LESSON SUBJECT (21st Century Skill, Lesson Number: Topic)

Communication, Lesson 2: Styles

Written By: Rajinder Gill, Co-Creator of New World of Work

Enhancements By: Lisa Gardiner, Lassen College and Brad Davis, Santa Rosa Junior College

ACADEMIC LEARNING GOALS (OUTCOMES/OBJECTIVES) FOR THIS LESSON:
(What students should know or be able to do as a result of the lesson.)

The four primary attributes of Communication covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 1 & 4, with attribute 4 covered more fully in the Empathy lessons.

1. **Speaks in a professional manner, uses appropriate content, and says things in a way that others will understand.**
2. Can communicate using technology tools like email, LinkedIn, or PowerPoint slide shows. Knows how to use social media appropriately in work settings.
3. Knows how to choose words wisely and use non-verbal communication to make meaning clear. When writing uses correct spelling and grammar to make meaning clear.
4. **Is an attentive listener and asks questions or repeats back what was heard to make sure everything was understood correctly.**

CRITICAL THINKING SKILLS UTILIZED IN THIS LESSON:
(What elements of the lesson allow students to utilize critical thinking techniques.)

- Using facilitation strategies in addition to instruction will encourage learner participation and opportunities to exercise critical thinking.
- In this lesson, the facilitation strategies are a personal assessment and role-play.
- Think of the 80-20 rule. 80% of this lesson is ready for use, 20% can be enhanced by interactive activities and examples you come up with as an instructor. After using this lesson, you can provide your feedback and enhancements through the [www.newworldofwork.org](http://www.newworldofwork.org) website.
MEDIA, HANDOUTS, OR EXTRA MATERIALS: (What media is used in addition to lesson plan.)

The skills lessons have been designed to go along with the New World of Work/CreatorUp video content. All the Lesson 1’s can incorporate the “What Not to Do” videos and all Lesson 2’s can utilize the 21st Century Skills Video Assessments. These videos can also assist in hybrid/online courses. Gauge student interest in the videos and play throughout the course as needed.

This lesson uses: New World of Work Communication Assessment Videos

In the 2017-2018 academic year, a new set of assessment videos will be added. You can use one or both of these videos based on the workplace scenes depicted. They can be accessed through the playlist:

www.youtube.com/playlist?list=PLWCjcrQpOiFzn9kWvXIKTnd-DOscOEs6A

Communication Styles Inventory Handout

Crazy-Makers Handout

INSTRUCTION: (List of reproducible steps for the lesson.)

Instructor Notes (General):

To allow for greater flexibility of delivery, lessons can be shortened to fit into a 45min class period. They can be expanded, with more time for facilitated activities and examples, up to a 90min session.

PPT presentation slides have been kept basic to avoid copyright infringement on images hosted open source. Feel free to add your own images when presenting the slides to your learners.

Instructor Notes (Lesson-Specific):

If you are teaching the skills in a series, Communication should be introduced early on as it is a core component to many of the 21st Century Skills. The Communication lessons can be preceded by the Digital Fluency lessons. They can be followed by Collaboration and Empathy lessons, which reiterate concepts of interpersonal interactions and listening skills.

Notes have been included in the PPT slides, so play in presenter mode when delivering to your students.

Introduce the lesson with the reminder that the foundation of productive communication includes self-awareness and results in enhanced social awareness.

1. **PPT Slide 2:** Review the attributes for Communication, and let students know this lesson will primarily focus on 1 & 4.

2. **PPT Slide 3:** Self-awareness in communication can be described through the concept of the Johari Window.
Open Self: Things you are aware of about yourself and you communicate to others. (For example: If you have an accurate understanding of your strongest skill sets and can communicate what they are in a job interview.)

Hidden Self: Things you know about yourself but keep from others (For example: Someone who doesn’t understand how to do a task at work, but doesn’t speak up to ask questions.)

Blind Self: Things others can see about you, but you don’t realize about yourself (For example: Jane Doe thinks she is a good listener, but all her coworkers feel she interrupts them or changes the subject when they are trying to have a conversation.)

Unknown Self: The information about yourself that you and others don’t know. This can only be revealed through new situations and chances to reflect on your communication/behavior in those situations. (For example: At the start of class, you and others might not know what your strongest 21st Century Skills are, but by the end of the course you’ll have a clearer understanding.)

To practice, you can go to: kevan.org/johari. This allows you to pick from a list of words to come up with 5 or 6 you think best describe you. You can then invite friends, family, instructors, or even supervisors to pick from the same list of words. See where there is overlap. Do they see you in the same way you see yourself?

3. **PPT Slide 4:** The goal is to be self-aware in your communication, and then socially aware how to communicate given your audience. This includes making adjustments as needed based on input/feedback from those you communicate with.

   Review the action steps for improved communication. **Use the Communication Styles Inventory Handout** to have students self-assess their own communication style(s).

4. **PPT Slide 5:** Assist students as needed while they score their communication self-assessment handout. Have Slide 5 up while you review the Supporter/Relator, Analyzer/Thinker, Promoter/Socializer, and Controller/Director traits. Emphasize the differences in being process focused, idea focused, people focused, or action focused based on the lists of traits on the handout page 5.

   If you want to give the class a chance for movement, you can have them go to different sections of the room based on their communication type. For students who show results that are tied with two types, ask them to self-identify what type they feel is more accurate. Ask the groups, or individual students if they are not grouped, to share how/why they feel the traits are accurate for their communication style. Are there any traits they disagree with? Why?

   Next, have students identify the types of communicators listed on page 6 of the handout. You can ask students to read out the summaries, or you can do so.

   For the final interactive activity, depending on the time you have in class, put students into groups of four. If one group has less than four members, that is okay. Ask them to come up with a “scene” where people
are communicating, and each person must clearly represent one of the types. (Encourage them to try types opposite to their natural preferences.) One at a time, have the different groups present to the class. The class must guess each person’s type based on what he/she says during the skit.

5. **PPT Slide 6**: Let the students know their ability to listen to what others were saying, and from that determine what type of communicator they represented, is a form of attentive listening. Discuss with students the concept of active/attentive listening and how it is a powerful tool in workplace communication. It is the difference between *hearing* what someone says and actually *understanding* what he/she is trying to convey. Point out there will be times communication must be done across different cultures and languages. If needed, translators should be involved or extra time should be given to check for understanding. On the blank sheet at the end of the Communication Styles handout, have students brainstorm some examples of how they could practice attentive listening to help determine what type of communicator they are talking to, and what they could do to adapt their own style to find common ground with the other person. Have students share examples.

6. **PPT Slide 7 & 8**: Ask the class if they know what (PAC) Passive-Aggressive Communication is? Then review the definition on PPT Slide 8. Take time to review the concept of “tone”: This is the way a speaker says something, which can change the meaning and reveal the attitude of the speaker. Give an example where you say the same phrase in two different tones, such as “Oh, I’m having a great day, thanks for asking.” Try one version upbeat and the other with sarcasm. Ask for a few student volunteers to do the same.

7. **PPT Slide 9: Use with the Crazy-Makers Handout**: Point out that often we know when we’ve been exposed to PAC, but because it is done indirectly we just leave the conversation feeling upset but unable to pinpoint exactly what the other person did to make us feel that way. Defining the different types of PAC can help students identify unproductive communication and avoid it themselves.

8. **PPT Slide 10**: After going over some common phrases, ask the class to provide more examples.

9. **PPT Slide 11**: Go over the ways to productively address PAC. The point here is to take indirect communication and make it direct. By bringing attention to the underlying message that is conveyed through Passive-Aggressive Communication, students can feel more empowered to shift the conversation into something productive. Have them come up with additional methods to deal directly and professionally with PAC.

10. **PPT Slide 12**: To help the class practice the concept of addressing Passive-Aggressive Communication, and how to practice self-aware, professional communication, play the **Communication Video Assessment**. **Please read the note in the Media section of this lesson plan.** You can access the playlist here: [www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE6A](www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE6A)

    After the intro scene, ask the class to comment on the types of communication the individuals are using. If they were in this situation, how would they react? Then play the three options, and have the class discuss what option is the most professional response, why it is the best, how they could apply this in their own work/internship settings, etc.
**CLASS CLOSURE:** (How the information relates to students' life experiences/academic goals and/or the intro. for the next session of instruction.)

LinkedIn and New World of Work have partnered to provide suggested next steps after each of NWoW's 21st Century Skills lessons. Learners can go through self-paced, online video courses through LinkedIn Learning's Lynda.com platform to build on their knowledge and application of employability skills. **This can be done within the class, assigned as homework, and/or hosted online if you are incorporating a hybrid format.** Learners earn certificates of completion, which can be showcased on their LinkedIn profiles along with digital badges and skills verifications. Go to: [www.linkedin.com/learning](https://www.linkedin.com/learning)

**Suggested Courses and Videos for Communication at the Postsecondary Education Level**

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Simplify communication with templates and tools:

Using email as a communication tool:

Tips on nonverbal communication:
[www.linkedin.com/learning/running-a-design-business-presentation-skills/tips-on-nonverbal-communication](https://www.linkedin.com/learning/running-a-design-business-presentation-skills/tips-on-nonverbal-communication)

Refining your verbal communication:
[www.linkedin.com/learning/running-a-design-business-presentation-skills/refining-your-verbal-communication](https://www.linkedin.com/learning/running-a-design-business-presentation-skills/refining-your-verbal-communication)

Practicing the grammar rules:

Becoming a better listener:
[www.linkedin.com/learning/communication/becoming-a-better-listener](https://www.linkedin.com/learning/communication/becoming-a-better-listener)

*Videos are hyperlinked and can also be accessed through the NWoW-LinkedIn Crosswalk*