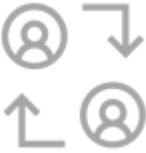




The Communication Process

Directions: Drag the words into the correct boxes to complete the communication process diagram. You may use each word once, twice, or not at all.

Component	Meaning	Example
Source	 <p>_____</p>	_____
Encoding		
Channel		
Decoding		
Receiver		
Feedback		
Context		



Seek First to Understand, Then to Be Understood

Directions: Read the scenario and identify the people who need to be understood to move the situation forward. Then, identify who should try to listen first to understand.

Write your answers in the spaces provided.

 <p>Who needs to be understood to move the situation forward?</p>	 <p>Who should try to listen first to understand?</p>
<p>What PAQ strategies could be used to understand? (Paraphrase / Acknowledge / Question)</p>	
 <p>How could this end in a win-win situation?</p>	



Bridges and Barriers Video Clip Sheet

Directions: For each video clip, record the bridges and barriers observed.



Bridges Observed



Barriers Observed

Campbell's Soup Video

Blank space for recording observations from the Campbell's Soup video.

Blank space for recording observations from the Campbell's Soup video.

A Failure to Communicate Video

Blank space for recording observations from the A Failure to Communicate video.

Blank space for recording observations from the A Failure to Communicate video.



Perception is Everything Scenarios

Directions: Read the scenario and write to the right of the scenario the employee's perspective and the employer's perspective. Then write the changes you would make to the scenario.

SCENARIO 1	
Employee's Perspective	Employer's Perspective
Employee Changes	

SCENARIO 2	
Employee's Perspective	Employer's Perspective
Employee Changes	



SCENARIO 3	
Employee's Perspective	Employer's Perspective
Employee Changes	



Note Catcher

Directions: Write down what you see or hear in the boxes below.



Collaborative Communication
Looks Like



Collaborative Communication
Sounds Like

What are some strong collaborative behaviors you already have?

What are some non-example behaviors you have that you would like to change?



Collaboration 24/7 Note Catcher

Directions: Take notes on the text as you read to identify the most important information about the text. You may use the text as a guide to help you identify the most important information about the text.

Collaboration Examples

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Collaboration Gone Wrong!

Directions: You will be given a scenario of a collaboration that did not go well. You will be asked to identify the reasons why the collaboration failed and what you would do differently if you were to collaborate with that person again.

Whom did you collaborate with and what did you do or make?
What was the outcome? Did you reach your goal?
What were some difficulties that you had during this collaboration? What caused these difficulties?



Deposits and Withdrawals

Directions: □o□ □□t□t□ □□rt □□o□ □□□d o□t□□ □o□□□□ □□d□□ □□□t□□□□

What are some positive “deposits” that help a relationship grow?

What are some negative “withdrawals” that can damage a relationship?

Deposits +	Withdrawals -



Conflict Table

Directions: Write a situation in each box that illustrates the type of conflict resolution described in the header. Use the smiley face to indicate a positive outcome and the frowny face to indicate a negative outcome.

Win-Win I win and you win  	Lose-Win I lose and you win  
Win-Lose I win and you lose  	Lose-Lose I lose and you lose  



Go for the Win

Directions: Take notes on the four different ways to get the most out of your relationship. Write down the other side's interests and needs to develop an attractive win-win solution to the situation.

<input type="checkbox"/> Get the most out of the situation	
<input type="checkbox"/> Get the most out of the situation <i>do you</i> <input type="checkbox"/> Get the most out of the situation <i>for</i> <input type="checkbox"/> Get the most out of the situation <i>for</i>	
<input type="checkbox"/> Get the most out of the situation <i>do the other person involved</i> <input type="checkbox"/> Get the most out of the situation <i>for</i> <input type="checkbox"/> Get the most out of the situation <i>for</i>	
<input type="checkbox"/> Get the most out of the situation <i>you</i> <i>or</i> <i>do</i> <input type="checkbox"/> Get the most out of the situation <i>for</i> <input type="checkbox"/> Get the most out of the situation <i>for</i>	
<input type="checkbox"/> Get the most out of the situation <i>the other person involved</i> <i>or</i> <i>do</i> <input type="checkbox"/> Get the most out of the situation <i>for</i>	
<input type="checkbox"/> Get the most out of the situation <i>do</i> <input type="checkbox"/> Get the most out of the situation <i>do</i> <input type="checkbox"/> Get the most out of the situation <i>for</i> <input type="checkbox"/> Get the most out of the situation <i>for</i>	



Two Brains Working Together Reflection

Difference

Similarity



Reflection Activity: Multitasking

Read each statement and select the option that best reflects your perspective: Strongly Agree, Agree, Disagree, or Strongly Disagree.

- Listening music helps me to study more effectively.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- I like to have many tabs open when I am surfing the web.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- I can easily do two things at the same time.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- I can watch TV and fold laundry at the same time.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>



- I can complete my math homework while talking on the phone.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- I can read and follow a recipe while updating my Instagram profile and texting friends.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- I can study for my Spanish test while watching *Dancing With the Stars*.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- I can safely text and walk down a city sidewalk at the same time.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>

- Younger people are better than older people at multitasking.

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>
Strongly Agree	<input type="checkbox"/>	Strongly Disagree	<input type="checkbox"/>



Multitasking Experiment

Part 1: Write “Is Multitasking a Myth?” in the Phrase box and write the numbers 1 through 19 in the Numbers box. Record the time you take to finish this exercise.

Phrases	Numbers

Part 2: You will multitask now. Write the phrase and the numbers while singing the Happy Birthday song. Record the time you took to finish this exercise.

Phrases	Numbers



Your Perspective on Multitasking

<p>What ideas do you agree with and why?</p> <p>Hint: Multitasking can be harmful—every year, a lot of people get injured or killed from texting while driving!</p>	<p>What ideas do you disagree with and why?</p> <p>Hint: “Kids that are instant messaging while doing homework, playing games online and watching TV, I predict, aren’t going to do well in the long run.”—I often do these things and I get good grades!</p>