

**Course: Social Communication**

**Field of Study:** Internal Security, Finance and Accounting

**Form of classes and number of hours:** lecture 15 h, seminar 15 h

**Number of ECTS credits:** 2

**Learning outcomes:**

Student:

- defines the basic concept and problems of social communication,
- knows the mechanisms of social influence, distinguishes between basic manipulative techniques,
- knows the rules of communication with individual person and groups,
- can logically select elements of acquired theoretical knowledge in order to interpret practical issues,
- can recognise and interpret the basic mechanisms regulating the processes of social communication,
- applies the principles of communication with individual person and groups and colleagues,
- understands the need for continuous improvement of knowledge and social competences,
- can assume appropriate social roles, cooperate in a group, and carry out individual and group tasks.

**Subject matter of the classes:**

**Lecture:**

1. Communication concept. Communication channels and codes. Communication models.
2. The phenomenon of conformism. Informative social influence, normative social influence.
3. L. Festinger's theory of cognitive dissonance.
4. Social influence and defense against manipulation. Basic techniques of social manipulation.
5. Communication in advertising. Man in advertising and the principle of matching. Marketing MIX.
6. Assertiveness and assertive behaviour in interpersonal relations.
7. Stereotypes, prejudices, discrimination. Effective methods of fighting prejudices.
8. The essence of the attribution process (internal and external attributions, basic attribution error).
9. Social cognition – how people give meaning to the world (role of patterns, priority effect, freshness effect).

**Seminar:**

1. Communication concept. Communication channels and codes. Communication models.
2. The phenomenon of conformism. Informative social influence, normative social influence.
3. L. Festinger's theory of cognitive dissonance.
4. Social influence and defense against manipulation. Basic techniques of social manipulation.
5. Communication in advertising. Man in advertising and the principle of matching. Marketing MIX.
6. Assertiveness and assertive behaviour in interpersonal contacts.

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7. Stereotypes, prejudices, discrimination. Effective methods of fighting prejudices.
8. The essence of the attribution process (internal and external attributions, basic attribution error).
9. Social cognition – how people give meaning to the world (role of patterns, priority effect, freshness effect).

## **Bibliography**

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## **Websites**

<https://courses.lumenlearning.com/boundless-sociology/chapter/types-of-social-interaction/>

<https://www.proofhub.com/articles/effective-communication>

<https://www.habitsforwellbeing.com/9-effective-communication-skills/>

<https://www.relavate.org/communicate-well/2018/7/20/21-ways-to-communicate-effectively>

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## Assertiveness and assertive behaviour in interpersonal relations

### 1. Short introduction

The emergence and development of assertiveness training took place in the 1950s. Assertiveness training was developed as a procedure for treating patients with the 'Inhibited personality' (patients with very different ailments, such as: shyness, depression, sexual problems, claustrophobia were treated, they were often patients displaying disorders in the area of expression of feelings – so the application of training from the beginning was very wide). While creating the concept of assertive behaviour, attention was drawn to the fact that 'inhibited patients' are afraid of such behaviour to which they are entitled as human beings (e.g. having their own property, expressing their own opinions).

Assertiveness training was used to overcome the anxiety that was digesting 'inhibited patients' – the training taught to react differently than anxiously to an anxiety stimulus. The first assessments of training effectiveness were very high – 86% of patients changed their behaviour as desired. For comparison (patients undergoing other procedures):

- a) For example, help based on advice – 44% effective,
- b) For example, non-directive therapy – 32% effective.

Due to its effectiveness, assertiveness training was quickly applied to healthy people, and educational assertiveness programmes began to emerge.

The spread of assertiveness courses took place in the 1970s and 1980s – assertiveness quickly became an important tool for training professionals in professions in which communication and contact with people play an important role (teachers, managers, salespersons, doctors, psychologists, etc.).

### 2. Definitions of assertiveness

Assertive behaviours are realised in interpersonal interactions and express: feelings, opinions, attitudes, wishes or rights of a given person in a direct and firm manner, but without violating the rights and dignity of another human being. They differ from aggressive behaviour that leads to feelings of injustice, hostility or a desire for rematch.

Assertive behaviour helps us to communicate our needs, desires and feelings to other people in a specific and decisive way – without violating in any way their rights and personal boundaries. It is an alternative to the three most common behaviours in interpersonal relationships: passive, aggressive and manipulative.

To better understand what assertiveness is, the so-called 'Table of interpersonal attitudes' by Thomas Harris, which in a simple way illustrates the basic, most common patterns of behaviour in interpersonal relations (it is the so-called basic model).

<p>I am O.K. You are not O.K.</p> <p>I humiliate others: I need to show who is better. Lack of self-confidence, low self-esteem. This is a model aggressive behaviour.</p>	<p>I am O.K. You are O.K.</p> <p>I accept my own imperfection and know that neither are you perfect. I respect myself and others. This is assertive behaviour.</p>
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<p>I am not O.K. You are O.K.</p> <p>I see others as better than myself, more valuable, and I give them power (and they take advantage of it eagerly). This is a model passive behaviour.</p>	<p>I am not O.K. You are not O.K.</p> <p>Extremely low self-esteem, loss of interest in life. The state of permanent frustration – such a person is unhappy, but also ‘cares’ that others also do not feel well. This is manipulative behaviour.</p>
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Table of interpersonal attitudes of Thomas Harris (source: J. Ferguson, *Asertywność doskonała*, Poznań 1999).

(1) **I am OK. You are not OK.** If someone follows such a pattern in interpersonal relations, he/she **behaves aggressively**. Such people focus only on meeting their own needs, consider themselves better, more valuable than others, they always know everything best, humiliate others and impose their own opinion on others. It happens that such people actually have low self-esteem – and mask their own insecurities with aggression, attack.

(2) **I am not OK. You are ok.** If someone implements such a pattern in interpersonal relations, they **behave in a passive manner**. Such a person puts the satisfaction of other people before their own needs. They consider themselves being of little value, are afraid of making any decisions, prefer someone else to decide for them (they are afraid of the consequences of their freedom), do not believe in themselves, do not achieve their goals.

(3) **I am not OK. You’re not OK either.** If we exclude mental problems (such as depression), it will be a state of permanent frustration – ‘the world is bad, all people are hopeless, my life is pointless, but yours also’ – in a word, these are ‘toxic people’ (a term used by some psychotherapists), ‘poisoning’ not only their own lives, but also the lives of people who interact with them. **This is manipulative behaviour.**

(4) **I am OK. You are also OK.** This pattern in an interpersonal relationship is characteristic of **assertiveness**. Assertiveness presupposes a high level of self-awareness of an individual – I have flaws, vices, but as a self-aware individual I work on them, I also work on myself, and I do not make life difficult for others by demanding acceptance (this is how an aggressive person behaves). Assertiveness presupposes that a person has the right to make mistakes – but an assertive person always apologises for their mistakes, corrects them and learns from them (and they do not make any more such mistakes, because they are their ‘life lessons’). In addition, assertiveness includes an attitude of acceptance and respect shown to other people, assertiveness is also based on a realistic approach to oneself and one’s abilities (an assertive person sets themselves realistic goals, i.e. goals that they can achieve).

### 3. Examples of non-assertive behaviours and their consequences

#### a) Passive behaviour

The vast majority of participants in assertiveness training show a tendency to passive behaviour and are unhappy with not achieving their goals, inability to achieve their own ambitions, plans and intentions.

There is a psychological trap in non-assertive behaviour: if a person behaves in a passive manner, they can initially expect short-term rewards – they are perceived as kind, polite, willing to compromise, as a good team member, someone who can always be relied on.

However, if they always says 'yes' in interpersonal relationships, there is a high probability that others will start using them – they will pass additional duties on them, give them some of their own work.

As a consequence, a person, always doing something for others, begins to feel frustrated, loses their self-esteem – their self-confidence will suffer (they also have inhibitions – especially when they have to ask someone for something – passive people cannot communicate their needs, I feel uncomfortably, awkwardly in such a situation).

Very quickly this primary, short-term reward fades – people begin to sympathise with such a person, for some they will become the object of mockery, others will lose respect for them (loser).

A passive person will be left alone with their inner anger, a sense of harm, which can lead to stress, depression, various types of misfortunes, breaking relationships, etc. Paradoxically, people very often behave passively for the sake of peace (they are afraid of the consequences of their actions, they do not want to take the responsibility on themselves – they are afraid of the consequences of their own freedom).

#### b) Aggressive behaviour

If a person behaves aggressively – initially they can also expect short-term rewards: they are admired, others notice their 'successes', congratulate them, envy their 'go-aheadness', 'creativity', admire their 'courage' when they unscrupulously go for someone.

However, a conflict arises very quickly – people start to fear this type of people, avoid them, withdraw from cooperation with them, for fear of being humiliated or aggressively criticised.

An aggressive person in everyday life shows anger and hostility, in social situations they can be erratic, try to influence other people's choices, show no respect for others, treat their co-workers instrumentally (objectively), ruthlessly strive to achieve their own goals ('elbow their way to the top').

These types of situations usually lead to alienation of an aggressive person, the need to justify themselves, which in turn further strengthens their aggression.

#### c) Ambiguously passive or aggressive behaviour

Please note that passivity and aggression are two model, relatively easily recognisable manifestations of non-assertive behaviour.

However, in life, we usually deal with more complex situations, aggression will not always take such an obvious form, it may be hidden, masked, and thus even more dangerous and harmful than typical, intrusive behaviour.

A similar situation may occur with, at first glance, very passive people, they may in fact be skillful manipulators, assigning a sense of guilt and responsibility to others for everything that happens to them.

In a word, the proverb: 'Beware of the wolf in sheep's clothing' remains relevant.

#### d) Manipulative behaviour

Manipulative behaviour (hiding true feelings or intentions) – allows people to maintain and fuel their own dissatisfaction and make sure that others also do not feel too well. The tool they use is guilt (the manipulation of guilt).

Example. Imagine a person who at first glance looks very unhappy, constantly complains that they do not get what they want from others, and when asked what they want, they cannot tell. Such an 'unhappy', 'poor' person can cause embarrassment and guilt in others. Why? Because we, for better or worse, put our plans into actions, of course we fail, but there are also successes in our

lives. Suddenly we meet a 'poor' person who 'got so lost in life'. And the first thought that may come to our mind is: 'we have to help them'. And at this point, this person 'has us at hand' and can manipulate us.

What conclusions can be drawn from the above considerations?

1. Assertiveness teaches that if we do not care about our own needs (emotional, material), we cannot give others – because the resentment we start to feel sooner or later will most likely be directed against other people in the form of open or masked (manipulative) aggression aimed at making them feel guilty and uncomfortable.
2. Assertiveness shows that only we ourselves can take responsibility for our feelings and the recognition and manifestation of our needs, so that the people we relate to can decide whether or not they want to satisfy them.
3. In a word – let's communicate our needs to others, don't expect someone to guess what we want. If we communicate – perhaps others will respond positively to our desires and we will get what we want. If we do not communicate (hoping that someone will guess) – we will definitely not get what we want.

#### **4. How can assertiveness be interpreted?**

- Assertiveness can be interpreted in many ways, but most often as:
- behaviour;
- self-confidence and good self-esteem;
- way of communicating in interpersonal relations;
- ability to self-actualise within their abilities.

#### **5. Assertiveness as behaviour**

By behaving assertively, we primarily control ourselves – not other people. The feeling that we control ourselves, our emotions, and what we say, not only positively affects our well-being, but also affects other people.

Please imagine the following situation. In a moment, the person who is to present the paper will come to the room.

We notice a person entering the room with their head low, clutching the briefcase with the paper in front of them, mumbling words of greeting losing their breath, taking a seat far away in the corner.

What will we think of such a person?

Will it occur to us that someone like this will have something interesting to say? That the content of the paper will be important and interesting? Unfortunately, we will rather ignore such a person and devote more attention to them. Such a person represents a passive attitude.

Please imagine a different behaviour – a person enters the room, convinced of their importance and superiority, looks around the room with no objectionable eyesight, urges everyone to discuss, and decisively imposes their arguments on the audience. Will a person behaving in this way arouse our sympathy?

Of course not, but for completely different reasons than the first one. The person behaving in this way represents an aggressive attitude.

In that case, please imagine someone who enters the room and appears to be well-organised from the very first moment, greets those present, smiles friendly, makes eye contact. What will we think of such a person?

Most likely, we will be nice and polite to them and we will be happy to listen to the lecture they have prepared. And it is this person who will implement their plans in an assertive manner.

When asked 'are we being assertive?' you can try to answer yourself by using various additional questions, for example:

Do we make eye contact with other people when greeting us?

Do we amicably watch strangers when we enter, for example, a lecture hall?

Do we usually adopt an upright posture in interpersonal relationships, with our feet slightly apart?

Do we express ourselves clearly and precisely on a daily basis, and our voice does not reveal unnecessary emotions?

For example, do we show interest in other people with our smiles and answers?

If we ourselves are not able to objectively look at our behaviour, we can ask friends to help us in this task. 'By behaving in an assertive manner, we give the impression that we are comfortable with ourselves in the space we occupy.'

## **6. Assertiveness – as self-confidence and good self-esteem**

Imagine the following situation: we are having an important conversation, we are very keen to defend our point of view. We show eloquence, rich arguments, but ultimately fail. It was the opponent's arguments that prevailed, they turned out to be convincing for others.

What do we feel then? Nervousness? Anger? Or is it humiliation? It happens that we rework such situations endlessly in our heads, we give ourselves poor feedback, coming up with various accurate retorts that could come out of our mouths but they did not, we are nervous that we were not bright enough, outspoken or not brave enough to repel the enemy's attack.

The more we think and ponder upon such situations, the more our self-esteem suffers, we get the impression that we have lost at our own will, allowing our opponent to succeed.

Please imagine the opposite situation – we were successful in an important conversation, our arguments turned out to be convincing for others.

What do we feel then? We are satisfied with ourselves, we feel satisfaction.

Let's try to answer the question, which of these feelings last longer?

Unfortunately, we quickly forget about the positive feeling, and the negative feeling we dwell on lasts forever, it hangs over us, taking away our joy and confidence.

Assertiveness training shows that people can easily learn to raise their self-esteem. Various exercises serve this purpose (e.g. consciously focusing on your strengths, drawing conclusions from the mistakes made, and not building a sense of guilt on their basis), you can use specific affirmations – take a piece of paper and try to write 10 sentences starting with the words:

I am a valuable person because .....

I am a valuable person because .....

E.t.c.

Contrary to what it looks like, this is a difficult exercise – we have to ‘look’ inside ourselves and consider what traits, among those that I have, prove that I am a valuable person, what traits make me a valuable person and the ones I will always have, regardless of changing external circumstances.

Thanks to assertive behaviour, we can develop a healthy, realistic self-esteem.

## **7. Assertiveness – as a way of communicating**

### a) Assertive communication presupposes directness

When communicating in an assertive way, first of all, we say what we mean and convey it in a clear, simple, precise manner, without understatement.

If we’re going to say something, we just say it, we don’t use introductions like:

‘You might think I’m terrible saying this, but ...’

‘Look, I know you’re very busy, but ...’

‘I really always feel awkward to give you trouble, but ...’

Messages that begin this way give the other person the opportunity to guess what we mean and adopt the appropriate attitude (defensive, disrespectful, confrontational).

It is much more effective to say directly what we want to say. By avoiding obscuring the message – through bizarre introductions, allusions or incomprehensible, twisted argumentation. As a consequence we gain the respect of the interlocutor.

### b) Assertive communication implies flexibility

Communication is most effective when the message sender adapts themselves to the message recipient’s situations. Of course, the point is not that you should always change the style of conversation in order to forcefully match our interlocutor. Flexibility implies a specific sensitivity and openness to others. The very way of expressing our opinions and views should also depend on the time and place, because there are situations when it is better not to touch on some topics. And if we consciously make such a choice, it will always be a manifestation of our assertiveness, not passivity.

### c) Assertive communication implies speaking for ourselves

I think... In my opinion.... In my opinion ... In my understanding ... For me ... – these are definitely more effective ways of conveying views than messages like: You are ... You have no right ... This is wrong ... It’s not like that ... You can’t talk like that ...

Assertiveness presupposes that we have the right to our own opinions, but our beliefs, judgments, opinions are not the only right ones. People always accept comments about themselves more easily if we give them the form of personal views rather than universal truths.

Examples of simple messages (but completely non-assertive)

1. You’re driving a car badly.
2. This blouse does not suit you at all.
3. You can’t talk like that. (You have no right to say that).
4. You never scrub the floor properly
5. Yesterday evening you were terrible to me.
6. It definitely won’t work. You should have done it differently.

Please note that the responses to such statements will be either defensive or take a form of a confrontation. However, if we try to give them a personal tone – then the recipient of the message will feel less threatened and will most likely be more open to what we want to convey to them.

Here are examples of how you can turn these sentences into assertive ones:

1. I think you drive too fast sometimes, it doesn't always feel safe when you are driving.
2. In my opinion, you look better in other colours.
3. I do not agree with what you say, I have a different opinion on this subject.
4. Maybe I'll explain how I clean the floor.
5. I was hurt because of your behaviour towards me yesterday.
6. I would approach it a bit differently. Have you thought of doing it this way...

Please note that such statements will not be read by the recipient of the message as an attempt to attack, humiliate or nag, and the recipient will most likely listen to what we have to say.

d) Assertive communication presupposes emotional control – self-control

It is very difficult to be assertive when, for example, we are scared, trembling with anger or clenching our fists. It has been known for a long time that we communicate not only with words – body language (speech of gestures) plays a huge role. So by controlling the style of our speech – the tone and intensity of our voice, we can make our speech less emotional – and then we will definitely be perceived as more credible people.

e) The last element of assertive communication – listening

Listening is a very important, unfortunately most overlooked, aspect of communication. People most often listen either inattentively (distracted by various thoughts or issues around them) or selectively (we accept only what we want to hear).

Assertiveness teaches that we should refrain from judging and revealing our emotions until the interlocutor has finished and we understand what he or she is saying. The most important aspect of assertive communication is mutual respect. Listening to a person should be as important to us as expressing our own views on a topic.

## 8. 10 laws of assertiveness

The basic assumption of assertiveness is the fact that every person has certain rights. Let us remember that the same rights apply to the person with whom we enter into an interpersonal relationship (source: J. Ferguson, *Asertywność perfect*, Poznań 1999).

I believe I have the right to:

- 1/ Ask for what I want. But that doesn't mean I'll always get it!
- 2/ Express my opinion and feelings and show emotions assertively (in a way appropriate to the situation);
- 3/ Not to be discriminated against (i.e. judged on the basis of sex, age, race, religion, etc.) – be judged on the basis of my values;
- 4/ Make decisions and bear their consequences (not let others impose their decisions on me);
- 5/ Decide if I want to get involved in someone else's problems (a caring person does not have to do everything for everyone, one should distinguish responsibility towards someone from responsibility for someone else);
- 6/ Make mistakes – learn from them, not build up a sense of guilt because of them (an assertive person fixes their mistakes);
- 7/ Get what I pay for – when I buy something, hire someone or use someone else's services;
- 8/ Change my decisions (if we listen to someone assertively – we may come to the conclusion that it is not us, but they are right);
- 9/ Have my privacy – thoughts, place, personal matters;

10/ Be successful (in our society there is a tendency to belittle ourselves, almost apologising for our joys – there is nothing wrong with showing joy)’.

## **9. The most important methods of assertiveness:**

### **a) The ‘broken record technique’**

The basic method of assertiveness is the so-called the ‘broken record technique’ – a method for people who, despite our clear refusal, do not cease to put pressure on us.

The idea of a ‘broken record’ is not to succumb to destructive emotions and at the same time to defend your own interests without violating the rights and dignity of another human being (at the same time not to spoil relations with them).

The ‘broken record technique’ includes 2 elements:

- 1/ A key sentence that is repeated firmly and calmly.
- 2/ Maintaining connection by referring to the interlocutor’s arguments and expressing one’s own feelings.

### **Example:**

A: Can you lend me this economics book?

B: No, I won’t lend you the book because you won’t give it back to me.

A: Come on, give me a lend of this book, I will give it back to you!

B: I understand your intentions are good, but I won’t lend you this book because you won’t give it back to me.

A: I thought you were a good friend of mine. Lend it to me!

B: I am still your friend and I like you very much, but I won’t lend you this book because you won’t give it back to me.

A: I’ve been counting on you so much, won’t you help me?

B: I understand that you have counted on me in this matter, I will be happy to help you with other things, but I will not lend you this book because you will not give it back to me.

### **b) Assertive expression of anger**

An assertive way of expressing anger means focusing on the task of changing an undesirable external reality, whereby the person expressing anger does so in a way that does not violate the rights of others (and at the same time they allow for expressing themselves, thus for releasing the emotional tension).

What strategies should you use if you are angry?

(1) Using the ‘I’ message (we always speak on our own behalf) and (2) using the reaction grading process, consisting of 4 elements:

1. provision of information (request),
2. expressing feelings,
3. calling for support (communicating repercussions),
4. using the facilities (executing repercussions).

**Example 1.**

We are sitting in a cinema and someone sways their leg tapping our chair with their shoe.

**(1) providing information (request)**

'You are knocking on my chair, please stop, because it prevents me from watching the movie.'

**(2) expression of feelings**

'I get irritated when you knock on my chair, please stop, because it prevents me from watching the movie.'

**(3) communication of repercussions**

'If you keep knocking on my chair, I'll call the security guard (ticket seller).'

**(4) implementation of the previously communicated repercussions**

The vast majority of people change their behaviour after stage 1 of the procedure. However, if someone ignores us – we go to stage 2, then 3, and stage 4 is the last resort of course.

**Example 2.**

Several people sit on the bench in front of the apartment building. It is summer, 10 pm, young people are talking loudly, laughing at their jokes.

At one point, a woman looks out of the open window and says: 'Could you please move or be quieter, because I'm just putting my baby to sleep?' – please note that this woman started the interaction from stage 1 of the process (she informed young people) – and she will probably get an immediate change of this undesirable situation – young people will say 'oh, sorry' and move to another place.

Please imagine another scenario: a window opens and an angry woman peers through it and immediately starts yelling: 'hooligans, what do you think you are, you know what time it is?! I'm calling the police right away!!!' – please note that this time, apart from unnecessary emotions, the interaction starts immediately from point 3 of the procedure (the woman did not provide any information). What can this lead to? Most likely to a row and unnecessary exchange of views between her and young people who felt attacked and intimidated.

**c) Assertive refusal – or how to say 'no'**

Assertive refusal is a clear, direct, honest and firm statement.

It should contain the word 'no' and a clear indication of how we intend to proceed.

The refusal should also include an explanation – thanks to this, the interlocutor will better understand our conduct.

**Example 1.**

A: Will you go to the cinema with me today?

B: No, I'm not going to the cinema with you today. I have other plans for this afternoon.

**Example 2.**

A: Will you be attending the meeting on Sunday?

B: No, I will not be at the meeting on Sunday. This week I am going to visit my grandparents with my family.

Sometimes people fear that their refusal will be taken as a signal of dislike or a desire to move away (end the relationship). To avoid this, in an assertive refusal, a comment may be added to support the relationship.

**Example 1.**

A: Will you go to the cinema with me today?

B: No, I'm not going to the cinema with you today. I have other plans for this afternoon. **But I would love to come with you next week.**

**Example 2.**

A: Will you be attending the meeting on Sunday?

B: No, I will not be at the meeting on Sunday. This week I am going to visit my grandparents with my family. But I'll try to come in two weeks.

**d) Assertive expression of own opinions and beliefs – acceptance of the pluralism of opinions, as the implementation of the attitude: 'I'm OK. – You're OK too.'**

**Techniques for sticking to one's beliefs in a situation of strong pressure for change:**

Sharing a disagreement: 'I see we disagree on this';

Presenting an attitude of acceptance for a divergent opinion: 'I understand that you have such an opinion on this matter...',

'It's very interesting that you see the problem that way';

Appealing to oneself: 'for me, her beauty is delightful';

Avoiding the trap of multiplying arguments (for or against);

Exposing allusive arguments: we come back from the store satisfied, with a new jacket, we meet a friend who comments on our purchase: 'Wasn't there anything better in that store?' At this point, instead of wondering what they mean and feeling 'awkward', it is worth asking them a question: 'do you mean that I have no taste?'

**Examples of pro-assertive sentences**

Focusing on positive experiences: 'I have had success in many things in my life'; 'There are people who are willing to listen to what I have to say'; 'I have many strengths',

Appealing to a person's rights as a human being: 'I have a right to be angry.'

**Check Questions:**

1. How can assertiveness be defined?
2. Discuss Thomas Harris's table of interpersonal attitudes:
  - a) What are passive behaviours characterised by?
  - b) What is aggressive behaviour?
  - c) What are manipulative behaviours?
3. How can we interpret assertiveness?
4. What is assertive communication?
5. What is the 'broken record' method?
6. How to express your anger assertively?
7. How to say 'no', or how do we assertively refuse?

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**Ewa Smolka-Drewniak, PhD**

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