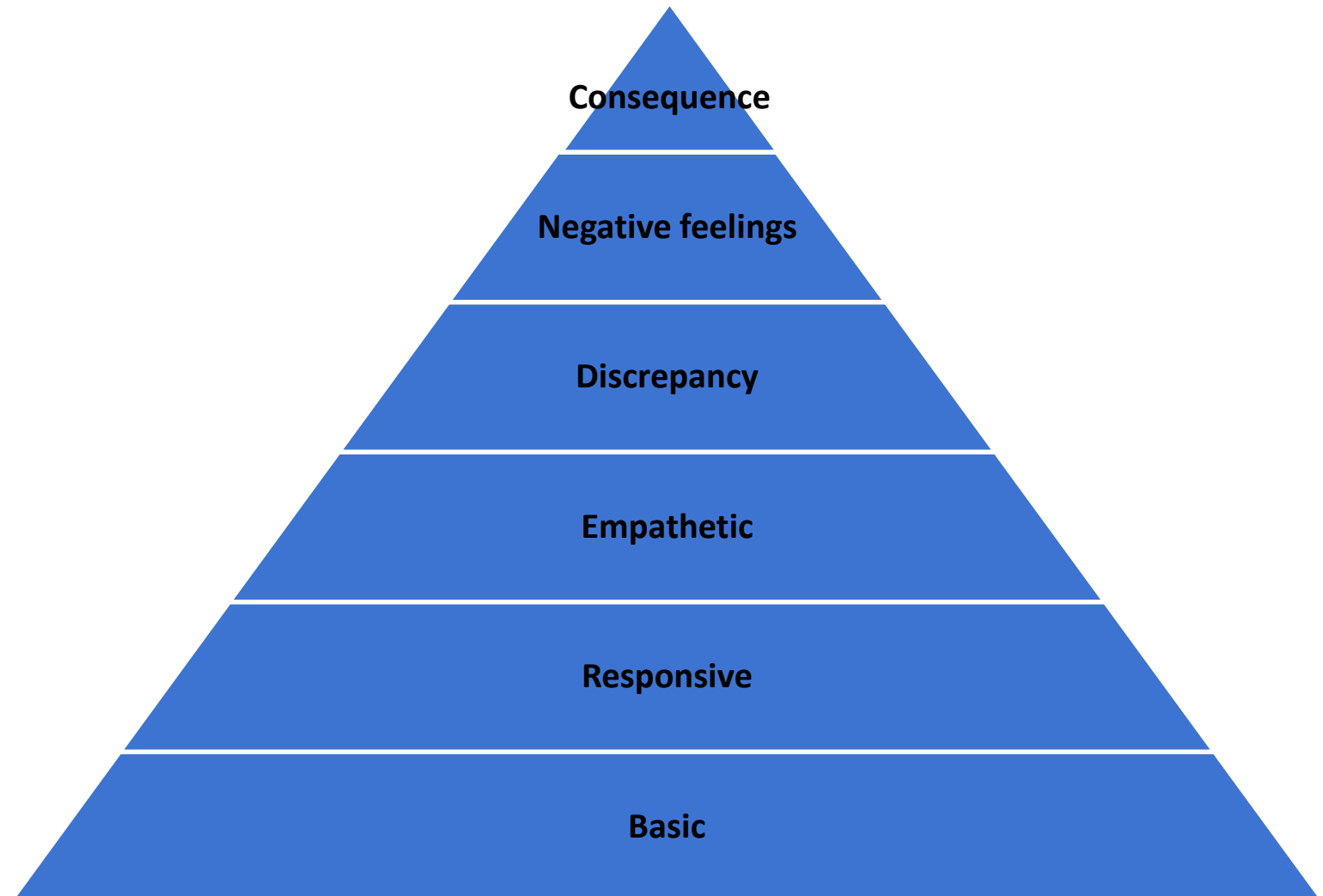
Working in pairs / small groups, identify the behavioural styles used in each example.



Behavioural continuum



6 levels of assertiveness



Activity

Create your own examples to use within the 6 levels of assertiveness and discuss with colleagues



Assertiveness tools



Applying assertiveness in the workplace

Review the situation that you highlighted in the pre-course task

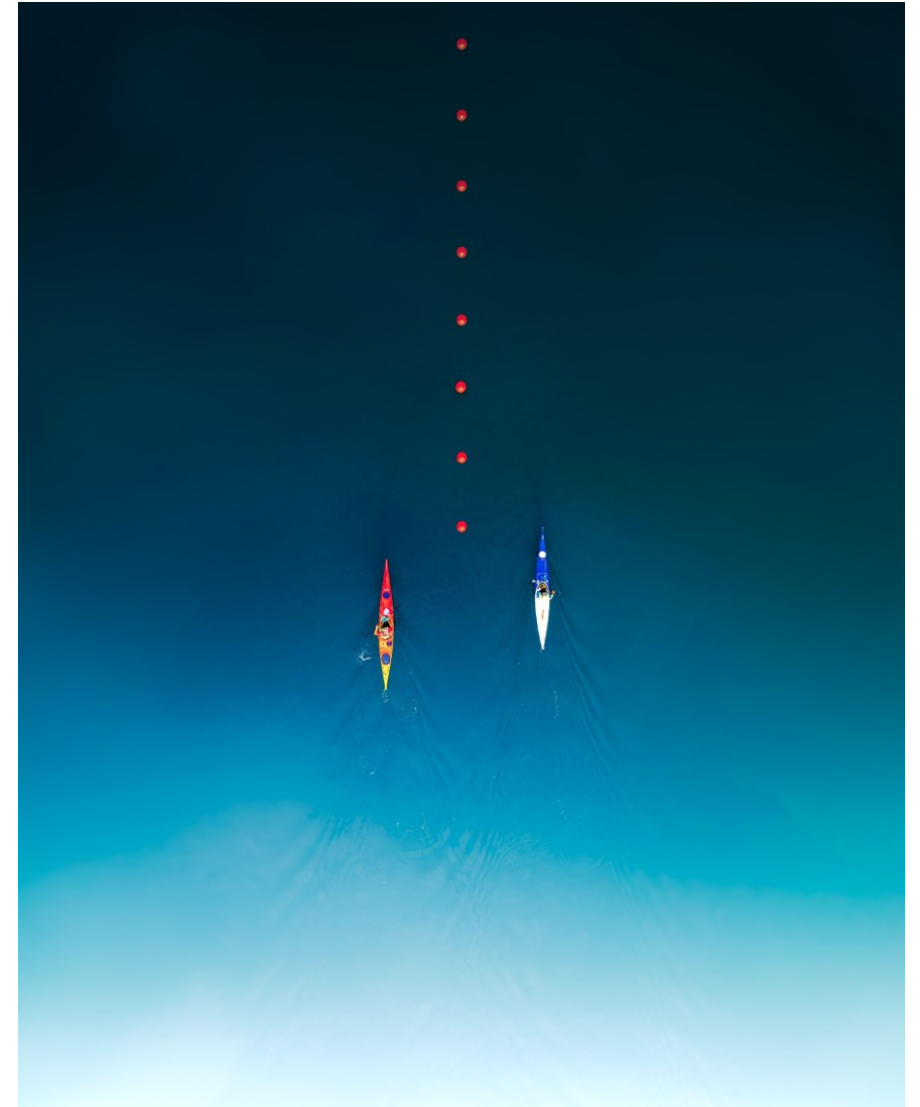
Which of the 6 levels of assertiveness are relevant here?

Which of the assertiveness tools would be useful to use?



Action planning

Share one thing you are going to do after this session.



| Thank you

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