



## Lesson Plan 17

### Clear Workplace Communication B: Learning to Negotiate in the Workplace<sup>1</sup>

**CLB Level(s):** 5-6

**CLB Skill(s):** Speaking, Listening, Reading, Writing

**Essential Skill(s):** Oral Communication, Writing

<p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>■ To ensure that in a dialogue both giver and receiver of information understand the same message</li> <li>■ To negotiate in order to achieve a satisfactory outcome for both sides</li> <li>■ To confirm the main message of an email.</li> </ul>	<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>■ Learners who want to practice dialoguing in order to get what they need.</li> </ul>
<p><b>Grammar/Language Focus</b></p> <ul style="list-style-type: none"> <li>■ Future and conditional tenses, modals, prepositions of time</li> </ul>	<p><b>Time Required</b></p> <p>1.5 hours</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>■ getting to yes, win/win, compromise, same page, paper trail</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>■ Copies of the handout “Saturday Shift” taken from Cross-Cultural Dialogues by Craig Storti, Intercultural Press, Inc. 1994</li> <li>■ Get to the Point! Writing effective email, letters, reports and proposals by Ron Blicq and Lisa Moretto, Prentice Hall Allyn and Bacon Canada, 2000</li> </ul>

#### Workplace Culture

In the workplace, the learners will meet a variety of communication styles. They may need to understand how language can mean different things to different people. They need to know how to communicate directly and to clarify expectations. A paper trail is also important.

<sup>1</sup> This lesson plan repeats some of the activities from lesson number 16 (CLB 5). For a mixed level class, combine the lessons, or choose the one that is most suitable for your group.



## Learning Activities

### Introduction

1. Hand out the dialogue, “Saturday Shift”.
2. Have two members of the class role play the dialogue as Mr. Jones and Mr. Wu.
3. Ask the class the following questions:
  - What is happening in the dialogue?
  - What are Mr. Jones’ expectations? .
  - What are Mr. Wu’s expectations?.
  - What will be the end result of the dialogue? What do you think will happen?

As a group brainstorm the following:

  - Circular v. direct communication
  - Cultural language issues – Is it appropriate sometimes to say no to a supervisor in Canada? How does it differ in other countries?
  - Clarifying what is said

### Activity 2

1. Discuss how Mr. Jones and then Mr. Wu could have been clearer. Discuss what outcome they each wanted to achieve.
2. Ask the learners to brainstorm possible compromises that might allow a win/win situation. Discuss the concepts of “Getting to Yes” and “Win/Win”.
3. Review conditionals, modals and prepositions of time that might be appropriate.
4. Ask the learners to work in pairs to rewrite the dialogue to incorporate compromises and alternatives using conditionals, modals and prepositions of time. Dialogues should get to yes in a win/win way.
5. Have learners role play the dialogues and receive feedback from their peers.

### Activity 3

1. Discuss the importance of confirming understanding.
2. Explain that an email or memo should be used to confirm understanding.
3. Review writing an email – audience, tone and required information.
4. Ask learners to write a short email to confirm the outcome in the dialogue they wrote.



## Learning Activities

### Additional and/or Extended Learning Activities

Learners write and role play other dialogues where they need to seek information  
e.g. overtime rules, sick leave, parental leave

### Reflective Evaluation

Are the learners able to clearly and efficiently achieve their desired outcome during the role play and email?

### Debriefing/Wrap-up

Have learners brainstorm a variety of workplace situations where negotiating skills are necessary. Once they've done this with ease, list some occupations that have not yet been mentioned and see if learners can think of a situation for that job where negotiating skills may be required. Also, they can think of situations in everyday life.

## Skill Descriptors

Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Speaking</b></p> <p>Examples of Tasks and Texts (Suasion)</p> <ul style="list-style-type: none"> <li>Requests permission to leave work early or take a day off. (CLB 5)</li> </ul> <p>What the Person Can Do</p> <p>Social Interaction (Conversation Management)</p> <ul style="list-style-type: none"> <li>Indicates non-comprehension. (CLB 5)</li> </ul>	<p><b>Oral communication</b></p> <p>Functions</p> <ul style="list-style-type: none"> <li>Moderate oral communication demands. (ES 2)</li> <li>Exchanges information. (ES 2)</li> <li>Presents and discusses simple options and advises on choices. (ES 2)</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>Moderate range of subject matter, familiar topic; one main issue. (ES 2)</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>Narrow range of subject matter, familiar topic; one main issue. (ES 1)</li> </ul>
<p><b>Listening</b></p> <p>What the Person Can Do (Social interaction)</p> <ul style="list-style-type: none"> <li>Identifies situation and relationship between speakers. (CLB 5)</li> </ul> <p>Performance Indicators (Suasion)</p> <ul style="list-style-type: none"> <li>Identifies main intent, main idea, factual details, words and expressions and inferred meanings in persuasive oral texts as required. (CLB 5)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Intended to organize, remind or inform. (ES 1)</li> <li>Concrete day-to-day matters of routine concern. (ES 1)</li> </ul>



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Reading</b></p> <p>Performance Indicators (Social interaction texts)</p> <ul style="list-style-type: none"> <li>Identifies specific factual details and inferred meanings in text. (CLB 5 and 6)</li> <li>Identifies reader-writer relationship, attitude of writer and context. (CLB 5 and 6)</li> </ul>	
<p><b>Writing</b></p> <p>Performance Indicator (Business/service messages)</p> <ul style="list-style-type: none"> <li>Conveys a clear message to the recipient. (CLB 5 and 6)</li> <li>Conveys a sense of audience in language and format. (CLB 5 and 6)</li> </ul> <p>What a Person Can Do (Business/service message)</p> <ul style="list-style-type: none"> <li>Convey business messages as written notes. (CLB 5 and 6)</li> </ul>	

The copyright holder gives permission for users of the document to make copies of selected pages for not-for-sale educational purposes within their organizations. Copying for other purposes without permission is prohibited.

Centre for Canadian Language Benchmarks 803 – 200 Elgin Street Ottawa, ON K2P 1L5  
Ph. (613) 230-7729 Fax: (613) 230-9305 [info@language.ca](mailto:info@language.ca)

## Dialogue

### ***Saturday Shift***

MR. JONES: It looks like we're going to have to keep the production line running on Saturday.

MR. WU: I see.

MR. JONES: Can you come in on Saturday?

MR. WU: Yes. I think so.

MR. JONES: That'll be a great help.

MR. WU: Yes. Saturday's a special day, did you know?

MR. JONES: How do you mean?

MR. WU: It's my son's birthday.

MR. JONES: How nice. I hope you all enjoy it very much.

MR. WU: Thank you. I appreciate your understanding.