

"7 STEPS TO BECOMING AN IMPRESSIVE COMMUNICATOR"

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THE THEORY: WHAT YOU NEED TO KNOW

UNDERSTANDING THE BRAIN

When a baby is born, his brain is more developed in the lower region than in the upper. This is the part of the brain that most closely resembles other animals and which is often called the reptilian brain. This brain is older than our upper brain in evolutionary terms and over time the brain has grown from the lower back portion of the head to the upper, front portion.

Included in the lower region is the emotional centre of the brain called the amygdala, this is where our emotions primarily begin, just above the spinal cord.

Babies and young children are storing emotional memories and information long before they have the words or logic to express them. Before we can think, we are already learning to sense and feel, our feelings precedes our thoughts both in evolutionary and developmental terms. This may help explain the reason our 'gut feeling' is so often correct.

UNDERSTANDING THE BASIC HUMAN NEEDS

Basic human needs are expressed as feelings. While all humans share these needs, each differs in the strength of the need, just as some of us need more water, more sleep or more food to live. One person may need more freedom and independence and another may need more social connections. One may have a greater curiosity and a greater need for understanding, while another is content to accept whatever is told.

One of the major issues in society is the treatment of all children as if their basic human emotional needs were identical. As a result, many of these needs are unsatisfied, they become frustrated as anyone else whose needs are not met and they act out their frustrations in various ways which are perceived to be misbehaviour.

The better we identify unique needs and satisfy them, the fewer behavioural problems and the better adulthood a person will develop.

LIST OF BASIC EMOTIONAL NEEDS ANY HUMAN BEING NEEDS TO FEEL

Accepted

Accomplished

Acknowledged

Admired

Alive

Appreciated

Approved of

Capable

Challenged

Clear

Competent

Confident

Empowered

Focused

Free

Fulfilled

Grown

Happy

Heard

Important

In control

Independent

Interested

Knowledgeable

Listened to

Loved

Needed

Noticed

Optimistic

Powerful

Privacy

Productive

Proud

Reassured
Recognized
Relaxed
Respected
Safe
Satisfied
Secure
Significant
Supported
Treated fairly
Understood
Useful
Valued
Worthy

INVALIDATION IS THE ENEMY

Invalidation is to reject, ignore, mock, tease, judge, diminish or disregard someone's feelings. Any act of invalidation goes well beyond a mere rejection, it implies not only that our feelings are disapproved of but that we are fundamentally abnormal, it implies that there is something wrong with us because we aren't like everyone else and are strange, weird and different.

Feelings of invalidation damage a person at the deepest level of his/her individual identity. The more different one is the more is subject to invalidation. When we are invalidated by having our feelings repudiated we are being attacked at the deepest possible level since our feelings are the innermost expression of our individual identities.

TYPES OF INVALIDATION

Judging the other person

Criticizing: Negative evaluation of the other person.

'You only have yourself to blame'

Sarcasm: Mocking, contemptuous, or ironic language intended to convey scorn or insult.

'Did you get out of the wrong side of bed again?'

Name calling or labelling: Stereotyping the other person.

'You are a cry baby / insensitive jerk / too thin-skinned / so slow / so lazy'

Praising: Condescending judgments about the other.

'You are such a good girl, you'll help me with today's cleaning'

Blaming: Laying guilty trips on the other person.

'Do you ever think of anyone but you?'

Diagnosing: Analysing the reasons for the other person's behaviour.

'You are doing that to irritate me, I can read you like a book'

Resolving the issue

Advising: Giving solutions

'If I were you...!', 'You should...'

Ordering: Telling you how you should feel.

'You should feel ashamed', 'You should be happy'

Moralizing: Telling the other what he/she should do

'You ought to tell him you are sorry'

Threatening: Controlling others by warning of the negative consequences.

'You will do it or else'

Philosophising: Preaching at the other person.

'Every cloud has a silver lining', 'Time heals all wounds'

Inappropriate questioning: Using close ended questions as barriers to a conversation.

'Are you sorry you did it?', 'Will you apologize to me?'

Avoiding the real concern

Diverting: Taking the focus away from the issue.

'Let's talk about something else more pleasant / funnier'

Minimizing or talking you out of your feelings: Resting importance to the other person's feelings.

'You are making a big deal out of nothing', 'Your boss is just having a bad day', 'Stop complaining'

Ignoring: Completely avoid others' feelings.

'Is that all you can do, complain?'

Reasoning: Attempting to convince the other using only logic, no emotions.

'The fact is that if you hadn't spent the money in a car, we could have gone on holidays'

Reassuring: Stopping the other person from feeling the way they do.

'Don't worry, it'll all be ok'

As you can see, Invalidation is everywhere in our today's society. You can hear it on TV and on the radio, you can read it on the newspapers and advertisements, you can hear it in conversations with friends and with family. Comments of invalidation are everywhere you go.

The following questions come to mind,

How can we deal with situations where we feel that we are being unfairly judged?

Person A: 'How are you today?'

Person B: 'Not very good'

Person A: 'Complaining again, aren't we?'

Person A is ignoring Person B's sadness, is labelling Person B as a 'complainer' for no apparent reason. (first with an insult, then with the use of the word 'again'). Person A's comment shows how the initial concern wasn't genuine, it makes Person B feels like he/she is a burden and it makes you wonder the reason Person A asked in the first place if he/she wasn't genuinely concerned about Person B's wellbeing.

The feeling of Sadness is left unattended. How is Person A's attitude helping?

How do we deal with someone who is trying to resolve our issue without paying attention to the bottom line source of your feelings? They just want it solved without any further consideration.

Person A: 'Paul's teacher called me to today to tell me that he is being disruptive in class, I just don't know what to do with him'

Person B: 'It happens all the time, why don't you just take him to a doctor?'

Person B is ignoring Person A's feeling of desperation, finds the comment annoying by saying 'It happens all the time' and is rushing to the conclusion that something is 'wrong' with the child going as far as to advice that the child needs medical attention without really knowing what is causing the kid to be disruptive.

The feeling of Desperation is left unattended. How is Person B's attitude helping Person A or the child?

How do we deal with those who simply try to get past the issue without a care in the world?

Person A: 'How was work today?'

Person B: 'It was awful, I was in and out of meetings all day and I didn't get to work on the project that I need to submit on Friday!'

Person A: 'It just sounds like my day'

Person A is blatantly ignoring Person B's anxiety after asking the question on how the day went, is using what we call 'Metooism' which diverts the attention from the issue to oneself after we have seemingly shown concern for the other.

The feeling of anxiety is left unattended. How is Person A's attitude helping Person B?

Note how none of the above questions have a positive outcome, none of the attitudes the listeners display have helped the first speaker move towards a positive result. If anything, the reactions have made matters worse. This is because in each conversation, the speakers' feelings and emotions have been pushed aside or trampled on; none of them have been validated by the listeners.

See below the difference in communication in exactly the same conversations.

Conversation 1

Person A: 'How are you today?'

Person B: 'Not very good'

Person A: 'I am sorry to hear that, (acknowledgment and empathy) tell me more about the reasons you are not feeling so good' (addressing of the feeling and invitation to talk about it if Person A needs to)

Conversation 2

Person A: "Paul's teacher called me to today to tell me that he is being disruptive in class, I just don't know what to do with him"

Person B: "That doesn't sound good, (acknowledgment and empathy) how can I help you with this issue?" (addressing of the feeling, invitation to talk about it and help offer)

Conversation 3

Person A: "How was work today?"

Person B: "It was awful, I was in and out of meetings all day and I didn't get to work on the project that I need to submit on Friday!"

Person A: "I notice you are anxious about Friday's deadline, (acknowledgment and empathy) what tasks can you put aside between now and Friday that will help you complete the project on time?" (Person A is helping Person B to put ideas in order in his/her head, clearing the path to gain clarity and reducing the feeling of anxiety further). Person A is not judging, giving advice or avoiding the issue. Person A is helping.

How much time, energy (and space on an eBook...) have we saved and how much more uplifting and productive these dialogues are? This is not a rhetorical question, see if you can answer it.

Summary

Individual's feelings of sadness, desperation and anxiety have been acknowledged and addressed by the listener.

The single act of acknowledging someone's feeling reduces the stress in both individuals.

It is a fact that 'naming' the feeling also reduces the stress that is causing and it helps address it, interpret it and understand much better what is it that the emotion is trying to tell us. Think of it as entering a dark room.

When you walk into a dark room where you can't see anything, you feel lost, disoriented and perhaps afraid of what you will find in it. However, once you find the power switch and lit the room, everything becomes more clear, you no longer need to worry about the darkness and can focus on the objects, colours, textures, size of the room, etc.

In all 3 conversations the process is the same: Acknowledgment + Addressing of feelings which means that the same pattern can be carried over to any conversation. You don't need to provide a solution and you don't need to have an answer for every issue under the sun; all you need to do is listen with a genuine ear so that the speaker will feel heard.

None of the individuals involved in these 3 conversations have been invalidated; they have been listened to and cared for by the other person. Isn't this what we all want for ourselves?

So, the common denominator and question is 'How can detect and manage invalidation in a way that is going to be beneficial for us and those around us?'

If we want to have clear, helpful and meaningful conversations that aid the process of knowing each other and contribute to relationship bonding and personal progress of the individuals, we need to learn how to navigate our own emotions, detect others' emotions and we need to know how to listen and respond effectively.

EFFECTIVE COMMUNICATION

One of the issues we need to remember is that the human verbal language is very limited; it is only a complement to our other ways of communication such as the 6 human senses and our non-verbal communication. Our verbal language was developed to simplify the non-verbal language however, by simplifying the process; we miss crucial information that allows us to understand the real meaning.

It is a fact that up to 90% of all human communication is non-verbal and as such if we want to understand what others are trying to say to us, not only we need to listen to the words they are saying but also we need to observe the non-verbal cues which are the main source of information. If we can understand the non-verbal cues that any person is sending, we are on our way to become effective and impressive communicators.

THE 5+1 HUMAN SENSES

The 6 human senses are the ways we can receive external signals.

Sight

Verbal messages: Reading

Facial expressions: A smile or a frown

Body movements: Dancing, crossing arms or legs, the way you walk

Personal appearance: Manicured nails, tattoos, hair colour

Micro expressions: Tiny facial expressions detectable through observation

Gestures: Hand signals, arm waves, nodding the head

Hearing

Word sounds: Any verbal communication

Sounds accompanying words: Tone of voice, pitching or accenting words

Human made non-word sounds: Utterances, screams, laughter, grunts

Non-word sounds from human actions: Slapping, whistling, clapping, patting, drumming, tapping, snapping

Touch

Professional or task oriented: A doctor

Social: Handshakes, pats on the shoulder, a hug, a kiss

Friendly: Linking arms

Sexual: Reserved for lovers

Smell

Survival: You may not see a fire but you can smell the smoke

Reproduction: Used to categorize people in the past, these days is used for communicating status and success.

Taste

Bitter, sweet, sour and salty: Used to categorize others in the past, nowadays is used to describe one's taste in music, food, etc.

Our human senses allow us to detect, interpret and understand what others are trying to say to us.

Enhancing the use of our senses and listening with our whole body will:

Avoid misunderstandings and conflicts

Minimize unnecessary pain and arguments

Makes us feel heard, understood and fulfilled in return

Give us a greater chance to help, understand and meet others' needs

Give us a sense of accomplishment

Make an impact

Improve our personal and work relationships

Improve our health and wellbeing

NON-VERBAL COMMUNICATION

As opposed to verbal communication, non-verbal communication is neither structured nor finite. As mentioned earlier, verbal communication is what complements non-verbal cues serving various purposes when we observe both in action.

Repeating: Waiving your hand while you walk into a room reinforces a 'Hello' greeting even if you don't say 'the actual word

Contradicting: Someone has been offered a new job, he says 'I am happy' but his face shows a frown or his arms are crossed in front of his body

Complementing: Laughing or clapping hands as you tell a joke

Accenting: Placing emphasis on spoken words, tone of voice, speed and pauses

Substitution: A shrug of shoulders can substitute the entire verbal message (I don't know)

THE SIXTH SENSE: INTUITION

Think about how many times you have made a decision because of your 'gut feeling'. You 'got a sense' or 'got the impression' or 'you just knew' that something was going to happen. Sound familiar?

That feeling you get gives you the information you need to make a decision and that decision is usually correct. This is your sixth sense working, also called Intuition.

The theory behind it is that some non verbal cues are so subtle that they don't enter our conscious thought but only the subconscious which leads us to think that they are not real. For example when someone says 'I get the feeling I should be taking this chance, I don't know why, I just know I should'.

If we are able to understand and trust that the little information that our intuition gives us in this kind of situations, is the right and sufficient information that helps us make a correct decision (as opposed to 'it's just your imagination playing games'), we will then have the amazing ability to communicate with others in greater meaningful ways.

But how does intuition feel like? The following exercise will help you increase the use of your intuition as well as increase your trust in it.

Think of a time when you were waiting for something to happen for which you really wanted a positive outcome. How did the positive outcome feel? Was the result a negative result? Or was the result something unexpected and made you feel neutral?

How would you describe the feeling in each case? Perhaps you visualized it or perhaps you can describe it with the first word that comes to mind when remembering it.

YES – POSITIVE: elation / happiness / relief / excitement

NO – NEGATIVE: heaviness / blackness / emptiness / rejection

NEUTRAL: flat / coldness / blankness / deflated

You know yourself and you know how you feel when you hear a 'yes' answer or a 'no' answer. Whichever way you describe your feeling, you can use this information to match it with how you feel when something that you are not sure about is happening.

Imagine what it would be like if instead of just being part of a conversation, you could 'experience' that same conversation, you would get to know how the other person feels, thinks and acts the way he/she does. Not only that, but the other person will feel so heard and understood by you that will never forget the experience or the impact you had on him/her. You will not just be talking, you will be connecting with others in meaningful ways.

This is what makes an impressive communicator stand out from the crowd.

In this book is going to show you the steps you need to learn to become a sensible, controlled and effective communicator in very little time.

First, let me first introduce you to two interesting topics that I am sure you will like to learn about and use as part of your communication experiences: emotional intelligence and emotional literacy

"If what you're going to say isn't more beautiful than silence, don't say it"

EMOTIONAL INTELLIGENCE

Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions.

Emotionally intelligent people recognize that emotions are involved in everything we do, in every action and in every decision and they use their logical thinking to manage those emotions as opposed to being managed by them.

Emotional intelligence improves effectiveness, relationships, health, influence, decision making and quality of life. Young people with high EQ earn higher grades, stay in school, and make healthier life choices. Adults with high EQ have better career advancement, are more effective leaders and sales people, and have better professional and personal relationships.

Every one of us is born with this skill and it is up to us whether we want to learn about it and develop it in effective and beneficial ways. EQ is key to our personal and professional success. Everywhere that people connect with others, everywhere that people need to juggle complex decisions, everywhere that people need to lead themselves and others, there are compelling reasons to develop and apply the science of EQ.

And the best part of it all is that emotional intelligence's skills can be increased. Just like learning how to become a good writer, every step you learn will take you closer to your effectiveness as a communicator.

EMOTIONAL LITERACY

Emotional literacy is the ability to identify and interpret both simple and compound feelings, it helps us sort them out, name them and understand their causes and effects thus enabling us to satisfy our emotional needs in a more efficient way.

If you know what the origin of any feeling is, you are able to assess and choose your options for optimal results in any situation making emotional literacy the core component of emotional intelligence.

Emotional literacy requires both the cognitive understanding of feelings and the recognition of them on a non analytic level. This means that emotional literacy can be learned and improved first by using and understanding the correct vocabulary creating a sense of mastery and insight that will help you identify your emotions and will allow you to express your ideas in effective ways.

The following is a list of the 6 main universal feelings and their derivatives that will help you not only to identify your emotions but also to expand your vocabulary as you move along this book.

NAME THE FEELING

Love

Affection: adoration, fondness, liking, attraction, caring, tenderness, compassion, sentimentality

Lust: arousal, desire, lust, passion, infatuation

Longing

Joy

Cheerfulness: amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria

Zest: enthusiasm, zeal, zest, excitement, thrill, exhilaration

Contentment: pleasure

Pride: pride, triumph

Optimism: eagerness, hope

Enthrallment: rapture

Relief

Surprise

Surprise: amazement, astonishment

Anger

Irritation: aggravation, irritation, agitation, annoyance, grouchiness, grumpiness

Exasperation: frustration

Rage: anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment

Disgust: revulsion, contempt

Envy: jealousy

Torment

Sadness

Suffering: agony, suffering, hurt, anguish

Sadness: depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy

Disappointment: dismay, disappointment, displeasure

Shame: guilt, shame, regret, remorse

Neglect: alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult

Sympathy: pity

Fear

Horror: alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification

Nervousness: anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

"7 STEPS TO BECOMING AN IMPRESSIVE COMMUNICATOR"

THE PRACTICE: WHAT YOU NEED TO DO

STEP 1. LEARN ABOUT YOUR 7 HUMAN INTELLIGENCES

STEP 2. INCREASE YOUR SELF AWARENESS: OBSERVE YOURSELF

STEP 3. INCREASE YOUR AWARENESS OF OTHERS:
EFFECTIVE LISTENING

STEP 4. DO I FEEL WHAT YOU FEEL? : ATTUNEMENT

STEP 5. AM I HEARING WHAT YOU ARE HEARING? : PERCEPTIONS

STEP 6: YOU AND YOUR THOUGHTS

STEP 7: RESPONSE, NOT RESPOND

STEP 1. LEARN ABOUT YOUR 7 HUMAN INTELLIGENCES

Multiple intelligences (MI) are the ways that people come to knowing information

When I studied my degree in Business Administration I took an upper level class in Accountancy (Financial Accounting) with a frown in my face and a heavy heart that anticipated the failure. I had no business taking this class, I hated Maths in school, failed the subject far too many times and I just attended to avoid discipline from family and teachers alike.

That was the most difficult subject of all my academic life. I managed to pass it 3 years after I took the course and I completed it knowing that I had accomplished something. I didn't know what I was going to use the knowledge for but I had accomplished something. I proved to myself that despite the external noise, the negative comments, the discipline and the invalidation I had the perseverance, the confidence and the faith to empower me to take on other challenges, no matter what they were. I wasn't good at accounting but I had learnt a great deal about myself.

Some 15 years later, I was presented with a one in a lifetime opportunity to become a Hotel General Manager in central London and little did I know that the course I was so reluctant to take back in those years, would give me the answer to make a final decision about the job. I found myself recalling the frightening feelings of those days, the fear of judgement, the inadequacy and the 'you are not good enough' comments. However, remembering all I had learnt about myself and my good qualities, I realised that all the negativity was coming from outside and I knew that if I used what I had learnt about myself and focused on the positive, I would be successful. And this is exactly what happened.

You are reading this book probably because you want to improve your communication skills, enhance your business and personal relationships and lead a more effective and meaningful life free from unnecessary arguments and hassles. You would like to take away the knowledge and put it into practice so that you can experience the benefits of it and become an effective communicator.

With this in mind, let me ask you the following question:

Which trainings and/or courses have you ever taken that have allowed you to learn about your own innate abilities in a way that you are absolutely sure of what you can and cannot do regardless of the external influences?

In my case, I learnt the hard way. What about you?

Learning about your own MI is the basis you need to build up on your communication skills. It will give you such a powerful insight into yourself that you will be able to separate what the external influences are and what your intrinsic motivation is. First, it will enhance the communication you have with yourself and then it will allow you to detect and understand others' attitudes and motivations.

INTELLIGENCE DEFINED

The dictionary's main definition of intelligence is:

The capacity for understanding; ability to perceive and comprehend meaning

<http://www.wordreference.com/definition/intelligence>

Definitions of 'intelligence' refer to a person's ability to learn. If our intention is to improve our communication skills we need to know how we and other people 'learn'. In other words how people come to knowing information (Multiple Intelligences)

LEARNING STYLES

Have you ever finished a conversation and realised that you had no idea what the other person was talking about? You either don't remember the words or the conversation just didn't make any sense to you.

This is a far too frequent issue in every day communications and it creates a lot of problems whether in business, social or family settings, in relationships with friends and with loved ones. It damages relationships, causes pain in individuals and loss of productivity and money for businesses.

Ineffective communication is a huge problem, we haven't learnt the art of listening and even if we have, we don't know what to do with the information we receive.

Good listeners will:

Meet others' basic need of being heard

Know how to use the information they receive through all the senses

Ask open ended questions to gather valuable information

Look carefully for verbal and non verbal cues

Be able to validate others for what they are feeling, thinking, and saying

Psychologists have recently expanded the traditional understanding of learning styles and have defined 8 areas that they call Multiple Intelligences.

Word smart / Verbal or linguistic intelligence

Ability to use words and language. Example: Gabriel Garcia Marquez, writer.
(Teacher, politician, tour guide, journalist, sales person, librarian, lawyer)

Logic smart / Logical or mathematical intelligence

Ability to use reason, logic and numbers. Example: Albert Einstein, scientist
(Accountant, analyst, biologist, city planner, economist, engineer, mechanic, researcher, scientist, technician, computer programmer)

Image smart / Visual or spatial intelligence

Ability to perceive the visual. Example: Pablo Picasso, artist
(Advertiser, carpenter, photographer, dentist, decorator, geographer, inventor, hairstylist, architect, sailor)

Body smart / Body or kinaesthetic intelligence

Ability to control body movements and handle objects skilfully. Example: M. Graham, dancer
(Acrobat, actor, aerobic instructor, artisan, coach, equestrian, fire fighter, musician, magician, physiotherapist, surgeon, driver)

Sound smart / Musical or rhythmic intelligence

Ability to produce and appreciate music. Example: Mozart, composer.
(Choir director, choreographer, musician, promoter, technician, song writer, sound engineer, singer, violinist, piano tuner)

Nature smart / Nature or felt intelligence

Ability to understand the outdoors and categorize species and fauna. Example: Charles Darwin, naturalist.

(Animal trainer, climatologist, conservationist, astronomer, farmer, gardener, geologist, meteorologist, oceanographer, veterinarian, scout)

People smart / Interpersonal intelligence

Ability to relate and understand others. Example: Mahatma Gandhi, activist

(Administrator, counsellor, manager, nurse, psychologist, waiter, sociologist, receptionist, police officer, consultant, care worker)

Self smart / Intrapersonal intelligence

Ability to self-reflect and be aware of one's inner state of being. Example: Sigmund Freud, psychiatrist.

(Entrepreneur, artist, fitness instructor, therapist, coach, writer, business person, theorist, vocational instructor)

TAKE THE TEST

Now that you know you have more than one intelligence (yay!), why not put them to the test?

The following link will take you to a closed and safe environment where you can take the Multiple Intelligences test free of charge. The link will open a web page so please come back to continue with your reading after you test your multiple intelligences!

[Click Here To Take Your MI Assessment](#)

MULTIPLE INTELLIGENCE DETECTION

Word smart people

Use words in clever ways

Love to tell and hear jokes and stories

Play word games

Have a well developed vocabulary

Love conversations and explain their perspectives in different topics

Ask people to repeat stories in a different way

Logic smart people

Think in patterns and logic rules the day

Love to solve problems

Are number crunchers

Use flow charts and graphs

Use scientific methods for determining if something works

Use analytical language: 'Prove it to me', 'I don't follow your reasoning', 'I need this information step by step'

Image smart people

Doodle on a notepad (when listening to others)

Draw diagrams

Use vocabulary that indicate visual processing: 'I see what you mean', 'I can't picture it', 'Let me focus on it', 'The future looks promising'

Body smart people

Need physical movement

Find difficult to sit for long period of time

Have a sense of being comfortable in their own body

Tend to use their body to express themselves

Use physical language: 'How would you like to handle this information?', 'I feel for him', 'Let me try it for myself', 'It makes my heart beat'

Sound smart people

Get distracted by extraneous sounds

Notice the way others say something: tone of voice, pitch, speed

Interested in music

Tap out a rhythms, especially when listening to music

Use audio language: 'Let me hear that again', 'I like the sound of that', 'I hear what you are saying'

Nature smart people

You'll find them near mother nature most times: parks, outdoor activities

Consume natural foods

Energy levels change throughout the day

Use objects that represent nature: jewellery, pictures

Use vocabulary with nature references: 'I feel like I am on the right path', 'I am the kind of person who will eat my peas if needed', 'It looks like she is back to her roots'

People smart people

Need to discuss ideas with others

Show empathy towards others

Others like their company

They like being in situations where many other people are involved

Use of relational language: 'I would like to get your input for this project', 'Let me repeat'

Self smart people

Need plenty of time alone for reflexion and rejuvenation

Very wise

They take time to think before answering

The look for deeper meaning in almost everything in life

Use introspective language: 'I need to think about it before making a decision', 'I read an article that caused me to reconsider my point of view'

STEP 2. INCREASE YOUR SELF AWARENESS:

OBSERVE YOURSELF

The dictionary's main definitions of the words 'aware' and 'awareness' are:

a•ware adj.

1. Having knowledge or cognizance: aware of the difference between the two versions; became aware of faint sound.
2. Archaic: vigilant; watchful

a•wareness n.

Synonyms: aware, cognizant, conscious, sensible, awake, alert, watchful, vigilant

These adjectives mean mindful or heedful:

Aware implies knowledge gained through one's own perceptions or by means of information: 'Are you aware of your opponent's hostility?', 'I am aware that the legislation passed'.

Cognizant is a formal equivalent of aware: "Our research indicates that the nation's youth are cognizant of the law".

Conscious emphasizes the recognition of something sensed or felt: "An importance . . . of which even Americans are barely conscious".

Sensible implies knowledge gained through intuition or intellectual perception: "I am sensible that the mention of such a circumstance may appear trifling".

To be awake is to have full consciousness of something: "As much awake to the novelty of attention in that quarter as Elizabeth herself".

Alert stresses quickness to recognize and respond: "I remained alert to career opportunities".

Watchful and vigilant imply looking out for what is dangerous or potentially so: "The watchful parents protected their toddler". "The ranger kept a vigilant eye out for forest fires".

The development of your MI will increase your self awareness greatly however, if you want to expand your learning on self awareness and become the best communicator and master of self-management, you need to start observing what you do and what you feel. In short, you will need to start knowing yourself.

Knowing yourself involves 2 areas:

The enhancement of your emotional literacy, to accurately identify and interpret feelings.

The recognition of your habitual patterns, behaviours and reactions to situations.

Exercises to enhance Emotional Literacy

These exercises will help you gain more insight into emotions whether they are your own or others. You can then share this data and help others understand the impact by pointing out the cause-effect relationship between the feeling and the appropriate response.

Name the feeling

Practice the observation of body language and facial expressions in others. You can do this by watching a mute video and trying to guess what people are talking about by reading their non verbal communication and linking them to a feeling they may be going through. Alternatively, you can do the same in a social setting or sitting on a bench and observe others when they interact.

Emotion impact

When in a conversation, articulate the feeling that is happening and what effect it may have in the relationship. To help you articulate feelings, expand your knowledge of emotional vocabulary to gain more insight and help you detect them when they happen.

Exercises to Recognize Habitual Patterns

See your own behaviours and reactions more clearly and use this awareness to understand others, identify patterns and tap into your strengths by adjusting your approach and get beneficial results.

Reaction warning

You have been there before several times, it's not the first time it happens to you. Use the knowledge of one of your typical reactions as an early warning and avoid chain reaction.

Name the pattern; find out how is it affecting you now and think of what the consequences might be in the near and far future. Learn what are the parts of the situation you can control and which you can't control and concentrate on what you can control only.

STEP 3. INCREASE YOUR AWARENESS OF OTHERS: EFFECTIVE LISTENING

Did you know that up to 90% of all human communication is non verbal?

As explained in the first part of the book, listening is not just a skill or a human sense but it's an art that we all possess and that we can choose to develop if we want to improve our relationships with others.

An effective listener will:

Have a profound knowledge of their own inner state of being allowing them to separate their emotions from that of the speaker to become an objective listener thus avoiding judgments, resolving attitudes or ignoring the other person's real issue. Nobody likes to be judged, preached at or ignored and we must start by learning these skills ourselves before we demand this behaviour from others.

Listen for specific words using their multiple intelligences and matching their vocabulary to that of the speaker. The speaker will then feel heard and understood because you are matching your communication to their learning style, their MI.

Look for non verbal cues to match with the words the speaker is saying: body language, facial expressions

Use their intuition

Effective listeners are able to respond in the appropriate way using all of the above skills meeting the needs of the person they are communicating with as well as gathering valuable information and insights into the other's perspectives.

In order to sharpen up your listening skills you need to practice empathy. We usually hear that empathy is the 'ability to put yourself in other's shoes' and this is true to some extent.

Practising true empathy involves much more than that, not only involves the observation and the listening but the acceptance of someone else's reality. You may not like and even not understand someone's opinion about politics or fashion however, when in the middle of a conversation where you are practicing empathy you accept, respect and honour that opinion without making any judgments or trying to convince others that your point of view is the 'right' one as each person has their own standards of what's correct and incorrect and nobody has the right to diminish, reject, ignore, mock, tease, judge or disregard others opinions and thoughts.

Practicing empathy is key to effective listening.

Exercises to Practice Empathy

The best way to practice empathy is not with people you get along with but with people you know they will have a different opinion than yours, especially if that opinion usually makes you feel irritated in some way. Ask yourself, are you able to use your empathy and leverage your anger to protect you and the speaker from feeling that you need to justify your point of view?

While practicing the exercises notice how you can use the information in steps 1 and 2 to help you create self awareness, become aware of the other person's feelings and go through the situation as effectively as possible even when your thoughts and opinion are very different from the speaker.

Observe yourself. What do you feel, think, say and do? I will ask that again. What do you feel, think, say and do? This is the precise order you need to follow.

Remember that this is practice and the more you practice the better you will become. If you think you are making, that's ok. They will provide you with valuable information to help you adjust next time you practice.

Authentic appreciation

Tell the person what you appreciate in them and their opinions in a genuine way. When you do it, the speaker's underlying and real emotion will come across.

Curious listening

Ask open ended questions starting with what, how, who, where and which like 'what did you feel?', 'how was it like?' and use phrases that indicate your interest about the subject and will incite the speaker to tell you more: 'I wonder why you said that'.

STEP 4. DO I FEEL WHAT YOU FEEL?

ATTUNEMENT

It is said that if you can name the feeling you automatically rid 50% of the discomfort that is causing you. By naming the feeling you know what it is (i.e. sadness, anger, fear, surprise) and it becomes easier to find the source as it clears the mind to think about the latter.

Think of it like when you enter a dark room; once you locate the power switch you can light up the room and find what you are looking for, you no longer need to worry about the darkness and you can focus on specifics like colours, textures, size of the room, the decoration, etc.

The following is a list of the 6 main emotions that can be universally recognized.

NAME THE FEELING

Love

Affection: adoration, fondness, liking, attraction, caring, tenderness, compassion, sentimentality

Lust: arousal, desire, lust, passion, infatuation

Longing

Joy

Cheerfulness: amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria

Zest: enthusiasm, zeal, zest, excitement, thrill, exhilaration

Contentment: pleasure

Pride: pride, triumph

Optimism: eagerness, hope

Enthrallment: rapture

Relief

Surprise

Surprise: amazement, astonishment

Anger

Irritation: aggravation, irritation, agitation, annoyance, grouchiness, grumpiness

Exasperation: frustration

Rage: anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment

Disgust: revulsion, contempt

Envy: jealousy

Torment

Sadness

Suffering: agony, suffering, hurt, anguish

Sadness: depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy

Disappointment: dismay, disappointment, displeasure

Shame: guilt, shame, regret, remorse

Neglect: alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult

Sympathy: pity

Fear

Horror: alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification

Nervousness: anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

When you become knowledgeable of your own inner state and you can identify what you are feeling it becomes very easy to detect what another person is feeling too. This ability to tune into others' inner state is called attunement, a musical term indicating harmony or responsive relationships.

For example, I recently attended a friend's birthday party at a restaurant. I happened to sit next to the birthday boy and I was having a relaxed and fun conversation with some people I had never seen before. My friend who happened to be sitting next to me was constantly getting up, walking around the table, serving wine, changing seats, coming back to his seat, going up to the bar, asking for things to the waiter, talking on his mobile... I knew I was feeling quite relaxed within myself however, my friend's actions were telling me that he was nervous and anxious, even frustrated and not enjoying his own party. Just reading about how he was acting makes you nervous.

I was able to tune into these energies, observing them from the outside and without allowing them be part of me. Had we been in an appropriate setting (i.e. alone with him, in a quieter place or in my coaching practice) I would have questioned him about these signals I was picking up.

These situations happen all the time and we don't need to be professional coaches to learn this skill and apply it. We just need to pay attention to the signals and ask about them if we are to become good communicators. Later on that day I phoned him to check upon what I had noticed and he told me that the day before he and his boss had a strong argument about a work issue and that now he was worried about the consequences of it.

The same happens when you are with people whose inner state is peaceful and relaxed. If you are in a yoga studio you will notice how the setting, the decoration, the colour scheme, the smells, the instructor are all aligned to the same purpose and one purpose only, to make customers feel at home, accepted and relaxed. If before you step into the studio you are feeling some type of uncomfortable feeling, you realize how that has changed by the end of your session because you were able to tune in with the atmosphere and most importantly with others' inner state.

This is how attunement works and the proof that anyone is able to control it at their will if they want to. It is our choice to feel what we feel and it is our choice to act on these feelings.

The issue in today's society is that we have been trained to ignore the value of the information that our own bodies give us every moment of the day. When you are hungry, you feel that your stomach is empty and you take action about it so why not learn to read all of our body's language and take action in the same way that will benefit us, like eating when we are hungry?

Being aware of how we operate gives us the power to become aware of those around us and how they are feeling. If you can 'feel' what the speaker is feeling beyond the words that he/she is saying you will gain an insight that will allow you to understand and respond adequately in any situation whether you are with a friend, a partner, a colleague or a family member.

Exercises to Navigate Emotions

Emotions are energies that provide useful information that allows us to make decisions in life. They are not to be ignored, judged or labelled as negative or positive but they are to be acknowledged, valued and even honoured.

Shine the spotlight

It may sound obvious but few people do it. Recognize that you are always experiencing feelings so if you want to change your mood, focus on the feeling of your choice and focusing will intensify the feeling. This is a matter of taking responsibility for yourself rather than placing it on someone else.

Emotional escalator

If you want to reduce the intensity of any feeling, use the visualization technique of an escalator moving downwards. You can think of the feeling as an object, place it on the escalator and watch it move away from you. I personally use the image of an air balloon drifting away and I know a friend of mine who uses the image of a big bus driving down the road.

I would also like to add the following information that will become useful in many cases.

If the feeling comes with any kind of physical pain, it is helpful to locate where the pain is being felt. Just like in the example about the hunger, nature is wise and any physical pain that we feel is useful information letting us know that something needs fixing. Think of a feeling as a friend who is tapping you on your shoulder because he/she wants to share something important with you. The following table indicates the alignment between natural alignment, physical body and emotions.

BODY / liver / heart / stomach / intestine / kidneys

NATURE / wood / fire / earth / metal / water

FEELINGS / generosity / love / trust / alive / peace

FEELINGS / anger / hatred / anxiety / depression / fear

We feel a 'knot in the stomach' when we are anxious and don't trust what others will do to us.

We feel hate towards someone who has broken our heart, physically we feel pain on the chest, pressure on the heart and psychologically we feel unloved. The question is not 'what am I feeling' because we know very well that we are feeling some type of discomfort and have a good idea of what it is and where it comes from.

We may want to decide to keep these feelings for a while. After all, we need to experience the sadness and grief that comes with the death of a loved one and this is a healthy experience in itself because as human beings we need to experience these feelings if we are to know ourselves, relate to others, live and survive.

However, the issue arises once we you able to identify the feeling and the discomfort. This is when the question is not about what you are feeling anymore but more like 'what do you want to do about it?'

Do you want to continue feeling anger/hate/fear/anxiety/depression? If the answer is yes, ask yourself how long for do you want to continue feeling like this, how is it serving you to feel this way and how is it helping you to move forward? If the answer is no, what can you learn from it and how can you get out of the situation? These questions are key to effective self-management and decision making.

Since we know that we are indeed able to control and manage our internal energies, emotions and feelings (the word I use to define them doesn't really matter), I am asking you now 'how do you want to feel?'

This is a slightly different topic than the topic I deal with in this book but it provides some food for thought.

STEP 5. AM I HEARING WHAT YOU ARE HEARING?

PERSPECTIVES

Perspective can be described as the way we look at something or someone. It doesn't necessarily match the truth as it lies completely within the individual looking rather than in the actual description of the object, place, event or person being perceived.

For example, last year I lost my job and when somebody asked me about how my job was going I would say that I had lost it, that I had been made redundant and the general reaction sounded like this: 'Oh, I am so sorry, I hope you are ok, you will find something better soon'.

In a few words, they managed to feel sorry, disregard my true feelings, find a solution and close the chapter. Their perception of losing a job was of negativity and of having to feel sorry for me even though they had no idea that losing my job was the best thing that could have ever happened to me. As far as I was concerned, I was finally free from 12-hour shifts, a menial salary, a stressful environment and a boss who treated employees like slaves. I was not sorry, I felt relieved and happy to be out of it and this was my perception of the situation, this was the truth. After all, I was the one who lived the experience. However, nobody listened to it; they assumed how I must have felt based on their own perceptions of what losing a job must be.

Unfortunately, we haven't learnt to 'listen' to speakers in the way they perceive things but just in the way we perceive them ourselves when we hear the words. Those I spoke to not only perceived a job loss like something no less of a catastrophe but also, they had no reservation showing that this was how they thought it should be and therefore it was ok to express it. Had I been in real distress, their attitude wouldn't have been helpful at all and it would just have fuelled my fear and anxiety.

The best way to avoid including your own perception in any given situation is by avoiding invalidation and by focusing on the speaker's feelings as opposed to focusing on yourself.

To find out more about perception and how every one of us sees things in a different way, look at the following images and describe what you see, what's the first thing you see, then look again and notice if you can see anything else and write it down. Then ask your family, friends and colleagues to do the same and write down the answers. The best way to do it is by just showing them the images without telling them what you think you see and without making any comments on their answers.

This exercise is for illustration purposes only and is designed to make you notice how every person sees from their own perspective of situations, experiences, culture and life in general so have fun with the exercise!

What can YOU see?



What can YOU see?



You can see the original images at the end of the eBook.

STEP 6: YOU AND YOUR THOUGHTS

When you become aware of yourself and others, practice better communication, feel attuned and realize how your own experiences affect your opinion and perception of others (Steps 1-5), your listening skills will sharpen.

As knowledge about yourself increases and old thinking patterns drop, your mind will be and feel more clear, allowing you to think in different and more flexible ways while you listen.

Instead of being restricted by old parameters and obsolete assumptions that no longer apply in the present moment, new and more refreshing thoughts will flow when conversing with others and your ability to learn from the speaker will expand greatly allowing you to respond in more effective and productive ways.

Have you ever been in a conversation with someone and by the end of it you didn't know what you were talking about? The conversation didn't make any sense to you and as soon as you moved away you forgot what was said. How is this even possible when you are physically present?

When you follow these steps, your newly found awareness and attunement and your lack of judgment and assumption will allow you to be fully present in body and mind and others will feel it. They will feel your presence and the way you pay attention, they will feel heard, understood and accepted even if you don't agree with what they are saying.

The following quote by Maya Angelou's is most relevant here.

'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel'

When others feel that you are present during a conversation, they will remember you for it and you can only do this if your mind is free to listen.

To help you move forward with this step and see how thinking patterns work, let me ask you the following questions:

Have you ever wondered how conversations with the same family member usually end up in argument for no apparent reason?

How about the work colleague who seems to have the ability to embarrass you and your work every time you attend a team meeting?

How about the friend who thinks is funny to keep teasing and mocking you when you are together with a group on a night out?

How many times have you decided to act in a way you knew it wouldn't work but still went ahead with it?

These are all recurring patterns that you can change if you learn how to. The more often you try and test the patterns that work and don't work for you the better you will feel. Using old pattern behaviours don't serve you in any way, they keep you stuck while life slides on. If they are not addressed and adjusted, they can make irreparable damage in your mental health and overall wellbeing as you will be applying the same old solution to brand new situations.

It's like wearing the same pair of trousers you used when you were a teenager. They may still fit but how comfortable does it make you feel? Just like your car needs the MOT test for safe and good driving, your brain needs to be tested and reset for optimal decisions and effective living.

Exercise to apply consequential thinking

Consequential thinking is a skill that helps you assess your decisions and its effects. It's the process of analyzing and reflecting using both thoughts and feelings to identify a response that is optimal for yourself and others. It's key to managing your impulses and acting intentionally rather than reacting.

What if

Think about something important that happened today and imagine two possible outcomes. For each outcome, consider both the physical and emotional effects and imagine how that might affect you and others tomorrow, in a week, in a month and in a year. Assessing how the consequences of our choices will affect our and others' future will help you sharpen your ability to analyze and choose more effectively.

I keep a diary describing decisions that are important to me, I describe how I came to the final decision and whether it worked and how. In the future when I am presented with situations that remind me of any others in the past, I am able to recall what happened, apply the 'what if' principle and readjust what works and doesn't work in the present.

Consequential thinking will help you become flexible with thinking patterns, more open when listening to others and will assist in making better decisions. Practicing will help you get mentally unstuck.

STEP 7: RESPONSE, NOT RESPOND

As highlighted throughout the eBook, impressive communicators are not only able to listen effectively but they are also skilled in the ways they react in conversations.

As explained earlier, if we want to avoid invalidation altogether we need to stop making judgements, sending solutions and ignoring the other's concerns. (See Types of Invalidation table)

There are various ways we can learn to react when in conversations that will aid the process to flow and will address the real issues. Notice that I use the word 'react' for lack of a better word.

Paraphrase

It's a concise response from the listener stating the essence of the speaker's content in the listener's words.

Example

Person A: I am not sure whether to accept a job offer for a salary that is lower than I know I deserve. My boyfriend isn't sure either. I love the job and the company but I would feel undervalued

Person B: You like the job but you would feel underestimated if you were to accept the job offer

Keys: Be concise, focus on the content and use your own words as you understand the conversation.

Reflect feelings

It involves mirroring back to the speaker the emotions that he/she is communicating.

Example

Person A: I was so sure I would have a family by the time I was 30 years old

Person B: It's frustrating

Person A: It is. I wonder if that will ever happen...

Keys: Focus on the emotions, on the body language and on the feeling words.

Reflect meanings

It includes the reflection of facts and feelings. Feelings are often triggered by specific events.

Example

Person A: My wife drives me crazy. She never knows what she wants to do and she finds difficult to make decisions. I usually end up deciding everything for both of us

Person B: You feel exhausted because she is not doing her part to contribute to the relationship

Keys: Focus on the feeling and the facts.

These forms of responses may feel a little awkward at the beginning however, the speaker will feel that you are listening and understanding where he/she is coming from without complicating the subject and getting lost in the conversation. More importantly, the speaker will feel that you are addressing the feelings that have arisen from the situation he/she is presenting to you.

"7 STEPS TO BECOMING AN IMPRESSIVE COMMUNICATOR"

SUMMARY

I truly believe that a better communication with ourselves and between individuals not only is possible but also when we do it, it can improve the quality of our lives and the decisions we make in amazing ways.

Knowing who we are in ways that allow us to set boundaries and harness the power of communication with ourselves and with those we love is a very powerful way of living that is not taught in our schools or societies.

Nobody should ever be told what they are capable or incapable of doing, what they can or can't be as the only person who holds this information is yourself and the only way to access this information and communicate it to others is by learning who you are and how to present it to the world. This knowledge is very empowering, particularly when you are dealing with individuals who are so convinced about knowing you and what you can and should do that they end up confusing you about who you truly are, annulling your identity and destroying your true self when in reality, they simply don't know.

Each of us is unique and each of us need to be and to express ourselves in the ways we are meant to and without having to disregard others unnecessarily.

I really hope that you find this information of value and that you can use it to serve you, to provide you with the peace of mind you deserve and to improve your relationship with yourself and others. Self acceptance was my first step.

With Love,

[Beatriz Valverde Garzon](#)

MORE FEELING VOCABULARY

POSITIVE/NEGATIVE

Accepted/Rejected, judged, attacked accused

Acknowledged/Unacknowledged, ignored

Admired/Teased, mocked

Appreciated/Unappreciated, used, resentful

Approved of/Disapproved of

Calm, relaxed/Stressed, anxious, nervous, worried

Capable/Incapable

Competent/Incompetent

Cared about/Uncared about, hurt, abandoned

Caring, empathetic/Uncaring, cold, detached

Clear/Confused

Comfortable/Uncomfortable, awkward

Compassionate/Uncompassionate

Complimented/Criticized, analyzed

Confident/Unconfident, unsure, scared, afraid jealous

Connected/Disconnected, lonely, isolated, alone

Encouraged/Discouraged

Estimated/Underestimated

Excited/Reluctant, indifferent

Focused/Distracted, overwhelmed, lost

Free/Controlled, pressured, trapped, obligated, coerced

Fulfilled/Unfulfilled, empty, needy

Happy/Unhappy, angry, bitter

Heard/Unheard

Important/Unimportant, neglected

Included/Excluded, left out

Innocent/Guilty, blamed

Inspired/Uninspired, drained, discouraged

Loved/Unloved, manipulated, threatened, taken for granted

Loveable/Unlovable

Motivated/Unmotivated, lethargic

Optimistic/Pessimistic, hopeless

Patience/Impatient
Powerful/Powerless
Proud/Ashamed, embarrassed
Respected/Disrespected, insulted, offended, blamed
Responsible/Irresponsible
Safe/Unsafe, afraid, vulnerable
Secure/Insecure, defensive
Satisfied/Unsatisfied, dissatisfied
Strong/Weak
Successful/Unsuccessful
Supported/Unsupported
Trusted/Distrusted
Understood/Misunderstood, labelled
Valued, wanted/Unvalued, unwanted
Worthy/Unworthy, undeserving, inadequate, inferior
Validated/Invalidated

ADVANCED FEELING VOCABULARY

Abnormal, Consistent, Gross, Superb
Absorbed, Constructive, Handicapped, Superior
Abused, Contempt, Heartbroken, Suspicious
Accommodated, Cornered, Hindered, Sympathetic
Accountable, Cowardly, Horrified, Tender
Adrift, Crazy, Hypocritical, Tolerant
Advanced, Cross, Impressed, Touched
Aggravated, Cruel, Impulsive, Treasured
Aggressive, Deceitful, Incredulous, Unintelligent
Agitated, Dedicated, Independent, Unnecessary
Agonized, Defeated, Indulgent, Uptight
Alarmed, Defenceless, Innovative, Useless
Alert, Demanding, Insensitive, Warm-hearted
Alienated, Dependent, Insignificant, Weary
Amiable, Depressed, Irritated, Wild

Anguish, Deprived, Jealous, Withdrawn
Antagonistic, Desirable, Joyful, Zealous
Anxiety, Desperate, Kidded
Apathetic, Despised, Knowledgeable
Appealing, Devious, Legitimate
Applauded, Devoted, Miserable
Appreciative, Difficult, Nauseated
Argumentative, Disbelieved, Negative
Artful, Discontent, Phony
Artificial, Discredited, Pleased
Artist, Disgraced, Positive
Avoided, Disgusted, Powerful
Beaten down, Dishonest, Puzzled
Belittled, Dismayed, Reassured
Belligerent, Disregarded, Rebuked
Betrayed, Disrespected, Recognized
Bewildered, Disruptive, Regret
Blown away, Distressed, Reliable
Brutal, Disturbed, Remorse
Careless, Doubtful, Ridiculed
Categorized, Enraged, Rotten
Cautious, Envious, Rushed
Certain, Esteemed, Scolded
Charitable, Excellent, Self-confident
Clean, Exhausted, Self-reliant
Combative, Exhilarated, Sensitive
Committed, Expectant, Serious
Compliant, Fake, Shocked
Composed, Fearless, Significant
Conceited, Forgotten, Skilled
Condemned, Frantic, Small
Confined, Generous, Spiteful
Considerate, Graded, Submissive

ORIGINAL IMAGES – STEP 5 ON PERSPECTIVES



THANK YOU NOTE

Dear reader, thank you for reading my eBook. I hope that you find the information useful and that you can start making visible changes in your communication style that will benefit you and those around you.

I am a professional coach, certified in social emotional intelligence (SEI 1:1 Practitioner by Six Seconds). Originally from the South of Spain, I have lived in Germany and the UK where I currently work as an interpersonal relationship and life coach, helping clients to find and overcome communication roadblocks that stop them from living a happier and more fulfilled life. <http://www.beatrizvalverdegarzon.com>



'7 Steps to Becoming an Impressive Communicator' is my first publication and if you wish to follow me for future publications and interesting updates, please follow me on [Beatriz Valverde Garzon](#) or [@LetsTalkUHappy](#)

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