

## Assertiveness: GIVE DEAR MAN

Getting help, Saying No, Gentle Confrontation.

### Guidelines for Relationship Effectiveness:

(be) GENTLE

(act) INTERESTED

VALIDATE

(use an) EASY MANNER

- 1 (be) Gentle** Be COURTEOUS and temperate in your approach.
- No attacks** No verbal or physical attacks. No hostility, hitting, clenching fists. Express anger through DEAR MAN, after completing GIVE.
- No threats** No “manipulative” statements, no hidden threats. No “I’ll kill myself if you...” Tolerate a no to requests. Stay in the discussion even if it gets painful. Exit gracefully.
- No judging** No moralizing. No “If you were a good person, you would...” No “You should...” “You shouldn’t...”
- 3 (show) Interest** INQUIRE, LISTEN, and be interested in the other person.
- Ask many open-ended questions and listen carefully to the other person’s point of view, to fully understand their concerns and emotions. Don’t interrupt, talk over, etc. Summarize their concerns and emotions and ask if the person thinks you are fully understanding. Be sensitive to the person’s desire to have the discussion at a later time.
- 4 Validate** Validate or ACKNOWLEDGE the other person’s feelings, wants, difficulties, and opinions about the situation. Express compassion out loud: “It is very understandable that you feel ...” or “Many people would feel that way” or “Your reaction makes complete sense, AND...”
- (use an) **Easy manner** Use a little humor. SMILE. Ease the person along. Be light-hearted. Wheedle. Use a “soft sell” over a “hard sell.” Be diplomatic. Maintain a soft, gentle voice.

Other ideas: \_\_\_\_\_  
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## Guidelines for Objectives Effectiveness: Getting What You Want

A way to remember these skills is to remember the term “**DEAR MAN.**”

**DESCRIBE  
EXPRESS  
ASSERT  
REINFORCE**

(stay) **MINDFUL  
APPEAR CONFIDENT  
NEGOTIATE**

### **2** **Describe**

Describe the current SITUATION and BEHAVIORS you are reacting to.

Tell the person exactly what you observed (facts) that you are reacting to.

### **5** **Express**

Express your REACTIONS (FEELINGS and OPINIONS).

Assume that your feelings and opinions are not self-evident. Use phrases such as “I want,” “I don’t like it when you...,” or “I feel stressed by...” instead of “I need,” “You should,” or “I can’t.” Explain your position. Express soft emotions like sad, lonely, worried, stressed, guilty, hurt” Generally avoid anger words, including irritated, annoyed, frustrated Avoid expressing negative assumptions about the person’s thoughts and emotions (wants, love, appreciation, judgments, intentions). Instead, first find out during the GIVE phase.

“Those behaviors give me the impression that you...”

“It comes across to me as...”

### **6** **Assert**

ASK for what you want or SAYING NO clearly.

Assume that others will not figure it out or do what you want unless you ask. Assume that others cannot read your mind. Don’t expect others to know how hard it is for you to ask directly for what you want.

### **7** **Reinforce**

Reinforce or reward the person ahead of time by explaining CONSEQUENCES.

Tell the person the positive effects of getting what you want or need. Tell him or her (if necessary) the negative effects of your not getting it. Help the person feel good ahead of time for doing or accepting what you want. Express appreciation for after the person does (at least some of) what you ask. Reward improvement rather than perfection.

**(stay) Mindful** Keep your focus ON YOUR OBJECTIVES.

Maintain your position. Don't be distracted.

**“Broken record”** Keep asking, saying no, or expressing your opinion over and over.

**Ignore** If another person attacks, threatens, or tries to change the subject, ignore the threats, comments, or attempts to divert you. Don't respond to attacks. Ignore distractions. Just keep making your point.

**Appear confident** Appear EFFECTIVE and competent.

Use a confident voice tone and physical manner; make good eye contact. No stammering, whispering, starting at the floor, retreating, saying “I'm not sure,” etc.

**Negotiate** Be willing to GIVE TO GET. Offer and ask for alternative solutions to the problem. Reduce your request. Maintain no, but offer to do something else or to solve the problem another way. Focus on what will work.

**Turn the tables** Turn the problem over to the other person. Ask for alternative solutions: “What do you think we should do?” “I'm not able to say yes, and you seem to really want me to. What can we do here?” “How can we solve this problem?”

Other ideas: \_\_\_\_\_  
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# INTERPERSONAL EFFECTIVENESS HANDOUT 10

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## Guidelines for Relationship Effectiveness: Maintaining Self-Respect

A way to remember these skills is to remember the word “FAST” (DEARMAN, GIVE FAST).

- (be) **FAIR**
- (no) **APOLOGIES**
- STICK TO VALUES**
- (be) **TRUTHFUL**

- (be) Fair**                      Be fair to YOURSELF and to the OTHER person.
  
- (no) Apologies**            No OVERLY apologetic behavior. No apologizing for being alive, for making a request at all. No apologies for having an opinion, for disagreeing.
  
- Stick to values**            Stick to YOUR OWN values.  
  
Don't sell out your values or integrity for reasons that aren't very important. Be clear on what you believe is the moral or valued way of thinking and acting, and “stick” to your guns.
  
- (be) Truthful**              DON'T LIE, ACT HELPLESS when you, are not, or EXAGGERATE. Don't make up excuses.

Other ideas: \_\_\_\_\_  
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# GIVE DEAR MAN Checklist

Name:

Date:

## **G** - (was) **Gentle** and used **Easy Manner**

- was calm and courteous (no attacks or hostility)
- consequences were not conveyed as threats
- did not judge: words such as "good" "should..." "irresponsible"
- used gentle voice and face showed smile or compassionate expression

### **Described** - told the person exactly what you are reacting to

- stuck to observable behaviors and avoided assumptions about the other person
- used I statements to describe past events "What I remember is...Is that correct?"
- confirmed facts not directly observed "My understanding is that...Is that correct?"
- was specific and avoided vague words like "irresponsible", "respect", "annoying"
- avoided extreme words like "never" or "always"

## **I** - (showed) **Interest**, listened, and tried to **Understand**

- inquired, asked open-ended questions about their concerns and primary emotions
- did not interrupt or talk over the other person
- eye contact, nodded, and made encouraging sounds like "mm hm"
- summarized their concerns and emotions
- asked the person if you are fully understanding, and if not, to say more

## **V** - **Validated**

- acknowledged the other person's feelings, wants, difficulties, and opinions
- expressed compassion: "It makes sense that you feel/want ..." or "It is normal to..."

## **E** - **Expressed** - stated your reactions (FEELINGS and OPINIONS).

- used I statements: phrases such as "I want," "I don't like it when you...", or "I feel"
- expressed soft emotions like sad, lonely, afraid, worried, stressed, guilty, hurt
- avoided mentioning anger, including irritated, annoyed, frustrated

## **A** - **Asserted**

- you directly asked for a specific observable behavior or said "no" to their request
- asked for what you wanted instead of a request to reduce a behavior
- avoided vague and judgment phrases like "you should be more respectful"
- did not ask for person to change something internal, such as an attitude

## **R** - **Reinforced**

- explained how giving you what you want will benefit them and you
- explained how your relationship will improve and your desire to do more for them
- asked about reciprocity options: "What can I do in return?"
- explained the negative effects of them not changing their behavior (if necessary)
- expressed appreciation, in advance
- only if needed: gently specify negative consequences for non-compliance

When GIVE DEAR is not enough:

**M** -  used "Broken record"

**M** -  ignored attacks, threats, or attempts to change the subject

**A** -  used a confident voice, made good eye contact

**N** -  offered alternative solutions (compromises or quid pro quo offsets) should

**N** -  asked for alternative solutions (turned the tables)

"What do you think we can do to reach an agreement or compromise?"

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# Interpersonal Repair

Tell the person you harmed that you intend to repair by following the five steps below.  
Ask them to follow these steps when they hurt you.

1. Acknowledge your ineffective behavior, and its impact on the other person. Use the GIVE skill. Ask the other person how the behavior affected them rather than relying on your assumptions, and then summarize and apologize.
2. Show insight about why you did it, focusing more on current causes than historical causes, and don't blame the other person. For example:
  - "I over-reacted because I am very sensitive about that issue"
  - "I felt shame and I still don't know how to cope with that feeling"
  - "I made negative assumptions and didn't find out if they were true"
  - "I didn't express my needs soon enough"
  - "I don't know how else to get you to stop, or how to tolerate when you don't"
  - "I accidentally slipped into judgmental thinking again"
3. Validate the other person if your ineffective behavior was partly due to your negative assumptions, judgments, or negative tone. Show that you believe the other person's understanding of the facts, and their non-negative emotions and intentions. If the other person verifies they negatively reacted to you, express that they are normal reactions or make sense in some way.
4. Describe a compelling plan for improving your behaviors in the future. Ask for their suggestions. Express sincere commitment to the plan. The plan needs to be *better than the last plan that failed*. If the other person also had ineffective behaviors, you can do a GIVE DEAR MAN to ask for different behavior, but only AFTER you completing all these repair steps for your behaviors.
5. Take one step NOW to implement the plan. REDO the problematic interaction, and thoroughly describe the improved skills that you show. Ask for their feedback about the new response that you showed them.
6. Do something nice to make up for the harm. Repair the damage. Fix items broken. Do something nice for the person to show that you care, if the damage is that the person felt that you did not care about them. Ask for their input about how you can most effectively make amends to them.

video



# Interpersonal Repair Checklist

When you have harmed someone:

video



## Acknowledge, Understand, and Validate

- N/A  Described your behavior as ineffective
- N/A  Asked them how your behavior affected them (rather than assuming)
- N/A  Accurately described the impact on them
- N/A  Gave a sincere gentle apology
- N/A  Showed insight about why you acted ineffectively (what you need to work on)
- N/A  Asked questions to understand the reasons for their behavior that triggered you and accurately summarized and validated their perspective (empathy).

## Plan to Increase Skillful Behaviors

- N/A  Described an effective plan to reduce your problem behavior
- N/A  The plan included several relevant DBT skills
- N/A  The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A  Asked them for suggestions about how to reduce your ineffective behavior

## Practice

- N/A  Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence them or react to them)
- N/A  Asked them for feedback about the effectiveness and thoroughness of the skillful behaviors you showed

## Make Amends

- N/A  Did something nice to make up for the harm, and fixed/replaced items broken
- N/A  Asked them for input about how you can effectively make up for it

## Things to avoid

- Appeared to blame them (e.g., stated they caused your ineffective behavior)
- The tone was not gentle enough or sounded judgmental of them
- Asked them to change before you completed all the repair steps



# Interpersonal Repair Checklist - Receive

After someone has harmed you, give them feedback on their repair.

## Acknowledge, Understand, and Validate

- N/A  They described their behavior as ineffective
- N/A  Asked you how the behavior affected you rather than relying on assumptions
- N/A  They accurately described the impact on you
- N/A  Gave a sincere gentle apology
- N/A  Showed insight about why they acted ineffectively (what they need to work on)
- N/A  Asked you questions to understand your behaviors that provoked them, and then accurately summarized and validated your perspective (empathy).

## Plan to Increase Skillful Behaviors

- N/A  They described an effective plan to reduce the problem behavior
- N/A  The plan included several relevant DBT skills
- N/A  The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A  Asked you for suggestions about how to reduce the ineffective behavior

## Practice

- N/A  Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence you or react to you)
- N/A  Asked you for feedback about the effectiveness and thoroughness of the skillful behaviors they showed

## Make Amends

- N/A  Did something nice to make up for the harm, and fixed/replaced items broken
- N/A  Asked you for input about how to make amends

## Things to avoid

- They appeared to blame you
- Their tone was not gentle enough or sounded judgmental
- Asked you to change before completing the repair



print more

# Interpersonal Repair Checklist – Teen gives repair

When you have harmed your parents:

## Acknowledge, Understand, and Validate Your Parent

- N/A  Described your behavior as ineffective
- N/A  Asked parents how your behavior affected them (rather than assuming)
- N/A  Accurately described the impact on your parents
- N/A  Gave a sincere gentle apology
- N/A  Showed insight about why you acted ineffectively (what you need to work on)
- N/A  Did your parent trigger you? If so, you asked them to explain their behaviors, and then accurately summarized and validated their perspective (empathy).

## Plan to Increase Skillful Behaviors

- N/A  Described an effective plan to reduce your problem behavior
- N/A  The plan included relevant DBT skills
- N/A  The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A  Asked them for suggestions about how to reduce your ineffective behavior

## Practice

- N/A  Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence them or react to them)
- N/A  Asked them for feedback about the skills you showed

## Make Amends

- N/A  Did something nice to make up for the harm, and fixed/replaced items broken
- N/A  Asked them for input about how you can effectively make up for it

## Things to avoid

- Appeared to blame parent (e.g., saying they caused it)
- The tone was not gentle enough or sounded judgmental
- Asked parent to change before you completed your repair

video



# Interpersonal Repair Checklist – Parent receives repair

Parent completes this to give teen feedback on teen's repair.

## Acknowledge, Understand, and Validate

- N/A  Teen described their behavior as ineffective
- N/A  Asked you how the behavior affected you rather than relying on assumptions
- N/A  Teen accurately described the impact on you
- N/A  Teen gave a sincere gentle apology
- N/A  Showed insight about why they acted ineffectively (what they need to work on)
- N/A  If your behavior provoked teen, teen asked you questions and then replaced their judgments and negative assumptions with accurate empathy.

## Plan to Increase Skillful Behaviors

- N/A  Teen described an effective plan to reduce the problem behavior
- N/A  The plan included relevant DBT skills
- N/A  The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A  Asked you for suggestions about how to reduce the ineffective behavior

## Practice

- N/A  Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence you or react to you)
- N/A  Asked you for feedback about the effectiveness and thoroughness of the skillful behaviors they showed

## Make Amends

- N/A  Did something nice to make up for the harm, and fixed/replaced items broken
- N/A  Teen asked you for input about how to make up for it

## Things to avoid

- Teen appeared to blame you
- The tone was not gentle enough or too judgmental
- Teen asked you to change before completing the repair

print more



# Interpersonal Repair Checklist – Parent gives repair

When you have harmed your teen:

## Acknowledge, Understand, and Validate Your Teen

- N/A  You described your behavior as ineffective
- N/A  You asked how your behavior affected teen (rather than assuming)
- N/A  You accurately described the impact on teen
- N/A  You sincerely apologized to teen
- N/A  Showed insight about why you acted ineffectively (what you need to work on)
- N/A  Did your teen provoke you? If so, you asked teen to explain their behaviors, and then replaced your judgments and assumptions with accurate empathy.

## Plan to Increase Skillful Behaviors

- N/A  You described an effective plan to reduce your problem behavior
- N/A  The plan included relevant DBT skills
- N/A  The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A  Asked teen for suggestions about how to reduce your ineffective behavior

## Practice

- N/A  Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence teen or react to them)
- N/A  You asked teen for feedback about the effectiveness and thoroughness of the skillful behaviors you showed

## Make Amends

- N/A  You did something nice to make up for the harm.
- N/A  You asked teen for input about how to make up for it

## Things to avoid

- Blame teen (e.g., saying they caused your behavior)
- The tone was not gentle enough or sounded judgmental
- Asked them to change before you completed all the repair steps

video



# Interpersonal Repair Checklist – Teen receives repair

Teen completes this to give parent feedback on parent's repair.

## Acknowledge, Understand, and Validate

- N/A  Parent described their behavior as ineffective
- N/A  Asked you how the behavior affected you rather than relying on assumptions
- N/A  Parent accurately described the impact on you
- N/A  Parent gave a sincere gentle apology
- N/A  Showed insight about why they acted ineffectively (what they need to work on)
- N/A  Asked you questions to understand your behaviors that provoked them, and then accurately summarized and validated your perspective (empathy).

## Plan to Increase Skillful Behaviors

- N/A  Parent described an effective plan to reduce the parent's problem behavior
- N/A  The plan included relevant DBT skills
- N/A  The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A  Parent asked you for suggestions about how to reduce the ineffective behavior

## Practice

- N/A  Did a REDO of the problematic interaction to show the more skillful behaviors  
(e.g., how to more effectively influence you or react to you)
- N/A  Parent asked you for feedback about the effectiveness and thoroughness of the skillful behaviors they showed

## Make Amends

- N/A  Parent did something nice to make up for the harm.
- N/A  Parent asked you for input about how to effectively make amends

## Things to avoid

- Appeared to blame you (e.g., stated you caused their ineffective behavior)
- The tone was not gentle enough or sounded judgmental of you
- Asked you to change before completing all the repair steps