

A.II.54

Business communication: speaking

Excuse me, what did you say? – Avoiding conflicts by using discussion techniques

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Konflikte gibt es in allen Bereichen des Lebens – auch am Arbeitsplatz. Und sie wollen gelöst oder besser noch ganz vermieden werden. Gut, wenn man da die richtigen Strategien zur Hand hat. In dieser Unterrichtseinheit lernen die Schülerinnen und Schüler das bekannte Vier-Ohren-Modell des Kommunikationsexperten Schulz von Thun sowie die Gesprächstechniken Ich-Botschaften und aktives Zuhören kennen. Sie erlesen sich die Grundlagen in Informationstexten und wenden die Strategien anschließend in Rollenspielen an. So werden sie für potenzielle Konfliktsituationen im Büro sensibilisiert und lernen, diese souverän und professionell zu meistern.

KOMPETENZPROFIL



Niveau:	B1 (Differenzierungsmaterial für A2)
Dauer:	5 Unterrichtsstunden
Kompetenzen:	Sprechen: Konflikte vermeiden bzw. lösen, Kommunikationsmodelle und Gesprächstechniken im Rollenspiel anwenden; Schreiben: Über Konflikte und deren Lösung berichten; Lesen: Sachtexten grundlegende Informationen entnehmen und auf Deutsch wiedergeben
Thematische Bereiche:	Konflikte am Arbeitsplatz
Medien:	Farbseite, Lesetexte, Rollenkarten, Feedbackbogen
Zusatzmaterialien:	vorstrukturierte Mediations- und Schreibaufgaben



**netzwerk
lernen**

zur Vollversion

Auf einen Blick

1. Stunde

Thema:	What went wrong here? – Spotting unprofessional behaviour at work
M 1	Excuse me, what did you say? – Spotting unprofessional behaviour at work / anhand von Bildern über unangemessene Kommunikation am Arbeitsplatz sprechen
M 2	Difficult situations at work – creating a mind map / berufliche Situationen mit Konfliktpotenzial zusammentragen
M 3	What went wrong here? – Analysing dialogues / Konfliktsituationen erschließen und sprachlich entschärfen
Benötigt:	<input type="checkbox"/> M 1: OHP oder PC und Beamer

2. Stunde

Thema:	The four sides of a message – using a communication model
M 4	The four sides of communication – a reading comprehension / einen Informationstext erschließen und Fragen auf Deutsch beantworten
M 5	Understanding and solving a conflict – a role play / in einem Rollenspiel einen Konflikt mithilfe des Vier-Ohren-Modells lösen
M 6	Conflict solved – writing an e-mail / in einer E-Mail über eine Konfliktlösung berichten
Benötigt:	<input type="checkbox"/> M 4: OHP oder PC und Beamer <input type="checkbox"/> M 6: Zusatzmaterial für A2, ggf. als digitale Version in <i>LearningApps</i>

3. Stunde

Thema:	Showing respect and staying calm – I-messages
M 7	Don't say 'You', say 'I'! – A mediation task / eine Mediation zu einem Text über Ich-Botschaften erstellen
M 8	A unsent e-mail – practise using I-messages / in einem Rollenspiel einen Konflikt mithilfe von Ich-Botschaften entschärfen
M 9	Assessing the role play and giving feedback / Rückmeldung zum Rollenspiel geben
Benötigt:	<input type="checkbox"/> M 7: Zusatzmaterial für A2, ggf. als digitale Version in <i>LearningApps</i>

4. Stunde

- Thema:** Hearing what people are really saying – active listening
- M 10** **Active listening – understanding a text** / einem Text Techniken des aktiven Zuhörens entnehmen
- M 11** **He said, she said – practising reported speech** / die indirekte Rede wiederholen
- M 12** **Did you hear what I said? – Using active listening** / einen Dialog durch Techniken des aktiven Zuhörens verbessern
- Benötigt:** M 12: Zusatzmaterial für A2, ggf. als digitale Version in *LearningApps*

5. Stunde

- Thema:** Professional behaviour at work – applying communication techniques
- M 13** **Dos and don'ts in conversation – creating a checklist** / in einem Dialog verwendete Gesprächstechniken erkennen und eine Checkliste zum richtigen Verhalten in Konfliktsituationen erstellen

Minimalplan

Sie haben nur drei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

- | | |
|--------------------------------------------------------------------------|-----------|
| 1. Stunde: The four sides of communication – using a communication model | M 4–M 6 |
| 2. Stunde: Showing respect and staying calm – I-messages | M 7–M 9 |
| 3. Stunde: Hearing what people are really saying – active listening | M 10–M 12 |

Zusatzmaterialien auf der CD 36 bzw. in der ZIP-Datei

- M 6_Zusatz** E-Mail als Lückentext
- M 7_Zusatz** vorstrukturiertes Infoblatt
- M 12_Zusatz** angemessene Reaktionen des Dialogpartners zuordnen



M 1



Excuse me, what did you say? – Spotting unprofessional behaviour at work

Our ideas are very good!
We've worked on them
for days!



I think some of your ideas are really good.
But there are others I'm not quite happy with.
I suggest you meet again in your team and
work on other solutions.

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I really expect better work from
you. Your presentation is full of
spelling mistakes! Didn't you
learn spelling at school?



Hey, relax. It got a bit late
last night. I'll go over it and
correct the mistakes.

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to fight: sich streiten – **to point your finger at someone:** mit dem Finger auf jemanden zeigen – **gesture:** Geste – **to accuse s.o. of sth.** – jemandem etwas vorwerfen – **to blame s.o.** – jemandem die Schuld an etwas geben – **to criticise s.o.** – jdn. kritisieren

Tasks

1. Look at the pictures and describe what you can see.
2. Who is behaving unprofessionally and why?
3. How can you solve these conflicts or avoid them altogether?

The four sides of communication – a reading comprehension

M 4

Have you ever heard of the four-ears-model of communication? No? Well, then it's about time!

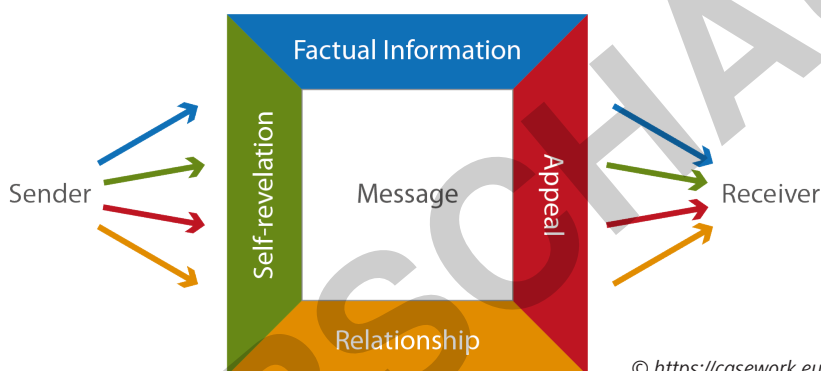
Tasks

1. Read the text and look up the words you don't understand.
2. Then answer the questions on the text in German.



The 4 sides model of communication

Even if communication partners speak the same language it is not always possible to avoid misunderstandings. Verbal messages are not as simple as they sometimes seem to be. A classical model by the German psychologist and communication expert **Friedemann Schulz von Thun** shows that every verbal expression has **four "sides"** that have to be respected. Not looking at some of these sides increases the risk that sender and receiver of the message **misunderstand** each other. The model says that **every message** has **four facets**. A message can therefore be **sent as well as received** as one of the four sides of information.



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Sender: This is the person that is delivering a message, i.e. saying/writing something.

Receiver: This is the person that is receiving a message, i.e. listening/reading.

Message: This is what is being said, meaning the spoken or written words (if there was a recording everyone would hear the same words).

The **four sides** are types of "hidden" or "implicit"¹ information involved in the message. They show the sender's intention² and the receiver's perception³.

Factual information: This is the objective information, such as facts and data. Factual information is neutral and not biased⁴.

Appeal⁵: The sender intends to give advice, instructions or commands or he wants to express a desire.

Relationship: This side gives information on the relationship between sender and receiver. It tells a lot about how they get along and what they think of each other.

Self-revelation⁶: With this side the sender reveals⁷ information about himself, e.g. about his motives, values, emotions, likes and dislikes. This can be done consciously⁸ or unconsciously. Metaphorically we can speak of **four beaks⁹** through which the sender speaks. As the receiver you listen through one of **four ears**.

Source: <https://casework.eu/lesson/the-art-of-misunderstanding-the-4-sides/> (adapted).

1 **implicit:** unausgesprochen – 2 **intention:** die Absicht – 3 **perception:** die Wahrnehmung – 4 **biased:** voreingenommen – 5 **appeal:** die Aufforderung, der Appell – 6 **self-revelation:** die Selbstkundgabe – 7 **to reveal:** offenbaren – 8 **conscious:** bewusst – 9 **beak:** der Schnabel



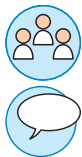
M 8

An unsent e-mail – practise using I-messages

Changing the perspective can help avoid or solve conflicts.

Tasks

1. Get together in groups of four.
2. Two students of each group play the scene and act out the conversation between the two employees. Try to use I-messages by following the example below.
3. Now play the scene a second time: Whenever one of the other two students wants to make a change, he/she says "stop" and puts the hand on the shoulder of the student he/she wants to replace. Replay the scene using an I-message instead of a You-message.



How to formulate I-messages

When using I-messages try to follow this sentence structure:

When ... I feel ... because ... Would/Could you please ...?

When I'm trying to sleep and there is music coming from upstairs, I feel tired and annoyed because I have to get up very early to be at work on time. Could you please turn down the volume or use headphones instead?

When: State the facts. What happened or what needs to be done?

Avoid using the word YOU.

I feel: Say how you feel: angry, disappointed, confused, sad ...

Because: Explain how the other person's behaviour impacts you. How is it affecting you, your feelings or your work?

Would you please: What do you wish or hope will happen? What do you want the other person to do? Make a suggestion.



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Employee 1

You and your colleague had to create a presentation for your superior. He needed to have it on his desk at 8 a.m. this morning. It was late in the afternoon when you finished it yesterday. Your colleague had to leave early because of a family reunion. So, you promised to finish it up and e-mail it to your boss. When you arrive work at 11 a.m. this morning after a doctor's appointment your superior wants to know where the presentation is. You check your e-mail outbox, realising that the e-mail hasn't been sent. Your boss is really mad and asks you and your colleague to come to his office.

Employee 2

You and your colleague had to create a presentation for your superior. He needed to have it on his desk at 8 a.m. this morning. As you had to leave early yesterday to go to your grandfather's 80th birthday your colleague promised to finish it up and e-mail the presentation to your boss. You took the morning off because you had to drive all the way back from the birthday party so and came in late today. When you come into the office your colleague tells you that the boss wants to see both of you. On the way to your superior's office he tells you that the presentation was not sent on time. You are really mad because you counted on your colleague to take care of everything.

Dos and don'ts in conversations – creating a checklist

M 13

Are you a communication expert now? Here you can show us!

Tasks

1. Read the following dialogue. The situation should be familiar to you already.
2. Form groups of three. Highlight the passages where a communication strategy was used.
3. Use your knowledge about communication strategies to create a checklist about how professional behaviour in the workplace should look like. Have a look at the example below.
4. Present your checklist to the other groups. Compare results.



Zoe: Marvin, I can't believe it! What went wrong yesterday with the presentation? Mrs Teller just told us to come to her office.

Marvin: I know, and I'm very sorry. I finished the presentation like I promised and sent it late last afternoon – at least I thought I did. But somehow it got stuck in my outbox. I only realised when I came in this morning.

Zoe: I see. So, Mrs Teller didn't receive the e-mail?

Marvin: Exactly.

Zoe: Somehow I feel disappointed. We did such a good job with the presentation ...

Marvin: I know, and I feel really bad. You must believe me I didn't do it on purpose.

Zoe: Yes, I understand. *((Smiles understandingly))* Okay, so let me sum up. If I've got you right, you made the last changes to the presentation as we discussed yesterday. Then you checked it for spelling and all, formatted it and e-mailed it to Mrs Teller before you left yourself, right?

Marvin: Yes, that's right. The presentation was pretty big, so I expected the e-mail to take a while to send. I had to finish a few other things and then the phone rang. I guess I got distracted and so I didn't check my outbox again. And this morning I saw that it hadn't been sent.

Zoe: *((Puts a hand on Marvin's shoulder))* Well, I guess if we explain it just like that to Mrs Teller, she'll understand. Would you begin and I'll add things if necessary?

Marvin: Yes, that's a good idea. Thanks for understanding.

Checklist

Dos and don'ts in conversations – how to behave professionally in the workplace

- Always use I-messages instead of You-messages because ...

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