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

Empathy, Lesson 2: Give, Take, & Match

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

The four primary attributes of Empathy covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 3 & 4:

1. Knows the difference between empathy (putting yourself in someone else’s shoes) versus sympathy (feeling sorry for/ understanding what someone is going through) and knows when to use one approach or the other.
2. Connects with others by being a good listener, asking questions to help understand what the other person is feeling, being honest, and mirroring positive nonverbal communication to build trust.
3. Develops good relationships with people from different backgrounds and cultures by showing they are respected and valued.
4. When working with clients or customers, makes decisions based on client or customer needs and points of view, and asks how satisfied they are with the outcome.

CRITICAL THINKING SKILLS UTILIZED IN THIS LESSON:
(What elements of the lesson allow learners 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 comparison/analysis, group discussion, and a personal assessment handout.
- 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 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’s Empathy Assessment Video:**
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/watch?v=ntkzLMYvFK4&t=15s](https://www.youtube.com/watch?v=ntkzLMYvFK4&t=15s)

**Adam Grant Video:** What Makes a Successful Giver in the Workplace—Empathy and Compassion in Society:  [www.youtube.com/watch?v=hNlRsV9-p-8](https://www.youtube.com/watch?v=hNlRsV9-p-8)

**Giver, Taker, & Matcher 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 covering the skills in a series, Empathy lessons can be preceded by the Communication and Collaboration lessons because the concept of empathy builds on the concepts of communication and how we interact with one another. In addition, the Empathy lessons can be followed by Analysis/Solution Mindset, which expands the concept of how empathy and attentive listening can be used in problem solving and design thinking. Empathy Lesson 2 also sets the stage for concepts presented in the Social/Diversity Awareness lessons.

Notes from the lesson plan have been included in the PPT slides, if viewed in presenter mode.
1. **PPT Slide 2:** Review the primary attributes of Empathy. Let students know this lesson will focus on traits #3 and #4 in bold.

2. **PPT Slide 3:** Play video by Adam Grant: [www.youtube.com/watch?v=hNlRsV9-p-8](www.youtube.com/watch?v=hNlRsV9-p-8)

3. **PPT Slide 4:** After the video, review the major concepts with students.

   If you’d like more background on Givers, Takers, and Matchers visit: [hbr.org/2013/04/in-the-company-of-givers-and-takers/ar/1](hbr.org/2013/04/in-the-company-of-givers-and-takers/ar/1)

4. **PPT Slides 5 & 6: Givers**

   Givers are the worst and best performers in a workplace. On one end of the spectrum, they get overworked and fall behind because they spread themselves too thin always helping others. On the other end, Givers can be the most productive members in a workplace by helping others as well as finding success in their own projects through “5 minute favors.” Pull in the concept from Empathy Lesson 1 that good Givers are good listeners who can respond to the “ask” of others within reasonable bounds and time limits.

   Provide some examples of “5 minute favors” such as: introductions to help others network, taking a few minutes to provide feedback on another’s work project, connecting with a client for a quick check-in to make sure they are satisfied with the way a project is progressing.

   **Questions:**
   
   a. Ask students to provide other examples of what “5 minute favors” could be based on their own work experiences. Ask for examples that involve co-workers and clients/customers.

   b. When would a Giver need to practice being more of a Matcher?

5. **PPT Slide 7: Takers**

   Takers look to others to complete tasks, and often ask others to do activities they have been assigned themselves.

   **Questions:**
   
   a. Ask students if they have had experiences working in an academic setting or a workplace with Takers?
     - What effect did this have on others?

   b. Have they experienced times working with clients or customers who were Takers?
     - How do you maintain professionalism and serve a client while making sure their tendency to “take” doesn’t negatively impact your work?
c. Is there a situation where “Taking” is needed or helpful?

6. **PPT Slide 8: Matchers**

Matchers view workplace interactions as a mix of give and take. They will offer assistance but then want to balance that with something in return. If they are given help, they feel that help should be returned.

**Questions:**

a. To be a Matcher in a workplace setting, in what ways could you adjust your behavior based on interacting with someone who seems to be more of a Giver? What if the person is more of a Taker?

b. What does it mean to be a Matcher when working with customers? (This might be a new concept for students to think about Matching with customers. Help guide the discussion by asking students about the importance of time management at work.)
   - What does it mean to balance providing assistance while also meeting your own deadlines?

7. **PPT Slide 9: Provide the Giver, Taker, and Matcher handout.** The class discussion was a way to brainstorm answers, especially for extroverts, so the handout can capture those ideas and suit the learning style of introverts.

8. **PPT Slide 10: Review the definitions of Partner, Ally, and Advocate.** After going over each term, open up the conversation so students can provide input on how familiar they are with the term, and if they have examples/experiences with each.

9. **PPT Slide 11: Have students watch the New World of Work Empathy Assessment video. 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](http://www.youtube.com/playlist?list=PLWCjcrQpQiFZn9kWvXIKTnd-DOscOE6A)

   **Questions for the class:**

   a. What option seems the most like the approach of a Taker, a Matcher, and a Giver?

   b. What are the parts of the conversation and behaviors that allow you to tell the difference?
**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](http://www.linkedin.com/learning)

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

- **Building Trust:** [www.linkedin.com/learning/building-trust](http://www.linkedin.com/learning/building-trust)
- **Being a Good Mentor:** [www.linkedin.com/learning/being-a-good-mentor](http://www.linkedin.com/learning/being-a-good-mentor)
- **Customer Service Foundations:** [www.linkedin.com/learning/customer-service-foundations](http://www.linkedin.com/learning/customer-service-foundations)
- **Communicating with Empathy** [www.linkedin.com/learning/communicating-with-empathy](http://www.linkedin.com/learning/communicating-with-empathy)

- **How to empathize** [www.linkedin.com/learning/developing-your-emotional-intelligence/how-to-empathize](http://www.linkedin.com/learning/developing-your-emotional-intelligence/how-to-empathize)
- **Building professional relationships** [www.linkedin.com/learning/turning-an-internship-into-a-job/building-professional-relationships](http://www.linkedin.com/learning/turning-an-internship-into-a-job/building-professional-relationships)
- **Focusing on customer needs** [www.linkedin.com/learning/customer-service-foundations/focusing-on-customer-needs](http://www.linkedin.com/learning/customer-service-foundations/focusing-on-customer-needs)

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