Collaboration Checklist for Service Learning

Category 1: Join "with" others.

Take a relationship mindset with all your interactions.

Throughout your service learning experiences, you'll want to work together as a team with your classmates, your professor and with the community partner. This involves both a collaborative mindset and the use of specific team-oriented communication skills.

<u>Directions</u>: Put a + where you have well developed skills now, an X where you have some abilities but could still improve, and a – in areas where you definitely want to improve.

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	Use "we" not "I" language. Totally avoid "us" versus "them" language! Seek common interests, talk about what you share or have in common. Acknowledge strengths and areas of expertise of everyone involved. Consult others with your ideas, strategies, etc. BEFORE acting. When you talk, move closer to one another and/or lean in (to show interest and involvement.) Keep in touch with others regularly to give progress updates. Work to build positive professional relationships with everybody.
Often	gory 2: Control the process, not the person(s). difficulties can be alleviated or minimized with effective communication that ar, inclusive, and team-oriented.
	Work to keep everyone working together rather than splintering off into competitive sub-groups. Choose meeting settings and timing to accommodate everyone as much as possible. Work to keep everyone informed, even if some are unable to attend meetings. Determine the "best" channel for communication for every interaction-email, phone, text messaging, face-to-face, etc. (Think especially about whether nonverbal communication – body language, vocal tone, etc. will be needed for clear understanding of messages.)
	Either limit or increase the number of people involved to get the job done. Encourage others to talk fully and share details in depth Listen actively to what others are saying even if you disagree. Check out your assumptions as you go along. Don't assume you know what others are thinking or perceiving.

Category 3: Use constructive, productive communication. Constructive communication helps build a supportive climate for your work.
Be unconditionally constructive with all you say! Use supportive language rather than defensive language. Refuse to sabotage the process of problem solving; stick with it! Separate the person/people from the problem Choose persuasion to make your point rather than coercion or forcing.
Category 4: Be firm with goals but flexible in how they are achieved. Things happen so that your plans may need to change. Perservering with a flexible "can do" attitude will see you through to the completion of the project or experience (and is a most valuable career/life skill!)
Talk about your goals for the project or experience and get specific in what you are trying to accomplish. Set a list of criteria for your "ideal" end project or experience. Check in with everybody to get buy in as you make decisions before you finalize project goals or ideal project/experience criteria. Work toward your goals, but be ready to be flexible in getting there when new information or resources come into play. Separate content related to the project from any relationship issues Focus on interests in the situation, not on positions people hold
Category 5: Assume there is a solution for every challenge. Possibility thinking can carry you toward new options and creative solutions.
Invent options that point toward win:win solutions. Reframe or change the way you are looking at the situation if necessary to come up with a creative but doable solution. Approach issues or concerns one at a time. First tackle any issues or concerns that you can easily agree upon, then address those that are more contentious. Refuse to be pessimistic. Seek help if you or your group get stuck in any way. Know that you're in it together with the rest of the team. Celebrate your accomplishments and problem solving!

Developed from ideas in Interpersonal Conflict: Sixth Edition by Hocker and Wilmot, McGraw Hill.