

Transformations Session 7

Use of the Short Form

Purpose: Participants will review the Awareness Wheel and become familiar with the short form and how to use it.

Materials:

- Paper
- Awareness Wheels
- Short forms

Content:

- Review Awareness Wheel
- Introduce short form

Activities:

1. One-on-one share
2. List incidents
3. Complete Awareness Wheel
4. Participant's wheel on the board
5. Complete short form
6. Share short form on board or one-on-one

T> Good evening and welcome to session seven. Tonight we're going to work with the Awareness Wheel and then discuss a method of presenting your experience to the other person in the conflict in order to work toward resolving the conflict. We call it the short form. (We call it the short form because it has four parts and is an easy way to

shorten what you discovered in your Awareness Wheel in preparation for talking to the other person about the incident.)

T> Let's begin this evening by letting go and being here with a meditation.

T> Find yourself a partner for a one-on-one. In this one-on-one, think about something that moved you, touched you, recently. Share with your partner – just listen to each other. I'll tell you when it's time to switch.

T> The Awareness Wheel! What is it? What are the five parts of our experience that we plot on an Awareness Wheel? (NOTE: Draw an Awareness Wheel on the board and define each part outside its title so that the class can refer to it throughout the evening.)

What are the uses of the Awareness Wheel?

(NOTE: For review and fun, trainers may use an exercise called the living Awareness Wheel.)

T> It all begins with an incident. Take about five minutes and list as many incidents as you can from this last week, or from any time in the past. Go for at least five.

T> Does anyone have any questions? Choose an incident to do an Awareness Wheel. This should be an incident that you're interested in exploring and also one that you'd be willing to share with at least one other person.

(NOTE: Circulate to make sure that the incident is just the facts; that feelings and interpretations are in the correct places. Usually participants need some one-on-one attention during this part of the class because they are still unsure of the device.)

T> Choose a partner for a one-on-one. In this paired share, each of you takes a turn and shares your incident and Awareness Wheel. As a listening partner, just listen to your partner. You may offer help about what is a feeling or an interpretation, but this isn't a time to give advice about the incident and how to resolve it. You'll each have about five minutes, and I'll call time so you'll know when to give your partner a turn. (NOTE: While this is going on, circulate to find a wheel that is appropriate to share with the class. The wheel will be plotted on the board, and then the short form will evolve out of it. You're looking for one that is clear and that will have universal appeal. If it's too hot an issue, however, people will get stuck in their own interpretations. It's an art! Get permission from the participant.)

T> Does anyone have any questions right now? We've got a volunteer to put a wheel on the board. Why don't you tell me what your incident is? (Ask the participant all the questions you need to get the wheel completed on the board. This will engage the class.)

T> Thank you very much for sharing that with us. Is everyone clear about _____'s incident and wheel? One of the reasons for doing an Awareness Wheel is for you to know yourself and your experience in enough depth that you can then identify what it is that you want for yourself and from the other person. One of the directions to go in after you do an Awareness Wheel is to share your incident with the person you had the incident with. This is your chance to resolve an issue and become closer to the other person, if that's what you want. The tool we use for this is called the short form, and

with it you share your incident, feelings, and interpretations, and then what you want.

(Draw a short form on the board next to the Awareness Wheel.)

ASK PERMISSION!!

(This is just drawing the form. We don't fill it in until the next paragraph.)

First, the incident: When _____ (Describe what happened.)

Then, your feelings: I felt _____ (Name a feeling.)

Then the interpretation: [Because/And] I thought _____ (State an interpretation.)

Last, say what you want: What I want (from you) is _____.

(Turn your complaint into a want.)

So let's try it with yours, _____. First, what was your incident? Good, now give me a feeling or two. Okay, that's right, you did feel those emotions.

Sometimes – and this depends on the kind of relationship you have – it's easier to take if feelings are expressed generally, such as “upset” rather than hurt or anger, which can often trigger others, no matter how “clean” your intentions are. But you can make that decision as you go through this. Good. Now what's one of your interpretations? Again, although you have had a lot of interpretations, and a lot of them are style two about the character defects of this person, it makes the most sense in a short form if you choose interpretations that aren't alienating – such as I thought you wanted me to go home, rather than I thought you were a withholding critical male. As you can see, the interpretations can evolve from the feeling you've named.

Now state your want. What would you like this person to do or say now and/or in the future so that this kind of incident doesn't happen again? Remember, this is one of

those places where your intentions are going to come across loud and clear, regardless of how you say it, so if your intention is to be right and get back at this individual, then the want will express that. The short form is a device that can be used cleanly when you want to clear up an incident, when you want resolution, when you want to go forward, not dwell on past hurts, etc. Okay, so you want him to _____ . Good!

Does everyone see how this works? Here's the short form on a sheet for you. Take your incident now and put it into a short form as if you were going to share it with the other person involved in the incident.

T> Rules for presenting the short form:

1. Make an appointment. Right when the incident happens may not be the best time to talk about it. Let things cool a little, work it through on the Awareness Wheel, and then tell the other person you have something important you'd like to discuss and ask when would be a convenient time when you can both be present and focused. If the incident involves your boss, who might be a person whose phone is always ringing, you may have to schedule a time after hours. You don't want all the distractions to create a new incident while you're trying to resolve the old one.
2. Five Hugs Rule (Be specific. State your want in a way that enables the other person to understand what you want and to know whether or not they're capable of doing it and willing to do so. "I'd like five hugs a day," rather than "'I'd like more affection.'")

3. Hot Fudge Sundae Rule (State your want in a positive fashion – what you want them to do, rather than what you don't want them to do, like “Don't think of a hot fudge sundae.” What are you thinking about now?. They should be left with a visualization of what you want.)
4. The 80/20 Rule (Pay attention to your body language and tone of voice. There are various formulations of this, but one of them is that other people read 80% of message we're trying to deliver from our body language and tone of voice, and only 20% from our actual words.)
5. Bill Cosby Rule (Cosby never asked his kids why they hadn't done their homework; that would only get them to take a defensive position and then dig into it. Instead, he asked, “What will it take to get you to do your homework?” thereby framing the discussion in a way that looks toward resolution, not defensiveness.)
6. Ask seven times (The other person may not be able or willing to give you what you want right away. He or she may have various concerns or reservations about what you're asking for. At WES, we say to ask seven times. Each time you ask, you'll hear in response some of the other person's reservations. So the next time you ask, you'll have to acknowledge those reservations and be responsive to them. “I understand you don't want a puppy in the house because your grandmother's oriental carpet would be ruined before the puppy could be house trained. How about if we look for an older dog that's already been trained?”)
7. When the other person talks, use active listening techniques. Nod your head to indicate that you're taking in what they're saying, and as a way of encouraging

them to continue talking. Mirror back to them their major points. “I understand you don’t want to honeymoon in England because the weather is terrible and the food is worse.”

8. Fur Coat Rule (Todd and Lynne are walking past a store window where a fur coat is on display. Lynne says, “Wouldn’t I look nice in that fur coat?” Todd – having taken the course – says, “Yes, you sure would.” Notice what he’s done. He has acknowledged Lynne’s position, thereby affirming her experience, but he has not agreed to anything. This is often very important for moving the discussion forward.)
9. Remember that you are the expert on your own experience, and your partner is the expert on his or her own experience. You experienced this incident in your own unique way, based on your background and beliefs. They experienced it differently based on their background and beliefs. There’s not a right and wrong here, just two equally valid ways of experiencing the world, and the process has to honor both of them.

(NOTE: If there is time, sometimes it is very effective for short forms to be written up on the board, one after another. If not, sharing one-on-one is an option.)

T> Well, it’s time for the final go-around. Let’s share whatever we want to say good-night or what tonight was like for you.

T> Homework for tonight is to complete an Awareness Wheel and a short form. See you next week.