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

Self-Awareness, Lesson 1: Self-Awareness at Work

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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 Self-Awareness covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 1 & 2:

1. **Knows own personality, strengths, and areas of knowledge, skills, or habits that can be improved.**
2. **Looks for work opportunities that would be a good match for personal strengths and skills.**
3. Maintains self-discipline, tries to do the right thing, and takes personal responsibility in social or work situations.
4. Improves professional manner by learning guidelines or rules of the work setting, such as appropriate clothing and ways of communicating.

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 discussion/interaction based on video content and pair-share discussions.
- 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.
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 Self-Awareness “What Not to Do” Video**
  [www.youtube.com/watch?v=aOumKfJBjGQ](www.youtube.com/watch?v=aOumKfJBjGQ)

- **The Time You Have (In Jelly Beans) YouTube:**
  [www.youtube.com/watch?v=BOksW_NabEk](www.youtube.com/watch?v=BOksW_NabEk)

- **Self-Awareness Handout**

- **Suggested Professional Evaluation Questions 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):**

Ideally, Self-Awareness should follow after Adaptability. The Self-Awareness lessons pair well with the New World of Work lessons for Resumes/Cover Letters and Interviews. Having learners self-examine and identify their skill strengths as well as areas of growth is the ideal combination with creating/updating their resumes. Following Self-Awareness with Digital Fluency then gives learners the opportunity to create/update their LinkedIn profiles as well.
1. **PPT Slides 1&2:** Introduce the lesson and the primary attributes for Self-Awareness in relationship to work. Let students know this lesson will primarily focus on the first two attributes.

2. **PPT Slide 3:** Pass out the *Self-Awareness Handout* for students to complete as you go through the PPT slides.

   **Play the New World of Work Self-Awareness “What Not to Do” Video:**
   [www.youtube.com/watch?v=aOumKfJBjGQ](http://www.youtube.com/watch?v=aOumKfJBjGQ)

   Ask students what the consequences are when you have a lack of self-awareness or represent yourself inaccurately in the workplace?

   On the Self-Awareness handout, ask students to list three of their core skills/traits that will be of benefit in the workplace. Remind students of transferable skills i.e. the 21st Century Skills that can be applied to any type of work.

3. **PPT Slides 4 & 5:** Go through the comparison of extroversion vs. introversion and tips on networking for both types. On their handout, provide time for students to self-identify if they are Extroverts or Introverts and brainstorm ways they can network. Ask people to share their examples if they come up with other ideas than what is listed on the slide.

   Background on networking for the two types can be found at:
   [workology.com/making-connections-networking-tips-for-extroverts/#46fjvPBqRU2if5eE.97](http://workology.com/making-connections-networking-tips-for-extroverts/#46fjvPBqRU2if5eE.97)

4. **PPT Slides 6-8:** Review the S/N, T/F, and J/P preferences. These are all derived from the Myers-Briggs personality types. Further context can be found in Self-Awareness Lesson 2 in the MBTI Letter Code Power Point.

   Have students record their preferences on the handout.

5. **PPT Slide 9:** Review the tips on the slide as you have students fill out the ranking section of the handout. Both the core skills and the ranking list on the handout can be expanded upon and used as reference in Self-Awareness Lesson 2. This will be when you have students take self-assessments to determine their personality and work preferences.

   Remind the class that company culture is a very important thing to research before applying for a position. Not only does it help determine if an organization is a good fit for you, but it also provides background information you can use in an interview to show you truly understand the work the organization does.
6. **PPT Slide 10:** Use the slide and handout together to prompt students to think about skill areas they need to develop. This is a good time to reiterate that 21st Century Skills are not going to be mastered equally. Some skills will be naturally easier and some will be more of a challenge depending on a person’s traits and preferences. All skills can be practiced and enhanced, though.

   **Play The Time You Have (In Jelly Beans) YouTube:**
   www.youtube.com/watch?v=BOksW_NabEk

7. **PPT Slides 11 & 12:** Go over the suggestions for self-evaluation of skill level and self-advocacy. Ask if any class members had an experience at work where they had to advocate for themselves in terms of the work they were doing, the pay scale, etc. Ask them to describe the difference between advocating and self-entitlement.

   Background on salary searches and self-advocacy can be found at:
   money.usnews.com/money/blogs/outside-voices-careers/2012/03/01/3-vital-tools-for-a-salary-search

8. **PPT Slide 13:** This slide has two components.

   **First:** Review the **Suggested Professional Evaluation Questions Handout** and encourage students to who are doing work-based learning, or are working, to use it with supervisors. It goes well with the New World of Work Start and End of Term surveys you may have students and employers complete.

   For reference on feedback and “feedforward”:
   www.forbes.com/sites/kevinkruse/2012/07/19/feedforward-coaching-for-performance/

   **Second:** “Speed Dating” network session. This reinforces the concept of how others form ideas about us based on the information we share. Students will take notes on their handout. At the end, you can go through the students one by one and have classmates call out information about that person.

   Arrange desks/tables into two lines facing one another and set up chairs along the length of the tables. Have students sit down the length of the line and move one spot to the left each time you call out. Time the networking Q&A sessions based on how many students you have. This will allow all students the time to interview one another. If you are facing the lines of participants, those on your right will ask a question first and those on the left will respond. Then those on the left will ask a question and those on the right will respond. Once this is completed, you can call out for a rotation.

   See next page for Class Closure ➔
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

**Suggested Courses and Videos for Self-Awareness at the Postsecondary Education Level**

Discovering Your Strengths:
www.linkedin.com/learning/discovering-your-strengths?u=104

Understanding personality types at work:
www.linkedin.com/learning/management-tips-weekly/understanding-personality-types-at-work

Playing to strengths:
www.linkedin.com/learning/developing-your-emotional-intelligence/playing-to-strengths?u=104

Understanding strengths and weaknesses:

Communicating:
www.linkedin.com/learning/teamwork/communicating

Using skill and personality assessments:

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