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Practice Positive Communication Skills

TRANSITION OBJECTIVE

Students will learn and practice positive communication skills using "I messages."

RELEVANCE TO SUCCESSFUL TRANSITION

Communicating effectively is critical for success on the job. Those who learn it can become valuable employees.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I communicate well with others when I . . .

❑ STEP 2: Convene Roundtable

"One way to communicate effectively is _____."

❑ STEP 3: Advance Organizer

"Today you will learn and practice positive communication skills."

❑ STEP 4: Activity - 25 Minutes

Introduce positive communication skills using "I messages." Explain to students that using "I messages" will help them work through problems with co-workers and supervisors. Most people use blame and "you messages" when they have a problem. Go over the directions on the **I Messages** worksheet and explain the samples. Have students complete the remaining examples individually or in pairs. Go over the examples with the class, correcting and refining student answers.

❑ STEP 5: Activity - 20 Minutes

In pairs, have students practice using and making up two-part "I messages," following directions on the worksheet **Positive Communication**. Offer assistance to students as they complete the activity.

❑ STEP 6: Evaluate Outcomes

The most important reason to use "I messages" is "_____."

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CAREER MANAGEMENT: Unit 3 LESSON 6

"I-Messages"

What are "I-messages?"
 "I-messages" are an effective way to communicate, especially when there is a problem. "I-messages" are effective because they don't make the other person feel offended by what you say. "You-messages" tend to blame the other person, causing hurt feelings and stopping the communication process.

"I-Messages" have two parts:
Part 1: Describes your feelings, starting with "I feel . . ."
Part 2: Describes how you would like things to change.

FIRST PART: Change the following "You-messages" into "I-messages":

1. You really make me angry.	1. I am feeling upset about this.
2. You didn't do that right.	2. I think the job should be done like this.
3. You keep interrupting me.	3. I feel that what I'm saying isn't important.
4. You don't understand me.	4. I feel _____
5. Your smoking bothers me.	5. I would _____
6. You always confuse me.	6. I feel _____

SECOND PART: Describe the things that need to change:

First Part	Second Part
1. I am feeling upset about this.	1. I would like to talk and straighten it out.
2. I think the job should be done like this.	2. I would like to work on it again with you.
3. I feel what I am saying isn't important.	3. I would like you to listen to me.
4. I feel you don't listen to me.	4. I would _____
5. I feel sick when you smoke near me.	5. I would _____
6. I feel confused when you say that.	6. I would _____

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CAREER MANAGEMENT: Unit 3 LESSON 6

Positive Communication

Read the following situations. In Situations 1-3 practice using "I-messages." For Situations 4 and 5, make up a two-part "I-message" then practice saying it to your partner.

Situation 1: You have just started a new job. Your supervisor keeps watching everything you do. You would like to work more on your own.
 "You-Message:" "You keep watching me and it makes me nervous."
 "I-Message," part 1: "I feel like I am not doing the job right when you watch me."
 "I-Message," part 2: "I would like to work more independently."

Situation 2: You have been teased by two of your co-workers about being the boss' pet. You are concerned and want to talk about it.
 "You-Message:" "You tease me because you're jealous."
 "I-Message," part 1: "I feel bad when you tease me about the boss."
 "I-Message," part 2: "I am just doing my job and I wish you wouldn't tease me."

Situation 3: One of your co-workers always makes remarks under her breath and rolls her eyes if she has to answer one of your phone lines, even though you are supposed to help each other with calls. You would like to talk about it.
 "You-Message:" "You act like it's a lot of trouble to answer my phone lines."
 "I-Message," part 1: "I feel that you don't like to answer my phone lines."
 "I-Message," part 2: "I am happy to help with your lines. Can we work this out?"

Situation 4: You can't understand everything your supervisor tells you because he talks fast and has more than one conversation at a time. You want to be able to ask questions and take notes when he talks.
 "You-Message:" "You talk too fast and you don't let me ask questions."
 "I-Message," part 1: "I feel _____."
 "I-Message," part 2: "I would like _____."

Situation 5: One of your co-workers asks you to go to lunch every day. He always wants to stop at several places during the lunch hour and is usually late. You like to go to lunch with him but do not want to be late.
 "You-Message:" "You always make us late getting back from lunch."
 "I-Message," part 1: "I feel _____."
 "I-Message," part 2: "I would like _____."

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□ STEP 7: Connecting Activity

Practice using “I messages” with family and friends. Write down three examples of how you used them and describe these to the class.

KEY WORDS

“I statements”**defensive****blame****understand****future**

MATERIALS AND PREPARATION

- Student Handouts: **I Messages**, page 149; **Positive Communication**, page 150.
- Prepare a screen image of handout; prepare to discuss communication skills.
- Prepare discussion and screen image of handout

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening, Speaking
- Thinking Skills: Problem Solving, Visualizing, Reasoning
- Personal Qualities: Self-Management, Self-Esteem, Sociability