

## ANNEXES AND RESOURCES

[Annex 3 - Responses from D. Myers on “Sleeping problem”](#)

[Annex 4](#)

[Resource 1 - Jump Start Your Reflective Thinking](#)

[Resource 2 - Identifying Your Ways Of Learning](#)

[Resource 3 - Helpful Questions To Make Your Reflective Thinking Easier](#)

[Resource 4 - Samples of Reflective Writing](#)

[Resource 5 - The Park: an exercise in reflective writing](#)

[Resource 6 - The Presentation: an exercise in reflective writing](#)

[Resource 7 - The Dance Lesson: an exercise in reflective writing](#)

[Resource 8 - Footprints](#)

[Annex 6](#)

[Resource 1 - Exercise on Self-Assessment](#)

[Resource 2 - Quick Quiz: Your Listening Skills](#)

[Resource 3 - Try Out Your Listening Skills](#)

[Resource 4 - Block Head](#)

[Resource 5 - Listen Up!](#)

[Resource 6 - Active Listening Debate](#)

[Resource 7 - Skill-Building Questions on Giving Negative Feedback](#)

[Annex 7A - Elements of Teamwork – An Inventory of Skills](#)

[Annex 7B - Which Shape are You?](#)

[Annex 7C - Sample Qualitative Peer/Self Evaluation](#)

[Annex 7D - Sample Qualitative Peer/Self Evaluation](#)

[Annex 7E- Sample Self-Evaluation Form for Group Work](#)

[Annex 8 - Leadership Skills Inventory](#)

## ANNEXES AND RESOURCES

### ANNEX 3 - RESPONSES FROM D. MYERS ON “SLEEPING PROBLEM”

(for *6. Example analysis for critical thinking developing* of the main content and for *Activity 3*)

Proposed critical opinion on D. Myers, p. 814

1. As people suffering from insomnia tend to overestimate sleep deprivation, you have every reason to doubt the seriousness of the ailments of your aunt (client, patient, colleague). Furthermore, the fact that apparently she does not seem irritated, absent-minded or suffering from other consequences of sleep deprivation, can testify that she just exaggerates his insomnia. You can help your aunt (client, patient, colleague) to dispel anxiety, informing her that according to laboratory studies, people who complain of insomnia, approximately 50% exaggerate the lack of sleep. It is possible that your aunt (client, patient, colleague) think she sleeps little, because she remembers only waking hours.

It should be recalled to her that the periodic awakening at night in the average age is more natural than in the youth, and that the change in circadian mode is also quite natural. Elderly people, such as your aunt (client, patient, colleague), best feeling in the morning, and their energy and efficiency fall by the end of the day.

2. Persuading aunt (client, patient, colleague) that she should not worry about her insomnia, you should tell her/him that beauty sleep, exercise and evening shot of an alcoholic beverage on the night could further exacerbate the so-called insomnia. To sleep well at night, she should not do it by day, she should do exercises regularly, but not at night, and avoid alcoholic drinks (which suppress REM sleep), as well as go to subside and get up at the same time.

3. As for aunt's (client's, patient's, colleague's) beliefs that she ceased to see dreams, you can reassure her, saying: if the person complaining about the lack of dreams, wake up she/he, when eye movements and relaxation of the body indicates that she/he is at the stage of REM sleep, she/he almost always says that she/he had a dream. But even if your aunt see dreams more seldom, tell her that she has no reason to worry, and that the rare dreams can not cause to psychological problems.

To prove that your aunt (client, patient, colleague) has not lost her ability to dream, advise her to have her alarm clock so that she woke up 15 minutes earlier than usual. Since periods of REM sleep lengthen to the point where a person usually wakes up, the earlier signal may wake her during the dream, and she will be better able to remember what she dreamed.

4. Freud believed that whereas dreams are means of implementing our unconscious desires, they wreak negative emotions. According to this theory, a person deprived of opportunities to dream, will not have a “reserve valve” to exit negative energy. Unresolved internal conflicts, by his opinion, are sure to emerge the most inappropriate way and manifest in human behavior and thinking.

Psychophysicist probably would emphasize the role of REM sleep in providing periodic brain stimulation. The absence of such stimulation could lead to malfunction of neural pathways of the brain, resulting in having memory lapses, poor attention and other mental difficulties.

Specialists in the field of cognitive psychology, probably would have the role of REM sleep in the process of information processing and memory. Without REM people would have had great difficulties in the assimilation of new information, preservation of knowledge and its reproduction, as well as in resistance to stressful situations.

**Possible answers for the task with statistics manipulations (for *10. The correct interpretation of statistics* of the main content and for *Activity 6*).**

If you were a supporter of reducing violence on television, you probably would have said, “watching violence on television makes our young people into criminals.”

If you were a supporter of freedom of speech on television, you could find out the actual number of young people in 2%. For example, it is 3 million. You can argue that “millions of children watching violent scenes regularly, and they do not end up as criminals.”

Another way to manipulate the statistics – it’s to miss key information. For example, the company claims that it pushed its rival due to higher sales. They are right in that they have increased sales by 50%, compared with an increase by only 25% from its competitors. Is there a statement valid? You cannot know if you do not have more information. Perhaps competitor sold two thousand bikes last year, and 2400 this year; another company sold 40 bikes last year and 60 this year. Whether pushed competitors? Unlikely.

## ANNEX 4

### RESOURCE 1 - JUMP-STARTING YOUR REFLECTIVE THINKING

Questions	Your notes, including evidence you have for your views
What did you do (or say or think) well?	
What effect did this have?	
What did you not do (or say or think) well?	
What effect did this have?	
Did anything have an influence of what you do/say/think? What? How?	
What would you do/say/think in future that's the same?	
What would you not do/say/think in the future?	
What skills, techniques or knowledge do you need for the future, in relation to this?	
Do you need to amend your attitude at all?	
What support/information do you need to help you for the future?	

#### ***Helpful questions about the experience:***

- what does it suggest about what interests you?
- What does it suggest about what you value or what's important for you?
- What sort of attitudes does it suggest you have?
- What does it suggest about skills, abilities or knowledge you have: your strengths?
- What does it suggest about skills, abilities or knowledge you don't have: your weaknesses?
- What connections does it have with other situations? Is what you did here different or similar?
- What would somebody who doesn't know you conclude from what happened/ what you did or said or thought?

## RESOURCE 2 - IDENTIFYING YOUR WAYS OF LEARNING

You'll probably use different methods to learn different things in different situations. If you always do the same thing you may have a problem; what works in one situation may not work in another. As a general rule, the more ways of learning in your disposal, the more you'll be able to learn in range of situations.

You may have heard of 'learning styles'. There are misunderstandings here. Theory (Kolb, 1984) doesn't say we should accept that an individual has one learning style they prefer to use, but rather that in order to learn effectively s/he must develop all the styles, not just the preferred one.

Thinking explicitly about how you learn helps you identify what's useful, what isn't and what else you could try.

### *Example of thoughts you might have*

Way of learning	When using information	When working with other people	When doing practical things
Trial and error.	I don't use trial and error. I work out in advance what I need and plan to find it.	I plunge in and sometimes it works and sometimes I offend people.	I try different ways. This works well for me but can take quite a long time.
Planning what to do in advance.			
Thinking about it while I'm doing it.			
Thinking about it afterwards.			
Talking about it.			
Getting advice from others.			
Watching what others do/say.			

Way of learning	When using information	When working with other people	When doing practical things
Learning it by heart.			
Questioning it.			
Keeping records of what happened.			
Surfing the web.			
Watching films, programmes, DVDs about it.			
Seeing how it relates to theory.			

*So, what works for you and when?*

What's working well for you in how you learn, and in what situations?	What's not working very well for you in how you learn, in what situations?	What else can you try?

### RESOURCE 3 - HELPFUL QUESTIONS TO MAKE YOUR REFLECTIVE THINKING EASIER

When you face a new situation...	Our example: when you're having a meeting (with your tutor or colleagues)	Your notes about what you do (it may help to think of a particular situation or type of situation)
do you start by identifying its key features (however briefly/quickly)?	e.g. the meeting: what's it for; where will it be; how long will it take; who'll be there; what will they want?	
do you start by identifying what you want to get out of it?	e.g. the meeting: to find more out about the topic.	
do you put those two analyses together to work out what you need to do (however briefly/quickly)?	e.g. the meeting: focus on listening/asking key questions of experts; take time to consider your own opinions.	
have you got the skills needed?	e.g. the meeting: listening skills; questioning skills.	
have you got the knowledge needed?	e.g. the meeting: to ask focused questions, do some research on the topic in advance.	
do you reflect 'in action' while it's happening?	e.g. the meeting: X seems to know most; I don't really understand the replies; I'm not sure what they want.	
do you amend what you do on the spot?	e.g. the meeting: address your questions to X; ask for clarification about replies; ask what they want.	
do you reflect 'on action' after the event?	e.g. the meeting: I still need more information; some of my questions worked/ some didn't; other people seemed impatient with me.	
do you action plan for the future?	e.g. the meeting: I need to do more research on the topic in advance, so I'm better prepared next time.	

## RESOURCE 4 - SAMPLES OF REFLECTIVE WRITING

Jenny Moon, University of Exeter

**An experience in a work experience placement on a Business and Management programme (Level HE1): reasonably reflective writing**

The placement is in the Black Bull in Grentown. The student, Barry, has been at the placement for only a few days. He has been asked to wait on the tables at lunchtime.

Today the pub was full and many people wanted lunch. I think that Mr Freddings (the manager) was a bit caught out because it had been very quiet the last few days and he had told two of the regular lunchtime staff not to bother to come in until later. I helped out in the kitchen this morning - washing up and doing some cleaning up. Jan, the cook, said that I would be needed to wait at the tables. I was a bit shocked because I had not done this before. I was embarrassed when she took me out and told me what to do in front of some of the customers, but I suppose I did need to know. I was left in a situation in which some customers knew that I am new to this, and others did not. On the whole, I decided to pretend that I had been doing it all my life. Jan told me how to write down what people order very quickly, and told me her type of shorthand which I have been trying to use. On the whole it seems to work - I did make one or two mistakes when I had to go back to the customers and ask again what they wanted. One customer was really nice when this happened because she had seen me being taught what to do. Another, a bit later, was quite abrupt. I guess that I had become a little over-confident by then. I backed off and realized that I have a lot to learn even in this simple matter of taking orders and bringing out the food.

A bit later there was a difficult incident that I got involved in. There was a party of three women - I think that they work at the big company that makes furniture up the road. They had booked but were a bit late and, because it was quite busy by then, we had to tell them that they would have to wait for their meal for a bit. They grumbled and then ordered. Then it got really busy and cook could really hardly cope so it made it even longer that they had to wait. She asked me to go and tell them they would have to wait even longer. She told me what to say - to be polite but firm and not to get drawn into stuff about how they had booked - because, as she said, it was their fault because they were late. Anyway, the women treated me as if it was my fault. I fell apart a bit, not sure what to say apart from sorry lots of times. I got away and went back to the kitchen. By then Mr Freddings had come in and he and Jan had decided to offer the women some food that could be served up straight away. I wished they could have thought of it earlier. Again, I had to take out the message. The women were cross and made a huge fuss about not wanting the food on offer, and said how the pub had gone downhill and it used not to be like that. I just had to stand and listen and wished I had not pretended to have been there all my life. It all made me feel upset especially when, at last, grudgingly they said they would have the food.



I brought out their meals and now they were all smiles because they thought they had got a bargain because what they had been given was more expensive. They were nice to me then and left quite a tip. I think I learnt quite a bit about waiting all in a short time.

### **Reflection on study habits over the last semester: reasonably reflective writing**

The student, Kerry, is in Level HE2 on a Biology programme. She has been asked to reflect on her progress in study in the previous semester by her tutor and to bring the piece she has written to the tutorial. This is part of the personal professional planning initiative in the university.

In the summer at the end of my first year of uni, I travelled all around Europe. I had always wanted to do that and felt that I had to come back before I was ready. I got back to uni two days late and I felt unsettled for a while after because it seemed that everyone had got into ruts of studying before I could. I missed a few lectures in the first two weeks - none of it seemed to have any meaning. I thought about leaving but my parents were wild when I said that so I thought I had better try to settle down.

We had lots of work to do at that stage for the first genetics module. You can't afford to get behind in that and I was behind. I had to go to Dr Spolan and tell him I couldn't do it. He was really helpful which made me feel a lot better. He said he knew several of us would have difficulty and set up a surgery with some of the postgraduate students. Mostly they were good, though sometimes they did not have much idea of just how hard I found it. Somehow they could not always explain. Anyway, I seem to have caught up now and passed the exam.

I think I have difficulty writing essays. I can't seem to organize my ideas in the way that tutors want. I think I have done it correctly and then get comments about there not being proper discussions and conclusions to what I write. I am not sure that anyone has ever told me how to write an essay - you just have to guess. I did buy a study skills book for science students and that helped me because it had examples, even from biology. It also helped me with referencing. I have always been confused about how much you can put down of someone else's work without it being plagiarism. I know we had some rules about plagiarism in the course handbook, but when you are in the middle of an essay, with a really relevant book in front of you, it seems difficult to see how to apply the rules. Can you, for example, put down quite a big chunk of someone else's work if it says exactly what you want to say yourself? It would have a reference put after it, of course. I think I need some help on this.

We have multiple choice questions for the first biology methods module. I was not sure how to revise for an exam like that. We ended up making up questions and testing each other on the answers. I did find that I did not seem to need to understand the ideas that were put over in the questions - I thought I could just guess at the kinds of questions and make sure that I had the answers. I did not do all that well in the exam so maybe I need to prepare differently - but I really don't know how to do it. I will need to ask.

Anyway, I think that deciding to stay on at uni was a good idea and as the term goes on, I feel more settled.

### **Reflection on a skills module: not very reflective writing**

Jackie is on a Level HE1 Skills module. She has just given a presentation as part of that module and has been asked to assess how she got on in a reflective manner as part of the assessment of the module.

I have just done a presentation to our group. We were asked to choose any subject this time but next time we will be giving a presentation on a topic associated with our subject. I chose to talk about my adventure sailing holiday in Scotland. I was third to go. I was nervous because the last time I gave a presentation was at school and then I knew everyone well. This is a new module so I do not yet know people. There were fifteen of us, and the tutor. I talked about the journey up to Scotland - and how we missed the train and then could not find the boat we were going on. People seemed to be listening. I talked about the first day of sailing. It was windy and I told them how I was a bit scared - then there were two days when we did not go anywhere because it was so rough. We then did get some sailing and went to several islands. There were adders on the islands so we had to wear boots if we walked on the heather. It made me very nervous about going onto the land.

I talked for the six minutes that was required. I fitted in most of what I had to say. I then had to ask if anyone had any questions. There were three questions. Sam asked how old the boat was and I told him that it was built in 1910. Beckie asked where we sailed from and Dr Smythe asked if we had to be the crew and pull ropes. I told him that we were the crew and that over the week I began to learn which ropes did what to the boat.

Then it was over. I think I did the presentation well and people listened. I do not think that I would do anything differently next time.

## RESOURCE 5 - THE PARK: AN EXERCISE IN REFLECTIVE WRITING

Jenny Moon, University of Exeter

**Introduction**

This is an account of an incident in a park. It is recounted by ,Annie' who was involved in the incident herself. It is written in different versions that demonstrate different levels of reflective writing. At the end of the accounts, there are notes on the criteria for the levels of reflection that each account portrays. You may not be given the notes until you have discussed your responses to the material.

**The Park (I)**

I went through the park the other day. The sun shone sometimes but large clouds floated across the sky in a breeze. It reminded me of a time that I was walking on St David's Head in Wales - when there was a hard and bright light and anything I looked at was bright. It was really quite hot - so much nicer than the day before, which was rainy. I went over to the children's playing field. I had not been there for a while and wanted to see the improvements. There were several children there and one, in particular, I noticed, was in too many clothes for the heat. The children were running about and this child became red in the face and began to slow down and then he sat. He must have been about 10. Some of the others called him up again and he got to his feet. He stumbled into the game for a few moments, tripping once or twice. It seemed to me that he had just not got the energy to lift his feet. Eventually he stumbled down and did not get up but he was still moving and he shuffled into a half-sitting and half-lying position watching the other children and I think he was calling out to them. I don't know.

Anyway, I had to get on to get to the shop to buy some meat for the chilli that my children had asked me to make for their party. The twins had invited many friends round for an end-of-term celebration of the beginning of the summer holidays. They might think that they have cause to celebrate but it makes a lot more work for me when they are home. I find that their holiday time makes a lot more work.

It was the next day when the paper came through the door - in it there was a report of a child who had been taken seriously ill in the park the previous day. He was fighting for his life in hospital and they said that the seriousness of the situation was due to the delay before he was taken to hospital. The report commented on the fact that he had been lying unattended for half an hour before someone saw him. By then the other children had gone. It said that several passers-by might have seen him looking ill and even on the ground and the report went on to ask why passers-by do not take action when they see that something is wrong. The article was headed ,Why do they ,Walk on by'?' I have been terribly upset since then. James says I should not worry - it is just a headline.

## **The Park (2)**

I went to the park the other day. I was going to the supermarket to get some meat to make the chilli that I had promised the children. They were having one of their end-of-term celebrations with friends. I wonder what drew me to the playground and why I ended up standing and watching those children playing with a rough old football? I am not sure as I don't usually look at other people's children - I just did. Anyway there were a number of kids there. I noticed, in particular, one child who seemed to be very over-dressed for the weather. I try now to recall what he looked like - his face was red. He was a boy of around 10 - not unlike Charlie was at that age - maybe that is why I noticed him to start with when he was running around with the others. But then he was beginning to look distressed. I felt uneasy about him - sort of maternal but I did not do anything. What could I have done? I remember thinking, I had little time and the supermarket would get crowded. What a strange way of thinking, in the circumstances!

In retrospect, I wish I had acted. I ask myself what stopped me - but I don't know what I might have done at that point. Anyway he sat down, looking absolutely exhausted and as if he had no energy to do anything. A few moments later, the other children called him up to run about again. I felt more uneasy and watched as he got up and tried to run, then fell, ran again and fell and half-sat and half-lay. Still I did nothing more than look - what was going on with me?

Eventually I went on I tell myself now that it was really important to get to the shops. It was the next day when the paper came through the door that I had a real shock. In the paper there was a report of a child who had been taken seriously ill in the park the previous day. He was fighting for his life in the hospital and the situation was much more serious because there had been such a delay in getting help. The report commented on the fact that he had been lying, unattended, for half an hour or more. At first, I wondered why the other children had not been more responsible. The article went on to say that several passers-by might have seen him playing and looking ill and the report questioned why passers-by do not take action when they see that something is wrong.

The incident has affected me for some days but I do not know where to go or whom to tell. I do want to own up to my part in it to someone though.

## **The Park (3)**

The incident happened in Ingle Park and it is very much still on my mind. There was a child playing with others. He looked hot and unfit and kept sitting down but the other children kept on getting him back up and making him play with them. I was on my way to the shop and only watched the children for a while before I walked on. Next day it was reported in the paper that the child had been taken to hospital seriously ill - very seriously ill. The report said that there were several passers-by in the park who had seen the child looking ill and who had done nothing. It was a scathing report about those who do not take action in such situations.

Reading the report, I felt dreadful and it has been very difficult to shift the feelings. I did not stop to see to the child because I told myself that I was on my way to the shops to buy food for a meal that I had to cook for the children's party - what do I mean that I had to cook it? Though I saw that the child was ill, I didn't do anything. It is hard to say what I was really thinking at the time - to what degree I was determined to go on with my day in the way I had planned it (the party really was not that important, was it?). Or did I genuinely not think that the boy was ill - but just over-dressed and a bit tired? To what extent did I try to make convenient excuses and to what extent was my action based on an attempt to really understand the situation? Looking back, I could have cut through my excuses at the time - rather than now.

I did not go over to the child and ask what was wrong but I should have done. I could have talked to the other children - and even got one of the other children to call for help. I am not sure if the help would have been ambulance or doctor at that stage - but it does not matter now. If he had been given help then, he might not be fighting for his life now.

It would be helpful to me if I could work out what I was really thinking and why I acted as I did. This event has really shaken me to my roots - more than I would have expected. It made me feel really guilty. I do not usually do wrong, in fact, I think of myself as a good person. This event is also making me think about actions in all sorts of areas of my life. It reminds me of some things in the past, as when my uncle died - but then again I don't really think that that is relevant - he was going to die anyway. My bad feelings then were due to sheer sadness and some irrational regrets that I did not visit him on the day before. Strangely it also reminds me of how bad I felt when Charlie was ill while we went on that anniversary weekend away. As I think more about Charlie being ill, I recognize that there are commonalities in the situations. I also keep wondering if I knew that boy . . .

#### **The Park (4)**

It happened in Ingle Park and this event is very much still on my mind. It feels significant. There was a child playing with others. He looked hot and unfit and kept sitting down but the other children kept on getting him back up and making him play with them. I was on my way to the shop and only watched the children for a while before I walked on. Next day it was reported in the paper that the child had been taken to hospital seriously ill - very seriously ill. The report said that there were several passers-by in the park who had seen the child looking ill and who had done nothing. It was a scathing report about those who do not take action in such a situation.

It was the report initially that made me think more deeply. It kept coming back into my mind and over the next few days I began to think of the situation in lots of different ways. Initially I considered my urge to get to the shop - regardless of the state of the boy. That was an easy way of excusing myself - to say that I had to get to the shop. Then I began to go through all of the agonizing as to whether I could have mis-read the situation and really thought that the boy was simply over-dressed or perhaps play-acting or trying to gain sympathy from me or the others. Could I have believed that the situation was all right? All of that thinking, I now notice, would also have let me off the hook - made it not my fault that I did not act at the time.

I talked with Tom about my reflections on the event - on the incident, on my thinking about it at the time and then immediately after. He observed that my sense of myself as a 'good person who always lends a helping hand when others need help' was put in some jeopardy by it all. At the time and immediately after, it might have been easier to avoid shaking my view of myself than to admit that I had avoided facing up to the situation and admitting that I had not acted as 'a good person'. With this hindsight, I notice that I can probably find it easier to admit that I am not always 'a good person' and that I made a mistake in retrospect rather than immediately after the event. I suspect that this may apply to other situations.

As I think about the situation now, I recall some more of the thoughts - or were they feelings mixed up with thoughts? I remember a sense at the time that this boy looked quite scruffy and reminded me of a child who used to play with Charlie. We did not feel happy during the brief period of their friendship because this boy was known as a bully and we were uneasy either that Charlie would end up being bullied, or that Charlie would learn to bully. Funnily enough, we were talking about this boy - I now remember - at the dinner table the night before. The conversation had reminded me of all of the agonizing about the children's friends at the time. The fleeting thought/feeling was possibly something like this - if this boy is like one I did not feel comfortable with - then maybe he deserves to get left in this way. Maybe he was a brother of the original child. I remember social psychology research along the lines of attributing blame to victims to justify their plight. Then, it might not have been anything to do with Charlie's friend.

So I can see how I looked at that event and perhaps interpreted it in a manner that was consistent with my emotional frame of mind at the time. Seeing the same events without that dinner-time conversation might have led me to see the whole thing in an entirely different manner and I might have acted differently. The significance of this whole event is chilling when I realize that my lack of action nearly resulted in his death - and it might have been because of an attitude that was formed years ago in relation to a different situation.

This has all made me think about how we view things. The way I saw this event at the time was quite different to the way I see it now - even these few days later. Writing an account at the time would have been different to the account, or several accounts, that I would write now. I cannot know what 'story' is 'true'. The bullying story may be one that I have constructed retrospectively - fabricated. Interestingly, I can believe that story completely.

**The Park: comments on the quality of reflection in the accounts*****The Park (1)***

This piece tells the story. Sometimes it mentions past experiences, sometimes anticipates the future but all in the context of the account of the story:

- There might be references to emotional state, but the role of the emotions on action is not explored.
- Ideas of others are mentioned but not elaborated or used to investigate the meaning of the events.
- The account is written only from one point of view - that of Annie.
- Generally ideas are presented in a sequence and are only linked by the story. They are not all relevant or focused.

In fact, you could hardly deem this to be reflective at all. It is very descriptive. It could be a reasonably written account of an event that could serve as a basis on which reflection might start, though it hardly signals any material for reflection - other than the last few words.

***The Park (2)***

In this account there is a description of the same events. There is very little addition of ideas from outside the event - reference to attitudes of others, or comments.

The account is more than a story though. It is focused on the event as if there is a big question to be asked and answered. In the questioning there is recognition of the worth of exploring the motives for behaviour but it does not go very far. In other words, asking the questions makes it more than a descriptive account, but the lack of attempt to respond to the questions means that there is little actual analysis of the events.

Annie is critical of her actions and, in her questions, signals this. The questioning of action does mean that Annie is standing back from the event to a small extent. There is a sense that she recognizes that this is a significant incident, with learning to be gained but the reflection does not go sufficiently deep to enable the learning to begin to occur.

***The Park (3)***

The description is succinct - just sufficient to raise the issues. Extraneous information is not added. It is not a story. The focus is on the attempt to reflect on the event and to learn from it. There is more of a sense of Annie standing back from the event in order to reflect better on her actions and in order to be more effectively critical.

There is more analysis of the situation and an evident understanding that it was not a simple situation - that there might be alternative explanations or actions that could be justified equally effectively.

The description could be said to be slightly narrow (see *The Park (4)*) as Annie is not acknowledging that there might be other ways of perceiving the situation - other points of view. She does not seem to recognize that her reflection is affected by her frame of reference at the time or now. It is possible, for example, that her experience with Charlie (last paragraph) - or her question about knowing the boy have influenced the manner in which she reacted. It might not just be a matter of linking up other events, but of going beyond and checking out the possibility that her frame of reference might have been affected by the prior experiences.

### *The Park (4)*

The account is succinct and to the point. There is some deep reflection here that is self-critical and questions the basis of the beliefs and values on which the behaviour was based.

- There is evidence of standing back from the event, of Annie treating her- self as an object acting within the context.
- There is also an internal dialogue - a conversation with herself in which she proposes and further reflects on alternative explanations.
- She shows evidence of looking at the views of others (Tom) and of considering the alternative point of view, and learning from it.
- She recognizes the significance of the effect of passage of time on her reflection, e.g., that her personal frame of reference at the time may have influenced her actions and that a different frame of reference might have led to different results.
- She notices that the proximity of other, possibly unrelated events (the dinner-time conversation) has an effect either on her actual behaviour and her subsequent reflection or possibly on her reflective processes only. She notices that she can be said to be reconstructing the event in retrospect - creating a story around it that may not be 'true'.
- She recognizes that there may be no conclusion to this situation but that there are still things to be learnt from it.
- She has also been able to reflect on her own process of reflecting (acting metacognitively), recognizing that her process influenced the outcome.



## RESOURCE 6 - THE PRESENTATION: AN EXERCISE IN REFLECTIVE WRITING

Developed by Jenny Moon, University of Exeter

### Introduction

This is an account of the experience of giving a presentation. It is written by Marianne who is in her first job after graduating. It is written in three different versions that demonstrate different levels of reflective writing. At the end of the accounts, there are notes on the criteria for the levels of reflection that each account portrays.

### The Presentation (I)

I had to take an agenda item to the weekly team meeting in my third week of working at PIGG PLC. I had to talk about the project that I am on (creating a new database for the management information system). I had done a presentation before and then I relied on my acting skills. Despite the acting, I spent quite a bit of time preparing it in the way that I have seen others make similar presentations.

The presentation at the last team meeting, given by my colleague, went well - she used PowerPoint and I decided to use it too. I decided that a good presentation comes from good planning and having all the figures that anyone might request so I spent a long time in the preparation and I went in feeling confident.

However, I became nervous when I realized they were all waiting for me to speak and my nerves made my voice wobble. I did not know how to stop it. Early on, I noticed that people seemed not to understand what I was saying despite the PowerPoint. Using PowerPoint meant that people received my presentation both through what I was saying and what I had prepared on the slides. In a way that meant they got it twice but I noticed that Mrs Shaw (my boss) repeated bits of what I had said several times and once or twice answered questions for me. This made me feel uncomfortable. I felt it was quite patronising and I was upset. Later my colleagues said that she always does that. I was disappointed that my presentation did not seem to have gone well.

I thought about the presentation for several days and then talked with Mrs Shaw about the presentation (there was no-one else). She gave me a list of points for improvement next time. They included:

- putting less on PowerPoint;
- talking more slowly;
- calming myself down in some way.

I also have to write down the figures in a different way so that they can be understood better. She suggested that I should do a presentation to several of the team sometime next week so that I can improve my performance.

## The Presentation (2)

I had to take an agenda item to the weekly team meeting in my third week of working at PIGG PLC. I had to talk about the project that I am on. I am creating a new database for the management information system. I had given a presentation before and that time I relied on my acting skills. I did realize that there were considerable differences between then and now, particularly in the situation (it was only fellow students and my tutor before). I was confident but I did spend quite a bit of time preparing. Because everyone else here uses PowerPoint, I felt I had better use it - though I realized that it was not for the best reasons. I also prepared lots of figures so that I could answer questions. I thought, at that stage, that any questions would involve requests for data. When I think back on the preparation that I did, I realize that I was desperately trying to prove that I could make a presentation as well as my colleague, who did the last one. I wanted to impress everyone. I had not realized there was so much to learn about presenting, and how much I needed to know about PowerPoint to use it properly.

When I set up the presentation in the meeting I tried to be calm but it did not work out. Early on PowerPoint went wrong and I began to panic. Trying to pretend that I was cool and confident made the situation worse because I did not admit my difficulties and ask for help. The more I spoke, the more my voice went wobbly. I realized, from the kinds of questions that the others asked, that they did not understand what I was saying. They were asking for clarification - not the figures. I felt worse when Mrs Shaw, my boss, started to answer questions for me. I felt flustered and even less able to cope.

As a result of this poor presentation, my self-esteem is low at work now. I had thought I was doing all right in the company. After a few days, I went to see Mrs Shaw and we talked it over. I still feel that her interventions did not help me. Interestingly, several of my colleagues commented that she always does that. It was probably her behaviour, more than anything else, that damaged my poise. Partly through talking over the presentation and the things that went wrong (but not, of course, her interventions), I can see several areas that I could improve. I need to know more about using PowerPoint - and to practise with it. I recognize, also, that my old acting skills might have given me initial confidence, but I needed more than a clear voice, especially when I lost my way with PowerPoint. Relying on a mass of figures was not right either. It was not figures they wanted. In retrospect, I could have put the figures on a handout. I am hoping to have a chance to try with a presentation, practising with some of the team.

### The Presentation (3)

I am writing this back in my office. It all happened two days ago.

Three weeks after I started at PIGG PLC I had to take an agenda item to the team meeting. I was required to report on my progress on the project on which I am working. I am developing a new database for the management information system of the company. I was immediately worried. I was scared about not saying the right things and not being able to answer questions properly. I did a presentation in my course at university and felt the same about it initially. I was thinking then, like this time, I could use my acting skills. Both times that was helpful in maintaining my confidence at first, at least. Though the fact that I was all right last time throughout the whole presentation may not have helped me this time!

I decided to use PowerPoint. I was not very happy about its use because I have seen it go wrong so often. However, I have not seen anyone else give a presentation here without using it - and learning to use PowerPoint would be valuable. I was not sure, when it came to the session, whether I really knew enough about running PowerPoint. (How do you know when you know enough about something? - dummy runs, I suppose, but I couldn't get the laptop when I wanted it.)

When it came to the presentation, I really wanted to do it well - as well as the presentations had been done the week before. Maybe I wanted too much to do well. Previous presentations have been interesting, informative and clear and I thought the handouts from them were good (I noticed that the best gave enough but not too much information).

In the event, the session was a disaster and has left me feeling uncomfortable in my work and I even worry about it at home. I need to think about why a simple presentation could have such an effect on me. The PowerPoint went wrong (I think I clicked on the wrong thing). My efforts to be calm and 'cool' failed and my voice went wobbly - that was, anyway, how it felt to me. My colleague actually said afterwards that I looked quite calm despite what I was feeling (I am not sure whether she meant it or was just trying to help me). When I think back to that moment, if I had thought that I still looked calm (despite what I felt), I could have regained the situation. As it was, it went from bad to worse and I know that my state became obvious because Mrs Shaw, my boss, began to answer the questions that people were asking for me.

I am thinking about the awful presentation again - it was this time last week. I am reading what I wrote earlier about it. Now I return to it, I do have a slightly different perspective. I think that it was not as bad as it felt at the time. Several of my colleagues told me afterwards that Mrs Shaw always steps in to answer questions like that and they commented that I handled her intrusion well. That is interesting. I need to do some thinking about how to act next time to prevent this interruption from happening or to deal with the situation when she starts\*. I might look in the library for that book on assertiveness.

I have talked to Mrs Shaw now too. I notice that my confidence in her is not all that great while I am still feeling a bit cross. However, I am feeling more positive generally and I can begin to analyse what I could do better in the presentation. It is interesting to see the change in my attitude after a week. I need to think from the beginning about the process of giving a good presentation. I am not sure how helpful was my reliance on my acting skills\*. Acting helped my voice to be stronger and better paced, but I was not just trying to put over someone else's lines but my own and I needed to be able to discuss matters in greater depth rather than just give the line\*.

I probably will use PowerPoint again. I have had a look at the manual and it suggests that you treat it as a tool - not let it dominate and not use it as a means of presenting myself. That is what I think I was doing. I need to not only know how to use it, but I need to feel sufficiently confident in its use so I can retrieve the situation when things go wrong. That means understanding more than just the sequence of actions\*.

As I write this, I am noticing how useful it is to go back over things I have written about before. I seem to be able to see the situation differently. The first time I wrote this, I felt that the presentation was dreadful and that I could not have done it differently. Then later I realized that there were things I did not know at the time (e.g., about Mrs Shaw and her habit of interrupting). I also recognize some of the areas in which I went wrong. At the time I could not see that. It was as if my low self-esteem got in the way. Knowing where I went wrong, and admitting the errors to myself give me a chance to improve next time - and perhaps to help Mrs Shaw to improve in her behaviour towards us!

\*I have asterisked the points that I need to address in order to improve.

**The Presentation: comments on the quality of reflection in the accounts**

***The Presentation (1)***

This account is descriptive and it contains little reflection:

- The account describes what happened, sometimes mentioning past experiences, sometimes anticipating the future but all in the context of an account of the event.
- There are some references to Marianne's emotional reactions, but she has not explored how the reactions relate to her behaviour.
- Ideas are taken up without questioning them or considering them in depth.
- The account is written only from Marianne's point of view.
- External information is mentioned but its impact on behaviour is not subject to consideration.
- Generally one point is made at a time and ideas are not linked.

***The Presentation (2)***

An account showing evidence of some reflection:

- There is description of the event, but where there are external ideas or information, the material is subjected to consideration and deliberation.
- The account shows some analysis.
- There is recognition of the worth of exploring motives for behaviour.
- There is willingness to be critical of action.
- Relevant and helpful detail is explored where it has value.
- There is recognition of the overall effect of the event on self - in other words, there is some 'standing back' from the event.

The account is written at one point in time. It does not, therefore, demonstrate the recognition that views can change with time and more reflection. In other words the account does not indicate a recognition that frames of reference affect the manner in which we reflect at a given time.

***The Presentation (3)***

This account shows quite deep reflection, and it does incorporate a recognition that the frame of reference with which an event is viewed can change:

- Self-questioning is evident (an 'internal dialogue' is set up at times) deliberating between different views of her own behaviour (different views of her own and others).
- Marianne takes into account the views and motives of others and considers these against her own.

- She recognizes how prior experience, thoughts (her own and other's) can interact with the production of her own behaviour.
- There is clear evidence of standing back from the event.
- She helps herself to learn from the experience by splitting off the reflective processes from the points she wants to learn (by an asterisk system).
- There is recognition that the personal frame of reference can change according to the emotional state in which it is written, the acquisition of new information, the review of ideas and the effect of time passing.

## RESOURCE 7 - THE DANCE LESSON: AN EXERCISE IN REFLECTIVE WRITING

Developed by Jenny Moon, University of Exeter

### Introduction

These reflective accounts concern a lesson in dance. The teacher, Hanna, is working with Year 8 pupils in the first lesson of the day. The lesson is the fourth in a five-lesson unit of work based on street dance style. She has found that the children have been quite slow to learn. There are two statemented children in the class, Ben and Jade. She has written other notes about her concerns about working with mixed ability groups and enabling the learning of all the children in the class. Jade and Ben have given rise to some difficulties in her teaching in previous classes, and the situation bothers her.

### A dance lesson (I)

When I took the register today, I saw that there were several absences. This would cause difficulties since the pupils had been creating their dance in pairs. This would mean that those on their own would need to pair up and create a new duet, rapidly learning to co-operate with each other. Generally they were not a group of quick learners, and some had shown that they had particular difficulties in working together. I realized then that I could be in for some difficulties myself and wished I had planned better.

The two statemented pupils - Ben and Jade - worried me a bit as I could see that they were both distracted and lively this morning. As we started to warm up, a learning support assistant (LSA) came in. She acknowledged me briefly and then turned her attention to Jade.

I had decided to do simple fun activities for the warm-up - based on walking and travelling at different speeds. It meant that the pupils had to concentrate in order to vary the direction and speed of travel in response to my instructions. It all went well with everyone involved.

I developed the warm-up, repeating exercises and phrases that we had performed in previous lessons. Most pupils joined in and seemed to enjoy the simple repetitive patterns of movement but I noticed that Ben and Jade

were already having problems, though a few moments later, to my relief, I noticed that Jade was beginning to settle down and had started to fall in with the patterns of the movements quite nicely. Ben, however, could not copy the movements and his concentration began to wander. Then he started to distract others. I focused my attention on him and praised him when he did things well. The LSA moved across to Ben, leaving Jade. She talked to him and gave him some encouragement but I could see that he was not able to listen to her.

By now, the rest of the class had picked up the repetitive movements. The lesson was, on the whole, going quite well at this stage. I introduced a more challenging phase by adding two new actions to the sequence and they danced in time to the music. By now Ben had really lost concentration and was running around in the space among the dancers. It was only 10 minutes into the lesson and his very public display of off-task behaviour could potentially throw everything off course again. Eventually, after just catching my eye, the LSA removed Ben from the room. I was not completely easy with this, but I do not know what else I might have done. I learnt afterwards from another colleague that he had been given sanctions which included a letter home to inform his parents of his poor behaviour. I felt guilty but it was a very difficult situation. I have been trying to think how it could have been different.

### **A dance lesson (2)**

I want to consider a situation that arose in a potentially unsettled mixed ability class where I was teaching dance. The focus of the situation was Ben, one of two statemented pupils. The situation left me feeling guilty and inadequate as a teacher.

I began the lesson with slightly uneasy feelings. I noticed that there were several absences. The pupils had been creating their dance in pairs and with some of the partners absent, they would have to co-operate in new pairings. Co-operation was a problem for some. The children are mixed in their abilities and I had already been thinking that I need to develop strategies both to help individuals when they work outside their friendship groups and also where they need to create new material quickly. I began the lesson with these concerns and thoughts in mind.

I had started the warm-up when the learning support assistant came in to work with Jade, the other statemented pupil. It might have been helpful if she had come in just a few minutes before. Generally, however, things went well in the warm-up. I felt that I had got that right with simple and fun activities and because the skill level was low, everyone could join in and enjoy it. It really engaged them and this good start probably helped later when things got distracting.

The next stage also went well for most of the class. It was a development of the warm-up using exercises and phrases that had been mastered in previous lessons. Although I was a bit anxious about the lesson, fortunately I was patient and at their own pace nearly all of the class joined in. This too was a useful strategy. It was Jade and Ben who were having problems, though with the help of the LSA, Jade was beginning to settle. Ben was not. He found it difficult to copy the movements, seemed briefly to get frustrated, and then began to distract

others, eventually running around in the spaces between the other pupils. The LSA left Jade and went to help him, while I tried as well as I could to carry on the class, moving into more challenging work.

Ben's behaviour did not improve and the LSA removed him from the room. Later I was informed that he had been given sanctions, including a letter to his parents about his poor behaviour.

I felt I had failed with this situation. I wanted to manage the behaviour of all of the children. There are several things that might have contributed to the situation. I started the class with a sense that I was not on top of the situation because of the new pairings - though in the end, I felt that things might have actually gone better because of that (I could look at this matter another time). I certainly did not need to worry about it. Also, the LSA came in late. She probably would not have seen that as a problem but for me it was. There is something about the three-way relationship - Ben, the LSA and me - and, in this situation, the LSA's work with Jade. Perhaps the LSA should have worked more with Ben from the start. Who made the decisions there and who should make them?

There is also something about the situation of dance being public - it is so obvious when pupils are off-task. Then there is Ben and his behaviour. I wonder how he felt about it all? Did he want to distract others? Was he really behaving 'poorly' - was his action deliberate, warranting sanctions or maybe just an overflow of energy?

I know a bit about Ben and his inability to hold concentration for more than a few minutes, but dance could be of help to him as a means of using his energy in a productive manner - that is if he could be enabled to stay engaged with the activity. What could I have done better?

I want to involve all of the pupils.

### **A dance lesson (3)**

I want to reflect on the dance lesson with Year 8, and in particular on the situation that arose with Ben, though I think that there are wider issues to be considered than just Ben. The situation left me feeling guilty and inadequate as a teacher.

The class were doing some work in pairs. I felt uneasy that day because a number of children were absent and some would have to learn to co-operate with new partners who were not necessarily their choice. It is a mixed ability class, not always quick to learn or necessarily to be able to co-operate. I had already recognized the need to develop strategies:

- to help individuals to work outside their friendship groups;
- to create new material quickly.



Jade and Ben are statemented. As we started to warm up, a learning support assistant came in, specifically to help Jade.

The warm-up of simple fun activities seemed to engage all of the class and I was pleased with that. Then I added some of the repetitive exercises that we had done in previous classes. This stage also went well for most of the class. Although I was a bit anxious about the lesson, I kept on top of the feelings. I was patient and at their own pace nearly all of the class joined in. This too was a useful strategy. Managing to get most of the class engaged and listening to the music is really important for this group and I must not lose this point in relation to what then happened. At this stage, Jade and Ben were having problems, though with the help of the LSA, Jade was beginning to settle.

Ben found it difficult to copy the movements, seemed to get frustrated, and then began to distract others. By the time we were 10 minutes into the class, he was running around in the spaces between the other pupils - totally off-task. The LSA left Jade and went to help Ben. I moved into more challenging work in order to keep the other children engaged and active.

Eventually, the LSA removed Ben from the room. I later learned that his parents were sent a note about his poor behaviour and there were other sanctions.

I see myself as having failed to prevent this situation and I suspect that none of us gained from it. I notice that my feelings were made worse by the fact that I felt I had failed in front of the LSA. She may have felt that she had failed in front of me. (These feelings would be better discussed.) The children in the class had had their learning disrupted.

I think about being in Ben's shoes. How would he have seen it? Dance - a chance to have some space and be creative - it started with a bit of fun - so he might have felt that he could enjoy the fun. Ben would find it hard to move from what he would construe as pure 'fun' to a more serious activity. It is possible that the 'fun' works well for children who can change their focus of attention easily but not for some like Ben who cannot quickly shift, especially in the direction of more serious work. Also the other children often laugh at him when he clowns and since he does not have many friends, such attention from the others is rewarding. They did not actually laugh this time, I think because the music and repetitive movement took up their attention but he may have thought that they would have done. I suppose that he might have been all right if he had been guided by the LSA from the start but it was Jade who got the attention this time and he has to learn to manage without one-to-one attention sometimes.

Should I see Ben as a problem on his own or as an issue in the class as a whole including the LSA? I realize that we are only an element in an even larger situation when I consider what happened to Ben when he was removed from the class. His behaviour was construed as poor behaviour and sanctions were levied. I don't imagine that his parents were helped by receiving another letter about his poor behaviour - they know about it only too well. The sanctions will probably mean that I will have even more difficulties with Ben next time.

At least I should have been involved in discussions about his behaviour in my class. I must mention this to the LSA and raise it as a more general issue when we discuss the role of LSAs next time. It is something about getting everyone pulling in the same direction.

I did feel particularly uneasy that day. I wonder if it was because I was tired from the late night. Things like this certainly are more of a burden when I feel tired. It is worth remembering that things might have looked different if I had felt fresh.

Anyway, it is worth trying to learn something from this situation and having a strategy better developed for when it happens next time. If I go further with the theme of ,getting everyone pulling in the same direction' . . . how could this be achieved?

- It would have been helpful if I had shared my concerns about the group with the LSA to start with.
- It would have been helpful to me if she had come in at the beginning of the class, and we could have both been forearmed with some tactics to work with Ben and Jade.
- I need to include in my planning strategies to deal with partner work when one person is away.
- Praise motivates those who are working well, I must remember to use that as a teaching strategy.
- There is something about the need for me to be involved in the discussion about the repercussions of Ben's behaviour. They have consequences for my later dealings with Ben.
- I have concerns about the actual kinds of sanctions levied. I need to follow this up.

## RESOURCE 8 - FOOTPRINTS

This exercise is devised by Jenny Moon, modified from an original idea in Progoff (1975).

### **Rationale**

This exercise is modified from the 'Stepping stones' exercise of Progoff (1975). The principal aim of the exercise is to 'jog' or as Progoff says 'loosen' memory about a particular topic. Any topic at all can be the subject matter, for example, it can enable the exploration by individuals and groups of experiences such as 'being a learner' or the development of capacities such as 'skills', and so on.

### ***The exercise is particularly valuable for:***

- exploring experiences or experiences of something (such as 'learning', feeling 'cared for' or 'teaching'). The topic might be the subject of current or future work for example, in learning journals;
- expanding personal perspectives on some topic or issue;
- finding subject matter for story writing - for creative writing or for professional development or other academic purposes;
- the generation of subject matter for personal skills exercises such as the giving of presentations;
- enabling the sharing of ideas in a group about a specific topic;
- group development. For shy or uninvolved participants in a group it provides a situation in which everyone will have a turn to make an oral contribution from written notes about familiar material in a light and usually creative atmosphere.

It is an enjoyable and usually enlightening exercise that tends to generate good feeling and energy. It can serve to energise a group after lunch, for example. It can be run many times even on the same topic because beyond the obvious first few memories that a person retrieves on a topic, different memories will emerge on different occasions. This is an interesting aspect of the exploration involved.

The equipment needed is a paper and pen each. To do this exercise properly takes around 40 minutes and it can be done with large numbers with space enough to form small (self-managed) groups and to be able to hear each other speak within those groups.

**The exercise**

After the introduction of the topic to be explored, the first part of the exercise is the individual writing of a number of lists, each of about seven items. Participants are asked to list around seven memories of the chosen topic in chronological order - so they are asked to start with the earliest memory and then to move forward towards their present age in sequence. They are asked to write a phrase, or a few words on the paper that will enable them to recall the memory later (e.g., 'The time when I learnt to ride a bike'). They should be reassured that they will not be asked to reveal to anyone anything that they do not want to say.

While the lists are being written, it is likely that memories will occur that are previous in sequence to where participants have reached in their current list and they are told to hold onto that memory for the next list. In this way, over a period of 10 to 15 minutes, participants write a series of lists.

Sometimes people will begin to talk about their memories before or as they write them. They should be dissuaded from talking. A calm and meditative atmosphere works best. It is very rewarding at this stage of the exercise. The lively part of the exercise is for the second part of sharing memories.

The list-writing is stopped after what seems to be a reasonable period as judged from watching the behaviour of the participants. Nearly all should have written at least two lists. Participants are then asked to form into groups of around six. Within the group and in turn each participant briefly shares the details of one of her memories from the lists written. There is no need to be chronological - the memory can be drawn from any time. Depending on circumstances, it is wise to ask participants to limit their sharing to a set time such as 4 minutes each to start with. This guards against 'long-windedness'. Once each member of the group has shared one memory, there might be a second round - and more.

This stage of the exercise tends to involve good listening, and often merriment as diverse memories are shared. The rationale for this element of the exercise is that as the memories of others are unearthed, they will stimulate new memories in each individual, in this way, generating many more memories than would have been achieved in the first stage of the exercise. The new memories may be quite unexpected (and sometimes a quick private note may be made of them).

After a period of sharing memories, the group is asked to disperse again and individuals are asked to return to their lists and again put the new memories that have emerged as a result of the sharing, into lists, as before. Getting groups to break up at this stage can be difficult.

The outcome of this exercise for each individual will be a series of recollections about the topic chosen. Some may be memories that have not been considered for a long time. Depending on the purpose of the exercise, one of the memories may be developed into a story, presentation or an issue for further reflection in a learning journal (for example). Alternatively, the whole list may be taken as an expression of personal experience to be explored further in the same or other contexts.

Instructions to give at the beginning:

- The topic is given by the facilitator.
- The task is to write lists of around seven memories of the topic, in chronological order.
- When memories arise that do not fit into the current sequence, they are used to seed another list where they are put into the correct chronological order.
- No-one else will see the lists, and no-one will be asked to share anything that she does not wish to share.
- After a period of time, the list writing will stop and participants will be asked to share memories, in turn, in a group. The idea of this is that other people's memories will generate new memories for the individual.
- For vulnerable groups and/or some topics that might be explored, it may be useful to say that the exercise could give rise to uncomfortable memories, and in this case a member of staff is available afterwards for consultation. However, because the material shared is totally under the control of individuals, this is not a likely event.

## ANNEX 6

### RESOURCE 1 - EXERCISE ON SELF-ASSESSMENT

Take a moment to assess your listening skills. Circle a “Yes” or “No” in response to the following questions:

1. Does your mind wander when listening to a coworker, to your manager, or in a meeting?  
Yes      No
2. Do you often talk more than half the time in workplace conversations and meetings?  
Yes      No
3. Do you frequently interrupt when another person is speaking?  
Yes      No
4. Do you generally attempt to listen to several conversations at the same time in a busy office or meeting?  
Yes      No
5. Do you often finish the sentences of a coworker as she speaks?  
Yes      No
6. Do you formulate a response to a coworker’s presentation while he is still speaking?  
Yes      No
7. Do you often experience difficulty recalling workplace conversations later?  
Yes      No
8. Do you allow external things such as machinery noise and other conversations to keep you from listening well?  
Yes      No

How did you do? Did you circle mostly “No” answers? If so, your listening skills are in pretty good shape. If you circled mostly “Yes” answers, you will see an immediate boost in your listening skills after you have finished this chapter and begin to use what you learn.

## RESOURCE 2 - QUICK QUIZ: YOUR LISTENING SKILLS

For each pair of statements below, distribute three points between the two alternatives (A and B), depending on how characteristic of you the statement is. Although some pairs of statements may seem equally true for you, assign more points to the alternative that is more representative of your behavior most of the time.

### *Examples:*

- If A is very characteristic of you and B is very uncharacteristic, write “3” next to A and “0” next to B.
- If A is more characteristic of you than B, write “2” next to A and “1” next to B.
- If B is very characteristic of you and A is very uncharacteristic, write “3” next to B and “0” next to A.

...and so on.

1A\_\_\_ I almost always remember what people have recently said to me and thus am able to impress them by later calling up such small details in conversation with them.

1B\_\_\_ I frequently forget details of what people have said and find myself asking them to repeat.

2A\_\_\_ I'm pretty good at concentrating on speakers' words and meaning.

2B\_\_\_ I tend to argue with speakers mentally, or plan my reply, or jump ahead and try to figure out where they're going with their remarks before they actually get there.

3A\_\_\_ I can usually listen dispassionately to what people are saying.

3B\_\_\_ I often feel myself emotionally reacting to what people are saying before they've finished.

4A\_\_\_ Though tempted, I almost never interrupt someone who's talking.

4B\_\_\_ I do sometimes interrupt because I believe a fruitful dialogue requires that I make some points as they occur to me and at the point where they'll do the most good.

5A\_\_\_ I often take notes, physically or mentally, on what someone says so that I can respond fully when he or she is done.

5B\_\_\_ I easily get the gist of what someone is saying without taking notes, which might interfere with my concentration.

6A\_\_\_I make a determined effort not to judge people until I've heard all of what they have to say.

6B\_\_\_I'm a good judge of character and I can often get a good "read" on people before the conversation is over.

7A\_\_\_I acknowledge people's remarks with nods of the head, smiles or frowns, exclamations, or whatever other response shows them that I'm alert and understanding them.

7B\_\_\_I concentrate on what the other person is saying rather than trying to send all sorts of signals before they're done.

8A\_\_\_When someone is having a conversation with me, I usually turn off the radio or TV, hold my calls, wait to return E-mail, and otherwise minimize disruptions.

8B\_\_\_I'm capable of doing several things at once while still listening attentively to others.

9A\_\_\_In conversations, I maintain steady eye contact with the person speaking.

9B\_\_\_I frequently avert my glance so as not to be intimidating to the speaker.

10A\_\_\_I avoid fidgeting, cracking knuckles, stretching, jingling keys, or other mannerisms while someone is talking.

10B\_\_\_I make the talker as comfortable as possible by trying to act naturally, which means adhering to my normal mannerisms.

**Scoring:**

Please add point totals under "A" and enter here: \_\_\_\_\_

Please add point totals under "B" and enter here: \_\_\_\_\_

Now let's take a look at how you scored on this segment. If your "A" score is significantly greater than your "B" score (and if you were truly honest!), you are fairly strong in this aspect of charisma. The more lopsided your "A" score, the better listener you are. If your "A" score exceeds your "B" by, say, a 2-to-1 margin, your listening "glass" is far fuller than most.

Conversely, if your "B" score approximates your "A" score, you may have identified an improvement opportunity. And if the "B" score is higher than your "A," that's an indication that you need lots of work in this area.



## RESOURCE 3 - TRY OUT YOUR LISTENING SKILLS

### Exercise 1

Ask a colleague or a friend to help you with this listening exercise.

Your friend or colleague should talk to you for a few minutes and tell you what he/she did last night.

After a few minutes your friend or colleague will stop talking.

Repeat back what he/she told you and ask if this is correct.

Was it correct? Yes/No

Ask how he/she knew you were listening and write it down here:

### Exercise 2

#### *How to Communicate at the Right Level*

If you are both sitting down, make sure the height of the chairs is the same. If one chair is higher than the other, this will make the person on the lower chair feel intimidated and anxious and he may not feel comfortable communicating.

If you are having a conversation with a service user who is in a wheelchair or in bed, then come down to his height.

Ask a colleague or a friend to help you with this exercise.

Sit yourself on a chair and ask the colleague or friend to stand by you and have a conversation between yourselves. How did you feel?

## RESOURCE 4 - BLOCK HEAD

An activity intended to encourage good listening skills and following directions.

### Materials

two identical sets of geometric children's blocks, or two identical sets of cardboard geometric shapes  
Block Head Evaluation Sheet

### Procedure

1. Choose two students to sit back to back at desks at the front of the room.
2. Divide the blocks/shapes equally between the two students.
3. Allow the students to decide who will give the directions (the director) and who will receive them (the receiver).
4. The director builds his/her structure first from the pile of blocks.
5. Then proceed with one of the following options:
  - a) The director tells the receiver how to build the structure without any interaction; or
  - b) Allow the receiver to question the director as they progress (or as you watch their frustration levels rise).

### Teacher Tips

- Set time limits for the initial demonstration.
- Instruct the rest of the class *not* to respond verbally or nonverbally (“sigh!”) to the successes or failures

### Block Head Evaluation Sheet

Please respond candidly and specifically to the following questions:

- What was the most frustrating portion of the exercise?
- What was the most successful portion of the exercise?
- What changes did you notice in the approach and/or language from the first group to the last group? (e.g., the difference between “a slanted block” and “a block with a 45° angle”)
- What conclusions can you draw about the nature of clear directions?
- What conclusion can you draw about the nature of good listening regarding the following of directions?

## RESOURCE 5 - LISTEN UP!

An exercise in using active listening and specific language.

### **Procedure**

The Communication Model is composed of the speaker, the message, the receiver, and the feedback.

- Ask two student volunteers to sit back to back at desks at the front of the room.
- Hand one student (the artist) a piece of paper and pencil and the other (the director) a sheet of paper with an odd arrangement of shapes and lines of different sizes and line thickness.
- Tell the director that he/she will be describing the picture under three different circumstances. Warn the director not to share the drawing with the artist or others who may be asked to observe. Tell the artist he is to draw whatever the director describes.

**First time:** The artist may not speak at all.

**Second time:** The students remain back to back, but the artist may ask questions.

**Third time:** The students sit face to face but do not share the picture yet. The director may use gestures and eye contact or question the artist—anything to get the job done. The artist can use any means available as well, short of actually looking at the drawing.

### **Evaluation**

When the exercise is completed, ask the following questions of both the participants and observers:

- What did you learn about the communication process?
- What effect does eye contact have on communication?
- What effect does voice have on communication?
- What effect do gestures have on communication?
- What effect do questioning and clarification have on communication?

## RESOURCE 6 - ACTIVE LISTENING DEBATE

A paraphrase activity that strengthens active listening skills.

### Materials

- flip chart
- sticky dots

### Procedure

- Have the students brainstorm a list of topics suitable for debate. Do this on a flip chart or other permanent surface so it can be referred to as needed. These topics could be ones that they can discuss using only personal opinion, or you can have them do research.
- Have the students vote on the top three topics. To do this, give each student two sticky dots. Ask the students to place a dot next to their top two issues or topics. They will debate the three topics that receive the most dots in order of student preference.
- Ask the students to prepare a 2–3 minute presentation on the topic that was ranked first.
- Discuss the criteria for evaluation on the Active Listening Debate Evaluation Form.
- Set the rules for debate:
  - \* You need to actively listen to each student's speech. You may not take written notes.
  - \* You may not present your own arguments until you have repeated/summarized the arguments of the person who spoke directly before you.
  - \* The first person who speaks has the task of repeating the last speaker's arguments. This way he/she gets an opportunity to actively listen also.
  - \* If the speaker cannot summarize the person's arguments he/she may not speak.

### Teacher Tips

You may pre-select who is going to speak in what order. That way, students know the person they have to listen to so that they can summarize the arguments.

You may allow the previous speaker to okay the summary given by the person who speaks. You also can ask the previous speaker to repeat any arguments missed so the speaker after him/her can summarize before speaking.

RESOURCE 7 - SKILL-BUILDING QUESTIONS ON GIVING NEGATIVE FEEDBACK

Think about a past experience when you needed to give someone negative feedback. How do you feel about giving this type of feedback? Note down your thoughts.

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What problems did you have delivering this type of feedback?

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How could you have done this more effectively using the information just presented?

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If you had presented this information the way you just described, do you believe the results would have been different? Why?

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## ANNEX 7A - ELEMENTS OF TEAMWORK – AN INVENTORY OF SKILLS

Part of being a good team member is learning how to understand your personal strengths (what you have to offer) AND where you might need to draw assistance from others. Listed on this sheet are 10 of the characteristics that make a productive team member. Rate your level of confidence in each skill (HONESTLY) – and then devise a plan for how you can improve some of the areas you think might need a “jump start.”

### SKILL #1: RELIABLE

This means: You can be counted on to get the job done.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

### SKILL #2: EFFECTIVE COMMUNICATOR

This means: You express your thoughts and ideas clearly and directly, with respect for others.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

### SKILL #3: ACTIVE LISTENER

This means: You listen to and respect different points of view. Others can offer you constructive feedback and you don't get upset or defensive.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

**SKILL #4: PARTICIPATES**

This means: You are prepared – and get involved in team activities. You are regular contributor.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

**SKILL #5: SHARES OPENLY AND WILLINGLY**

This means: You are willing to share information, experience, and knowledge with the group.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

**SKILL #6: COOPERATIVE**

This means: You work with other members of the team to accomplish the job - no matter what.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

**SKILL #7: FLEXIBLE**

This means: You adapt easily when the team changes direction or you're asked to try something new.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

SKILL #8: COMMITTED

This means: You are responsible and dedicated. You always give your best effort!

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

SKILL #9: PROBLEM SOLVER

This means: You focus on solutions. You are good about not going out of your way to find fault in others.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

SKILL #10: RESPECTFUL

This means: You treat other team members with courtesy and consideration - all of the time.

Rating:

\_\_\_ Not so confident

\_\_\_ Sort of Confident

\_\_\_ Really confident

**Consider your answers:**

*Did you have mostly “not so confident” checked off?*

If so, you are still developing your confidence as a team player. These skills often take some time to develop – so don’t worry. It might be helpful to reach out to someone you know and trust to help you focus on developing a plan for working on some of the skills in which you would like to be more confident. Don’t be afraid to ask for help. Asking for help when you need it is another great skill of a productive team player.



*Did you have mostly “sort of confident” checked off?*

If so, you are pretty confident in your teamwork skills – but could probably use a little extra support or development in a few areas. Invite someone close to you (someone you know and trust), to work with you on the areas you would like to improve. Most people would be really happy to help you! Learning the strategies to become a good team member takes time, energy, and dedication.

*Did you have mostly “really confident” checked off?*

If so, you are truly confident in your ability to be a good team player. That’s great! Figure out an area or two where you would like to continue to see improvement (since we should always be striving to be the best we can be) and develop a plan for how to further grow those skills. Also try to offer support to someone you know who might be struggling with building his or her own level of teamwork confidence

**NOW CONSIDER YOUR TEAMWORKS SKILLS CONFIDENCE LEVELS:**

- I am most proud of my ability to:
- I want to improve my ability to:
- I will reach out to some of these people for guidance:

## ANNEX 7B - WHICH SHAPE ARE YOU?

There are some people who believe there are five basic personality types, and each type tends to prefer a different shape. Knowing whether you, your co-workers and friends are squares, rectangles, circles, triangles, or squiggles just might help you build better careers, teams, and friendships. Here is what each shape might say about you – and how you can recognize other people for their shapes.

**If you are a SQUARE:** You are an organized, logical, and hardworking person who likes structure and rules. But sometimes you have trouble making decisions because you always want more information. You feel most comfortable in a stable environment with clear directions on what to do. You tend to like things that are regular and orderly. You will work on a task until it is finished, no matter what.

*How to spot a square:* They appear to move “straight,” use precise or specific gestures, love routine, and are very concerned with detail. They are also very neat in their appearance and their personal workspace. They do a lot of planning and are always prompt.

**If you are a RECTANGLE:** You are a courageous (brave), exciting, and inquisitive explorer who always searches for ways to grow and change. You enjoy trying things you’ve never done before and love asking questions that have never been asked. You like structure, and will often be the person to be sure things are done the proper way, taking all rules and regulations into consideration. When you are given a task you will start organizing it to be sure it can be done in the most systematic way.

*How to spot a rectangle:* These people often have “fleeting eyes and flushed faces.” They also tend to giggle and they like variety. For example, they’ll come into work early or late – but not on time. And those who have offices tend to be disorganized with a mishmash of furniture.

**If you are a TRIANGLE:** You are a born leader who’s competitive, confident, and can make decisions. You also like recognition. You are goal oriented and enjoy planning something out and then doing it (you are motivated by the accomplishment). You will tend to look at big long-term issues, but might forget the details. When given a task you set a goal and work on a plan for it. American business has traditionally been run by triangles and, although usually men, more women are taking those roles today.

***How to spot a triangle:*** *They have powerful voices, love to tell jokes, and they play as hard as they work. They also tend to be stylish dressers.*

**If you are a CIRCLE:** You are social and communicative. There are no hard edges about you. You handle things by talking about them and smoothing things out with everybody. Communication is your first priority. When given a task, you will want to talk about it. You are a “people person,” with lots of sympathy and consideration for others. You listen and communicate well and are very perceptive about other people’s feelings. You like harmony and hate making unpopular decisions.

***How to spot a circle:*** *They are friendly, nurturing, persuasive, and generous. They tend to be relaxed and smile a lot. They’re talkative, but have a mellow voice. They also have a full laugh and like to touch others on the shoulder and arm.*

**If you are a SQUIGGLE:** You are “off-the-wall” and creative. You like doing new and different things most of the time and get bored with regularity. When given a task, you will come up with bright ideas about to do it. But you don’t think in a deliberate pattern from A to B to C. Instead, you tend to jump around in your mind, going from A to M to X.

***How to spot a squiggle:*** *They can be “flashy,” dramatic, and extremely creative – and they don’t like highly structured environments. Both men and women squiggles tend to be funny and very expressive. They also have great intuition. Most performers and writers are squiggles*

## ANNEX 7C - SAMPLE QUALITATIVE PEER/SELF EVALUATION

In the table below, identify a major strength of each of your group members in relation to the group's goals and processes. Provide one concrete example to substantiate your answer. *Include yourself!*

Group member's name and role in group	Strength	Example

In the table below, identify a weakness of each of your group member's in relation to the group's process. Provide concrete examples to substantiate your answers. *Include yourself.*

Group member's name and role in group	Weakness	Example

In the space below, identify approaches your group tried that worked well, and explain why they were effective.

In the space below, identify approaches your group tried that did not work well, and explain why they were ineffective.

What can you do to improve your own contributions to the group's goals and processes in the second half of the semester?

## ANNEX 7D - PEER EVALUATION FORM FOR GROUP WORK

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

## ANNEX 7E - SAMPLE SELF-EVALUATION FORM FOR GROUP WORK

Your name \_\_\_\_\_

	Seldom	Sometimes	Often
Contributed good ideas			
Listened to and respected the ideas of others			
Compromised and cooperated			
Took initiative where needed			
Came to meetings prepared			
Communicated effectively with teammates			
Did my share of the work			

My greatest strengths as a team member are:

The group work skills I plan to work to improve are:



## ANNEX 8 - LEADERSHIP SKILLS INVENTORY

*Instructions:* Read each item carefully and decide whether the item describes you as a person. Indicate your response to each item by circling one of the five numbers to the right of each item.

**Key: 1 = Not true    2 = Seldom true    3 = Occasionally true    4 = Somewhat true    5 = Very true**

1. I enjoy getting into the details of how things work. 1 2 3 4 5
2. As a rule, adapting ideas to people's needs is easy for me. 1 2 3 4 5
3. I enjoy working with abstract ideas. 1 2 3 4 5
4. Technical things fascinate me. 1 2 3 4 5
5. Being able to understand others is the most important part of my work. 1 2 3 4 5
6. Seeing the big picture comes easy for me. 1 2 3 4 5
7. One of my skills is being good at making things work. 1 2 3 4 5
8. My main concern is to have a supportive communication climate. 1 2 3 4 5
9. I am intrigued by complex organizational problems. 1 2 3 4 5
10. Following directions and filling out forms comes easily for me. 1 2 3 4 5
11. Understanding the social fabric of the organization is important to me. 1 2 3 4 5
12. I would enjoy working out strategies for my organization's growth. 1 2 3 4 5
13. I am good at completing the things I've been assigned to do. 1 2 3 4 5
14. Getting all parties to work together is a challenge I enjoy. 1 2 3 4 5
15. Creating a mission statement is rewarding work. 1 2 3 4 5
16. I understand how to do the basic things required of me. 1 2 3 4 5
17. I am concerned with how my decisions affect the lives of others. 1 2 3 4 5
18. Thinking about organizational values and philosophy appeals to me. 1 2 3 4 5

### ***Scoring***

The skills inventory is designed to measure three broad types of leadership skills: technical, human, and conceptual.

Score the questionnaire by doing the following.

First, sum the responses on items 1, 4, 7, 10, 13, and 16. This is your technical skill score.

Second, sum the responses on items 2, 5, 8, 11, 14, and 17. This is your human skill score.

Third, sum the responses on items 3, 6, 9, 12, 15, and 18. This is your conceptual skill score.

**Total scores:** *Technical skill* \_\_\_\_ *Human skill* \_\_\_\_ *Conceptual skill* \_\_\_\_

### ***Scoring Interpretation***

The scores you received on the skills inventory provide information about your leadership skills in three areas. By comparing the differences between your scores, you can determine where you have leadership strengths and where you have leadership weaknesses. Your scores also point toward the level of management for which you might be most suited.

## INTERPERSONAL COMMUNICATION SKILLS INVENTORY

### **Purpose**

This Interpersonal Communication Skills Inventory is designed to provide individuals with some insights into their communication strengths and potential areas for development. By answering each question candidly, an individual will receive a profile that displays their level of competence in four key communication areas. This inventory is intended to be viewed only by the individual who completes it.

### **How to Complete the Inventory**

To complete this inventory, read each statement carefully and honestly assess how often the particular statement applies to you. For instance, in Section I - question number 1, if you sometimes find it difficult to talk to other people, you would place a check mark in the “Sometimes” column for question number 1. And for question 2, if others often tend to finish sentences for you when you are trying to explain something; you would check the “Usually” column and so on until you have completed all questions in all four sections of the inventory.

SECTION I

USUALLY      SOMETIMES      SELDOM

1. Is it difficult for you to talk to other people?
2. When you are trying to explain something, do others tend to put words in your mouth, or finish your sentences for you?
3. In conversation, do your words usually come out the way you would like?
4. Do you find it difficult to express your ideas when they differ from the ideas of people around you?
5. Do you assume that the other person knows what you are trying to say, and leave it to him/her to ask you questions?
6. Do others seem interested and attentive when you are talking to them?
7. When speaking, is it easy for you to recognize how others are reacting to what you are saying?
8. Do you ask the other person to tell you how she/he feels about the point you are trying to make?
9. Are you aware of how your tone of voice may affect others?
10. In conversation, do you look to talk about things of interest to both you and the other person?

**SCORE: SECTION I TOTAL** \_\_\_\_\_

SECTION II

	USUALLY	SOMETIMES	SELDOM
11. In conversation, do you tend to do more talking than the other person does?			
12. In conversation, do you ask the other person questions when you don't understand what they've said?			
13. In conversation, do you often try to figure out what the other person is going to say before they've finished talking?			
14. Do you find yourself not paying attention while in conversation with others?			
15. In conversation, can you easily tell the difference between what the person is saying and how he/she may be feeling?			
16. After the other person is done speaking, do you clarify what you heard them say before you offer a response?			
17. In conversation, do you tend to finish sentences or supply words for the other person?			
18. In conversation, do you find yourself paying most attention to facts and details, and frequently missing the emotional tone of the speakers' voice?			
19. In conversation, do you let the other person finish talking before reacting to what she/he says?			
20. Is it difficult for you to see things from the other person's point of view?			

**SCORE: SECTION II TOTAL \_\_\_\_\_**

SECTION III

USUALLY      SOMETIMES      SELDOM

21. Is it difficult to hear or accept constructive criticism from the other person?
22. Do you refrain from saying something that you think will upset someone or make matters worse?
23. When someone hurts your feelings, do you discuss this with him/her?
24. In conversation, do you try to put yourself in the other person's shoes?
25. Do you become uneasy when someone pays you a compliment?
26. Do you find it difficult to disagree with others because you are afraid they will get angry?
27. Do you find it difficult to compliment or praise others?
28. Do others remark that you always seem to think you are right?
29. Do you find that others seem to get defensive when you disagree with their point of view?
30. Do you help others to understand you by saying how you feel?

**SCORE: SECTION III TOTAL \_\_\_\_\_**

SECTION IV

	USUALLY	SOMETIMES	SELDOM
31. Do you have a tendency to change the subject when the other person's feelings enter into the discussion?			
32. Does it upset you a great deal when someone disagrees with you?			
33. Do you find it difficult to think clearly when you are angry with someone?			
34. When a problem arises between you and another person, can you discuss it without getting angry?			
35. Are you satisfied with the way you handle differences with others?			
36. Do you sulk for a long time when someone upsets you?			
37. Do you apologize to someone whose feelings you may have hurt?			
38. Do you admit that you're wrong when you know that you are/were wrong about something?			
39. Do you avoid or change the topic if someone is expressing his or her feelings in a conversation?			
40. When someone becomes upset, do you find it difficult to continue the conversation?			

**SCORE: SECTION IV TOTAL \_\_\_\_\_**

**Instructions:** Go back and look over your responses to each question. In front of each question, write the appropriate score using the table below.

For example, if you answered “Seldom” to Question 1, you would get 3 points. Write the number 3 in front of Question 1 on the inventory. Proceed to score all other questions.

Each section contains 10 questions. After scoring all questions, go back to Section 1. Total the score of Section 1 and put that number on the line “Score Section 1 Total.” Proceed to total all scores for all other sections.

Enter your score here: \_\_\_\_\_

### SCORING KEY

Question	Usually	Sometimes	Seldom	Question	Usually	Sometimes	Seldom
1	0	1	3	21	0	1	3
2	0	1	3	22	3	1	0
3	3	1	0	23	3	1	0
4	0	1	3	24	3	1	0
5	0	1	3	25	0	1	3
6	3	1	0	26	0	1	3
7	3	1	0	27	0	1	3
8	3	1	0	28	0	1	3
9	3	1	0	29	0	1	3
10	3	1	0	30	3	1	0
11	0	1	3	31	0	1	3
12	3	1	0	32	0	1	3
13	0	1	3	33	0	1	3
14	0	1	3	34	3	1	0
15	3	1	0	35	3	1	0
16	3	1	0	36	0	1	3
17	0	1	3	37	3	1	0
18	0	1	3	38	3	1	0
19	3	1	0	39	0	1	3
20	0	1	3	40	0	1	3

## Interpersonal Communication Profile

***Interpretation:** Look at your score for each section as one indication of the degree to which you effectively communicate. Plot your scores on the table below using an “X” for each section score. Draw a line to connect them column to column. This will create a profile of your strengths and opportunities for improvement.*

- **Scores in the 1 > 15 range** indicate areas of your communication skills that need improvement.
- **Scores in the 16 > 21 range** indicate areas of communication skills that need more consistent attention.
- **Scores in the 22 > 30 range** indicate areas of strength or potential strength.

Area (s) of Strength: \_\_\_\_\_

Area (s) of Improvement: \_\_\_\_\_



Score Section I Total <b>Sending Clear Messages</b>	Score Section II Total <b>Listening</b>	Score Section III Total <b>Giving and Getting Feedback</b>	Score Section IV Total <b>Handling Emotional Interactions</b>
30	30	30	30
29	29	29	29
28	28	28	28
27	27	27	27
26	26	26	26
25	25	25	25
24	24	24	24
23	23	23	23
22	22	22	22
21	21	21	21
20	20	20	20
19	19	19	19
18	18	18	18
17	17	17	17
16	16	16	16
15	15	15	15
14	14	14	14
13	13	13	13
12	12	12	12
11	11	11	11
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1