

Lesson Plan Template

Date: _____

Grade: 9	Subject: Organizational Communication
Materials: Chapter 13-3 Organizational Communication Lecture powerpoint	Technology Needed: teacher computer
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) <ul style="list-style-type: none"> • Resolve conflict in collaborative environments (4.2b.1.31) • Solve problems using techniques that take into consideration personal and ethical values (4.2a.1.36) • Identify effective communication skills (9.4d.1.1) 	Differentiation Below Proficiency: support on the surface responses. Above Proficiency: Challenge students to go further in depth / explain why on the exit slip. Under the surface responses. Approaching/Emerging Proficiency: challenge to discuss further in depth on why. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: book, figures, powerpoint • Auditory: lecture, youtube video • Kinesthetic: none • Tactile: none
Objective(s) <ul style="list-style-type: none"> • Describe different ways to resolve communication conflicts. • Describe the problems that can occur with cross-cultural communication. • Identify ways to improve communication in organizations. 	
Bloom's Taxonomy Cognitive Level: Apply	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Let class know what page number of the book we are on. • Purposeful proximity 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students are not allowed to be on cell phones, computers, ipads, etc.
Minutes	Procedures
2	Set-up/Prep: <ul style="list-style-type: none"> • Have students open to page 344, Section 13.3 on Organizational Communication • Pull up Chapter 13.2 Lecture Powerpoint • Pull up youtube video https://www.youtube.com/watch?v=ITShsVndXPA
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Watch youtube video for review of 13.2 https://www.youtube.com/watch?v=ITShsVndXPA • So that was a little review on the different types of communication structures. Today we are going to look at some specific aspects of communication, such as communication conflicts, cross cultural communication, and improving organizational communication
25	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Inform students that today we are looking at section 13. – Organizational Communication • We will look at communication conflicts, cross cultural communication, and improving organizational communication • Begin with communication conflicts.
12	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Workbook pages 97-98 Questions 13E, 13F, and 13G • If time allows, do nonverbal communication activity from Mrs. Leibel's Social Studies Methods in which students line up youngest to oldest by day of birth. <ul style="list-style-type: none"> ○ Ask students what they did to line up like they did. ○ Ask students if there were any conflicts. ○ Ask students what kind of information would have made the task easier from me, the manager. ○ Ask students of any potential problems that could have possibly risen. • Exit Slip – Page 351 questions. Allow partners <ul style="list-style-type: none"> ○ Discuss if time allows

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3	Review (wrap up and transition to next activity): <ul style="list-style-type: none">• Offer time for Mr. Wilson to remind students of term and study guide to-dos for the test on Friday.• Have students turn their exit slips into me.
Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none">• Workbook pages 97-98 Questions 13E, 13F, and 13G• Exit Slip page 351	Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none">• none
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	

Page 344 Communication Conflicts

- Managers deal with a variety of communication problems.
- Some problems that challenge the communication skills of managers involve resolving conflicts and handling cross-cultural communication effectively.
- Most job-related disagreements are likely to be temporary and easy to settle.
- When disagreements lead to conflict, that is when disagreements become a concern to a business.
- Conflict is the interference by one person with the achievement of another person's goals.
 - Usually occur between two people
 - Can occur between an individual and a group
 - Can occur between groups
- Managers need to deal with conflicts because conflicts can sometimes be an obstacle to job performance.

Desirable Conflict

- Desirable conflict is sometimes beneficial because it can challenge employees and stimulate new ideas.
 - Goals of two people can conflict, but a civilized discussion can result in a goal that is best for the business rather than the two individuals.
- Conflicts that are not settled can turn into long term problems.

Undesirable Conflict

- Some conflict can be healthy, however too much conflict can be harmful.
- Undesirable conflict results when the actions of any person or group interfere with the goals of the organization.
- Employees who dislike others and carry grudges often cause problems for an organization.
- Undesirable conflicts need to be resolved as soon as possible

Resolving Conflict

- **Avoidance Strategy**
 - Having a neutral position or to agree with another person's position even though it differs from your personal belief.
 - This approach avoids the conflict.
 - Accepting the goal of another person or choosing not to express an opposing opinion about the goal.
 - When a conflict is relatively unimportant, the avoidance strategy may be the best approach.
 - However, if a disagreement involves important issues, avoidance is not a good strategy because it can lead to resentment.
- **Compromise Strategy**
 - Everyone involved in a conflict agrees to a mutually acceptable solution.
 - Often a compromise grows out of a thorough discussion of the goals and the best way to achieve those goals.
 - Usually leads to a workable solution, as everyone involved personally contributes to the decision and people are more likely to support a compromise solution that they have helped develop.
- **Page 346 Win / Lose Strategy**
 - Most dangerous approach to resolving conflict
 - No one compromises, which results in one person winning and one losing.
 - A win/lose strategy is never acceptable to everyone
 - Win/lose strategies interfere with achievement of organizational goals because
 1. take time and energy away from the main problems and issues
 2. delay decisions
 3. arouse anger that hurts human relationships
 4. cause personal resentment, which can lead to other problems
- **Cross-Cultural Communication**
 - When doing business across cultures and subcultures, companies face communication barriers created by language, customs, and traditions
 - Language Differences

- People are impressed when someone makes an effort to learn a foreign language. (you go to China for work)
- Many corporations now provide intensive language training for managers assigned to foreign branches.
- Information on the social customs and education, legal, and political systems is included in the training.
- In education, whether or not teachers should be required to learn Spanish is a hot debate.
- Example of language difference: Joint venture between Ford Motor Co. and Japanese Mazda Motors Corp. – The president of Mazda estimated that 20% of the meaning of a conversation with Ford leaders was lost between him and the interpreters. Another 20% was lost between the interpreters and the Ford leaders.
- Cultural Differences
 - People from other cultures often place different values on such things as family, status, and power
 - For example, in India, providing jobs for the male family members in a business is more important than earning a profit.
 - Humor differs worldwide, too.
 - Accepted practices in one country may be impolite elsewhere
 - Example: American businesspeople generally like to start and end meetings on time. In Japan and certain other countries, this practice would be considered rude rather than businesslike.
- Nonverbal Differences
 - Great differences exist in the area of nonverbal communication, especially body language.
 - Example – how close one stands when talking to someone else differs from culture to culture. Americans typically stand 2 to 3 feet apart whereas Middle Eastern people stand much closer.
 - Colors have different meanings – In Western countries, black is often associated with death but in Latin American cultures, death is represented by white and purple.
 - Handshake differs from place to place. – In Spain it should last from five to seven shakes. But the French prefer one single shake
 - Eye contact, pointing, wearing shoes, are all other examples.
 - Understanding other cultures is important because miscommunications can break or make deals.
- Page 348 Improving Organizational Communication
- Good managers are usually good communicators, which is often a skill managers need to learn and practice.
- Some ways to improve communication”
 - Encourage Two-Way Communication
 - Small business provide for plenty of two way communication between owners and employees

- As companies get larger, a shift occurs from two way communication to one way communication for efficiency purposes.
 - Problems can arise because valuable feedback from employees and customers decreases
 - Good managers develop plans to obtain feedback even when they are extremely busy.
 - Some managers discourage all two way communication because they feel uncomfortable with it and because it is time consuming.
 - Example: one boss in a firm fired an employee by email, even though the employee's office was right next door.
 - Organizations that encourage managers to consciously engage in two way communication are often more successful than those that do not.
- Listen Actively
- Two way communication assures feedback
 - Effective listening results in effective feedback
 - Frequently employees have questions and encounter problems on the job. They need to talk to someone who listens carefully.
 - Hearing and listening are not the same! Heard this in the video watched yesterday.
 - Most people can hear when someone speaks, but they may not pay attention to the message.
 - Listening involves hearing and understanding
 - Figure 13-6 on page 349 – Ten rules for good listening. Discuss.
- Facilitate Upward Communication
- In large organizations, upward communication is sometimes neglected.
 - Managers may not want to hear complaints or deal with suggestions because they require time.
 - To make certain that upward communication occurs, some businesses ask managers to use specific techniques.
 - One technique – “Management by walking around” managers leave their offices from time to time and make trips through the working areas. They chat with employees about various problems and conditions.
 - Another practice – “open door policy” managers encourage employees to meet with them when they have concerns. To control the time it takes, some managers restrict the practice to one hour per week, when employees can make appointments. Suggestion boxes are also useful in encouraging communication
 - No technique is better than regular meetings with employees. Some firms select a certain number of employees from different departments and organization levels to meet with top managers on a regular basis.
 - Studies have shown that employees who are informed about their companies have stronger positive feelings than those who are not.
 - The top level managers benefit by getting feedback from people throughout the company.
- Select Communication Channels Carefully

- When managers want to communicate with others, they should carefully select an appropriate communication channel.
- Generally, when a manager must reprimand an employee or settle a dispute, the oral communication channel is best. The oral channel is most effective for explaining the reason for the reprimand or for working out an acceptable solution to a dispute.
- The written communication channel is best when managers want to communicate information requiring future action or information of a more general nature, such as a new policy or a revised operating procedure. Such information should be written in writing for later reference.
- Managers should follow up on information provided in writing because it serves as a reminder that the information is important and it provides the receiver an opportunity to ask questions. This can be done through email because it is fast, easy, and provides immediate feedback.
- Email is not a good substitute for oral communication in situations that call for face to face discussion.
- In some situations two channels for communication work best – first oral and then written.
- Managers should use both channels when they want to
 1. Give an immediate order,
 2. Announce a new policy
 3. Contact a supervisor about work problems
 4. Compliment an employee for excellent work
- In most of these situations, the information is best delivered orally on a one to one basis, which personalizes it and allows for immediate feedback.
- The written channel then allows for reinforcement and creates a record of the event.

- Workbook pages 97-98 Questions 13E, 13F, and 13G