

Learning in
communities: Unit 4

INTERPERSONAL & GROUP DYNAMICS



ELSA 7
CLB 8

Introduction

In this unit, learners practice communication skills for effective social interaction with others. Positive interpersonal and group dynamics are central to learners' adjustment to live in Canada in terms of personal, school, and work contexts.

The **Core Curriculum** provides an overview of interpersonal and group dynamics. Learners work in teams to research and present on an issue, such as conflict resolution, assertiveness, cultural and gender differences in social interaction, and effective teamwork.

The **Project** component continues the emphasis on teamwork by requiring teams of learners to devise, design, and complete a project. In order to complete the project, the teams must first learn how to conduct semi-formal team meetings, and meet regularly throughout completion of the project.






Teaching Suggestions

- Discuss the importance of non-verbal communication.
- Discuss gender and cultural differences in social interaction and communication.
- Compare attitudes and behaviours in relation to hierarchy across cultures.
- Encourage learners to share their own experiences of situations in which miscommunication was a problem.
- Encourage learners to purposefully investigate language use and share the results of this investigation in class.
- Discuss and evaluate various communication styles
- Use video recordings of meetings from movies and training materials or record written texts for listening practice.
- Encourage learners to develop lists containing expressions pertinent to various types and purposes of meetings.
- Encourage learners to get involved in the community and participate in meetings.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 8-I:	Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations). (FATK)
Speaking	
 CLB 8-IV:	Give presentations to describe and explain structures, systems or processes based on research.
Reading	
 CLB 8-IV:	Access, locate and integrate several pieces of information from relevant online reference sources.
Writing	
 CLB 8-II:	Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.
 CLB 8-III:	Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

Content and Other Outcomes

Learners will

- understand how interpersonal and group dynamics vary across contexts
- work on teams to research and present on an issue of group dynamics
- learn how to conduct team meetings, including setting an agenda, chairing a meeting, setting action items, and taking minutes
- practice strategies for interrupting, taking turns, clarifying, changing topics, and handing over the floor in group meetings
- understand socio-linguistic norms and culturally determined behaviours, such as attitudes towards hierarchy

POSSIBLE TOPICS

Topic

In this unit, learners explore interpersonal communication and group dynamics in various contexts relevant to their needs and lifestyles. These contexts and topics could include any of the following:

- communicating with family, colleagues, clerks, managers, or neighbours
- strategies for building relationships and resolving conflicts
- using small talk in the workplace, lunchroom, or in the community
- using key phrases for accomplishing aspects of a conversation including opening, encouraging an interlocutor to speak, agreeing, disagreeing, adding a comment, or exiting a conversation
- evaluating the effect of digital technologies on interpersonal communication
- evaluating the influence of various forms of leadership and decision-making styles on group dynamics
- using Robert's rules of order for the negotiation of group dynamics in decision-making during meetings

Cross-cultural Perspectives

Ideas about hierarchy and the role of individuals in decision making vary across cultures. Possible topics for this unit could include some consideration of differences between cultures in interpersonal communication and group dynamics, including any of the following:

- First Nations' approaches to communication and positive group dynamics through the sharing circle and talking stick
- First Nations' conceptions of restorative justice in conflict situations
- Interpersonal communication strategies and issues across cultures
- small talk and non-verbal communication across cultures, including tone, silence, gestures, handshakes, and facial expressions
- differences in demonstrating emotion across cultures

Systems and Practices in BC and Canada

The following are one or more possible topics instructors could explore with learners:

- team- and group-work dynamics in Canada educational and workplace environments
- contrasting interpersonal and intercultural communication styles in BC, Quebec, and among Aboriginal communities
- contrasting interpersonal and intercultural communication styles between Canada and the USA

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- lexical bundles
- phrases and vocabulary to express opinions, ideas, agreement, disagreement, and consensus
- phrases for making suggestions and recommendations, and expressing possibility and probability
- expressions and idioms to describe team work

*one of the major, one of the most, some of the most
I concur with X..., I see your point, but..., To some extent you're right,
but..., I'd like to add this point about...
I propose that..., It might not be a bad idea to..., Here's what I think
would work...
great minds think alike, two heads are better than one, team spirit,
team player, pull your weight, go the extra mile*

Grammar

- modals for suggestions and recommendations
- conjunctions
- indirect speech to report what happened in a meeting
- tag questions for small talk
- rejoinders or additions
- gerunds as objects of prepositions in expressions of apologies, thanks, and disappointment

*We should ..., Perhaps they could ...
and, but, therefore, otherwise
He said we could book a one day tour.
It's a nice day, isn't it?
So do I, Neither is she
I'm sorry for not calling you. Thank you for helping me. He's
disappointed about not being able to attend the event.*

Pronunciation

- word stress on the main verb in a modal-verb pair
- stress on the negative
- high-rise intonation pattern to indicate surprise, shock, yes-no questions, and tag questions
- rise-fall intonation pattern in wh-questions
- non-word vocalizations and head motions to express interest and encourage the speaker to continue

*We should try.
We can't finish by five.
Did he really/ leave?//; He didn't leave, did he?//

Where did he move to/ after he left Toronto?
um-hmm, aha, wow*

RESOURCES

Interpersonal Communication

[Active Listening - Carl Rogers and Richard E. Farson](#)

This eight-page pdf is an excellent introduction to active listening skills. It outlines what listening is, how to listen, problems and challenges with active listening, the benefits of listening, and more.

Uses: Learners summarize the reading and apply skills in small group meetings and discussions.

[Everybody Loves Raymond - Active Listening Part 1 \(Oct 5, 2011, 4:03\) – YouTube](#)

In this funny clip, Raymond goes to an active listening workshop and is called upon to do a role-play with mixed results.

Uses: Learners understand moderately complex social exchanges around the topic of active listening.

[Everybody Loves Raymond - Active Listening Part 2 \(Oct. 5, 2011, 6:42\) – YouTube](#)

In this second part clip, Raymond's parents have an argument and he intervenes with his recently acquired active listening skills.

Uses: Learners understand moderately complex social exchanges expressing complaints, disappointment, satisfaction, dissatisfaction, approval, and disapproval.

[How do you keep a conversation going when you don't know someone well? \(Feb. 17, 2012, 2:56\) – YouTube](#)

This video is a short and engaging series of strategies for conversation skills that are presented in a simple narrative monologue. The speaker describes situations and scenarios when awkward silences are problematic and offers her solutions to them.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

[How to Be Assertive – eHow](#)

This article outlines eight instructions for building assertiveness with examples of language functions and body language. The page also has links to further reading and videos on the same topic.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[How to Be More Assertive at Your Job \(Aug. 20, 2012, 3:34\) – eHow](#)

This video with transcript offers tips to establish effective assertiveness at work. The speaker uses a whiteboard to support his presentation.

Uses: Learners reduce oral discourse about assertiveness given in a video into notes that can be used to write instructions.

[How to Develop Positive Assertiveness \(Jun. 4, 2012, 1:47\) – eHow](#)

This short and informative video offers suggestions for developing positive assertiveness and building confidence. The page also includes a transcript of the video.

Uses: Learners reduce oral discourse about assertiveness given in a video into notes that can be used to write instructions.

[How To Keep A Conversation Going \(Feb. 9, 2010, 1:29\) – YouTube](#)

This short and engaging video from Howcast goes through six steps to keep the conversation going. The video makes excellent use of narration, onscreen text, and supporting visual cues.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

[Intercultural Communication – ESLflow.com](#)

This site offers links to various lesson plans with quizzes and worksheets on intercultural communication. This is a great site for teachers, but many of the activities can be completed by learners independently. Materials are organized under the topics of cultural etiquette quizzes, cross-cultural lessons, culture lessons, and a guide to intercultural awareness skills. There are also links to other topics such as body language, socializing, small talk, and more.

Uses: Learners use lessons and exercises independently online or in the classroom.

RESOURCES

Interpersonal Communication (cont.)

[Leadership Training: Active Listening \(Jan. 21, 2010, 2:21\) – YouTube](#)

This video follows the Communication Roadblocks resource from Leadership Training. This resource contrasts the roadblocks with effective listening skills. The scenario is realistic and the person causing the problem solves things it with the assistance of a coworkers' active listening techniques.

Uses: Learners understand moderately complex social exchanges that demonstrate active listening.

[Leadership Training: Communication Roadblocks \(Jan. 21, 2010, 2:18\) – YouTube](#)

This video introduces 12 roadblocks to communication when someone has a problem at work and has three realistic short clips to explain the roadblocks of questioning, criticizing, and ordering. See complimentary the video from Leadership Training – Active Listening.

Uses: Learners understand moderately complex social exchanges that demonstrate communication roadblocks.

[Mastering the Art of Conversation - The Complete Idiot's Guide](#)

This article outlines the stages of starting a conversation, keeping it going, and closing it. The resource has useful tips and techniques to build conversation skills.

Uses: Learners access the article online and summarize the three sections to notes and implement the skills in small group meetings and discussions.

[Movieclips – YouTube Channel](#)

This channel has clips from thousands of popular movies. For this unit, consider searching for *In Good Company*, *Meet the Parents*, *Real Genius*, *Stand and Deliver*, *Lean On Me*, and others that will provide group dynamics in a variety of social contexts.

Uses: Learners understand moderately complex social exchanges such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences, and congratulations.

[Speak Up and Assert Yourself – Ezine Articles](#)

This short article summarizes assertiveness in three simple steps. The page also has links to similar and recent articles on the site.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[The “Talking Stick” Circle: An Ancient Tool for Better Decision-making and Strengthening Community. – Terrapsych](#)

This five-page online document outlines what the talking stick circle is, how to sit in the circle, how to facilitate the circle, and more. The document also lists references and has links to further information on the subject.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[TIPS for Asserting Yourself and for Dealing with Conflict – Iowa State University](#)

This three-page document is a great point-form list of tips for asserting yourself and dealing with conflict in a variety of situations including negotiations, talking to management, meetings, and before, during, and after conflict. The tips include sample language scripts to support assertiveness.

Uses: Learners access document online and implement the tips/scripts in small group meetings and discussions.

[Toastmasters Speech #4: How To Keep A Conversation Going \(Sep. 6, 2009, 6:28\) – YouTube](#)

In this video clip a skilled speaker goes through examples of awkward conversations and gives tips and suggestion to keep the conversation moving and engaging. He uses audience members to model both problematic and successful conversation techniques.

Uses: Learners reduce oral discourse about established procedures given in the video into notes that can be used to write down instructions.

RESOURCES

Presentation and Research

[Assessing a PowerPoint Presentation – TeacherVision](#)

This pdf form is a ready-made assessment tool that is well suited to the classroom.

Note: This resource also appears in ELSA 6 Unit 1.

Uses: Learners access the document, print it, and use it to focus on skills before presenting and then to offer constructive feedback.

[Effective Listening and Notetaking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking with common abbreviations, bad habits, mapping examples, and more.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners understand moderately complex instructions for note-taking.

[Giving Constructive Feedback on Presentations – Duke University Centre for Instructional Technology](#)

This two-page summary is a concise list of steps with examples.

Note: This resource also appears in ELSA 6 Unit 1.

Uses: Learners use the list to plan their presentations and to give feedback to others.

[Guides for the Workplace and Office – Study Guides and Strategies](#)

This page has links to great resources for research, problem-solving, time management, project organization, presentations, public speaking, and much more.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has an excellent list of links to listening resources and note-taking strategies from SFU and other Canadian and American universities. There is

also an engaging comic strip story about note-taking from SFU to introduce the subject.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

[Oral Presentations Classroom Workshop \(2011, 19:49\) – Texas A & M University Writing Centre](#)

This engaging workshop features two speakers who outline common pitfalls and solutions for preparing, practicing, and delivering oral presentations.

The page also has links to more videos about creating presentation slides, public speaking, podcasting, and more.

Uses: Learners reduce oral discourse about presentation skills given in the video into notes that can be used to write down instructions.

[Presentation Skills – The Training Professional’s Gateway. Collins, M. J.](#)

This training resource available for download includes a *Presentation Feedback Sheet*, an *Evaluating Presentations* document, and a step-by-step guide with samples on how to design a PowerPoint presentation.

Note: This resource also appears in ELSA 6 Unit 1.

Uses: Learners use online navigation and locating skills to access documents for use in class or to prepare/evaluate presentations.

[Research and Reading – Study Guides and Strategies](#)

This page has links to excellent resources for researching online, evaluating website content, organizing research, summarizing and much more.

Use: Learners access, locate and integrate several pieces of information from relevant online reference sources

RESOURCES

Consensus Building and Meetings

[Consensus Building – University of Colorado](#)

This page has a lengthy introduction to building consensus and links to internal and external examples, related approaches, and problems.

Use: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

[Ineffective Meeting \(Apr. 1, 2009, 4:27\) – YouTube](#)

This video is a dramatization of a terrible team meeting. This video precedes the *Effective Meeting* video where better techniques are employed.

Uses: Learners take notes about all the problems in the video and suggest alternate ways to run a meeting.

[Effective Meeting \(Apr. 1, 2009, 7:27\) – YouTube](#)

This video follows the *Ineffective Meeting* in contrast. In this video, the staff and manager run a smooth meeting that is professional and productive.

Uses: Learners take notes about the positive and effective points in the video in terms of running a meeting.

[Group Decision Making – University of Waterloo](#)

This excellent resource outlines the basics of group decision making, and has links to further resources on the topic. The page also includes a link to an audio version of the article.

Use: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[How NOT to Conduct a Meeting \(Apr. 23, 2009, 3:53\) – YouTube](#)

This video is a dramatization of a terrible team meeting.

Uses: Learners take notes of the problems in the video and suggest alternate ways to run a meeting.

[How to Conduct a Meeting: A Guide for Volunteer Organizations and Governing Bodies – Certified General Accountants of Ontario](#)

This well-written 29-page guide covers all aspects of meetings including agendas, minutes, quorum, points of order, motions, voting, and more.

Uses: Learners use the guide to facilitate team meetings.

[How to Set an Agenda for a Meeting – eHow](#)

This article outlines 5 steps to creating an effective agenda for a meeting. It includes tips/warnings, and has links to agenda/minutes samples, video, and further reading about meetings.

Uses: Learners access, locate and integrate several pieces of information from relevant online reference sources.

[Improve Your Meetings \(Sep. 13, 2007, 8:00\) – YouTube](#)

In this video, Deborah Mackin, author of the *Team Building Tool Kit*, talks about common problems in a typical meeting and suggest ways to turn them into productive meetings.

Uses: Learners take notes about the negative and positive points in the video in terms of running a meeting.

[Running Effective Meetings \(Jan. 24, 2012, 11:30\) – YouTube](#)

This excellent video introduces the roles and techniques to achieve a dynamic, effective meeting. A variety of characters introduce the meeting roles, how to use an agenda effectively, and how to manage meeting time.

Uses: Learners take notes about all the positive and effective points in the video in terms of running a meeting.

[Tips for the Chair – Our Community](#)

This article offers seven tips for the chair with regards to facilitating group meetings. The tips include rules, tone, diversity, communication, deadlocks, and more.

Uses: Learners access, locate, and integrate several pieces of information from relevant online reference sources.

RESOURCES

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

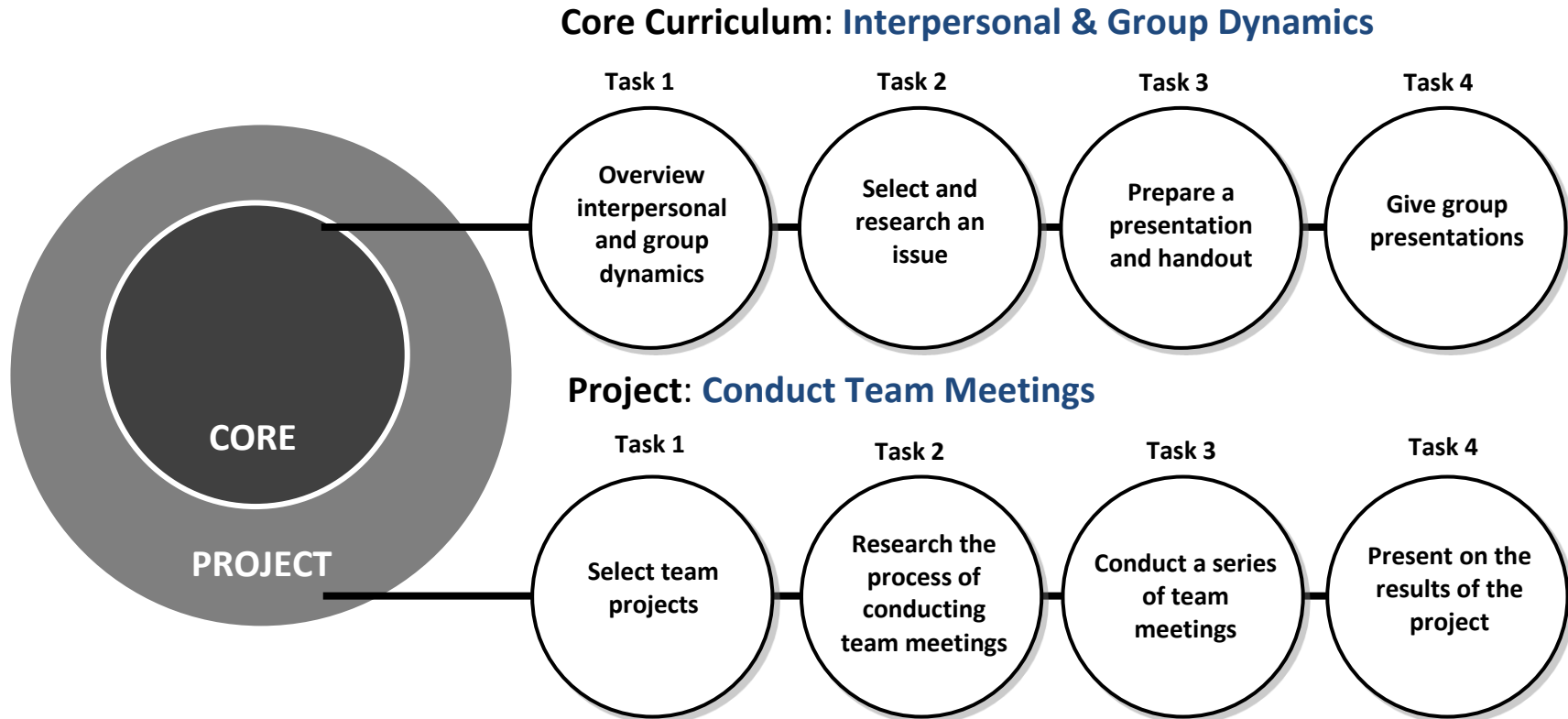
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

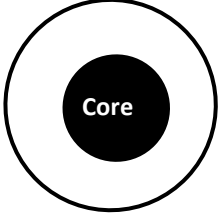
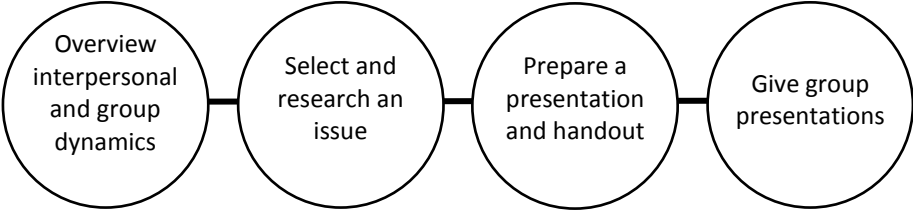
At a glance: INTERPERSONAL & GROUP DYNAMICS














SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
		
CLB OUTCOME 🗣️👥📖✍️	SAMPLE TASK	RESOURCES
<p>🗣️ CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p>	<p>Task 1: Overview interpersonal and group dynamics</p> <ul style="list-style-type: none"> list and categorize contexts in which interpersonal and group dynamics take place (e.g. in families, between neighbours, at school or work, etc.) rank the contexts for level of formality, potential for conflict, and preference watch videos of examples of interpersonal and group dynamics doing the following: <ul style="list-style-type: none"> identify implied meanings and stated and unspecified details identify situations and relationships between participants identify speakers' purpose and intent identify the emotional state, mood and attitude from the tone and intonation understand the intent of expressions and responses share personal experiences of working in teams or in groups, and strategies for working effectively with others 	<p>Movieclips – YouTube Channel</p> <p>Everybody Loves Raymond – Active Listening Part 1 – YouTube</p> <p>Everybody Loves Raymond – Active Listening Part 2 – YouTube</p> <p>Formative Assessment Toolkit: CLB 8</p>


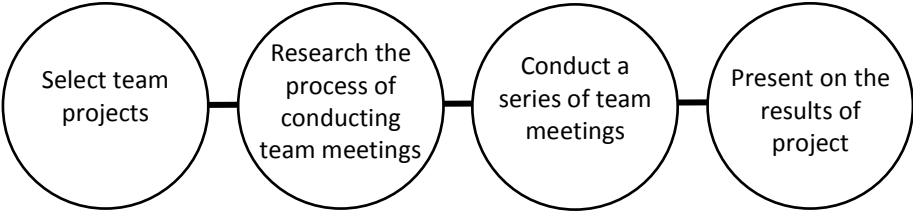



UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
CLB OUTCOME    	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.</p> <p> CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write down instructions</p>	<p>Task 2: Select and research an issue</p> <ul style="list-style-type: none"> ● form small groups and select an issue to research and present on within the topic of interpersonal and group dynamics from the following list: <ul style="list-style-type: none"> ○ conflict resolution ○ assertiveness ○ non-verbal communication ○ gender and cultural differences in interaction styles ○ family dynamics ○ effective communication skills ○ teamwork and the stages of team development ● access information using effective search strategies, research the issue using multiple sources ● watch videos or listen to podcasts about the issue ● take notes to include in the presentation doing the following: <ul style="list-style-type: none"> ○ reduce information to main points with accurate supporting details and no major omissions ○ convey essential information ○ convey a sense of audience in language, format, and content 	<p>Research and Reading – Study Guides and Strategies</p> <p>Guides for the Workplace and Office – Study Guides and Strategies</p> <p>How to Be More Assertive at Your Job – eHow</p> <p>How to Keep a Conversation Going – YouTube</p> <p>Effective Listening and Notetaking – North Shore Community College</p>
<p> CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work to be done, indicating a problem, requesting a change, or requesting information.)</p>	<p>Task 3: Prepare a presentation and handout</p> <ul style="list-style-type: none"> ● write an outline for the presentation, ensuring there is an introduction, development and conclusion ● use PowerPoint to prepare slides for the presentation ● develop a handout, memo, or report that details the results of the research without duplicating the information given: <ul style="list-style-type: none"> ○ convey a clear message to the reader ○ convey a sense of audience in language, format, and content 	<p>Presentation Skills – The Training Professional’s Gateway</p> <p>Assessing a PowerPoint Presentation – TeacherVision</p>








UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
CLB OUTCOME    	SAMPLE TASK	RESOURCES
CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.	Task 4: Give group presentations <ul style="list-style-type: none"> • deliver a 20-minute presentation with all group members contributing: <ul style="list-style-type: none"> ○ present the information using connected discourse ○ express the main ideas and support them with details ○ provide an introduction, development, and conclusion ○ narrate coherently so that agents, actions, circumstance, process, and sequence are clear ○ demonstrate awareness of style and formality ○ provide accurate and somewhat detailed descriptions, explanations, or accounts ○ demonstrate awareness of appropriate eye contact, body language, and volume and speed of words 	Oral Presentations Classroom Workshop – Texas A & M University Writing Centre

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 4: Interpersonal & Group Dynamics	CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).</p>	<p>Task 1: Select team projects</p> <ul style="list-style-type: none"> • form teams and collaboratively select projects, which might include the following: <ul style="list-style-type: none"> ○ the group presentation as outlined in the Core Curriculum above ○ a class party or outing ○ a class newsletter, website or play ○ a documentary you create with your team 	<p>Consensus Building – University of Colorado</p> <p>Group Decision Making – University of Waterloo</p>
<p> CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.</p>	<p>Task 2: Research the process of conducting team meetings</p> <ul style="list-style-type: none"> • find information about the process of conducting team meetings: <ul style="list-style-type: none"> ○ setting and distributing an agenda ○ establishing the roles of people attending the meeting: chairperson, secretary, timekeeper ○ understanding the language of meetings (e.g., holding the floor, interrupting, clarifying, etc.) ○ assigning action items and deadlines ○ writing and distributing minutes 	<p>Tips for the Chair – Our Community</p> <p>How to Conduct a Meeting: A Guide for Volunteer Organizations and Governing Bodies – Certified General Accountants of Ontario</p>

UNIT 4: : Interpersonal & Group Dynamics		CORE CURRICULUM: Interpersonal & Group Dynamics PROJECT: Conduct Team Meetings	
CLB OUTCOME    	SAMPLE TASK	RESOURCES	
<p> CLB 8-II: Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.</p>	<p>Task 2: Research process of conducting team meetings (cont.)</p> <ul style="list-style-type: none"> • watch videos and take notes about how to conduct team meetings • use notes to develop a set of instructions for each element of conducting meetings • develop a list of do's and don'ts for conducting meetings • develop a list of phrases and expressions used in meetings • write the instructions, the do's and don'ts, and the gambits, and display them as posters 	<p>Effective Meeting - YouTube</p> <p>Ineffective Meeting - YouTube</p> <p>How NOT to Conduct a Meeting – YouTube</p> <p>Improve Your Meetings – YouTube</p>	
<p> CLB 8-III: Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).</p>	<p>Task 3: Conduct a series of team meetings</p> <ul style="list-style-type: none"> • conduct a series of meetings in order to complete the group project • send out an agenda by email • meet, take minutes, and set action items and deadlines • send out the minutes by email • complete the actions or research as agreed upon during the meeting • meet again, but change roles, so that everyone has a chance to act as the meeting chairperson • share the work and decide next steps • repeat the process until the project is complete <p>Note: The instructor should not lead these meetings, or become involved in the process. Allow the learners to work things out themselves. Instructors can take notes for a debriefing with learners later.</p>	<p>How to Set an Agenda for a Meeting – eHow</p>	
<p> CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>Task 4: Present the results of the project</p> <ul style="list-style-type: none"> • as a group, present the result of the project, inviting others from the school community to create a more authentic public-speaking experience • debrief with the instructor and reflect on the learning process 	<p>Oral Presentations Classroom Workshop – Texas A & M University Writing Centre</p>	