Building the Students' 21st Century Communication Skills for the Workplace of Tomorrow

Presented at the
Career Clusters Institute,
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The Millennials
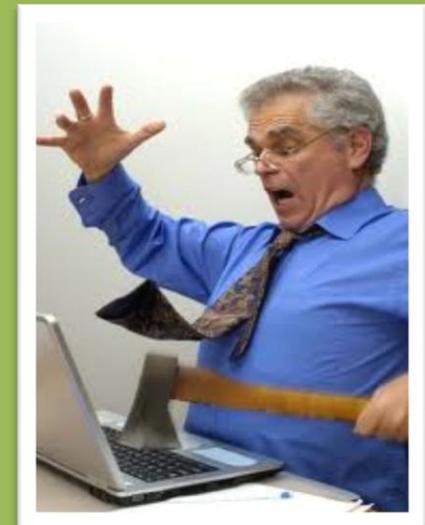
GENERATION Y
(born 1977 - 1989)

GEN-X
1965-1979

Boomers
1946-1964

Conflicting Worlds

- **Generations--different**

- **Priorities--different**

- **Each generation--believes world runs from their perspective.**

- **Division between expectations**

    1. how work happens

    2. of understanding each other's work process

Focus of this Presentation

1) **Multi-Generational Work Force**
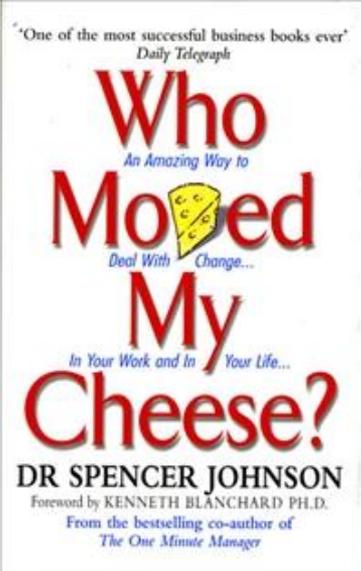

2) **Team Work**
   a. Diversity
3) **Clear Communications**
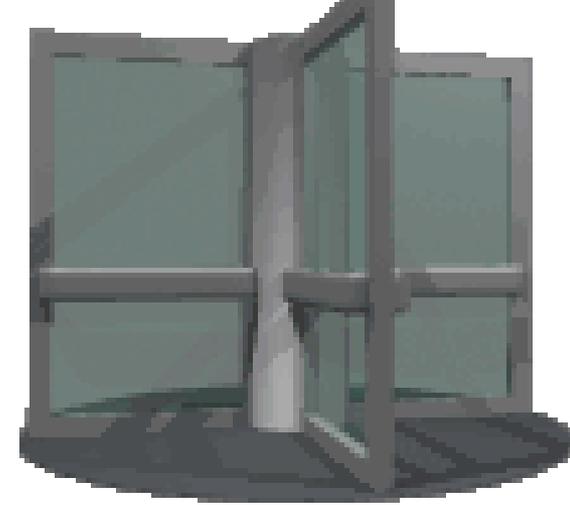   a. Civility
4) **Problem Solving**
   a. Critical and Creative Thinking

Defining Views of Work

1. If you believe the boss is the boss and the job is my lifelong career-

2. If you believe that work should be playful and engaging-

3. If you believe that when you get tired of your current work, you will take the opportunity to explore another career-

Multi Generational Workforce

Boomers	Generation X	Millennial's
Build and excel in a career	Build a portable career, a repertoire of skills and experience	Build parallel careers, Hold several jobs simultaneously
Monetary gains, security and gains	Immediate rewards and career portability	Parallel careers and choice
Help me balance everything else and find meaning myself	Give me balance now, not when I retire or age 65	Work isn't everything, I need flexibility to balance all my activities

TEAMWORK

1. Issues?

2. Relevance?

3. "Put it in Your Pocket"

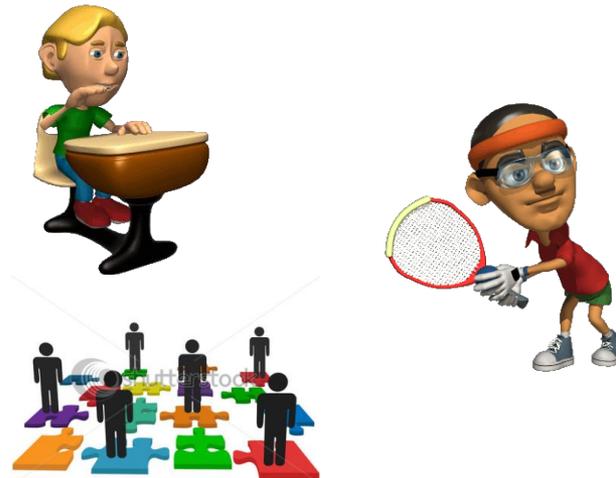# Issue--Students and Teams-

Why classroom teams sometimes don't work?

- **The Eager Beavers**
- **The Game Players**
- **The Disenfranchised**
- **The Mommy kids**
  - **"Take your momma to school"**

Issue—The team member

- **Screen generation**
- **Diversity—"Whatever" generation**
- **Civility- "Emotionally Charged"**
- **Not consensus builders**
- **Trust issues**
- **Critical Thinkers???**

Relevance to the Workplace

- **Teamwork**
  - Productivity tool
  - Better work flow,
  - Shorter lead times
  - Better use of talent and job specialization
  - Synergy
    - companies want energy and creativity that comes from synergy.

- **Through teamwork, creativity is cubed**
  - Multiple insights, multiple talent, multiple viewpoints

Teaching Leadership

- **Leadership beyond sports**
- **Leadership and teamwork training is ongoing throughout the year.**
- **Train for Teamwork**
  - **Focus on acceptance, diversity, learning styles, communication, face to face time**

"Put it in Your Pocket" Forming Teams

Breakout of Personality Types

source: Tiger Stripes and Personality Types

- SJ: 38% of the population
  - 56% of teachers
- NT: 12% of the population
  - 6% of teachers
- NF: 12% of the population
  - 36% of teachers
- SP: 38% of the population
  - 2% of the teachers

"Put it in your Pocket" Team Work-Accountability

- **Group by learning styles**
  - Assign specific tasks to each member, (part to whole)
  - Grades are individual and teamwork, but individual weighs more than team.
  - Students create Wikki page to host work so each can check out team progress
  - Create a timeline for completion
  - Create rubrics to guide students in work

"Put in your Pocket" Ways to Create Teams

1. **Outdoors experiential learning stressing :**
   1. diversity, communication, problem solving, trust.
2. **Embed skills into daily curriculum**
   1. Employability skills are not taught all at once
3. **Use the team approach all year**
4. **Grouping kids by a variety of profiles:**
   1. Learning styles, Achievement, Random, Career Paths,
5. **Assign students individual and team responsibilities**

"Put it in your Pocket" Lesson for Teamwork

- **Write a Business Proposal**
  - ✓ Divide proposal into component parts—Proposal, Timelines, Materials and Costs, Experience of Company, Background of a company, Introduction and conclusion.
  - ✓ Combine materials
  - ✓ Writer Workshop—review for organization, content, and conventions of writing
- **Present the Proposal**
  - ✓ Each student becomes the expert on their part of the material and owns their presentation.
  - ✓ Learn the flow of group presentations

Communications

1. Issues?

2. Relevance?

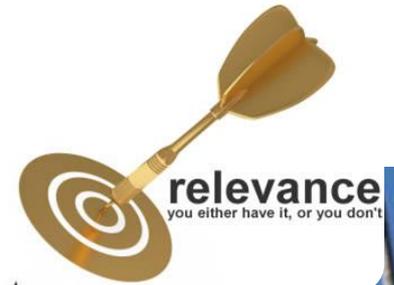## 3. "Put it in your Pocket"

Issues in Communication

- Civility
- Tribal
  - "Bring your Mother to School"
- Social Media
- Sense of Audience
- Screen to Screen communication
  - Non prof. abbrev., inability to face to face
  - Brevity of text or email

Issue: Audience

- Audience—understanding different audiences
  - Students do not understand how to address different age groups/audiences effectively.
  - IMT Students

Asper Commons Project

"Put it in your Pocket" Civility

- Develop a mission statement and Core Values.

- Core Values become heart of classroom behavior.

- Find Video clips on You Tube demonstrating Core values

- Students identify behaviors stemming from Core Values.

- Reference daily the Core Values.

# "Put it in Your Pocket" Understanding Audience

- Computer class
  - Create an educational computer game for a specific grade level.
  - Interview audience and gain data on their needs, interests, what they are learning in their classes.
  - Use data to create the game
  - ***Tested the assumptions students made of their audience. High School tended to see the world through their own perspective.

"Put it in Your Pocket" Presentations

- **Instructional Power Points on "How to use A GPS"**

  1. Assign different audiences

  2. Create vocabulary for a technical group, a general audience, an elderly audience

  3. Visit audience, interview groups, survey groups to determine levels of understanding, vocabulary/terminology to use, illustrations needed.

Problem Solving
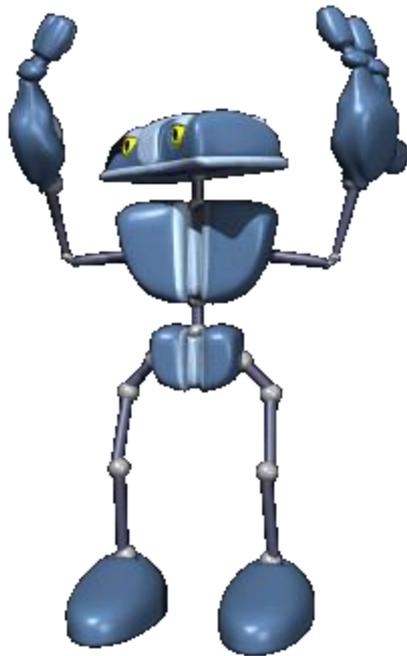
Employability Issues?

Relevance?
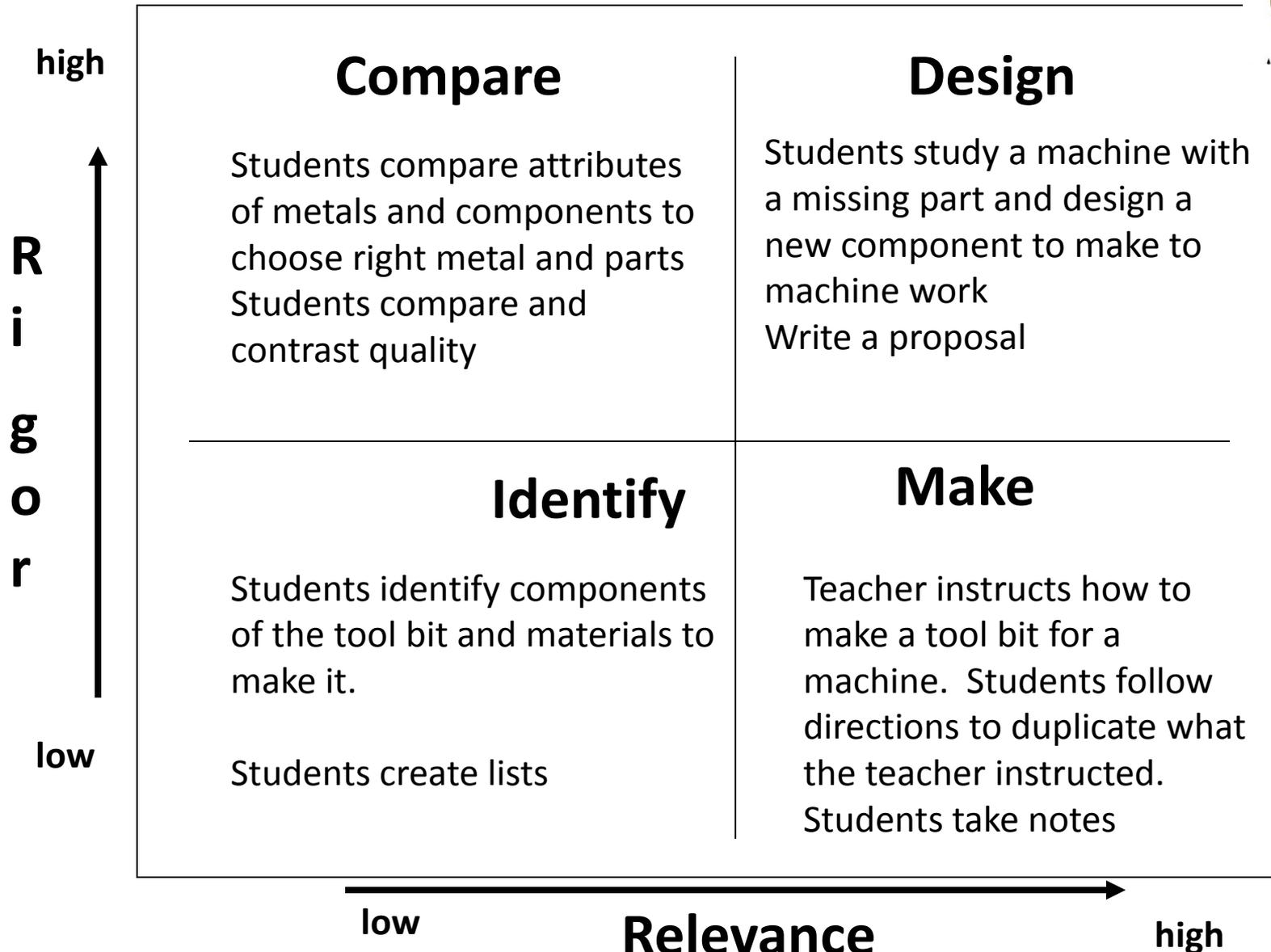
"Put it in your Pocket"

What employers want:

- Free thinkers
- Risk takers
- Team players
- Punctual, and reliable
- Meets deadlines
- Mature workers

What employers get:

- Controlled thinkers, limited by standardized testing
- Fear of Failure, not risk-takers
- Don't meet Deadlines
- Clouded by emotions
- Non-Team Players

Rigor and Relevance Framework

high

R i g o r

Compare

Students compare attributes of metals and components to choose right metal and parts
Students compare and contrast quality

Design

Students study a machine with a missing part and design a new component to make to machine work
Write a proposal

Identify

Students identify components of the tool bit and materials to make it.

Students create lists

Make

Teacher instructs how to make a tool bit for a machine. Students follow directions to duplicate what the teacher instructed.
Students take notes

low

low   **Relevance**   **high**

"Put it in your Pocket" Un-boxing a Problem

What are the Facts?

What are my Assumptions?

What do I need to Know?

What are my Resources?

What are the Actions to take?

What are Potential Solutions?

Butler-Larkin 2011

"As human beings, our greatness lies not so much in being able to remake the world..as in being able to remake ourselves."
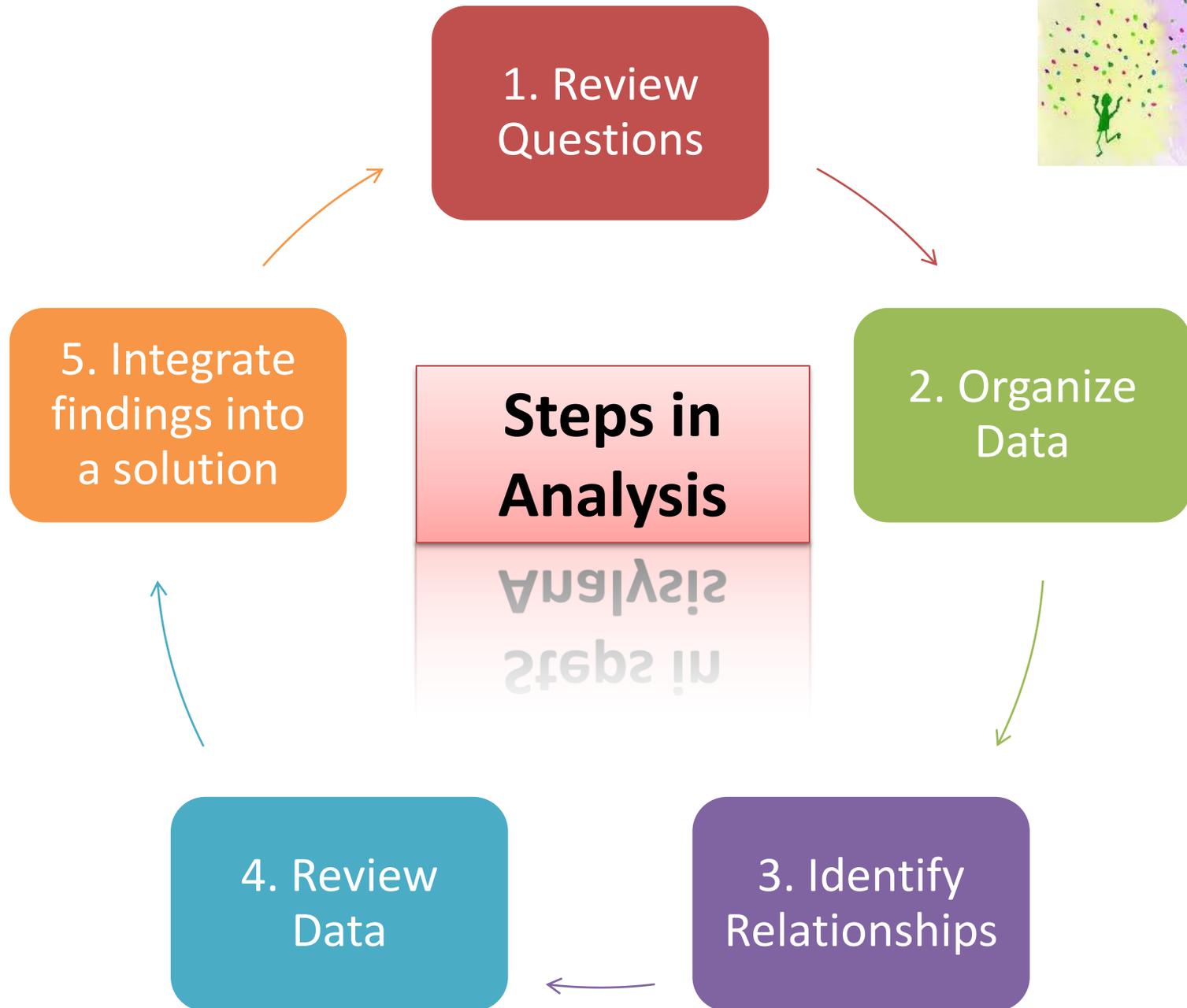*-- Mahatma Gandhi*

theworldcafe.com

Results from the World Café

Butler-Larkin 2011

Steps in Analysis

1. Review Questions

2. Organize Data

3. Identify Relationships

4. Review Data

5. Integrate findings into a solution

Butler-Larkin 2011

"Put it in your Pocket"
Problem Based Learning

- **Language Arts:**
  - Read assigned stories representing elements of Gothic writing.
  - Identify styles, traits and themes
  - Identify social norms of the time period
  - What commentary does the writer make about his/her world?
- **Relevance**
  - writing reflects social norms of the day
  - Read to understand what author is saying about your world.
- **Validation**
  - See writer as social critic
  - Understand bias, viewpoints, social issues, persuasive elements life linkages.

Multigenerational and Global Understanding

- Employment planning---

- Global environment with multi cultural multi-generational differences
  - Morgan Spurlock

- We need workers trained to work in these diverse areas. (find research to support our thoughts)

Global Learning—
think local and go global

- **Create a company profile**
- **Study customs, educate and business practices in a foreign company**
- **Create a "Survival" Dictionary**
- **Present Report**
- **Re-in act a business transaction representative pof the country they study**

- **What are you doing to create global awareness?**

Relevancy!!

- Why are these employability skills important?
  - If we don't communicate and teach in a way that is engaging the needs and concerns of our students--
  - If we don't learn how to communicate and work together on multiple generational levels—
  - If we don't create a global cultural awareness—

  We are disenfranchising generations of young people. We are not being effective as models and teachers.

If we always do what we have always done----

- We disenfranchise the student, we make ourselves non-relevant

- They will learn elsewhere and not from us

- Go to You Tube, The Internet,

- Get out of the way and connect kids to resources they need to make their learning relevant.

...take it with you

Goals

Outcomes

To teach students to be aware of their audiences → Multi-generational workforce

To engage in conversation and critical thought. → Engage with civility

To practice skills needed for cooperative leadership → Works well in teams

Questions

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Sources

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