

Teacher’s Manual for 6A: Collaborating to Build Effective Relationships

Module Key Learning Target:

- I can use positive strategies to develop and maintain effective relationships in the workplace.

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*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

What Do You Think? Quote Activity

Suggested Timing: 15 to 20 Minutes

Facilitation Steps:

1. Review the Learning Target.
2. Ask volunteers to read the four quotations aloud, or have students read through the quotes on their own. Then, ask them to circle the one that most interests them, and use the space to explain why.
3. Allow 5 - 6 minutes for students to complete.
4. Have students complete a Think-Pair-Share with a partner.
5. Give each student about 40 seconds to explain to their partner which quote they picked and why.
6. If time allows, ask volunteers to share with the whole group.

Learning Target

- I can use positive strategies to develop and maintain effective relationships in the workplace.

Plus 1 additional slide

Tips for Successful Implementation:



Dig Deeper/Extension:

- Ask students who finish early to rewrite one of the quotes in their own words to make it seem truer.
- Let them know that this is an opportunity to mirror what they agree with and alter the parts of the quote that they don't quite agree with.



Literacy:

Estimated Reading level: 5th/6th grade
Number of Words on Page: 104

- If reading is a concern, try having some students focus on the whether or not they agree with the first quote. Have a volunteer read the quote aloud, and ask the group to repeat it back.



Accommodation:

- You may also choose to use the more visual ELL accommodation page.

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WHAT DO YOU THINK:
Quote Activity

DIRECTIONS Read each of the following quotes. Circle the one that you find most interesting. Use the space below to explain your selection.

"You cannot shake hands with a clenched fist."¹

"They may forget what you said, but they will never forget how you made them feel."²

"The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them."³

"If there is no struggle, there is no progress."⁴

¹ Indira Ghandi (1st female Prime Minister of India - 1980-1984)
² Carl W. Buechner (Presbyterian Minister and Author)
³ Ralph Nichols (English badminton player)
⁴ Frederick Douglass (Author, abolitionist, former slave)

 **Assessment:**

- Look to see if students are completing the work.
- Are all students able to connect with at least one of the quotes? Do their connections reveal a level of understanding regarding the concepts at hand?

Partner Activity: Analysis of a Workplace Situation

*Optional: This activity focuses on recognizing when students can engage in teamwork versus conflict.

Suggested Timing: 10 to 20 Minutes

Materials: Workplace Situations

Facilitation Steps:

1. Have students partner up and distribute the Workplace Situations.
2. Next, review the directions — highlighting the three components: potential for conflict, potential for teamwork and recommendation for action.
3. When groups have completed their work, ask volunteers to share their situation and analysis.

Analysis of a Workplace Situation

1. Work with your partner to summarize the situation.
2. Discuss the potential for conflict and the potential for teamwork.
3. Make a recommendation as to how the two people should handle the situation.



Plus 1 additional slide

Tips for Successful Implementation:

 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Ask students to discuss the role of effective communication in teamwork and/or the role of ineffective communication in conflict.• Share and/or ask for reflections around previous teamwork experience — both the conflict, the teamwork and the level of success and satisfaction with the experience.	 <p>Time Management:</p> <ul style="list-style-type: none">• If time is short, you can work as a whole group, Popcorn Share Strategy style, with one or two situations.• Prompt for potential conflict and teamwork before asking for recommendations.
 <p>Accommodation:</p> <ul style="list-style-type: none">• Make sure groups are able to read and comprehend the situations. Otherwise, they will struggle to evaluate the potential for conflict or teamwork. Circulate to read, clarify or answer questions.• Situations are scaffolded to meet different literacy levels.	

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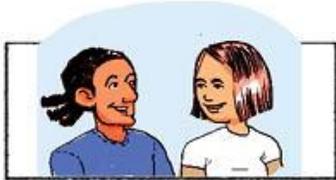
Analysis of a Workplace Situation

DIRECTIONS Your instructor will give you a situation. Work with your partner to summarize the situation and discuss what parts of the situation contain the potential for conflict and which parts have the potential for teamwork. Make a recommendation as to how the two people should handle the situation.

Summary of situation:



Potential for Conflict



Potential for Teamwork

Final Recommendation

 **Assessment:**

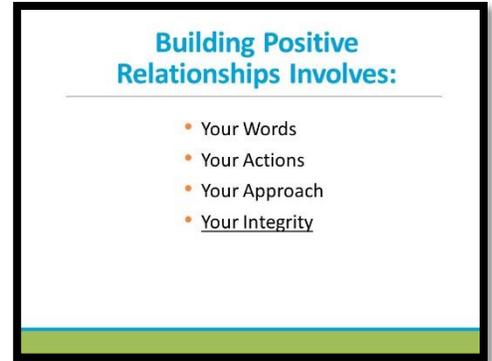
- Are students identifying potential conflict and teamwork?
- Do their recommendations show an understanding of the value of teamwork?

Presentation: Building Positive Relationships

Suggested Timing: 15 to 25 Minutes

Facilitation Steps:

1. Explain to students that it is important to foster positive workplace relationships because your effectiveness, progress and satisfaction at work are all impacted by the quality of your workplace relationships.
2. Go over the idea that your words, your actions and your approach are the elements that largely define workplace relationships.
3. Check for understanding by asking students to come up with examples of each of these three elements. Explain that when your words, actions, and approach are all in sync, your integrity is intact. Integrity allows a person and his peers to feel positively about him.
4. Go over the tips for forming new relationships and tips for improving relationships with coworkers and supervisors. Check for understanding by pausing after each slide and asking volunteers to reflect on their own experiences and connect them to the tips.
5. Go over the suggestions for addressing conflict, and ask volunteers to explain which suggestions are easy for them and which might be challenging. Make sure to ask volunteers to explain why. This is an opportunity for students to identify ways in which they might struggle with handling conflict in appropriate ways.
6. Have students take a moment to identify their top two strategies for strong workplace relationships. If time allows, have students share with a partner.



Plus 4 additional slides

Tips for Successful Implementation:

 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Ask students to think about examples of workplace relationships that need to be improved (either from their own experience or knowledge of friends and family) and ask for suggestions for ways to improve the relationship.	 <p>Accommodation:</p> <ul style="list-style-type: none">• When giving your presentation, have written and visual cues with what you are saying in order to engage as many students as possible.• Allow students to draw pictures in lieu of traditional notes if that is helpful.• Decide ahead of time the key points you want students to record and write them on the board or chart paper as you present.• You may choose to use the cloze version of this presentation.
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6A - Collaborating to Build Effective Relationships

Building Positive Relationships

DIRECTIONS Use the space below to take notes about what you learn during the presentation on strategies.

Key Information

Creating & Nurturing Positive Relationships

Addressing Conflict

One question I have is: _____

My top two strategies for strong workplace relationships:

1. _____
2. _____

 **Assessment:**

- Are students able to explain and connect with the suggestions for building positive relationships?
- Do students show signs of increasing their own awareness of how they approach conflict and what they can do to improve?

Team Builder: Marshmallow Tower Challenge

***Optional:** This activity should be used if you wish to have students work together and demonstrate their teamwork strategies.

Suggested Timing: 25 to 35 minutes

Materials: Marshmallows, uncooked spaghetti, tape

Facilitation Steps:

1. Have students complete the Impressed vs. Unimpressed prompt.
2. Divide student into small working groups of three or four.
3. Review the rules for the challenge and answer any clarifying questions.
4. Distribute the materials and start timing.
5. You may want to announce some time increments (10 minutes left, 5 minutes left, etc.).
6. Go over the debrief questions, and have students reflect independently at first. Then ask volunteers to discuss their thoughts.
7. Have students rate themselves through the lens of the Impressed vs. Unimpressed prompt.

IMPRESSED vs. UNIMPRESSED

You are about to complete a team challenge in which you will have to work well with others while handling time pressures. Most jobs require teams to deal with difficult deadlines or challenging timelines at least some of the time. What **actions or attitudes** do you think would **impress** a supervisor when her employees have to deal with collaboration and time pressures?

Plus 4 additional slides

Tips for Successful Implementation:

 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• If students reach an unfair agreement and you think they will not be able to let go of their upset, consider providing a fair distribution once the activity is complete.	 <p>Accommodation:</p> <ul style="list-style-type: none">• This activity assumes a certain ability to shift perspectives to think about what others might think is fair or unfair. Some students with ASD or Asperger’s may struggle to make that shift and remain stuck in what they see as the best offer for them. Work with them through cuing and guiding questions to try to imagine at least one other person’s perspective on the offer so that they can evaluate through that lens. Consider making this their Impressed vs. Unimpressed behavior.
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6A - Collaborating to Build Effective Relationships

IMPRESSED vs. UNIMPRESSED

You are about to complete a group challenge in which you have to work well with others while handling time pressures. Most jobs require teams to deal with difficult deadlines or challenging time lines at least some of the time. What actions or attitudes do you think would impress a supervisor when her employees have to deal with collaboration and time pressures?

Marshmallow Tower

DIRECTIONS Your instructor will give you two building tools (spaghetti and tape). Your team's job is to construct a free-standing tower that can support a marshmallow at the top.

Rules:

- Your team will have 18 minutes to plan and build.
- You cannot use the tape to secure your structure to a table, wall, ceiling or anything else not listed in the materials.
- You may break the tape and spaghetti but the marshmallow must remain whole.
- You do not have to use all the materials.



1. How did your group communicate?
2. What worked well in your group?
3. What could you have done differently to help the group collaborate better within the allotted time?
4. How might your group improve their design?

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Self-Rating: *if an employer had been observing me during this session, I think they would have given me a ...*
 _____ **out of 5** for my collaboration
 because ...



Experience Debrief Discussion

DIRECTIONS Now that you have had some time to think through the debrief questions, we are going to discuss the project as a whole group. Use the table below to help you come up with ideas about what to say.

Share CONNECTIONS and PREDICTIONS	<ul style="list-style-type: none"> This experience reminded me of ... The way that I demonstrated collaboration was ... The activity connects to work/school/etc. because ... If we changed our approach to _____ then ...
dig deeper by asking QUESTIONS	<ul style="list-style-type: none"> What do you think would happen if your team changed ... ? How do you think your team's approach was similar/different to ... ? What does our solution say about how our group communicated?
reflect and wrap-up by SUMMARIZING	<ul style="list-style-type: none"> To solve the challenge, we ... After today's activity, I understand that ... The thing that I am most proud of is ...



Assessment:

- Can students articulate how each side needs to consider their own best interests as well as those of the other sides?
- Are they able to analyze why certain approaches might work and others could cause problems/conflict?

Intentionally Blank

Session Wrap-Up

Suggested Timing: 5 Minutes

Facilitation Steps:

1. Review the Learning Target, then ask students to take a moment and complete the Target Check-In.
2. Remind students that this reflection is private and no one will be asked to share their responses, and that there is no best answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.

Learning Target

- I can use positive strategies to develop and maintain effective relationships in the workplace.

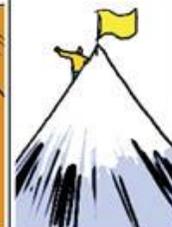
Plus 1 additional slide

Tips for Successful Implementation:

 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Discuss the value and use of reflection in terms of workplace learning, personal relationships, school work and goal-setting.• Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.	 <p>SEL/Noncognitive Connection:</p> <ul style="list-style-type: none">• It is important that students take some reflection time to process what they have learned in order to find places to use their new skills.
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Session Wrap-Up

What I learned about myself ...	How I will use what I learned ...

Target Check-In				
Read the learning target and check the rating that best matches how you feel.	 1 Not sure ...	 2 Working on it ...	 3 Almost there ...	 4 I can do it!
I can use positive strategies to develop and maintain effective relationships in the workplace.				

I feel this way because ...



Assessment:

- Circulate around the room, checking for understanding and clarifying what the ratings might feel like.
- At this point, students should be able to explain their rating.

Resources for Module 6A in Teacher's Manual

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Workplace Situations

Situation 1: Marques just started working as a lab assistant. Marques has to make a certain number of calls each morning and run tests in the afternoon. Marques' team is becoming upset because he seems to spend more time on the phone than the other assistant.

Situation 3: Tamara is a new teacher's assistant. She likes the students, but often has a hard time getting them to listen to her when she is in the classroom alone. At a staff meeting, other teachers suggest taking the students on a field trip to a play. Tamara's first reaction is anxiety because she is worried that her students will act up. She wants to tell the other teachers that she thinks it is a bad idea

Situation 5: Calvin and Tanisha are working on a project for a major client. The company has them share one laptop to conserve resources. Tanisha has signed the laptop out for the day but Calvin is using it. When Tanisha asks for the laptop, Calvin says he is using it to write the project.

Situation 2: Jill and Dominic share an office space at their internship. Dominic has a meeting with some prospective clients today but Jill's part of the office is very messy.

Situation 4: Carla just got an internship as a junior web developer. Carla and three other interns are supposed to develop a plan for a customer's new website. Carla is very excited about the project, and she would really like to program the site using Python. Two of the other interns really want to use Ruby on Rails instead. Carla knows that either would work, but she is so much more confident programming in Python.

Situation 6: Ricky just started working as CNA (Certified nursing assistant) at a local nursing home. Ricky has to visit a set number of patients each morning and afternoon to check their health vitals. A couple of the patients seem to need more attention and Ricky often finds himself falling behind schedule. He decides to ask the Shift nurse to reassign some of his responsibilities. One of the other CNA's accuses Ricky of being lazy.

What Do You Think: Quote Activity

Directions: Read each of the following quotes. Circle the one that you find most interesting. Use the space below to explain your selection.

Quote A	Quote B
<p style="font-size: 1.2em;">“You <u>cannot</u> shake hands</p> <div style="text-align: center;">  </div> <p style="font-size: 1.2em;">with a clenched <u>fist</u>.”¹</p> <div style="text-align: center;">  </div>	<p style="font-size: 1.2em;">“The most basic of all human needs is the need to understand and be understood.</p> <div style="text-align: center;">  </div> <p style="font-size: 1.2em;">The best way to understand people is to <u>listen</u> to them.”²</p> <div style="text-align: center;">  </div>

I like this quote because _____

This quote reminds me of _____

¹ Indira Gandhi (1st female Prime Minister of India- 1980-1984)
² Ralph Nichols (English badminton player)

Building Positive Relationships

Directions: Listen to your instructor. Fill in the blanks. Use the extra space to take notes.

		Notes
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creating Relationships</p>	<ul style="list-style-type: none"> • _____ yourself, say hello to people. • Be _____ with coworkers on breaks. • Avoid _____ and be _____. 	
 <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Addressing Conflict</p>	<ul style="list-style-type: none"> • _____ about conflicts early • Think about what _____ conflict. • _____ to each other; stay _____. • Ask for _____. • Make sure the conflict is _____. 	

One question I have is: _____
