**Improving Interpersonal Skills in the Office**

**Date**

**Introduction**

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| **Session Overview** | |
| **Lesson Topic** | ***Introducing the Importance of Interpersonal Skills in the Office*** |
| **Lesson Objectives** | 1. To understand the differences in personalities |
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| **Course Objectives Met** |  |
| **Materials needed** | DiSC Assessment |
| PowerPoint Presentation |
| Reading Handouts |

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| **Pre-teaching prep** | 1. PowerPoint Presentation |
| 1. Guided discussion questions |
| 1. Role playing topics |

**Abbreviated Agenda**

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| Time | Activity |
| 0800 – 0900 | Setting the Tone & Introductions |
| 0900 – 0930 | **DiSC Assessment** |
| 0930 – 0940 | Course Purpose |
| 0940 – 1030 | Prior Knowledge |
| 1030 - 1130 | Course Presentation |
| 1130 – 1230 | Group Discussion |
| 1230 – 1330 | Lunch |
| 1330 – 1400 | Role Playing Activity |
| 1400 – 1430 | Final Tips & Questions |

**Detailed Agenda**

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| **Time** | **Sub-topic** | **Activity** |
| **0800 – 0900** | **Setting the tone & Introductions** | Welcome everyone to program and ask them to please take a seat. Reading Handouts are distributed when everyone enters the class. |
| **0900 – 0930**  **SLIDES 1-5** | **Disc Assessment** | **Disc assessment test**  The DiSC assessment will be briefly introduced and explained to the trainees. They will take the DiSC assessment through a link given to them at the beginning of the course. They will have computers to access the test. |
| **0930 – 0940**  **SLIDE 6** | **Course Purpose** | Instructor will introduce the purpose of the course and list all outcomes that trainees should take away from the course. |
| **0940 – 1030** | **Prior Knowledge** | 10 minutes to talk about what everyone knows about themselves; strengths and weaknesses and how they improve these strengths and weaknesses. |
| **1030 – 1130** | **Presentation** | This |
| **1130 – 1230** | **Group Discussion** | What did we learn about the different personality types?  Create a Designing for Learning Poster – add students’ responses to the question on the poster for reinforcement; keep the posters visible & keep adding throughout the 2 weeks.  ***When am I Learner when am I Facilitator?***  TELL: when you create lesson plans, you need to consider when you can be the learner and learn from your students. (ADD TO POSTER: learning from our students)  Ask students to write down the learning objectives for this lesson - What were my learning objectives?   * Objectives are specific and demonstrable. * We talk about all the things that *might* be accomplished but I had specific objectives. * When they see my objectives after they have brainstormed their own then we talk about whether I met them and * How do I KNOW I met them?   What did you learn about learning objectives?  ADD TO POSTER: there should be an objective to everything you do  TELL: I structured this so it would model a lesson, including content and pedagogy and of course, assessment. What was my assessment?  GROUPS CHECK THEIR ACCURACY WITH MY OBJECTIVES: SWBAT   1. Differentiate between times when they are learners and times when they are facilitators in the same lesson 2. Brainstorm new ways to do introductions for their own classes 3. Explain why every moment matters in to be purposeful for everything. |
| **1230 – 1330** | **LUNCH** |  |
| **1330 – 1400** | **Activity: Role Playing** | *20 min*: WRITE ON BOARD Orienting questions:   * How is our current education system designed and conceived? * How is divergent thinking explained and how does this relate to military training? * How is aesthetic experience explained?   WATCH Sir Ken Robinson, *Changing Education Paradigms* (11:40) https://www.youtube.com/watch?v=zDZFcDGpL4U&t=15s  20 min: Venn Diagram - What are the goals of education?  Group 1: What are the goals of education for society?  Group 2: What are the goals of education for the military?  Group 3: What are the goals of education for higher education?  As a class, create a Venn diagram. Where do the purposes overlap? |
| **1400 – 1430** | **Final Tips & Questions** | Recap on what was learned and give advice on how to put tips into practice. Give time for trainees to ask questions.  **NOTE**: Stress the importance of practicing good communication techniques to avoid unnecessary conflict and misunderstandings. Provide different channels to help trainees seek advice on what to do in difficult situations. |

**Assessment**

*Each lesson learning objective should be assessed formatively or summatively. Explain, in detail, how each assessment will be implemented and, if appropriate, how it should be graded.*

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| **Formative Assessment** | 1. Google form exit ticket |
| 1. discussion of syllabus |
| 1. instructional strategy poster – ongoing list |
| **Summative Assessment** | 1. Quiz on Day 3, Retrieving-Predicting-Interleaving |
| 1. 5-paragraph Academic Essay |
| 1. Educational Thinker Presentation |

**Wrap-up**

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| **Homework** | Educational Thinker presentations |
| **Readings** | Teaching for Learning, Lecture Method, Discussion Method and Reading Strategies  folder for assigned Educational Thinker |
| **Prep for tomorrow** |  |
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