## **Interpersonal Skills Worksheet**

| Name: Keisha Brown   | <b>Age</b> : <u>16</u> | <b>Date:</b> January 15, 2025           |  |  |
|--|------------------------|---|--|--|
| This worksheet is designed to help individuals enhance their interpersonal skills, crucial for effective communication and relationship building. Complete each section thoughtfully, focusing on personal experiences and areas for improvement.  Self-assessment of interpersonal skills |                        |   |  |  |
|  |                        |   |  |  |
| Do you feel comfortable in these settings? Please provide an answer for each one.  |                        |   |  |  |
| Work or school settings: How do you comn teachers?   | าunicate with co       | workers, classmates, supervisors, or    |  |  |
| I try to be polite and friendly with classmates be someone in a group project struggles, I often eclearly.   |                        |   |  |  |
| 2. <b>Social settings</b> : How do you interact with frie gatherings?  | ends, acquaintai       | nces, or groups at events or            |  |  |
| With friends or at parties, I'm talkative and ene I can be overly excited and forget to let others   | •                      | netimes dominate the conversation.      |  |  |
| 3. Family settings: How do you communicate v   | with immediate o       | or extended family members?             |  |  |
| I'm more reserved around extended family. Wi easily when criticized.   | th my parents,         | l do open up but can get defensive      |  |  |
| 4. <b>Authority interactions</b> : How do you interact teachers, or law enforcement?   | with figures of a      | authority, such as managers,            |  |  |
| I tend to be very polite and formal with teacher<br>might say the wrong thing, so I keep my respo  |                        | cement. I feel tense, worried I         |  |  |
| 5. Online or virtual communication: How do y   | ou express you         | rself in emails, chats, or video calls? |  |  |
| I'm comfortable sending texts and emails but s<br>video calls, I do try to be more expressive sinc   |                        |   |  |  |

| Reflect on how well you listen to others. Give examples.   |
|--|
| I try to pay attention when people talk, but I notice I start thinking about what I'll say next instead of fully listening. My best friend pointed out that I sometimes miss details because I'm too eager to respond. |
| Do you try to listen without interrupting, or have you interrupted someone when they were talking?   |
| I often catch myself interrupting when I get excited about a topic. I realize this can be frustrating for the other person.  |
| Note any body language cues you commonly use. How might they be perceived?   |
| I tend to fold my arms across my chest, which could look defensive or uninterested. I also sometimes avoid eye contact when I'm nervous, which might seem rude or distracted.  |
| How do you typically handle disagreements or conflicts?  |
| I become quiet or walk away to avoid arguing. Sometimes, I let issues build up and then explode later.   |
| What do you think is the best way to approach a conflict?  |
| Trying to stay calm and express my feelings honestly seems best. Listening to the other person's perspective before responding also helps.   |
| What specific aspects of your communication do you want to improve?  |
| I want to stop interrupting people, maintain better eye contact, and handle disagreements calmly rather than waiting until I'm very upset.   |

| How do you think you can become a better listener?  |
|---|
| By focusing on the speaker's words, asking follow-up questions, and taking a breath before I respond. Also, I can remind myself to really hear them before forming my reply.  |
| How can you better understand and relate to others' feelings?   |
| I can ask them clarifying questions like, "How did that make you feel?" or reflect back what I heard, like, "So you felt disappointed?"   |
| What strategies can you use to improve your conflict resolution skills?   |
| Practicing "I" statements ("I feelwhenbecause") and taking short breaks if I feel too upset. Also, planning a time to talk about the conflict rather than dealing with it when everyone is emotional.                             |
|   |
| Action plan for skill development   |
| Action plan for skill development<br>What are your interpersonal skill goals? Try to define clear and achievable goals.   |
|   |
| What are your interpersonal skill goals? Try to define clear and achievable goals.  Improve my active listening (no interrupting, more clarifying questions).  Maintain better body language (uncross my arms, good eye contact). |

| Who can help you in your journey to improve these skills?   |
|---|
| My mom, who's patient and good at communication. A close friend who agreed to call me out (gently) when I interrupt. My guidance counselor, who can offer advice at school.   |
| How will you measure your improvement in these areas?   |
| I'll write down each time I interrupt someone; aim to reduce it each week. Ask friends/family if they notice a difference in my listening. Track if I resolve conflicts sooner and with less tension.   |
| Health professional's observations, recommendations, and notes  |
| Keisha shows insight into her communication habits and a willingness to change. She may benefit from role-playing conflict resolution scenarios and setting specific weekly targets for reduced interruptions. Encouraging positive feedback from family and peers could help reinforce her progress. |