



## Training module 3

# Assertiveness

This module is made up of a series of handouts which cover areas such as:

- Learning what assertiveness is
- Seeing how assertive you are
- Understanding the benefits of assertiveness
- Learning some techniques on being assertive
- The rules of assertion.



# Training module 3: Assertiveness

August 2014

## Facilitator's guidance notes:

- This module has been designed to be used within a group setting. There are three documents:
  - Facilitator's guidance notes – gives guidance on structuring the group and using the hand-outs
  - Session 1 hand-outs – provides all the hand-outs for the first group session
  - Session 2 hand-outs – provides all the hand-outs for the second group session
- Within this module there are three main activities:
  - Information (given by facilitators)
  - Exercise (usually in pairs)
  - Group discussion
- The following facilitator's sheets include the estimated time for each section of the module. Please remember, these are only estimates and it could be that any given section takes more or less time than indicated.
- Although the module is split into two sessions, the first session is fairly long at about one-and-a-half hours. Please feel free to split the first session into two to make this a three-session module.
- Although this module is aimed at groups, it would be perfectly valid to work through the hand-outs with a client in keywork or to give a copy of the module to a client to work through on their own.
- At the beginning of the group please define any ground rules that you think are important. This might include confidentiality, mutual respect, fire precautions, mobile phones etc.

# Assertiveness training module: Facilitator's sheet

## Session 1

<b>1. What does assertiveness mean?</b>			
1.1	<ul style="list-style-type: none"><li>Group discussion "what does assertiveness mean?" to warm up.<ul style="list-style-type: none"><li>You may want to use a flip chart to note down responses.</li></ul></li></ul>	Group discussion	5 mins
1.2	<ul style="list-style-type: none"><li><b>Give Hand-out 1: "What is assertiveness?"</b></li><li>Facilitators to summarise sheet – any questions</li></ul>	Information sheet	10 mins

<b>2. How assertive are you?</b>			
2.1	<ul style="list-style-type: none"><li><b>Give Hand-out 2: "How assertive are you?"</b></li><li>Group to split into pairs</li><li>Groups answer all five scenario questions on Hand-out 2</li></ul>	Exercise in pairs	15 mins
2.2	<ul style="list-style-type: none"><li>Group discussion on exercise:<ul style="list-style-type: none"><li>Were any scenarios harder than others?</li><li>Was anybody more/less assertive than they thought they were?</li></ul></li></ul>	Group discussion	10 mins

<b>3. The psychology of assertiveness</b>			
3.1	<ul style="list-style-type: none"><li><b>Give Hand-out 3: "The psychology of assertiveness"</b></li><li>Facilitators to read through sheet – any questions?</li></ul>	Information sheet	5 mins

<b>4. The benefits of assertiveness</b>			
4.1	<ul style="list-style-type: none"> <li>▪ Open group discussion:               <ul style="list-style-type: none"> <li>- What do people think are the problems with being unassertive?</li> <li>- What are the benefits of being assertive?</li> </ul> </li> </ul>	Group discussion	5 mins
4.2	<ul style="list-style-type: none"> <li>▪ <b>Give Hand-out 4: “The benefits of being assertive”</b></li> <li>▪ Facilitators to summarise sheet</li> </ul>	Information sheet	5 mins
4.3	<ul style="list-style-type: none"> <li>▪ Group to split into pairs</li> <li>▪ Pairs to work through the two exercises in Hand-out 4</li> <li>▪ How did people find the exercise?</li> </ul>	Exercise in pairs	10 mins

<b>5. Assertiveness techniques</b>			
5.1	<ul style="list-style-type: none"> <li>▪ <b>Give Hand-out 5: “Assertiveness techniques”</b></li> <li>▪ Facilitators to go through each technique</li> </ul>	Information sheet	10 mins
5.2	<ul style="list-style-type: none"> <li>▪ Group to discuss techniques</li> <li>▪ If time allows, you could try a simple exercise – split the group into pairs and give one member of each pair a pen. The client without a pen has to ask to borrow the pen, but the other client has to say ‘no’ however many times they are asked.</li> <li>▪ Task for group members before next session – to try and practice using the techniques (see final sheet of Hand-out 5)</li> </ul>	Group discussion	5 mins

**END OF SESSION 1**

# Assertiveness training module: Facilitator's sheet

## Session 2

<b>6. Review of assertiveness techniques</b>			
6.1	<ul style="list-style-type: none"> <li>▪ Facilitators to give quick summary of the six assertiveness techniques</li> <li>▪ <b>Give Hand-out 6: “Review of assertiveness techniques”</b></li> <li>▪ Group to split into pairs:               <ul style="list-style-type: none"> <li>- Pairs to consider how they have/could have used techniques since last session</li> <li>- Pairs to complete exercise on Hand-out 6</li> </ul> </li> </ul>	Exercise in pairs	15 mins
6.2	<ul style="list-style-type: none"> <li>▪ Pairs to feedback to group:               <ul style="list-style-type: none"> <li>- Did anybody use the techniques?</li> <li>- Did anybody benefit from using the techniques?</li> </ul> </li> </ul>	Group discussion	10 mins

<b>7. Scripting</b>			
7.1	<ul style="list-style-type: none"> <li>▪ <b>Give Hand-out 7: “Scripting”</b></li> <li>▪ Group to split into pairs               <ul style="list-style-type: none"> <li>- Each pair to consider one of the four scenarios in Hand-out 7. You can either allocate scenarios or allow group members to decide, but try and ensure that as many scenarios as possible are covered</li> <li>- Each pair to answer the questions in Hand-out 7 for their specific scenario</li> </ul> </li> </ul>	Exercise in pairs	10 mins
7.2	<ul style="list-style-type: none"> <li>▪ Group discussion on exercise:               <ul style="list-style-type: none"> <li>- Each group to describe their response to the scenario</li> </ul> </li> </ul>	Group discussion	10 mins

<b>8. The rules of assertion</b>			
8.1	<ul style="list-style-type: none"> <li>▪ <b>Give Hand-out 8: “The rules of assertion”</b></li> <li>▪ Facilitators to read through the rules – any questions?</li> <li>▪ Read through ‘Moving Forward’ information on back of Hand-out 8</li> </ul>	Information sheet	15 mins

<b>9. Planning and reviewing being assertive</b>			
9.1	<ul style="list-style-type: none"> <li>▪ <b>Give Hand-out 9 “Planning and reviewing being assertive”</b></li> <li>- Discuss how sheet can be used by clients</li> </ul>	Group discussion	5 mins

**END OF SESSION 2**

# Hand-out 1: What does assertiveness mean?

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Broadly speaking there are three main styles of interaction with others:

- Aggressive
- Passive
- Assertive

Below is a description of each of these forms of interaction:

## Style 1: Aggressive

The aggressive form of interaction means we express our needs, feelings and opinions in a demanding and angry way. This form of interaction suggests that our needs are more important than the needs of others. The aim of an aggressive manner is to **win**.

- **The aggressive style can be summarised as “I win, you lose”.**
- **In the short term, aggression can make us feel powerful and provide a release of tension.**
- **In the longer term, however, aggression can leave us with feelings of guilt and shame. It can isolate us from those around us who feel resentful of our aggression. Ultimately, aggression can lead to a loss of self-confidence and self-esteem.**

## Style 2: Passive

The passive form of interaction is the exact opposite of aggressive. Our feelings, needs and opinions are not expressed in the hope that this will avoid conflict and please others. We still have our needs, opinions and feelings but we allow the needs of others to take precedence over our own.

- **The passive style can be summarised as “I lose, you win”.**
- **In the short term, passive behaviour can lead to a reduction in anxiety and an avoidance of guilt.**
- **In the longer term, however, passive behaviour can lead to a failure to meet our own needs. This can lead to a loss of self-esteem and possibly stress, anger and depression.**



# Style 3: Assertive

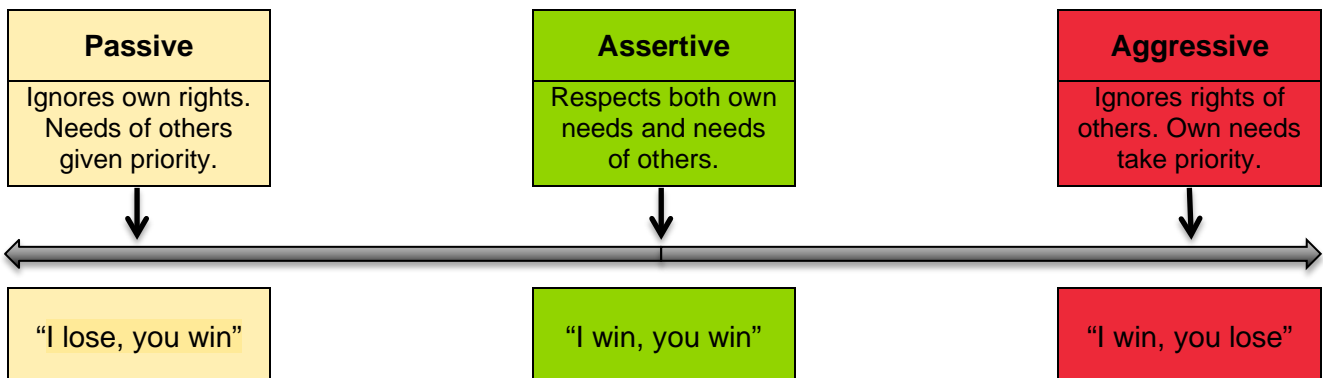
Here we communicate our opinions, thoughts and feelings in a direct, honest and appropriate manner which respects the rights of others. It involves standing up for your rights in a manner that does not offend or deny the rights of others. Assertiveness is the happy medium between the two extremes of being either passive or aggressive.

- **The assertive style can be summarised as “I win, you win”.**

There is one other interaction style which is called ‘passive aggressive’. This is where someone is essentially aggressive but in an indirect (or ‘passive’) way. For example, someone may be angry following a disagreement, but rather than express that anger through shouting, they might sulk or refuse to speak.

## In summary:

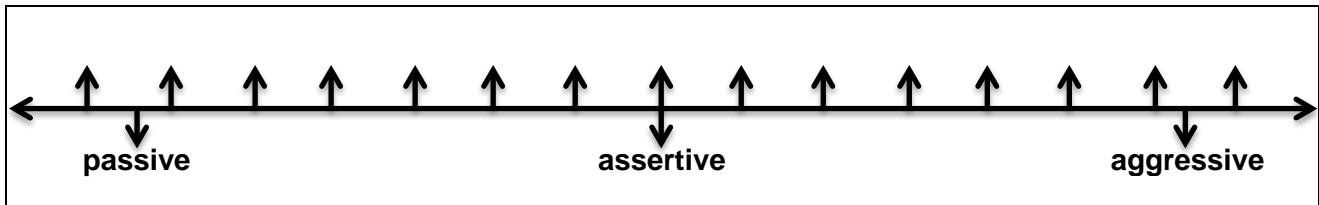
- Assertiveness is being able to stand up for yourself, making sure your opinions and feelings are considered.
- Assertiveness is not the same as aggressiveness.
- Passive and aggressive behaviour might be a ‘quick fix’ in the short term but in the long term they are destructive and lead to an erosion of our self-esteem and damage our relationships.
- Assertiveness is a skill that can be learnt; it is just a way of communicating with others.



## Hand-out 2: How assertive are you?

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Below is the 'assertiveness scale'. Mark on the line where you think you fall. The more to the left-hand side, the more passive, the more to the right, the more aggressive.



Below are five scenarios. For each scenario choose how you think you would respond if you found yourself in that situation. Try and be as honest as possible – avoid saying how you would **like** to respond; say rather how you think you **actually would** respond.

### Scenario 1:

**You live in a shared house. On returning home you find the kitchen is a mess and full of dirty plates. Would you:**

- a. Wash up all the plates, clean the kitchen and keep quiet about it
- b. Find the person who made the mess and shout at them to clean the kitchen immediately
- c. Speak to the person who made the mess and explain how it had effected you and ask if they could try and be cleaner in future

### Scenario 2:

**You are waiting at a customer service desk to return a faulty item, but the person behind the desk seems to be ignoring you. Would you:**

- a. Wait patiently for as long as it takes – they surely can't ignore you forever
- b. Slam your hand on the desk to get their attention
- c. Calmly say 'excuse me, could you help me please' and keep on saying it until you are acknowledged

### Scenario 3:

**You are a customer waiting in line to be served. Suddenly someone steps in line ahead of you. Would you:**

- a. Let the person ahead of you as you aren't in any great rush
- b. Shout at the person and make them go to the back of the line
- c. Politely indicate to the person that you are in the line and point out where it begins

### Scenario 4:

**You are approached by a friend who asks to borrow money from you. They have borrowed money before and not repaid it. Would you:**

- a. Lend them the money, resigned to the fact that you will probably not see it again
- b. Tell them they are untrustworthy and unreliable, and you will never lend money to them again
- c. Explain that you have limited money yourself and you do not have any left-over that you can lend out.

### Scenario 5:

**You are in a restaurant and order a meal with chips, but it is served to you with a baked potato instead. Would you:**

- a. Accept it since you sort of like baked potatoes
- b. Angrily refuse the baked potato and insist on seeing the manager
- c. Call the waiter and indicate you ordered chips and not baked potato, then send it back

As you may well have noticed, the 'a' choices in this quiz are representative of the passive style, 'b' choices are representative of the aggressive style, and 'c' choices are representative of the assertive style.

- How did you score? Were you most drawn to the responses given as 'a', 'b' or 'c'?
- How do your answers to the scenarios compare with how assertive you originally thought you were? Are you more or less assertive than you thought?

## **Hand-out 3: The psychology of assertiveness**

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We behave in an unassertive manner as we learn patterns of how to relate to others through our life experiences. This learning process can be linked back to our childhood.

Babies have no inhibitions about communicating their needs and feelings; if they are hungry or unhappy they will cry and if they are happy they will smile. However, as babies develop into toddlers and small children they are very sensitive to their surroundings and adapt their behaviour to the responses they detect in their environment.

As we continue to grow we are shaped by people who influence us, including parents, family, friends and teachers. We may be taught that we should always try and please others and put other people's needs before our own. We may have learnt that if someone says or does something that we don't like, we should be quiet and try and avoid that person in the future.

In addition, certain experiences such as being bullied at school or criticised in the family can eat away at our confidence and cause a growing loss of self-esteem which results in us reacting passively or aggressively in our adult lives.

Reacting in an unassertive way can result in a lack of identity, questioning our sense of purpose, or feeling that we are not in control of our lives, which in turn leads to negative feelings and symptoms of stress and low mood. It can also make us feel guilty about taking care of our own needs.

**Although you may have learned to react passively or aggressively in life, you can change and learn to become more assertive.**

## Hand-out 4: The benefits of being assertive

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If you don't know how to be assertive, you may experience:

- **Depression:** A sense of feeling helpless with no control over your life.
- **Resentment:** Anger at others for taking advantage of you.
- **Frustration:** Why did I let that happen?
- **Temper:** If you can't express anger appropriately it can build up. Alternatively, regular anger outbursts will upset and anger others and could make you feel isolated or lonely.
- **Anxiety:** You may avoid certain situations which make you feel uncomfortable and you may therefore miss out on activities, job opportunities etc.
- **Relationship difficulties:** If you are passive, then other people will not know what you want. If you are aggressive, you won't know what other people want. Either way, there are likely to be relationship problems as a result.
- **Guilt:** If you act in an aggressive manner, this is often followed with a sense of remorse or guilt at how you acted.

Being assertive can improve our sense of identity, confidence and self-esteem in four areas:

### Feelings:

Being assertive equips us with the ability to express our feelings in a clear, direct, honest and appropriate manner and to no longer be pre-occupied with upsetting others.

### Needs:

Being assertive leads to a reduction in tension and saves us energy when our needs are met.

### Rights:

Standing up for our human rights in a fair and non-threatening way is empowering.

### Opinions:

We have something valuable to contribute regardless of other peoples' views and we are happy to be ourselves.

In short, assertiveness is about **respecting ourselves** whilst at the same time **respecting others**.

## Exercise 1: A time when you were not assertive

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Try and think of an example when you were **not assertive** in dealing with a situation. It doesn't have to be a very important situation. It might have been in a shop or over the phone. Just try and cast your mind back to that time and then answer the following questions:

What was the situation? What happened?

How did you feel afterward?

Did you end up getting what you wanted?

What was the effect on others?

What was the effect on you?

## Exercise 2: A time when someone was assertive with you

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Now try and think of a situation where someone was **assertive without being aggressive** with you and where they valued your opinion. Take a moment to recall the situation and really think about the other person and then answer the questions below:

How did you feel about yourself?

How did you feel about the other person?

## Hand-out 5: Assertiveness techniques

### 1. The broken record

If you have stated your position but you do not think that you have been heard, you do not have to completely re-phrase what you say. It is often more effective to simply repeat the same message until it has been heard and understood. This is particularly effective in situations where you feel you are being ignored.

#### Example:

**You:** "Hello, I'd like to have a refund for this microwave as it is faulty."

**Shop assistant:** "Would you like me to arrange for a replacement?"

**You:** "No thank you, I'd like a refund please."

**Shop assistant:** "I can arrange for you to have store credit."

**You:** "No thank you, I'd like a refund please."

#### Remember:

- Work out beforehand what you want to say.
- Repeat your reply over and over again and stick to what you have decided.

### 2. "I" statements

If you are unhappy about someone's behaviour it is best to say how you feel rather than attacking the other person. This keeps the focus on the problem rather than accusing or blaming the other person. The general structure is the phrase:

"I feel/felt.....when.....because....."

#### Example:

Instead of shouting "You're always interrupting me!"

Try instead "I feel **upset** when you **interrupt me** because **I can't finish what I'm saying**".

## 3. Assertive body language

Body language is a powerful way of communicating to people how we would like to be treated. Sometimes we are unaware of our body language and the impact it has on others. When you are using assertiveness techniques, try also to use assertive body language. Adopting assertive body language will help to reinforce the assertive techniques and help show the other person that you respect them but that you also respect yourself.

### Top tips:

- Face the other person, standing or sitting up straight
- Make eye contact (but avoid trying to 'stare them down')
- Listen carefully to what they have to say
- Don't try and speak over the other person
- Have a pleasant facial expression
- Keep your voice calm and pleasant
- Adopt an open posture (avoid crossing arms or legs)

## 4. Saying "No"

There's nothing wrong with saying "yes", doing favours, helping people out or taking on responsibilities. However, problems arise if we do these things because we can't say "no" or don't know how to do so. Sometimes, by avoiding saying "no" we can be drawn into situations that we don't want to be in. We may avoid saying "no" because we have fears about how other people may see or react to us. We may feel scared that we will be seen as selfish or we may be rejected by others. It is important to remember that we are not responsible for the actions of others; we are only responsible for our own actions and having the ability to say "no" is a crucial part of this.

### Top tips:

- Be straightforward and honest but not rude so that you can make your point effectively.
- Tell the person if you are finding it difficult.
- Don't apologise or give elaborate reasons for saying 'no'. It is your right to say no if you don't want to do things.
- Remember that it is better in the long run to be truthful than breed resentment and bitterness within yourself.



## 5. Scripting

We often know in advance if we are going to enter a situation where we will need to be assertive. This is particularly the case when we are the ones raising an issue with another person. Where this is the case, it can help if you prepare in advance by having a 'dry run' or rehearsal. You can ask a friend to role play the situation or, if that isn't an option, you can try writing down what you plan to say.

You can break the process down into four stages:

1. The **event**: The situation, relationship or practical problem that is important to you.
2. Your **feelings**: How you feel about the situation or problem
3. Your **needs**: What you want to happen to make things different
4. The **consequences**: How making these positive changes will improve the situation for you and/or others

- **Event:**

Say what it is you are talking about. Let the other person know precisely what situation you are referring to.

- **Feelings:**

Express how the event mentioned affects your own feelings. Opinions can be argued with, feelings cannot. Expressing your feelings clearly can prevent a lot of confusion.

- **Needs:**

People aren't mind readers. You need to tell them what you need, otherwise people cannot fulfil your needs, and this can lead to misunderstanding and resentment.

- **Consequences:**

Tell the person that if they fulfil your needs, there will be a positive consequence for both of you. Be specific about the consequences.

### Top tips:

- Keep what you want to say clear and to the point. Avoid long explanations or justifications.
- Keep a calm tone of voice.
- There's no need to apologise if you are in the right.
- Be polite but firm.
- Try to relax rather than become angry.
- Try and keep to what you have planned to say even if the conversation doesn't quite go as you'd expected.

## Example:

**You:** “I waited outside the hairdresser for you for 30 minutes yesterday as we had agreed, but I saw no sign of you. Was there a problem?” **(Event)**

**Friend:** “Oh yes! I completely forgot about that. I’ve been really busy recently.”

**You:** “I can understand that you have been busy, but I was very upset when you didn’t show. I felt like you had let me down. I had been looking forward to seeing you.” **(Feeling)**

**Friend:** “I’m really sorry. I had wanted to meet up with you. I should have written it down somewhere, so I didn’t forget.”

**You:** “I’d like us to meet up regularly, but I need to know that you will turn up as agreed.” **(Needs)**

**Friend:** “Of course. It won’t happen again. I’ll make sure to be more reliable in future.”

**You:** “I’d appreciate that. It was a shame that we both lost out on an opportunity to meet and catch up. If we both make a commitment and then stick to it, then perhaps we can meet up soon.” **(Consequences)**

## 6. Workable compromise

This can be used when your needs conflict with someone else’s needs. Assertion is not about winning, it is about compromising, taking both parties’ needs into consideration. With this technique you discuss a compromise in a diplomatic and reasonable manner and agree on a solution to a difficult situation.

### Example:

Sarah’s parents want her to spend Christmas Day with them, but she wants to spend it with her partner. In the past Sarah has backed down and done what her parents want. This year, as a compromise, Sarah suggests that she spends Christmas Eve with her parents and then returns to her home on Christmas Day morning so she can spend time with her partner.

## Using assertiveness techniques

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Before the next group try and experiment with the assertiveness techniques mentioned.

If you feel confident to do so, you might want to try out one or two of the assertiveness techniques and see how it goes.

If you would prefer, rather than try out the techniques, just consider how you might apply the techniques to a situation you encounter.

If you want, you can use the space below to make some notes of your experiences or thoughts:

## Hand-out 6: Review of assertiveness techniques

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In session one, we considered six different assertiveness techniques:

- **The broken record:**  
Repeat your message until it is heard.
- **“I” statements:**  
Say how you feel rather than attack the other person.
- **Assertive body language:**  
Adopt a confident, calm manner to help convey your message.
- **Saying “no”:**  
Don’t be scared to say “no” if you don’t want to do something.
- **Scripting:**  
Rehearse your response beforehand and keep to your plan.
- **Workable compromise:**  
Find a middle ground acceptable to both parties.

Try and think of a situation which you have encountered since the last assertiveness session where you used one or more of these techniques. If you haven’t actually used one of the techniques, then just think of a situation you encountered where you **could** have used one.

Now answer the following questions:

What was the situation?

What assertiveness techniques did you use? If you didn’t use any techniques, what techniques **could** you have used?

How might you have responded in the past?

How do you think using assertiveness techniques helped? If you didn’t use any techniques, how do you think they **might** have helped?

## Hand-out 7: Scripting

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This exercise provides an opportunity to practice preparing how you might respond assertively to different situations. Below are four different scenarios. Choose a scenario and then answer the questions on the next page.

### Scenario 1

Your best friend Fred invites you to a music concert with a group of your old school mates. The evening is likely to be very expensive as the tickets alone cost £30. Unfortunately, you don't have much money at the moment and what you do have you are saving up for a holiday.

You want to tell Fred that you won't be able to attend but you feel under pressure to go and you are anxious that you will upset or disappoint him.

### Scenario 2

You live on your own in a rented flat. There is a knock at the door, and you answer. The person knocking introduces themselves as Fred and explains that they represent your landlord and they have come to carry out the annual gas servicing.

You were not informed of the servicing and you have not seen the person before. You ask the person for an identity card, but they explain they forgot to bring it. You want to refuse admission to your flat as they have no ID with them.

### Scenario 3

You share a kitchen with three others. Over recent weeks you have noticed your milk and coffee has been going down very fast and you suspect that somebody has been taking it without your permission. One day you walk past the kitchen and, from the corner of your eye, you see Fred helping himself to your coffee.

You decide not to confront Fred about this straight away as you are too angry. Instead you decide to raise it with him that evening.

### Scenario 4

You live in a large shared house. Fred lives in the room next door to you and he keeps playing music loudly until 2am. It has been keeping you awake and on one occasion made you late for your voluntary work as you overslept.

Until now you have not mentioned the issue to Fred, but things have got so bad that you decide to challenge Fred on his behaviour.

## Preparing an assertive response:

What are you trying to achieve in this situation?

Which of the assertiveness techniques could you use to help you in this situation?

What specifically would you say to Fred?

It might be worth using the four stage 'scripting' process in planning being assertive:

**Event** – Be clear about the situation you are talking about.

**Feelings** – Let the person know how you feel.

**Needs** – Let the person know what you need from them.

**Consequences** – Tell the person what positive consequences there will be if your needs are met.

## Hand-out 8: The rules of assertion

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It is important to remember that we are all equal and that we all possess the same human rights. Many people may never have been told that these rights even exist. Assertiveness is an attitude towards yourself and others that is both supportive and honest. Below are 10 rules of assertion which describe these basic rights.

### I have the right to:

1. **Respect myself:**

Who I am and what I do.

2. **Recognise my own needs as an individual:**

Separate from what is expected of me in roles such as 'wife', 'husband', 'partner', 'parent', 'son' or 'daughter'.

3. **Make clear "I" statements about how I feel and what I think:**

For example, "I feel very uncomfortable with your decision."

4. **Allow myself to make mistakes:**

Recognise that it is normal to make mistakes.

5. **Change my mind:**

If I choose.

6. **Ask for 'thinking time':**

For example, when people ask you to do something, you have the right to say: "I would like to think about it, and I will let you know my decision."

7. **Allow myself to enjoy my successes:**

Feel pleased about what I have done and share it with others.

8. **Ask for what I want:**

Rather than hoping someone will notice what I want on my behalf.

9. **Recognise that I am not responsible for the behaviour of other adults:**

You are only responsible for your own actions.

10. **Respect other people:**

And their right to be assertive in return.

## Moving forward:

### Remember:

- You cannot expect to become assertive overnight. It will take time and practise to learn these new assertiveness techniques and to apply them consistently.
- It will also take time for your family and friends to adjust to your new behaviour:
  - If you are usually aggressive people will probably be pleased with your new behaviour.
  - If you are normally quite passive some people may feel threatened when you start to assert yourself.
- Give yourself time and make any changes gradually.
- Don't worry if you are not assertive in every situation – just keep practising and it will come in time.
- As your assertive behaviour starts to feel more natural, you should begin to feel more confident and happy with yourself.

### Over the coming weeks try to:

- Remind yourself about the differences between passive, aggressive and assertive behaviour.
- Remind yourself about the rules of assertion – perhaps pin this sheet to a door or notice board.
- Practice some assertiveness techniques – use Hand-out 9 'Planning and reviewing being assertive' to help you.



## Hand-out 9: Planning and reviewing being assertive

### Planning

If you have a situation coming up where you will need to be assertive, then try using this sheet to help you prepare.

What do you want to achieve?

What would you like to say? If it helps, follow the four-stage approach below:

- **Event** – Be clear about the situation you are talking about.
- **Feelings** – Let the person know how you feel.
- **Needs** – Let the person know what you need from them.
- **Consequences** – Tell the person what positive consequences there will be if your needs are met.

Below are some assertiveness techniques. Tick the ones you think might help you in this situation:

The broken record:

- Repeat your message until it is heard.

“I” statements:

- Say how you feel rather than attack the other person.

Assertive body language:

- Adopt a confident, calm manner to help convey your message.

Saying “no”:

- Don’t be scared to say “no” if you don’t want to do something.

Workable compromise:

- Find a middle ground acceptable to both parties.

# Reviewing

After a situation where you needed to be assertive, try using this sheet to review how it went and what you could do differently in the future.

What did you want to achieve?

Did you...

Express yourself clearly and openly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Respect your own opinions and rights?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Respect the opinions and rights of others?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Make your needs known?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Ask for what you wanted?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Manage to stay calm?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Manage to make your point	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Manage to achieve your goal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If you have answered 'No' to any of the above what do you think you could have done differently?

Below are some assertiveness techniques – tick any which you think might have helped you in this situation:

**The broken record:**

- Repeat your message until it is heard.

**"I" statements:**

- Say how you feel rather than attack the other person.

**Assertive body language:**

- Adopt a confident, calm manner to help convey your message.

**Saying "no":**

- Don't be scared to say "no" if you don't want to do something.

**Scripting:**

- Rehearse your response beforehand and keep to your plan.

**Workable compromise:**

- Find a middle ground acceptable to both parties.