| Communication Developing the necessary skills   | Exercises, Tests, Scenarios,<br>Additional Resources   | Host Notes/Comments Personal scenarios and talking points |
|---|--|---|
| Your Style Quiz  (This is an optional exercise and would require you to read through all materials prior to administering.) | Knowing your style and understanding other types of communication styles greatly reduces stress and friction by providing a common language base. Utilize the <i>Color Lingo Communication Quiz,</i> sent to you by mail upon request, to determine your approach to communication (Note: it may be helpful to do this first both personally and with your staff, if you decide to use it, then talk about your findings)  |   |
| Understanding styles other than your own and keys to making communication successful.                                       | Utilize the Color Lingo Communication Sheets, sent to you by mail, to talk about the different styles. Use this time to talk about challenging situations where understanding someone else's style could have been helpful. Take this segment where you would like it to go. Additional key points to share about communicating effectively.  • The person who wants something out of the conversation should be the one to adapt their style first, be the "host" of the conversation.  • Next time a conversation isn't going well, pause and evaluate their style before responding. See where you can temporarily adapt in order to make the communication mutually beneficial and avoid conflict. |   |

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|---|--|---|
| Conflict Resolution                           | Good leaders don't fight every battle. However, sometimes conflict breaks out and knowing how to resolve it quickly can salvage a relationship. Listed below are some basic steps to resolving conflict.  • Wait until your emotions subside. • Initiate contact, don't blame and wait • Affirm the other person as you begin, thank them for meeting with you • Own the problem • Outline the problem; admit what you don't understand • Compromise • Encourage them to respond by listening and taking notes • Establish forgiveness and create a game plan • Affirm your respect and end with words of encouragement If you choose to share this entire list ask them to reflect on it and consider the actions they might struggle with the most and why, then discuss. This is great jumping off point to discussing issues that are often kept behind closed doors and rarely shared beyond a private group. New and unusual conflicts have started coming up with the new generation of kids. Take time to reflect on these issues and cultivate an environment of openness to create a needed support system that extends beyond this session. |   |

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|--|--|---|
| Conflict resolution style reflection                                   | Use attachment 3A to determine your conflict-handling style  |   |
| Positive Conflict  | Not all conflict is bad. In fact, some types of conflict can lead to positive consequences such as: new ideas, stimulating creativity, motivating changes can, help individuals and groups establish identities as well as serving as a safety valve to indicating potential problems.   |   |
| Communicating with today's post<br>Spock, technology driven generation | Today's generation of kids receives information in a completely different way than any other generation before. Because of this, past techniques are less likely to work with this generation; we must create motivation to get involvement. Futurist Leonard Sweet calls this generation the EPIC generation. Experiential, Participatory, Imagerich, Connected—Use the attached book pages (3B) to provide all the information to your audience and discuss the theory as well as ways in which you have found success. The book referenced is by Tim Elmore Generation iY: Our Last Chance to Save Them.  Alternative reading option, attachment 3C: Tips for Coaching Generation Y |   |

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|---------------------------------|------------------------------|---------------------------------------|
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|                                 |                              |                                       |