

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

Communication, Lesson 1: Etiquette

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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 Communication covered in Lesson 1 & Lesson 2 are listed. This lesson will primarily provide an overview of attributes 2 & 3, with attribute 2 covered more fully in the Digital Fluency 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 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 example & critique, role-play, and using analysis/evaluation of information to complete handout questions.
- 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 Communication "What Not to Do" Video:

www.youtube.com/watch?v=57mSaugVml0&t=12s

Etiquette Questions Handout

Grammar 101 for Careers Handout (Optional)

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 Digital Fluency and followed by Collaboration.

This lesson has a lot of content. You can expand beyond the minimum 45min for the lesson, or split it up across multiple class sessions to allow more time for interactivity/discussion with the students.

The PPT contains talking points and reference articles in the notes. The slides have been kept basic so you can add your own image examples, especially those related to attire.

1. **PPT Slide 1 & 2:** Introduce the lesson with the concept that etiquette relates to the rules society establishes versus manners, which are a way to enhance the rules through the use of empathy, respect, compassion, kindness, etc.

Etiquette varies based on countries and cultures. Often these rules are not explicit but rather implicit. For example, someone will be expected to know the rules and yet they often aren't openly taught or discussed. This can lead to a person being judged, even though he/she has not been given the opportunity within his/her social circle to learn these professional social expectations. This lesson is going to make some of these rules clear.

2. **PPT Slide 3:** Review the four primary attributes of Communication. Indicate that #2 and #3 will be the primary focal point of this lesson.

3. **PPT Slide 4:** Play the Communication "What Not to Do" video:

www.youtube.com/watch?v=57mSaugVml0&t=12s

Ask the class if they have ever experienced working with someone (in classes, work, internships, etc.) who had really bad communication and didn't seem to know communication rules?

4. **PPT Slides 5 & 6:** Go over the do's and don't for emails. Check to see if students have an email set up for professional purposes. If not, suggest they set up a free account like Gmail (as they do not contain ads). Get suggestions for the type of email signatures they could establish if they don't have a job title:

ex. John Smith

Biology degree student at Feather River College

Intern at Plumas National Forest

Make sure to review the different uses of: To/From/CC/BCC

Emphasize it is important to avoid the "Reply All" syndrome, and a good way to do this is by putting the entire email list into "BBC" while sending the "To" to your own email address or just leaving "To" blank. Either way, anyone who replies can only reply to you.

5. **PPT Slides 7 & 8:** Use "Example & Critique" facilitation strategy to have students review two emails from: '5 Tips for Effective Construction Communication' Kendall Jones, LinkedIn

6. **On Slide 7, ask students:**

- a. What aspects of this message are not clear, concise and/or professional?
- b. What do you recommend changing?

Visual examples are helpful for learning. Presenting a weak example and allowing others to critique helps them think objectively and deepen their learning without taking things personally.

7. **On Slide 8, ask students:**

- a. What are the changes you notice in this email versus the first version?
How does your impression of the writer of the email change based on the language used and the information included?
- b. Let students know there are free resources available to help them improve their spelling and grammar, such as Grammarly: www.grammarly.com

8. **PPT Slide 9:** Review tips on slide, and remind students to leave their phone number twice on messages. They can do this twice in a row, or once at the start of the message and once at the end. It makes it easy for the listener if the caller's name and phone number are right at the beginning of the message.
9. **Before pulling up PPT Slide 10:** Ask the class if they think having a quiet conversation between two people while part of a larger group is more disruptive, or if having a quiet cell phone conversation while part of a larger group is more disruptive to others. Reveal the slide to show why one-sided conversations are more distracting to others.
10. **PPT Slide 11:** Have the class discuss what they think is acceptable/unacceptable use of cell phones in public. Ask them to come up with ways you could show communication etiquette while still needing to have your cell phone out. Examples could include: Before a meeting explain that your phone, tablet, laptop is out in case you need to look up resources during the meeting. You could let others know your cell is out because you are expecting a participant who isn't present yet, etc.
11. **PPT Slide 12:** Latency is most noticeable if both people talk at roughly the same pace. Apologize if you talk over someone, and you can even reference the latency on the call to explain any delays. Latency is worse for individuals who have auditory deficiencies, so an alternative could be to set up Skype sessions, G-Chats, or Face Time to give visual clues to a spoken conversation. In conference calls, establishing an agenda for specific times when each individual speaks can help prevent overlap.
12. **PPT Slide 13:** Explain that when you text for work, especially when you don't know the person well, start with being formal. Work hours should be followed in case someone has their phone set to chime when a text comes in, this way you avoid bothering them during non-work hours. Whenever possible, use a texting service that doesn't cause charges for the receiver, such as WhatsApp: www.whatsapp.com
13. **PPT Slide 14:** Presentation tips:
 - Slow Down- Nervous speakers talk too fast, be aware of pacing and taking pauses
 - Eye Contact- Scan the entire audience, not just one part of the room
 - Project Your Voice- Match how loud you are with the size of the room/group
 - Breath In, Not Out- Instead of "um," "ah," "you know," space fillers, use pauses to take a breath. Practice presenting and have someone point out each time you use a space filler word.

Don't Apologize- Don't draw attention to your nervousness by apologizing

Note: Depending on the time you have in class, you can show the parody video of giving a Ted Talk style presentation: www.youtube.com/watch?v=ZBKX-6Gz6A

14. **PPT Slides 15 & 16:** Demonstrate with your own body movements. You can even demo first and ask the class to interpret the non-verbal message before you pull up the slide. Pay special attention to explaining eye contact. Unbroken eye contact makes people nervous, no eye contact makes them suspicious. To break eye contact, look to the side (around the shoulder height of the person you are talking with). Don't break eye contact by looking at your watch, phone, an exit, unless you want your nonverbal clues to indicate you need to leave. You can have students get in pairs and practice eye contact while exchanging brief conversation.
15. **PPT Slide 17:** Again, demos are best. Have a student volunteer to come up and practice the different types of handshakes with you. Explain that in many cultures it is considered rude to shake with your left (bathroom) hand. **Fun fact:** the person who has his/her hand outward facing a crowd of observers is considered more dominant. Many pictures of politicians shaking hands reveal who was trying to dominate. President Nixon would only allow his picture to be taken by the press when his hand was in the dominant (outer) position.
16. **PPT Slide 18:** Have a student-volunteer come up to show physical space and when you are invading someone's personal space. Announce what you are doing ahead of time and make it subtle so you do not run the risk of making the volunteer uncomfortable. Pick someone with a height differential to yours to show how to maintain power dynamics when one person is shorter than the other. With power poses, advise students that they are great to do before job interviews because they decrease cortisol (stress) levels. You can even go into a bathroom stall to do a few power stances before going into an interview.
17. **PPT Slide 19:** Have the class share what types of attire, style, etc. are expected in the types of work environments they want to go into or are currently a part of. This will help illustrate the range of requirements at different jobs. Emphasize that dressing appropriately doesn't have to be expensive with many options available at thrift stores.
18. **PPT Slide 20:** Review the concept of the social psychology of clothing as a way to encourage students to think about attire as a two way street. They might not care how others view them, but it is important for them to understand how they view themselves, and their competence at work, can be influenced by how they dress.
19. **PPT Slide 21:** Help students think of ways they could determine if a potential work environment they are entering has any requirements or preferences about body piercings and/or tattoos.
20. **PPT Slide 22:** Provide students the **Communication Etiquette Handout** in class, or through an online portal, to check for understanding of the topics covered in the lesson. You can also provide them with the **Grammar 101 for Careers Handout**, if you determine they could use a refresher on common grammar mistakes.

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 Communication at the Postsecondary Education Level

Communication:

www.linkedin.com/learning/communication

Communicating with Empathy:

www.linkedin.com/learning/communicating-with-empathy

Communicating with Confidence:

www.linkedin.com/learning/communicating-with-confidence

Grammar Fundamentals:

www.linkedin.com/learning/grammar-fundamentals

Communicating Across Cultures:

www.linkedin.com/learning/communicating-across-cultures

Effective Listening:

www.linkedin.com/learning/effective-listening

Simplify communication with templates and tools:

www.linkedin.com/learning/simplifying-business-processes/simplify-communication-with-templates-and-tools

Using email as a communication tool:

www.linkedin.com/learning/writing-email/using-email-as-a-communication-tool

Tips on nonverbal communication:

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

Practicing the grammar rules:

www.linkedin.com/learning/grammar-fundamentals/practicing-the-grammar-rules

Becoming a better listener:

www.linkedin.com/learning/communication/becoming-a-better-listener

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