

PURDUE EXTENSION

**INWORK**



*Skills for Tomorrow's Workforce*

# Teamwork Makes the Dream Work

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Communication, Teamwork, and Conflict Management

*This stuff matters?*



# INSTRUCTOR OUTLINE

BACKGROUND	49
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## LESSON

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INTRODUCTION	51
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*discussion and video | 8 minutes*

ACTIVITY 1 — Key Terms	52
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*ideas for teaching vocabulary are listed in the Resource Section—Appendix A | 10 minutes*

ACTIVITY 2 — My Communication Style	53
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*personal inventory worksheet | 13 minutes*

ACTIVITY 3 — Team Building in Action: Skill Building	54
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*group team-building | 20 minutes*

ACTIVITY 4 — Team Building and a Word on Conflicts	55
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*team-building inventory and video | 13 minutes*

ACTIVITY 5 — Wrap-Up	56
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*discussion and video | 3 minutes*

## HANDOUTS

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HANDOUT 1 — Positive Communication Habits	57
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HANDOUT 2 — Discovering Your Communication Style	58
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HANDOUT 3 — Elements of Teamwork—An Inventory of Skills	60
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## *TV/TALK*

You will be watching a television show without the sound. Try to interpret what is going on in the show by watching the nonverbal behaviors (facial expressions, body movement and positioning, hand gestures, etc.) Make notes of what you think is happening in the space below.



## Activity 6: "And Now Introducing..."

Have you ever been introduced to someone and forgotten his or her name in the next instant? You probably weren't listening attentively! Good listening skills are an important part of being an effective communicator. Luckily, listening is a skill that can be practiced and learned. Being an effective listener and communicator can help us initiate and maintain interpersonal relationships and help us to become better leaders.

### OBJECTIVES:

For youth to:

- practice listening skills.
- improve interpersonal communication skills.

### LIFE SKILLS:

- Working with others.
- Listening.

### MATERIALS:

- People

### TIME:

20 minutes

### SETTING:

Comfortable room with space to walk around.

### DO

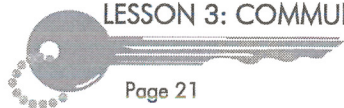
- Have five or six volunteers be the "Hosts," assume fictitious names and backgrounds, and form a receiving line.
- Have the remaining participants be the "Guests" and go through the receiving line, also assuming fictitious names and backgrounds.
- Each host will introduce each guest to the person standing next to him or her by stating the name of the guest, together with the name of and some background information on the host next in line. Each guest will state that host's name and comment on the given background information.
- Each guest will continue moving down the receiving line until he or she has met all of the hosts.

### REFLECT

- Was it easy or difficult to remember the persons' names? What makes it easier to listen to someone?
- How can you improve your listening skills?
- What do you do when you know others are not listening to you? How can you get their attention?

### APPLY

- Have you ever met someone and forgotten his or her name right away? How can you keep from allowing that to happen?
- What are other situations when you would use the skills you've learned from this activity?





# Activity 7: Something to Talk About

The ability to communicate effectively in a small group situation is important in many situations. Club and committee meetings, classrooms, and even friends planning a night out are all situations that depend on individual contribution to small group discussions for their success. Not only is individual participation important, but there may be a time when we are responsible for facilitating the group discussion. Whether it's deciding on a community pride project, discussing what to do with club funds or brainstorming a group project in class, learning how to lead discussions can help in a number of situations.

## OBJECTIVES:

For youth to:

- learn discussion-leading skills.
- communicate within a group setting.
- discuss current events and issues.
- summarize others' comments by practicing feedback

## LIFE SKILLS:

- Learn important discussion-leading skills.
- Become aware of the importance of effective communication within small groups.

## MATERIALS:

- Copies of SOMETHING TO TALK ABOUT Activity Sheet for each youth
- Current magazine or newspaper article
- Index cards
- Pens or pencils
- Watch or timer

## TIME:

30 minutes

## SETTING:

Comfortable room with chairs in small circles of six.

**Advanced Preparation:** Choose a current event article from the local newspaper or magazine that is appropriate for the group.

## DO

- If the group is larger than six, break into groups of six. Tell the participants that they will each be responsible for a three minute portion of a group discussion. (There goal is to keep the conversation going and spark interest in the topic among other group members.)
- Hand out copies of the current article, the SOMETHING TO TALK ABOUT Activity Sheet and index cards to each participant. Give them five minutes to read both.
- Have participants come up with questions and statements regarding the article that they can use for their portion of the discussion and write them on the index cards.
- After youth seem ready, randomly select one person in each group to start the group's discussion (oldest person, youngest person, ask for volunteers, etc). Using your watch or timer, time the discussion for three minute intervals and select new discussion leaders each time.
- Continue allowing one person to lead the discussion for three minutes until everyone has had a turn.

## REFLECT

- How were the transitions between discussion leaders?
- Was it easy to stick to the topic, or did participants go off on tangents? Why or why not?
- What are some skills or qualities that served the discussion leaders well? What qualities hindered the discussion leaders?
- What did you learn about your own style?
- Did leading the discussion on a topic help you learn more about it yourself?

## APPLY

- In what ways can you improve your abilities to lead discussions in the future?
- Can you think of any times when you will need to lead a discussion in the future?



## ***SOMETHING TO TALK ABOUT***

The qualities of a good discussion leader are:

- Intelligent and experienced
- Interest in the discussion topic
- Able to bring everyone into the discussion
- Able to balance the various viewpoints in the discussion

The qualities of a good discussion group are:

- The leaders should have a basic plan, but be flexible to the wishes of the group.
- Direct the interchange between the people in the group so that all conversation does not go through the leader.
- Don't let one or two members dominate the group--try to encourage all members to participate.
- Keep the discussion focused on the "goals" and don't let the conversation drift off the topic.
- Make sure to assign a time limit at the beginning of the discussion and then if necessary allow for a vote for extension.



# Activity 8: I/You Messages

Sometimes how we say something can be more important than what we say. Many times, we can be misunderstood or feel threatened by a seemingly harmless message just because of the way it was phrased. When we are upset or in conflict with someone, we sometimes make accusing statements that put the responsibility of our feelings on the other person. These statements are called **"You" Messages** and are characterized usually by

containing the word "you." The focus of the message is on the other person; the message often communicates that you are responsible for the other person or that they are responsible for you. **You Messages are arguable:** they include statements that analyze and diagnose, direct or order, question or probe, reassure, argue, praise and approve, blame and disapprove, involve sarcasm, warn or threaten, advise or suggest, moralize, or name-call. Examples of You Messages are "You make me mad!", "You are inconsiderate," and "You're not nice to me."

The statement "You make me mad" places the blame on the other person for making you mad, when really, your being mad is your own feeling. No one can "make" you mad; you can be mad as a result of something someone did, but they cannot make you mad. "I am mad when you don't do the dishes" is an **"I" Message**.

## OBJECTIVES:

For youth to:

- learn to change "you" messages to "I" messages to enhance communication.
- identify and illustrate the different ways in which we communicate with one another.
- explore effective and ineffective styles of communication.

## LIFE SKILLS:

- Getting along with others.
- Communication.

## MATERIALS:

- Copies of I/YOU MESSAGE Activity Sheet for each youth
- I/YOU MESSAGE Answer Key
- Pens/Pencils
- Dry erase board or flip chart
- Marker

## TIME:

30 minutes

## SETTING:

Comfortable room with tables and chairs.

**"I" Messages** are the alternative way of phrasing statements. They usually contain the word "I" and focus on the self, personal feelings, perceptions, and conditions. I Messages communicate that the speaker is responsible for himself or herself and communicate that the other person is responsible for the other person's self. **I Messages are non-arguable.** (For example, if you say "I am upset because you did not call me", how can someone argue with that?)

Some examples are "I am hurt that you...", "I am angry...", "I see that you are...", "I am worried about...", and "I heard that..."

You Messages tend to elicit more defensiveness from the recipient, while persons using I Messages are perceived as more accepting, understanding, and genuine or real. People interviewed with You Messages tend to respond with more hypothetical examples, less personal examples, less personal opinion, and more citing of the opinions of others, than persons interviewed with I Messages. I Messages usually elicit I Messages, and You Messages elicit You Messages. Therefore, by rephrasing "you" messages to "I" messages, we can become better communicators.



## DO

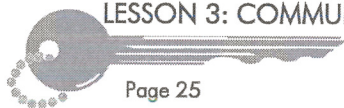
- Share the introduction about I / You Messages with youth. Discuss I and You Messages until they understand the differences.
- Allow participants to select partners; have them fill out the I/YOU MESSAGE Activity Sheet with their partner.
- Have participants role play their best I and You Messages to the entire group. Encourage creativity.
- As a group, go over the Activity Sheet, and write down some of the best You Messages on the flip chart or dry erase board. Use the Answer Key as a guideline; there can be more than one correct answer for each I Message.

## REFLECT

- Why is it important to use I Messages rather than You Messages?
- How does the use of an I Message as opposed to a You Message change the outcome of a communication interaction?
- What were some of the best I Messages? Why were they the most effective?

## APPLY

- Can you think of some instances you have used You messages recently? What about instances when others have used You Messages with you? How did you react?
- How does our phrasing of messages affect our abilities to perform leadership tasks?
- Spend the next couple of days making a strong effort to use only I Messages. Was it easy? Did people react differently to you? What happened?







# *I / YOU MESSAGES*

## *Answer Key*

(There can be more than one correct answer for each "I" message; this is only a guideline for examples.)

1. I think you are more mature than you act sometimes.
2. Sometimes I feel I am not being listened to.
3. I sometimes feel people dislike me.
4. Maybe we could try a different idea.
5. I feel hurt and upset when I think you are trying to argue with me.
6. Let's everyone work hard together.
7. I need some time to myself right now.
8. I'm very busy right now. Can we talk another time?
9. I feel that you don't have time for me anymore. Is something wrong?
10. I don't think that I was told the complete truth.
11. I didn't know you were coming.
12. My room is my personal space. I would like to be alone right now.
13. I like when people knock first before coming in. Could you knock first next time?
14. I need some peace and quiet; I don't like it when people are so negative.
15. I think you can do a little better.
16. I get angry at you sometimes when you...
17. I am sometimes hurt by the things you do.
18. I worry about you so much.
19. Sometimes I think you don't consider how I feel.



## ***I / YOU MESSAGES***

Change the following YOU messages to a more positive I message.

*Example:*

**You never call me.**

*I wish you would call me more often.*

- |                                   |     |
|-----------------------------------|-----|
| 1. You need to grow up!           | 1.  |
| 2. You don't listen to me!        | 2.  |
| 3. Everyone here hates me!        | 3.  |
| 4. That's a dumb idea.            | 4.  |
| 5. You always argue with me.      | 5.  |
| 6. No one does anything here.     | 6.  |
| 7. You annoy me; go away!         | 7.  |
| 8. Leave me alone!                | 8.  |
| 9. You never have time for me.    | 9.  |
| 10. You lied to me.               | 10. |
| 11. Who invited you?              | 11. |
| 12. Get out of my room!           | 12. |
| 13. You never knock first!        | 13. |
| 14. Shut up and quit complaining. | 14. |
| 15. You did a horrible job.       | 15. |
| 16. You make me so mad!!          | 16. |
| 17. How could you do this to me?  | 17. |
| 18. You worry me to death.        | 18. |
| 19. You are so inconsiderate!     | 19. |