

Communications 11

Module 2 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Communications 11*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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The Communications 11 course consists of three modules, the blackline master CD, *Communications 11 Companion Website*. Communications 11 is available in both print and online versions. Communications 11 components can be purchased individually. All are available from Open School BC.

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Activity 1

Communication Test

We all want our thoughts and feelings understood. The following test will provide you with some insight into how well you communicate. Your answers will let you know where you need improvement.

Instructions: Answer the following questions honestly. Think about how you communicate in two specific situations, each one different—such as with a family member, a friend, a colleague, or teacher. This will give you an accurate picture of how you communicate in more than one situation.

There is no right or wrong answer in this test!

Understanding	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
I explain my ideas clearly.					
When someone is talking, I can easily see his or her point of view.					
Even if I disagree, I can understand the opinion of another person.					
I am often misunderstood.					
I try to clarify if someone does not understand what I am saying.					
I ask for clarification when I do not understand something.					

Listening	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
I am comfortable listening to the feelings of others					
When I am speaking with someone, I am attentive to their body language					
I think it's okay to interrupt someone if I have an important point to make.					
When I am disinterested in a conversation, I tune out what the other person is saying.					

Conflict Resolution	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
When I am angry, I admit it.					
When I am in a conflict, I look for ways to resolve the situation					
I am able to resolve conflict without losing					

Self-Expression	Almost never true	Rarely true	Sometimes true	Often true	Most of the time true
I express my opinions even if others do not share them.					
I am comfortable speaking about my own feelings.					
When I feel intimidated, I do not contribute to the conversation.					
I am aware of how my body language influences the way I communicate with others.					

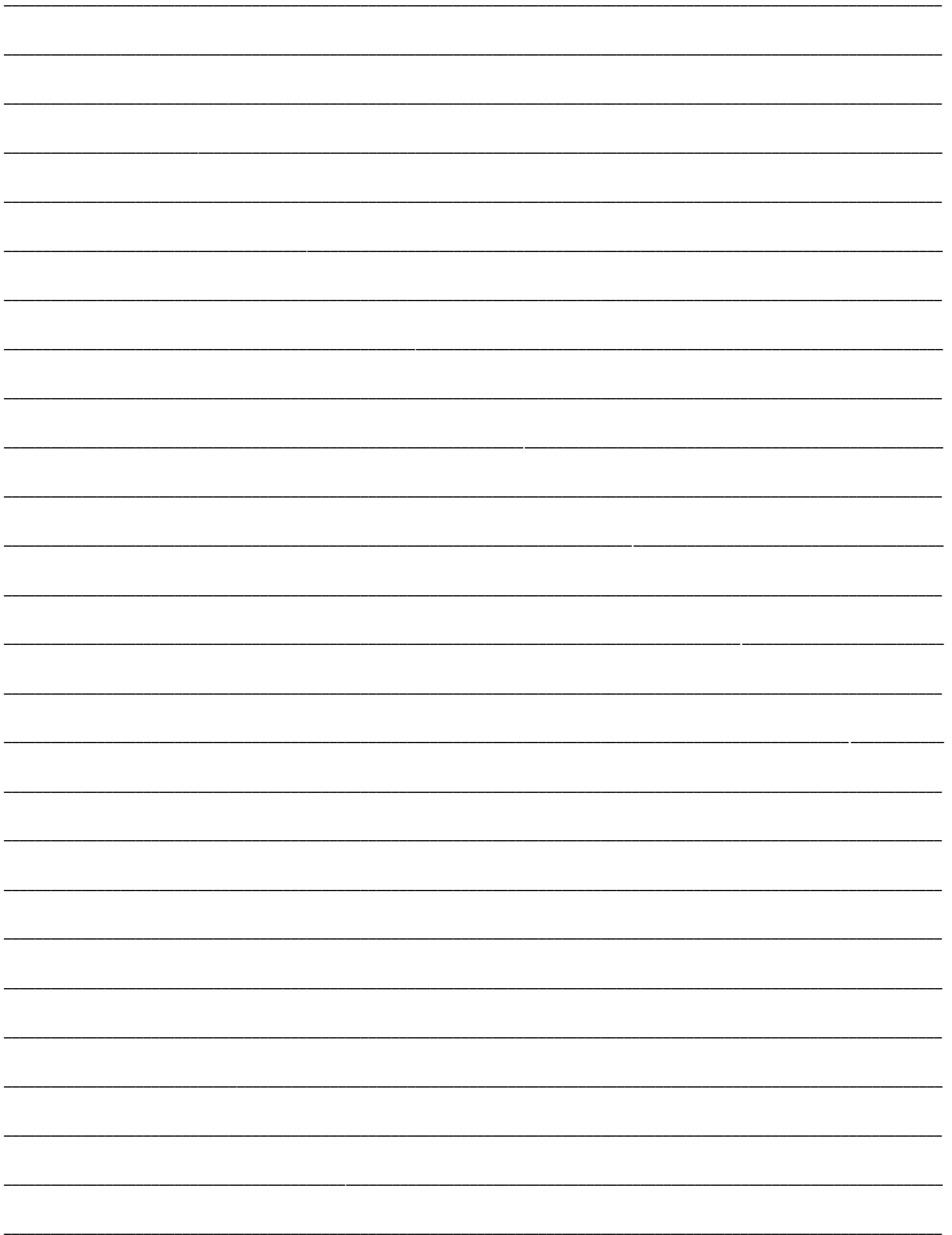
Journal Entry 1.1: Communication Reflection

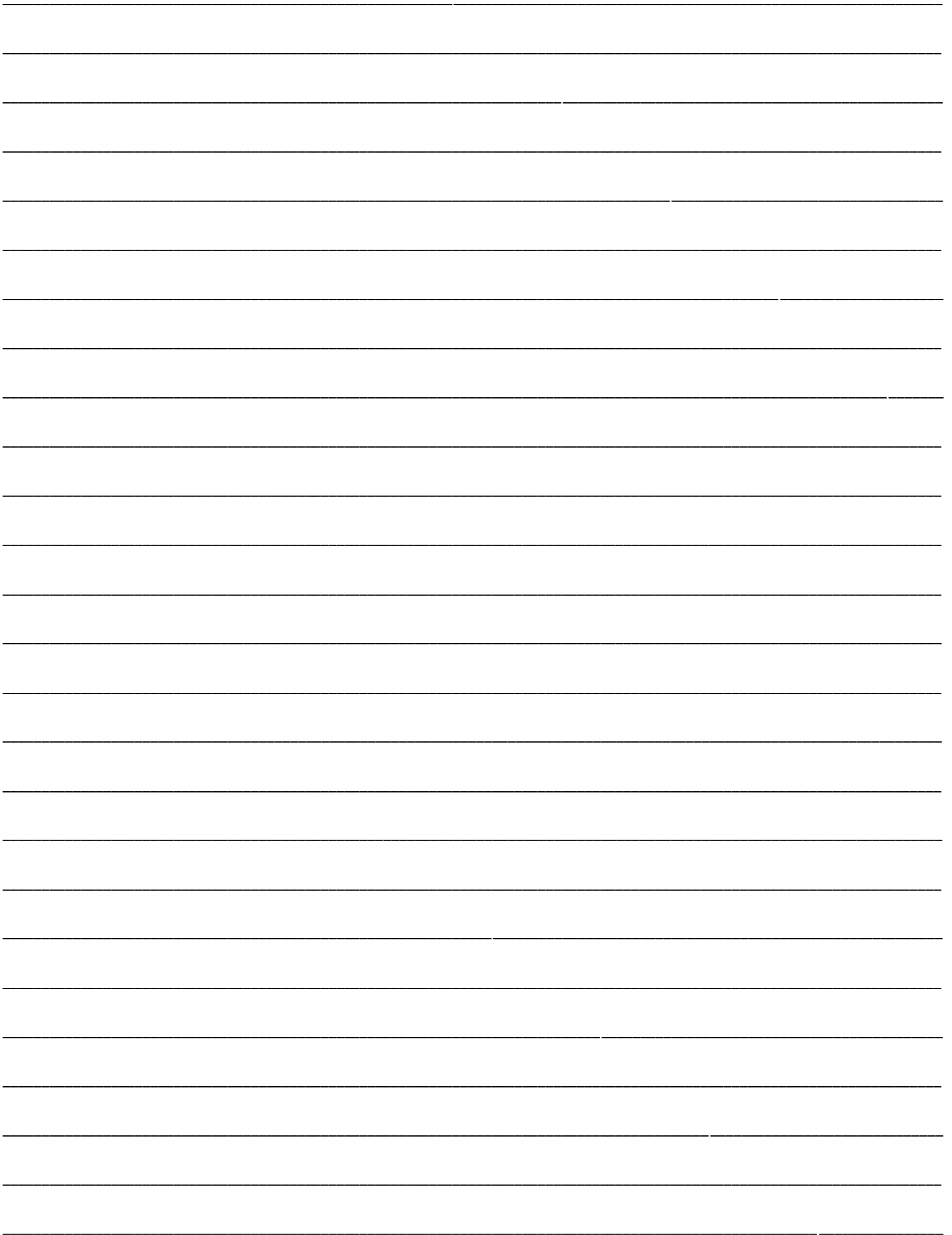
The Communication Test asked you to reflect on how you communicate. You looked at four categories—understanding, listening, conflict resolution, and self-expression. In your journal, respond to the following questions based on your responses.

1. Of the four categories (understanding, listening, conflict resolution, and self-expression), which one do you think is your strength? Explain your response.
2. Of the four categories (understanding, listening, conflict resolution, and self-expression), which one needs more attention? Explain your response.

As you read through this course and learn more about communication, keep in mind how you communicate. Look for strategies to support your unique communication style.

[illegible]





Activity 2

Word Emphasis

The same sentence can have multiple meanings, based on how words are emphasized. Repeat the following sentence by placing emphasis on the word that is bolded. Consider how a specific emphasis focuses the meaning of the sentence.

Mary had a little lamb. *Mary, not Sally, had the lamb.*

Mary had a little lamb. *She had it once, but she doesn't have it now.*

Mary had a little lamb. *She only had one lamb.*

Mary had a little lamb. *The lamb was little, not big.*

Mary had a little lamb. *She had a lamb, not a dog.*

Instructions: How do word emphasis and punctuation change the meaning of the following sentences? Repeat the sentence aloud placing emphasis on both the word that is bolded and the punctuation. Record the meaning of the sentence in the space provided.

1. Then the thief **hopped** the fence.

2. Then **the thief** hopped the fence?

3. Then **the thief** hopped the fence!

4. Then the thief hopped **the fence**.

5. Then the thief hopped **the fence**?

Activity 3

Keep it Simple

The KISS principle refers to “Keep it Super Simple.” When writing an email message, apply the KISS principle. The more simply something is stated, the less opportunity there is for confusion or misunderstanding. In the absence of body language and voice tone, the receiver can only rely on the written word.

Instructions: Read the following email message. In the space provided, record your response to the question posed.

From: David Miller, VP Business Development
To: Elsa Sherman, Sales Manager
CC: Nora Owen, Accounts Manager; Cathy Calame, Director of Sales
Subject: ‘Sick’ days

Hi Peter,

I heard from Nora, the accounts manager, that you took off yesterday afternoon as “sick” time. We allow for sick time, but you really have to be SICK to take time off. ☹ If you aren’t sick and just want the afternoon off, you have to ask Stella. We have a budget to meet and we cannot afford to pay for sick time if our employees are not sick—especially when this is not the first time that you’ve taken time off the day before a quarterly report was due!

BTW, I need that report this afternoon—I certainly hope that you are no longer “sick.”

Dave
VP Business Development

Identify three elements in the email message that demonstrate ineffective email communication.

1. _____
2. _____
3. _____

Activity 4

Improving Email

Instructions: Read the following revised email message. In the space provided, record your response to the question posed.

From: David Miller, VP Business Development
To: Elsa Sherman, Sales Manager
CC: Nora Owen, Accounts Manager; Cathy Calame, Director of Sales
Subject: 'Sick' days

Hi Peter,

Nora, the Accounts Manager, noted that you were off work yesterday afternoon. There is some confusion as to whether you were taking a sick day, or just working from home to finish up the quarterly report. Can you respond to this email and clarify why you weren't in the office?

Also, just to confirm, I still have not received the report, and it is due this afternoon. Please contact me if you are unable to make this deadline.

Dave.
VP Business Development

Identify three elements in the revised email message that demonstrate effective email communication.

1. _____
2. _____
3. _____

Activity 5

Reflecting on Communication

Instructions: Indicate whether each statement is true or false.

1. Validating someone's thoughts and feelings is one way of demonstrating effective communication.
 - a. true
 - b. false
2. Engaging in power struggles communicates my thoughts clearly to another person.
 - a. true
 - b. false
3. Apologizing for inappropriate behavior can be both an effective and ineffective way of communicating.
 - a. true
 - b. false
4. Encouraging someone is a positive way to open the lines of effective communication.
 - a. true
 - b. false
5. Accepting another person's perspective or opinion is not important.
 - a. true
 - b. false
6. Accepting someone conditionally breaks down the lines of communication.
 - a. true
 - b. false
7. When employers have unreasonable expectations of their employees, they can find it difficult to express their thoughts and feelings.
 - a. true
 - b. false
8. Silence is the best way to deal with a difficult situation.
 - a. true
 - b. false
9. Phrases like "I understand" and "I know how you feel" are ways to show empathy for someone.
 - a. true
 - b. false
10. Words such as "never," "always," and "every time" are ways to demonstrate effective communication.
 - a. true

b. false

Activity 6

Group Participation Checklist

You likely have worked in groups before, whether for a school project or in a job. What listening and communications skills have you found important for a successful group dynamic?

Instructions: Create a checklist that could be used to evaluate the quality of an individual's listening and communication skills when working in a group. Try to include a minimum of between five and ten points, including aspects of both verbal and nonverbal communication. Examples:

- Listens without interrupting.
- Uses eye contact when communicating.

Activity 1

Active Listening

Active listening requires the listener to do things to enhance overall communication.

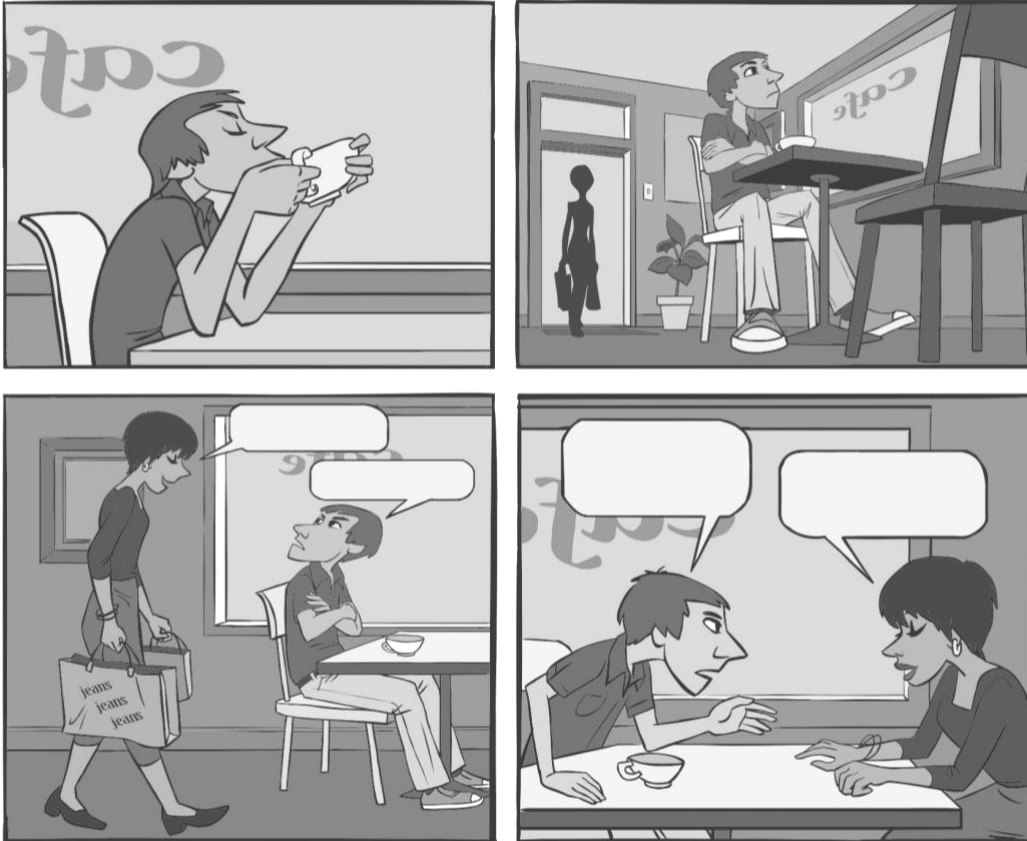
Instructions: Match the listening skill to the action.

	Action	Listening Skill
	1. Turn off your cell phone	a. connect b. paraphrase c. empathizes d. validate e. clarity f. concentrate g. listen for feelings
	2. Make note of the speaker's tone and body language.	
	3. Make eye contact.	
	4. Nod your head and use "uh-huhs."	
	5. Repeat what the person has just said.	
	6. Ask questions.	
	7. Suspend judgment and listen to what the person is saying.	

Activity 2

“You” Statements

Instructions: Examine the following graphic. Fill in the speech bubbles with one of the characters making a “You” statements and the other responding defensively.



“I” Statements

“I” statements, on the other hand, avoid destructive blaming, criticizing, ridiculing, and name-calling. The speaker just makes a statement expressing his or her feelings. “I” statements can help prevent conflict.

“I” statements include four parts:

- State “I feel.”
- Name the emotion you feel.
- Name the event that evoked your feelings.
- Name the effect the event has on you.

Combine these to form a sentence:

I feel _____ b _____ when _____ c _____ because _____ d _____ .

Examples:

I feel anxious when you don't say good morning to me at work because I wonder if I've done something wrong.

I feel angry when you interrupt me because it makes me feel what I have to say isn't important.

I feel happy when you say that you want to spend time with me after class because I value your friendship.

You can also reverse the order of the sentence.

When you show up late for our work meetings, I feel frustrated because when you show up, our conversation gets interrupted.

When you talk to me while I'm on the phone, I feel annoyed because I have to try to listen to more than one person.

When you help me with my assignments, I feel so relieved because I know that I'll be able to finish them on time.

Avoid disguised "you" statements:

"I feel that you don't pull your weight around the house."

"I feel like you are lying to me."

Statements like this put the listener in defensive position.

Activity 3

Using “I” Statements

The use of “I” statements promotes effective communication. When we speak from our own perspective, we communicate accurate information. Oftentimes when we say, “You think, You did, You are,” we are making assumptions about someone’s intentions. We can only accurately speak about our own intentions.

In addition to offering accurate information, the use of “I” statements allows the other person to be receptive rather than defensive. Effective communication needs a sender of accurate information and a willing, open receiver.

Instructions: Rewrite the following “You” statements into “I” Statements.

Example:

“You” Statement: You always leave your shoes at the front door.

“I” Statement: When your shoes are left at the front door, I feel annoyed because it makes the entrance of our home look untidy.

1. “You” Statement: You always forget to turn on the fan when you use the shower.

“I” Statement:

2. “You” Statement: You never remember to turn on the porch light when it gets dark.

“I” Statement:

3. “You” Statement: You didn’t deposit that cheque yesterday.

“I” Statement:

4. "You" Statement: Do you realize how much time you spend on the computer?

"I" Statement:

5. "You" Statement: You never arrive on time.

"I" Statement:

6. "You" Statement: Why don't you ever get Gracie to do the recycling?

"I" Statement:

7. "You" Statement: Why are you always so negative?

"I" Statement:

8. "You" Statement: You're always cutting me off in the middle of my sentences!

"I" Statement:

9. "You" Statement: You never want to go out—you're so antisocial!

"I" Statement:

10. "You" Statement: You have to file all those bills.

"I" Statement:

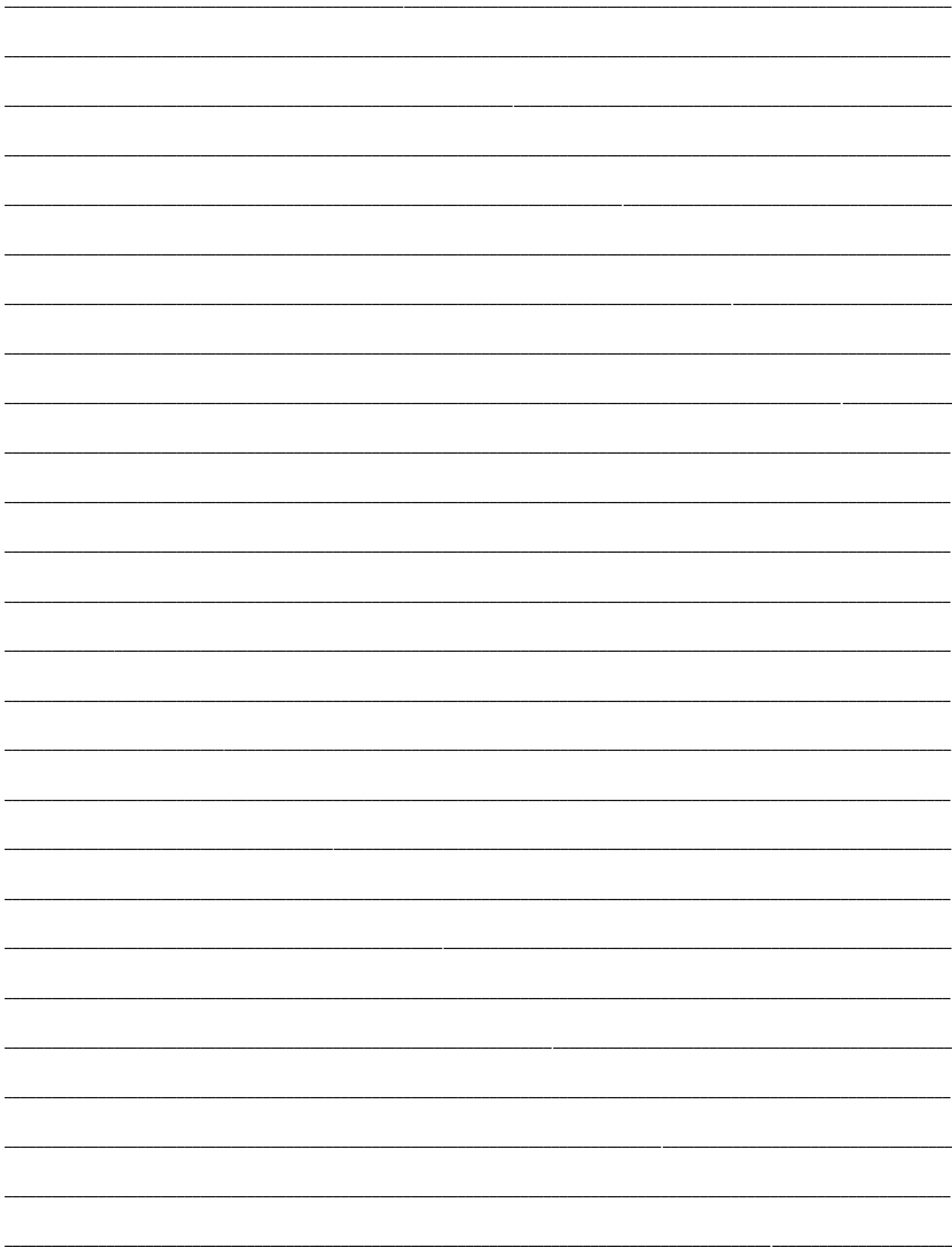
Journal Entry 1.2: Reflection

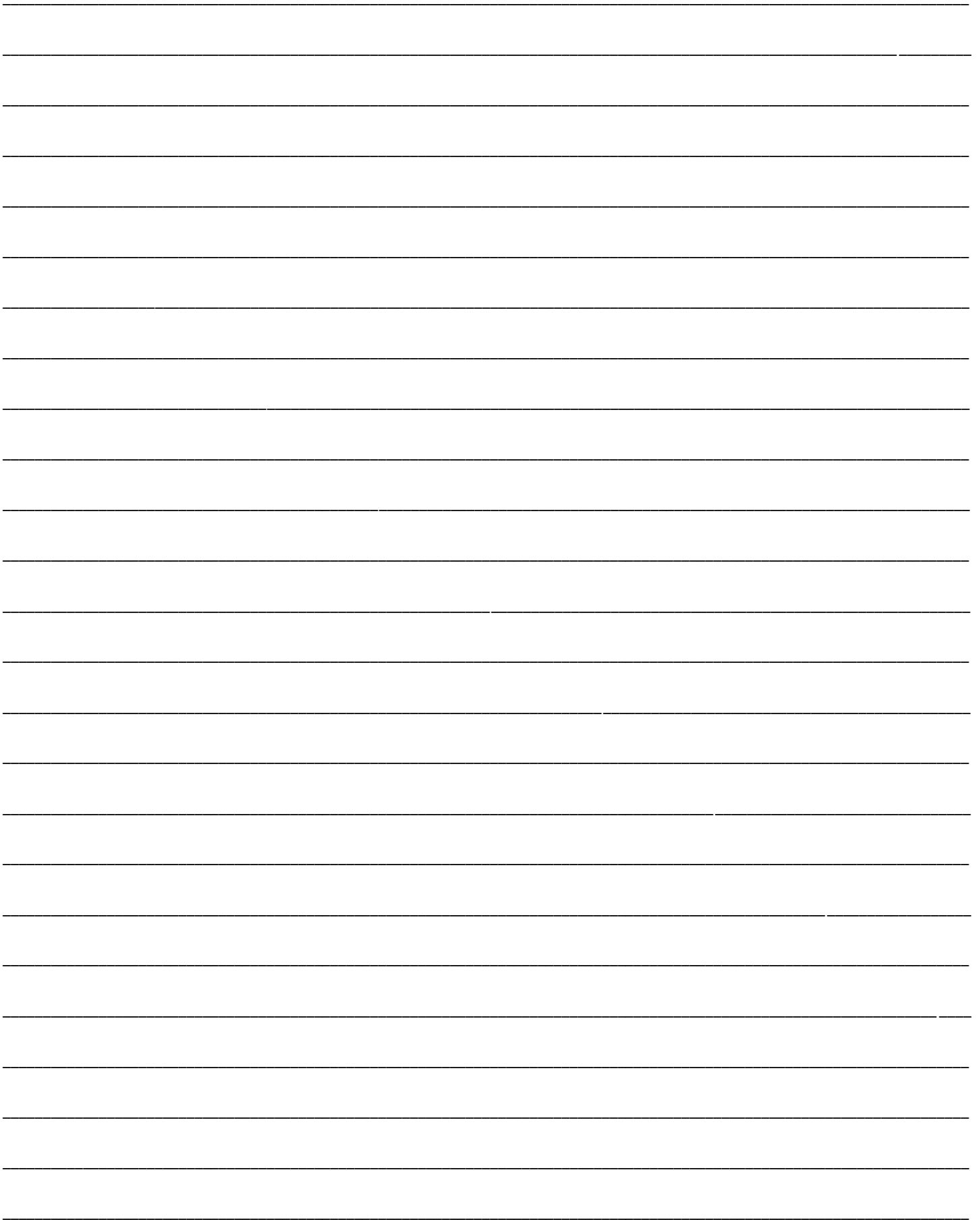
1. Reread the “you” statements in the previous activity.

How would you respond to a “you” statement personally? Would you be angry, hurt, or defensive? Explain.

2. Then reread the “I” Statements that you wrote.
 - a. How would you respond to them? Explain.
 - b. Comment on how “I” Statements promote effective communication.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Activity 4

Categorizing Communication

At times we all communicate effectively, and at other times we fall short of perfection. As with any skill, some people are innately better at communicating than others. As you learn to develop or hone your communication skills, think about those people who have the strongest impact on your ability to express your thoughts, feelings, and attitudes. These people are generally parents, siblings, teachers, coaches, team members, co-workers, and other role models in your life.

Instructions: Identify the following behaviours as effective or ineffective in workplace or team communications by putting a check under the appropriate category.

	Effective Communication	Ineffective Communication
silence		
validating a person's thoughts		
apologizing		
power struggles		
empathizing		
encouraging		
reasonable expectations		
accepting differences		
exaggerating		

Activity 5

Reflecting on Communication

Instructions: Indicate whether each statement is true or false.

1. Validating someone's thoughts and feelings is one way of demonstrating effective communication.
 - a. true
 - b. false
2. Engaging in power struggles communicates my thoughts clearly to another person.
 - a. true
 - b. false
3. Apologizing for inappropriate behavior can be both an effective and ineffective way of communicating.
 - a. true
 - b. false
4. Encouraging someone is a positive way to open the lines of effective communication.
 - a. true
 - b. false
5. Accepting another person's perspective or opinion is not important.
 - a. true
 - b. false
6. Accepting someone conditionally breaks down the lines of communication.
 - a. true
 - b. false
7. When employers have unreasonable expectations of their employees, they can find it difficult to express their thoughts and feelings.
 - a. true
 - b. false
8. Silence is the best way to deal with a difficult situation.
 - a. true
 - b. false
9. Phrases like "I understand" and "I know how you feel" are ways to show empathy for someone.
 - a. true
 - b. false
10. Words such as "never," "always," and "every time" are ways to demonstrate effective communication.
 - a. true

b. false

Activity 1

Language and Audience

What are your plans for Saturday night? If you were communicating these plans to your supervisor, a teacher, or a friend, how might your “story” change? What words or actions would you use? What words or actions would you not use when speaking to these different audiences?

Instructions: Sort the following forms of nonverbal communication into the proper audience.

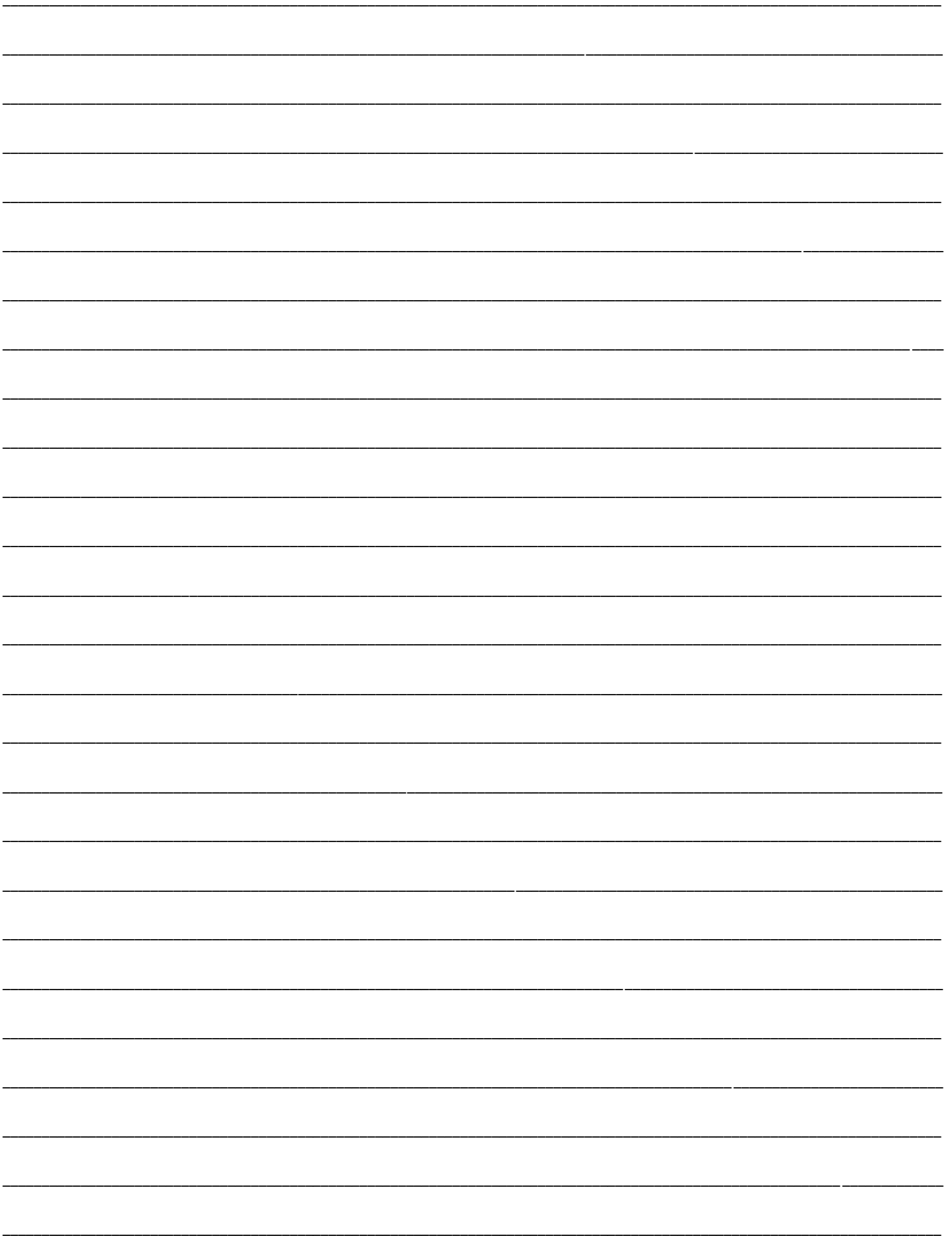
serious	colloquial speech	moderate volume	slang	moderate speed
excited	faster speed	closed and composed	loud	semi-formal speech
polite	formal speech	open and strong	casual	

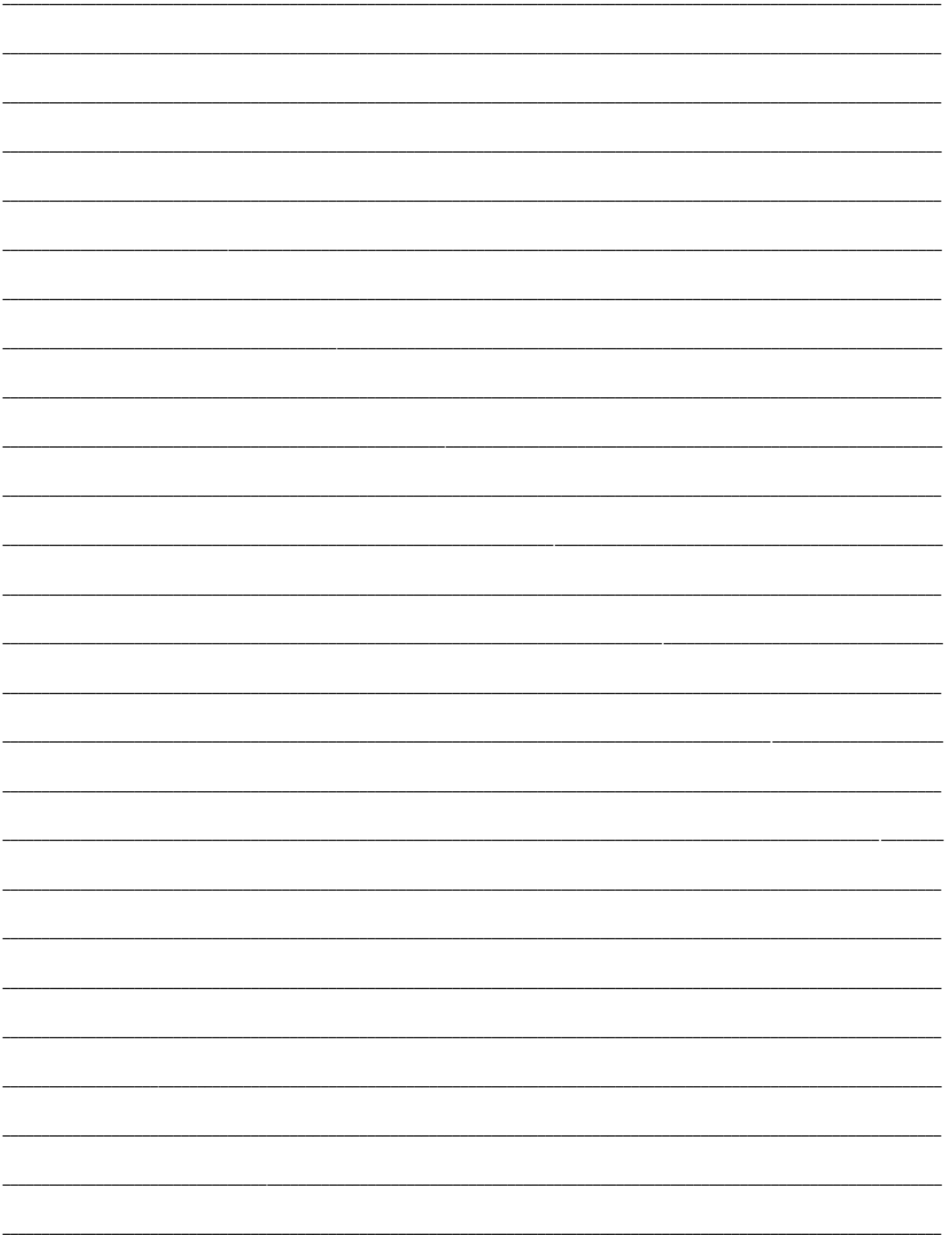
	Supervisor/Teacher	Friend/Family
Body Language What are your gestures, posture, and facial expressions?		
Volume and speed How loud and fast do you speak?		
Content What information do you share, and what words do you use?		
Tone What is the manner and attitude with which you speak? Serious? Joking? Sarcastic?		

Journal Entry 1.3: Communication Differences

1. After completing the previous activities, what did you notice about how you speak and act in different situations?
2. How do we know if a person or a situation requires formal or informal communication? What cues do others give you? What cues do you give to others?
3. What might be some possible reactions or consequences if you talked to your boss or your teacher like you talk to your friends? Name at least two.

[illegible]





Activity 2

Formal or Informal?

Although certain situations call for either formal or informal communication, most people tend to use one mode more than the other in their daily interactions.

Instructions: Read through the following quiz to see if you are more formal or informal in your communication. Choose the answer that best, not necessarily perfectly, describes you.

1. When you answer the phone you say:
 - a. "Hello, (insert your name here name) speaking."
 - b. "Hello?" and wait for the other person to begin speaking.
2. After finishing a meal, you:
 - a. ask to be excused from the table and clear your plate.
 - b. leave your plate at the table to clear later, and begin doing something else.
3. In a school setting, you think that:
 - a. uniforms are appropriate.
 - b. everyone should be able to wear what they want.
4. In a work situation, you think that:
 - a. a shirt and tie on a man are necessary.
 - b. a shirt and tie on a man are unnecessary.
5. In social settings, you like to:
 - a. get dressed up.
 - b. wear casual clothing.
6. In your daily conversation, you use slang:
 - a. occasionally.
 - b. often.
7. When you write a report, you include vocabulary that is:
 - a. familiar to the teacher/employer.
 - b. familiar to your peers.
8. When you address people who are your superiors or elders, you address them by:
 - a. Mr., Mrs., Dr., Ms., or Miss and their last name.
 - b. their first name.

9. When you write an email message, you:
- a. use correct grammar and punctuation.
 - b. ignore correct grammar and punctuation.
10. You enjoy reading books that:
- a. introduce you to new vocabulary.
 - b. are easy and quick to read.

If you answered A to all or almost all of the questions, you likely use more formal communication in your daily interactions. This can be used to your advantage when seeking employment or making public presentations.

If you answered B to all or almost all of the questions, you likely use more informal communication in your daily interactions. This can be used to your advantage when forming relationships and interacting with family and friends.

If you answered a combination of A and B, it is likely that you choose your form of communication based on the situation. This approach to communication can be used to your advantage in all situations.

Activity 3

What Works at Work

Matching a communication style to a specific situation can enhance effective communication. When communicating with other people, your choice of words, clothes, or body language will probably tell others something about you.

Instructions: Carefully examine the three frames in the preceding graphic. Then, answer the following questions.

1. The body language of the two employees in the first frame is appropriate to the work environment.
 - a. true
 - b. false
2. The choice of words of the employees in the second frame is appropriate to the work environment.
 - a. true
 - b. false
3. The body language and facial expressions of the employees in the third frame are appropriate to the work environment.
 - a. true
 - b. false
4. The choice of words of the employees in the third frame is appropriate to the work environment.
 - a. true
 - b. false
5. In all three frames, the employees are dressed appropriately for the work environment.
 - a. true
 - b. false

Section 1 Assignment: Part 1

The Powers of Observation

“A picture is worth a thousand words,” is a commonly heard expression. Just as an illustration or a piece of artwork can tell a story, so too can a person’s facial expressions. What a person is thinking and feeling can oftentimes be seen on their faces. They do not need to say anything to communicate their innermost thoughts. This is true in both interpersonal and workplace communications.

Instructions: You may choose Option A or Option B for this assignment. Do NOT complete both.

Option A: A Thousand Words

Look at the two scenes below. Examine the facial expressions and body language of each of the people.

1





Step A: "I can see it in your face"

Instructions: Select one of the scenes included above and answer each of the following questions about it. Be sure to respond in complete sentences.

The scene I picked: _____

1. Based on the facial expression, what happened to the person? How can you tell?

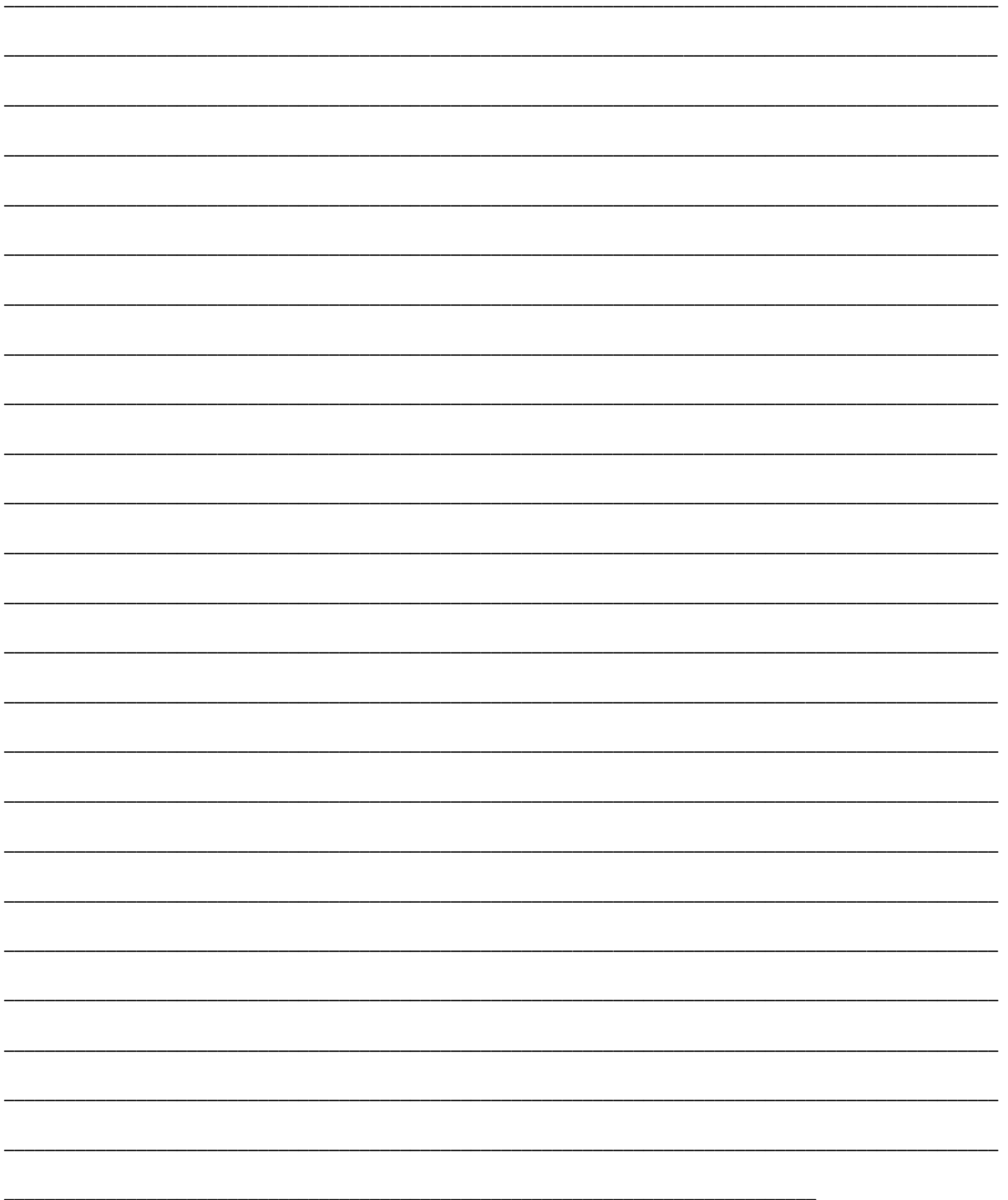
2. What emotion(s) is he/she feeling? How can you tell?

-
-
-
-

-
-
-
-

Instructions: In a paragraph of approximately 150 words, respond to the question, “What do you think nonverbal communication reveals about people?” Include three points about nonverbal communication.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Evaluation Guidelines	Marks
Step A: “I can see it in your face” 4-Point Short Answer Scoring Guide × 4	/16
Step B: Paragraph Response Paragraph Scoring Guide × 4	/24
Total	/40

Option B: Observing Nonverbal Communication

Step A: People Watching

People watching can be fascinating. What we observe without hearing what the people are saying can reveal so much about them. When we watch their body language and facial expressions, we can tell if people are happy, sad, angry, in a rush, relaxed, and so much more.

Instructions: Visit one of your favourite restaurants, cafés, or other places to people watch. While there, take note of a group of people and their nonverbal communication. Are the people smiling, laughing, and/or talking? How closely are the people sitting together? Is anyone waiting for someone to arrive or to leave? What else do you notice? Record your observation notes in the template provided.

Observer’s Notes	Location
Who are you watching? Where are they?	
What are the people doing?	
What facial expressions do you see?	
How are the people positioned i.e., sitting, standing, etc.?	
What is the proximity or space between people?	
Other observations:	

Step B: Describing Your Scene

Instructions: Answer the following questions based on your observation. Be sure to respond in complete sentences.

1. Describe the situation. Where did you go? Who did you observe? How long did you observe the situation?

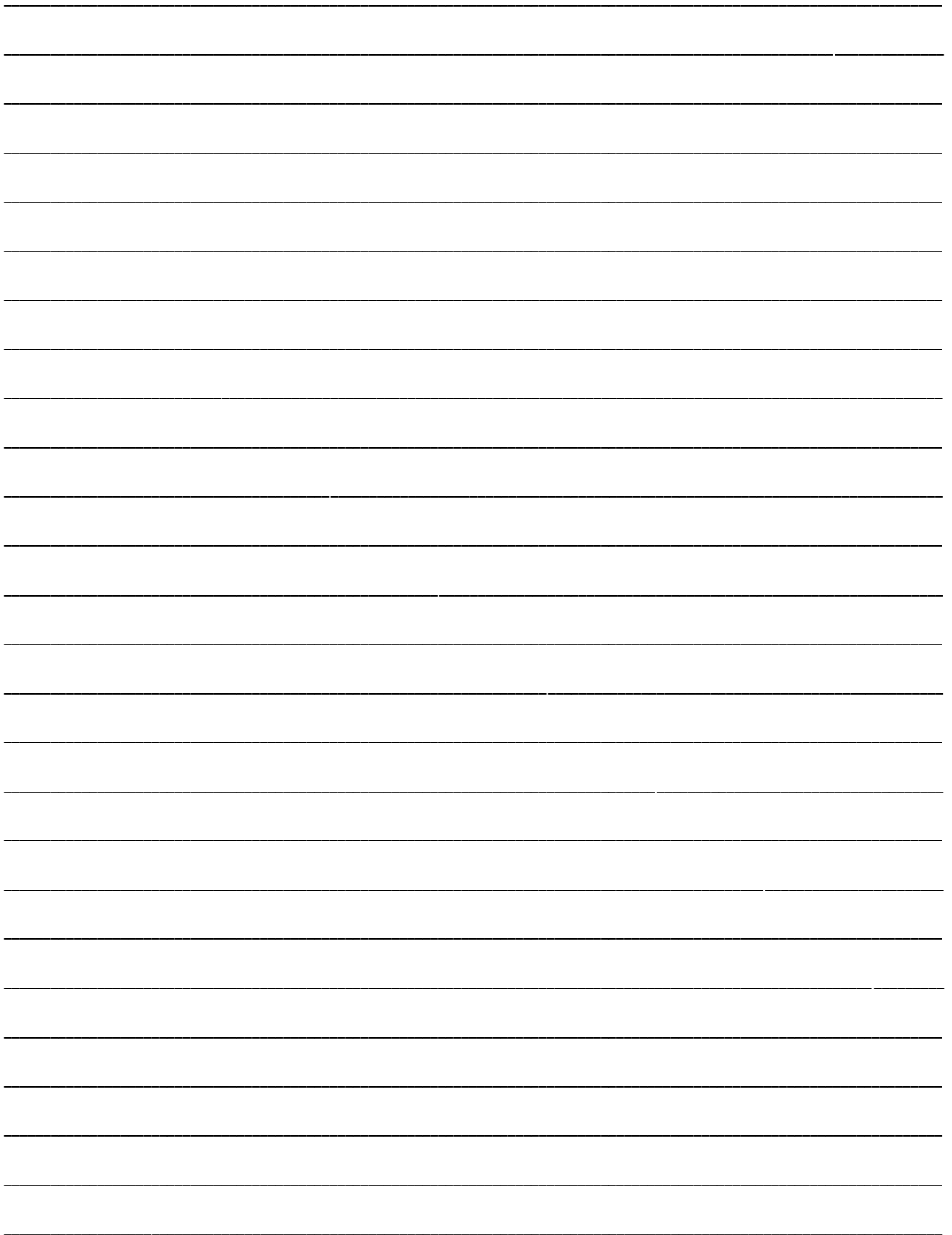
2. What nonverbal communication cues did you notice? State a minimum of three communication cues.

3. Did the group have a similar nonverbal communication style or did one or two people have a different style? For example, did one person use hand gestures more noticeably than the other members of the group?

4. What do you think was the relationship between the people in the group? For example, are they friends, family members, team members, business acquaintances, or other? How can you tell?

Step C: Paragraph Response

Instructions: In a paragraph of approximately 150 words, explain what you think nonverbal communication reveals about people. Make at least three points about what nonverbal communication reveals.



Evaluation Guidelines	Marks
Step B: Describing Your Scene 4-Point Short Answer Scoring Guide × 4	/16
Step C: Paragraph Response Paragraph Scoring Guide × 4	/24
Total	/40

4-Point Short Answer Scoring Guide

4 ➡ Wow!	<ul style="list-style-type: none">• Analysis and presentation of information is consistent and very logically sequenced• Ideas are tightly focused, on topic, and fully developed• Word choice is sophisticated and contributes to a clear and convincing answer• Exceptional spelling and grammar
3 ➡ Strong!	<ul style="list-style-type: none">• Analysis and presentation of information is well-organized and well sequenced• Ideas are well focused, on topic, and well developed• Word choice is compelling and contributes to a generally persuasive answer• Virtually no spelling errors or grammatical errors
2 ➡ Almost	<ul style="list-style-type: none">• The presentation or analysis of information in the answer is illogical or insufficient• The answer lacks focus, purpose, and development• Language use in the answer is weak• Occasional spelling errors or grammatical errors may negatively affect understanding
1 ➡ Not Yet	<ul style="list-style-type: none">• The answer may be limited in scope• The answer does not address the question clearly, lacks focus and purpose• Vocabulary is immature or vague; word choice is not appropriate• Frequent spelling errors or grammatical errors make the answer virtually incoherent
0 ➡ Not at All	<ul style="list-style-type: none">• Answer is too brief to evaluate or not attempted at all

Paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful topic sentence that directly addresses the topic• All ideas are relevant and directly support the topic sentence• Logical sequence of ideas; effective concluding sentence• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear topic sentence that addresses the topic• Most ideas are relevant and generally support the topic sentence• Logical sequence of ideas; strong concluding sentence• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate; some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate topic sentence that addresses the topic• Ideas support the topic sentence but are general or obvious• Some logic in the sequence of ideas; adequate concluding sentence• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple topic sentence that attempts to address the topic• Some ideas support the topic sentence but are general or obvious• Attempt at logical sequence of ideas; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Topic sentence is present, but may not address the subject• Ideas attempt but do not logically address the topic• Sequencing of ideas is confusing; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Topic sentence absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand

Section 1 Assignment: Part 2

Communication Scenarios

Step A: Analyzing Communication

Instructions: Read through the following scenarios. Identify what makes the scenario an example of effective or ineffective communication and provide a reason for your choice. Use the lists provided in the lesson on effective communication to support your response.

Example:

Scenario: A supervisor calls two employees to her office after an argument. She asks them to explain their positions and to listen to the other person’s perspective. Whenever one begins blaming the other, the supervisor reminds them “you can only control your own actions.” The conversation ends when both employees come to an agreement on how to work together despite their differences in opinion.

Response: This scenario is an example of effective communication because the supervisor validates both employees’ positions and discourages any blaming. She encourages them to take responsibility for themselves. Both employees agree to work together and accept their differences in opinion.

Now assess each of the following scenarios.

Scenario 1: A coach tells a player that his team is on a losing streak and that the player has not been contributing to the team to his highest potential. After practice one day, the coach approaches the player and says, “I noticed that you missed three out of every four shots. Is something bothering you? I would like to see you working harder in practice. The team depends on you and your talent. Can I help you get back on track?”

Response:

Scenario 2: A teenager just got her report card and she is failing two subjects—Math and English. When she brings her report card home, her parents read it and say nothing about it. Later on that evening, she overhears her parents arguing about who is to blame for her failing marks.

Response:

Scenario 3: A group of friends has decided to skip school tomorrow. One tells his younger brother about the group's plan and swears him to secrecy. The next day the friends follow through on their plan. When the school principal asks the younger brother why his older brother is absent, he tells him the truth. When the older brother finds out that the younger one "squealed," he threatens never to speak to him again.

Response:

Scenario 4: A family has recently moved to a new city. The parents are excited about the move because they now live closer to the grandparents and the father has been offered a promotion. One of the children is really missing her friends and her old school. Her mom notices that she is unhappy and says, "I have noticed that you are not yourself lately. I know that this move must be difficult for you. I miss a lot about our old home and neighbourhood. How can we make this new place feel like home for you?"

Response:

Scenario 5: Two sisters usually walk home from school together. Today, the older sister wants to walk home with her friends and tells the younger one to walk behind. When they get home, the younger sister tells the older one that her actions bothered her and that she felt excluded. The older one says, "Too bad, I wanted to be with my friends. You got home didn't you?!" Note: base your response on the older sister's communication.

Response:

Step B: Revising Communication:

Instructions: Rewrite two of the previous ineffective communication scenarios to demonstrate effective communication. Explain the changes that you made in the form of a paragraph.

Example:

Ineffective communication: Your brother comes home from school one day and you notice that he is upset. You ask him why he is upset and he tells you “nothing.” When your parents see him they ask him the same question and he gives them the same reply “nothing.” That evening, your brother starts a fight with your parents, which escalates into a power struggle. You finally figure out that your brother is upset with your parents because he wants to go away with some friends for the weekend. Your parents are refusing to let him go.

Effective communication: Your brother comes home from school and tells you that he really wants to go away with his friends this weekend. He knows that your parents won’t let him go for the whole weekend so he is considering asking them if he can go for one night. When your parents come home, he asks if he can join his friends for an overnight camping trip. Your parents agree to one night and they offer to drive him and pick him up. He agrees to this condition.

Explanation: This is an example of effective communication because both sides were willing to concede in order to come to a win/win resolution rather than a power struggle with both sides losing. The parents set healthy parameters and they also conceded to their son’s wish to join his friends for an overnight. The son speaks openly about what is upsetting him rather than giving his family the ‘nothing’ silent treatment. The son does not express anger; rather, he expresses his thoughts and feelings.

1. Scenario # _____

Effective communication:

Explanation:

2. Scenario # _____

Effective communication:

Explanation:

Evaluation Guidelines	Marks
Step A: Analyzing Communication 4-Point Short Answer Scoring Guide × 5	/20
Step B: Revising Communication 2 marks for the revision of each scenario Evaluation is based on the logic and plausibility of each revision	/4
6 marks for the explanation of each revision Paragraph Scoring Guide × 2	/12
Total	/36

Section 1 Assignment: Part 3

Learning About the Workplace

This assignment will help you think about appropriate verbal and nonverbal communications in the workplace. You will learn more about workplace communication in Section 2.

Finding out something about a place of employment before you ask for a job application is important. The information that you discover will give you clues about the employees, the environment, and the daily form of communication.

Step A: Workplace Templates

Instructions: Phone two people—your teacher, a family member, and/or friend—and ask them about their place of employment. Have them answer the following questions about their place of employment.

Workplace Template #1

Questions	Recorded Notes and Reflections
What is the name and location of the organization?	
What is the approximate size of the organization? Have they or are they working for the organization?	
Is the organization more formal or informal in its communication? Ask them to give examples.	
How do they suggest that a person dress to approach this organization to ask for a job application? Ask them to explain their response.	
How do employees dress on a day-to-day basis? Formally, informally, or mixed?	

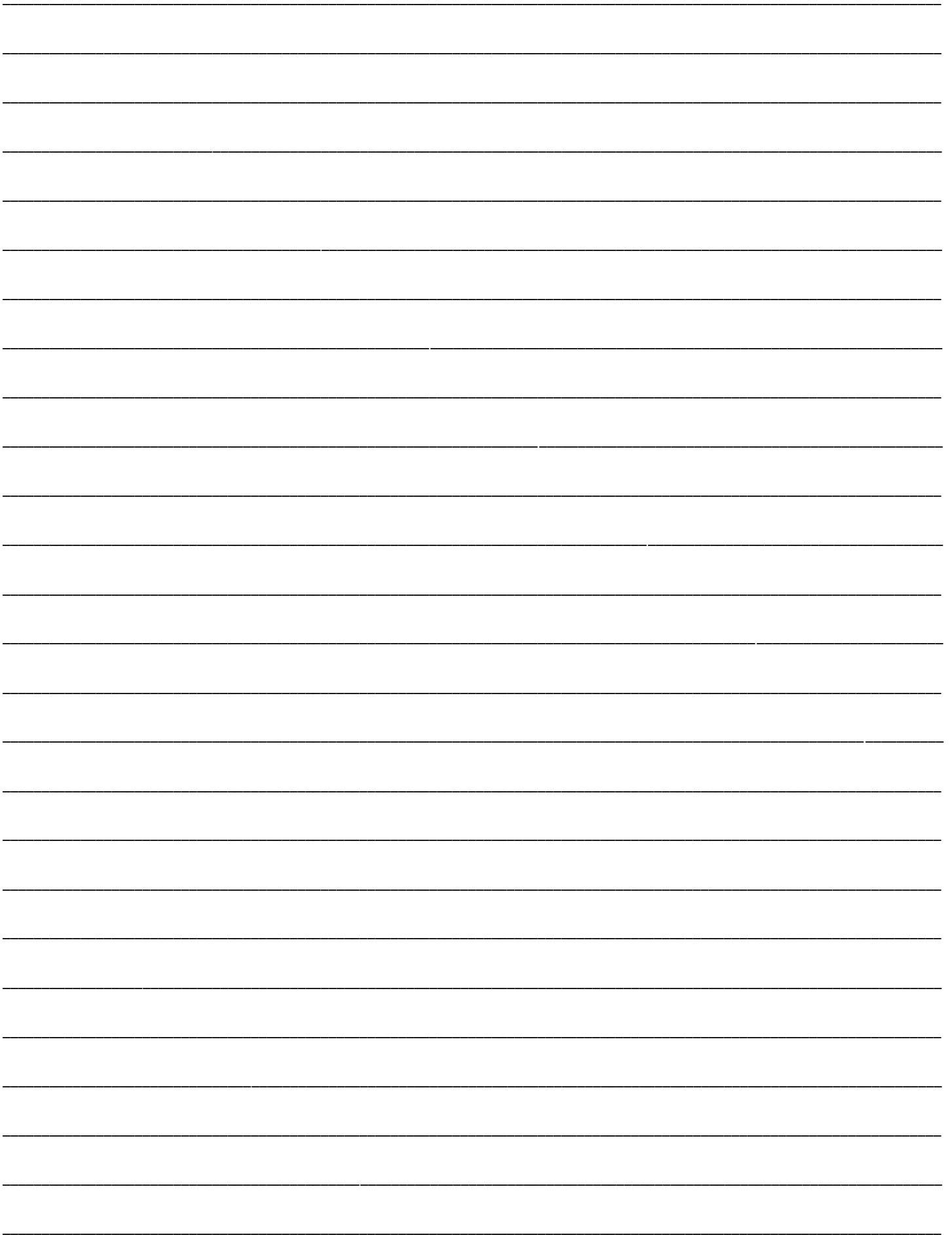
Workplace Template #2

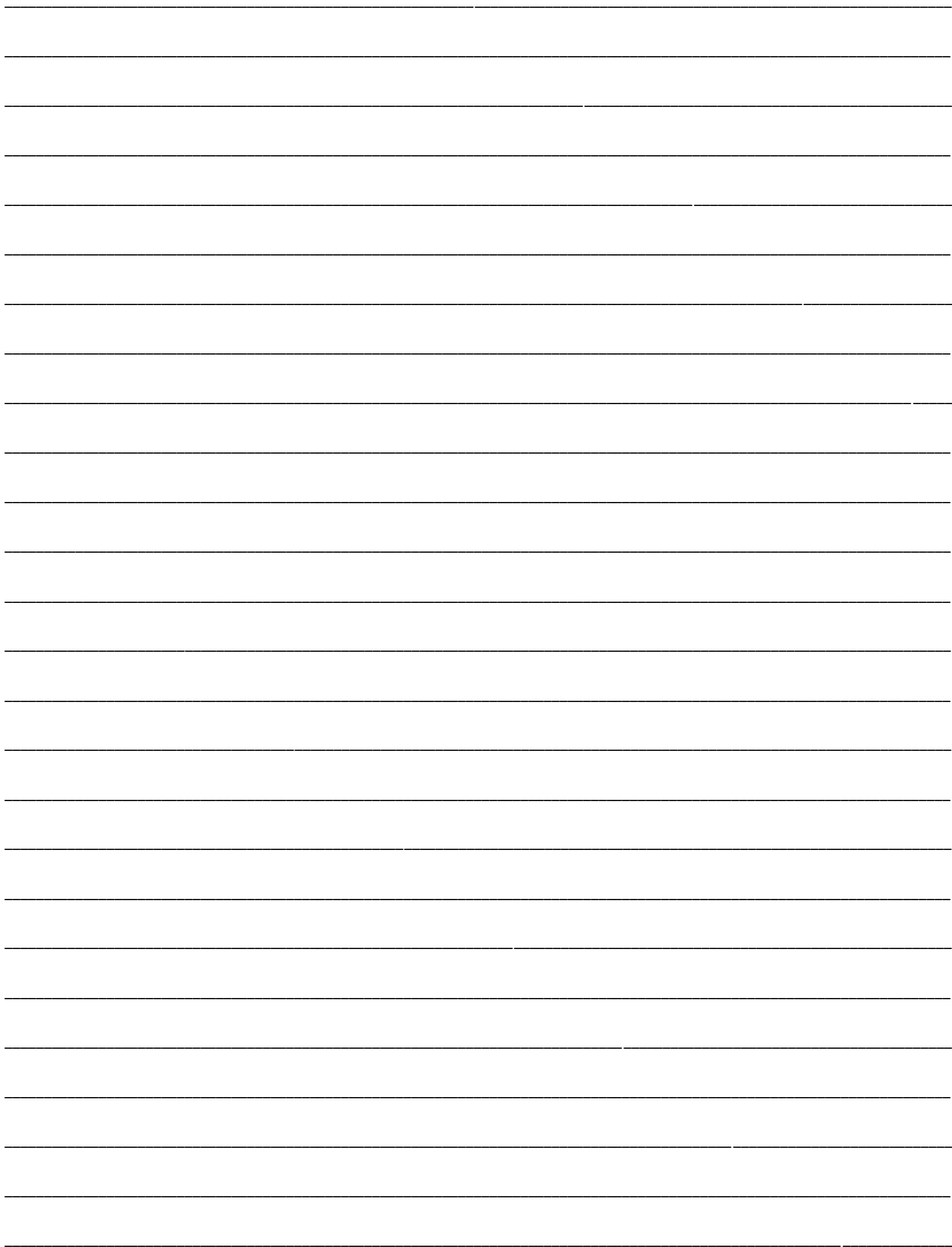
Questions	Recorded Notes and Reflections
What is the name and location of the organization?	
What is the approximate size of the organization? Have they or are they working for the organization?	
Is the organization more formal or informal in its communication? Ask them to give examples.	
How do they suggest that a person dress to approach this organization to ask for a job application? Ask them to explain their response.	
How do employees dress on a day-to-day basis? Formally, informally, or mixed?	

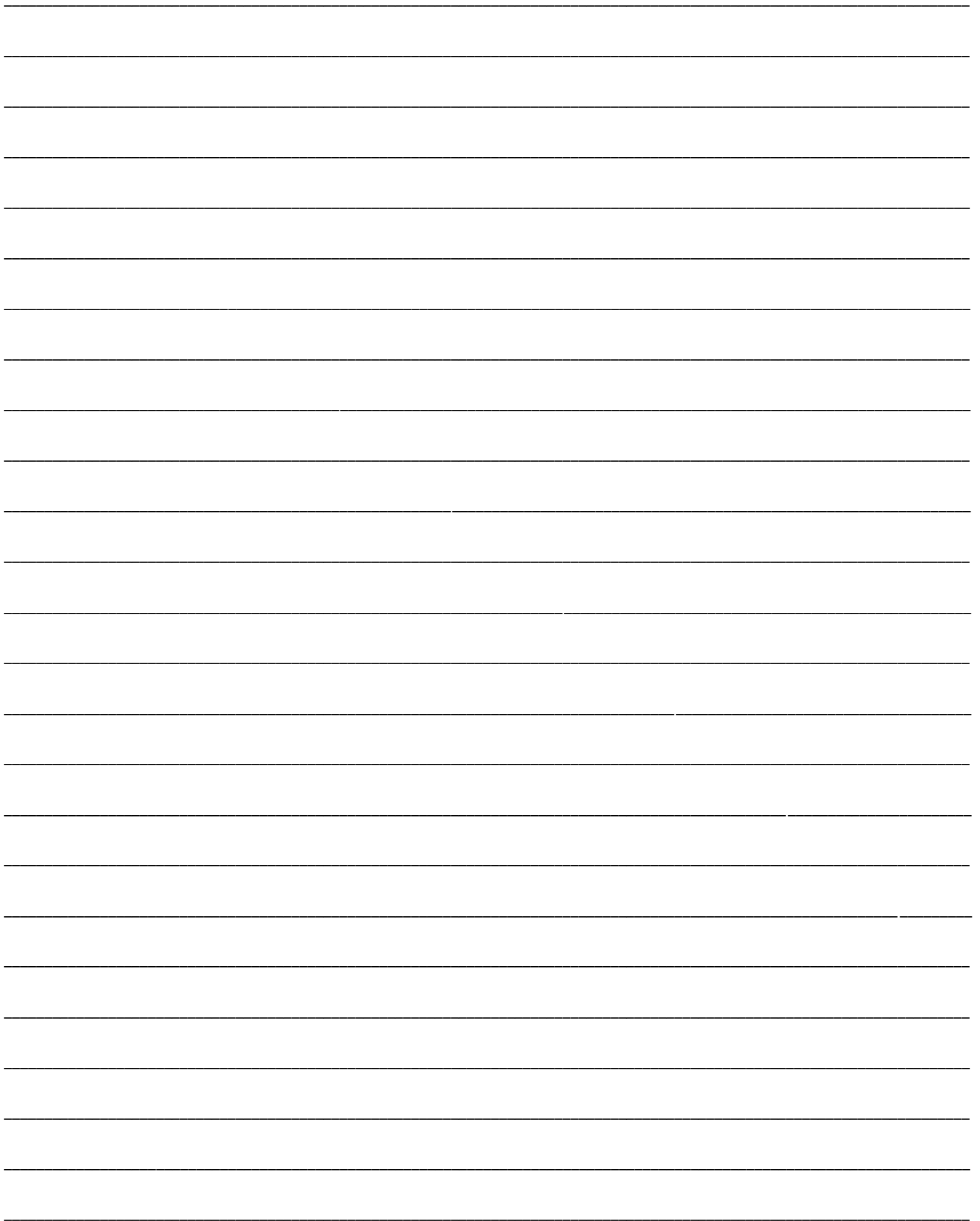
Step B: Paragraph Response

Instructions: Using the notes you took during the phone conversations, explain in a paragraph how you would present yourself if you were going to ask for a job application from these employers. Be sure to include three statements about formal and/or informal communication. Your paragraph should be approximately 150 words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.







Step C: Completing the Application Forms

Instructions: Complete and submit one of the application forms provided. Indicate whether you are using informal language or formal language when you submit your application. Using a highlighter, indicate three language choices that would be different if you were to change the tone of the application from formal to informal, or informal to formal. For example, a person might write Michael Ronald Smith (formal) and Mike Smith (informal).

Application Form A		Page 1
Application Form for Administrative Position		
PERSONAL INFORMATION		
Last Name _____ First Name _____ Initial _____		
Street _____ City _____		
Province _____ Postal Code _____		
Phone Number (Home) _____ (Cell) _____		
Email _____		
Are you legally entitled to work in Canada? Yes _____ No _____		
EMPLOYMENT		
Position Desired _____		
Full Time _____ Part Time _____		
Are you available to start working immediately? If not, what is your availability?		
Yes _____ No (Indicate preferred start date) _____		
EDUCATION/TRAINING		
Name of Institution	Level Completed	Date Completed
High School/Secondary		
Trade/Technical		
College/University		
Other		

Application Form A**Page 2****RELEVANT PAST EMPLOYMENT***Please begin with your most recent employment.*

Name of organization, company, etc. _____

Address _____

Supervisor's name _____ Phone number _____

Period of employment: from _____ to _____

Position _____

Main Responsibilities _____

Name of organization, company, etc. _____

Address _____

Supervisor's name _____ Phone number _____

Period of employment: from _____ to _____

Position _____

Main Responsibilities _____

Name of organization, company, etc. _____

Address _____

Supervisor's name _____ Phone number _____

Period of employment: from _____ to _____

Position _____

Main Responsibilities _____

OTHER RELATED SKILLS _____**Declaration**

All of the information contained in this application is true and correct to the best of my knowledge. I understand that if any of the information is false it can result in immediate dismissal or prohibit employment. I authorize my employers and other individuals to give information concerning me and I release them and/or their company of any liability.

Signature _____ Date _____

Application Form B**Page 1**

Application Form for Restaurant Server

PERSONAL INFORMATION

Last Name _____ First Name _____ Initial _____

Street _____ City _____

Province _____ Postal Code _____

Phone Number (Day) _____ (Evening) _____

Cell Number _____ Email _____

Social Insurance Number _____

EDUCATION**Name of Institution****Level Completed****Date Completed**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other skills/training related to the restaurant industry

Foodsafe: Yes _____ No _____

RELATED WORK EXPERIENCE

Have you worked for the Restaurant Industry in the past? Yes _____ No _____

If you answered yes, in what capacity?

Position _____

Name of Supervisor _____

Application Form B**Page 2****EMPLOYMENT HISTORY** *Please begin with your most recent employment.*

Employer _____

Supervisor _____ Can be contacted: Yes / No _____

Position _____

Date Hired _____ to _____

Main Responsibilities _____

Employer _____

Supervisor _____ Can be contacted: Yes / No _____

Position _____

Date Hired _____ to _____

Main Responsibilities _____

Employer _____

Supervisor _____ Can be contacted: Yes / No _____

Position _____

Date Hired _____ to _____

Main Responsibilities _____
_____**SUITABILITY**Why are you pursuing the position of Restaurant Server for employment?
_____What can you offer this restaurant in the role that you are seeking?

Are you available to travel? Yes / No _____

Declaration

All of the information contained in this application is true and correct to the best of my knowledge. I understand that if any of the information is false it can result in immediate dismissal or prohibit employment. I authorize my employers and other individuals to give information concerning me and I release them and/or their company of any liability.

Signature _____ Date _____

Evaluation Guidelines	Marks
Step A: Workplace Templates 5 marks for each fully completed template	/10
Step B: Paragraph Response Paragraph Scoring Guide	/6
Step C: Completing the Application Forms 5 marks for completing one application form 3 marks for accurately highlighting the changes you would make if you were to change the tone of the application from formal to informal, or informal to formal.	/8
Total	/24

Section 1 Assignment: Part 4

Dressing the Part!

Whenever we meet someone for the first time, we make and form a first impression. First impressions are made within the first three seconds of an initial meeting. It doesn't take long to make one, and yet it can be next to impossible to reverse it. How we dress plays a large role in the first impression that we make. For example, a heavy equipment operator would be inappropriately dressed if he/she showed up for an interview wearing a suit whereas a person applying for a corporate position would be appropriately dressed. In both situations, the person wants to present him/herself in an appropriate manner.

Step A: Dressing to Match the Workplace

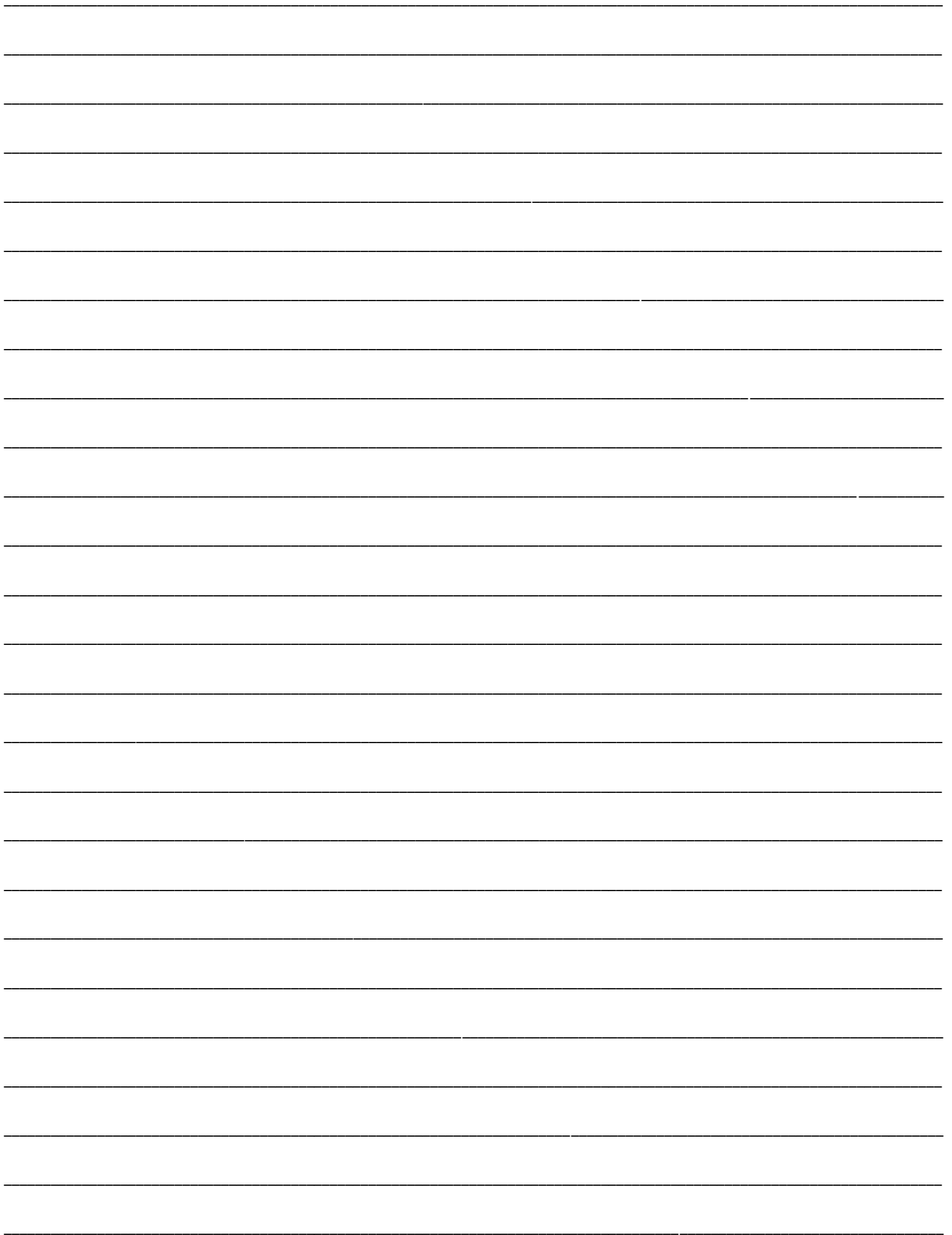
Instructions: Imagine that you are going to have an interview with one of the companies whose job application you completed. Dress yourself to make a positive first impression with the employer. Highlight clothing from the list provided for dressing yourself for the interview. You may add additional clothing to the list. Be sure to match your clothing to the workplace environment.

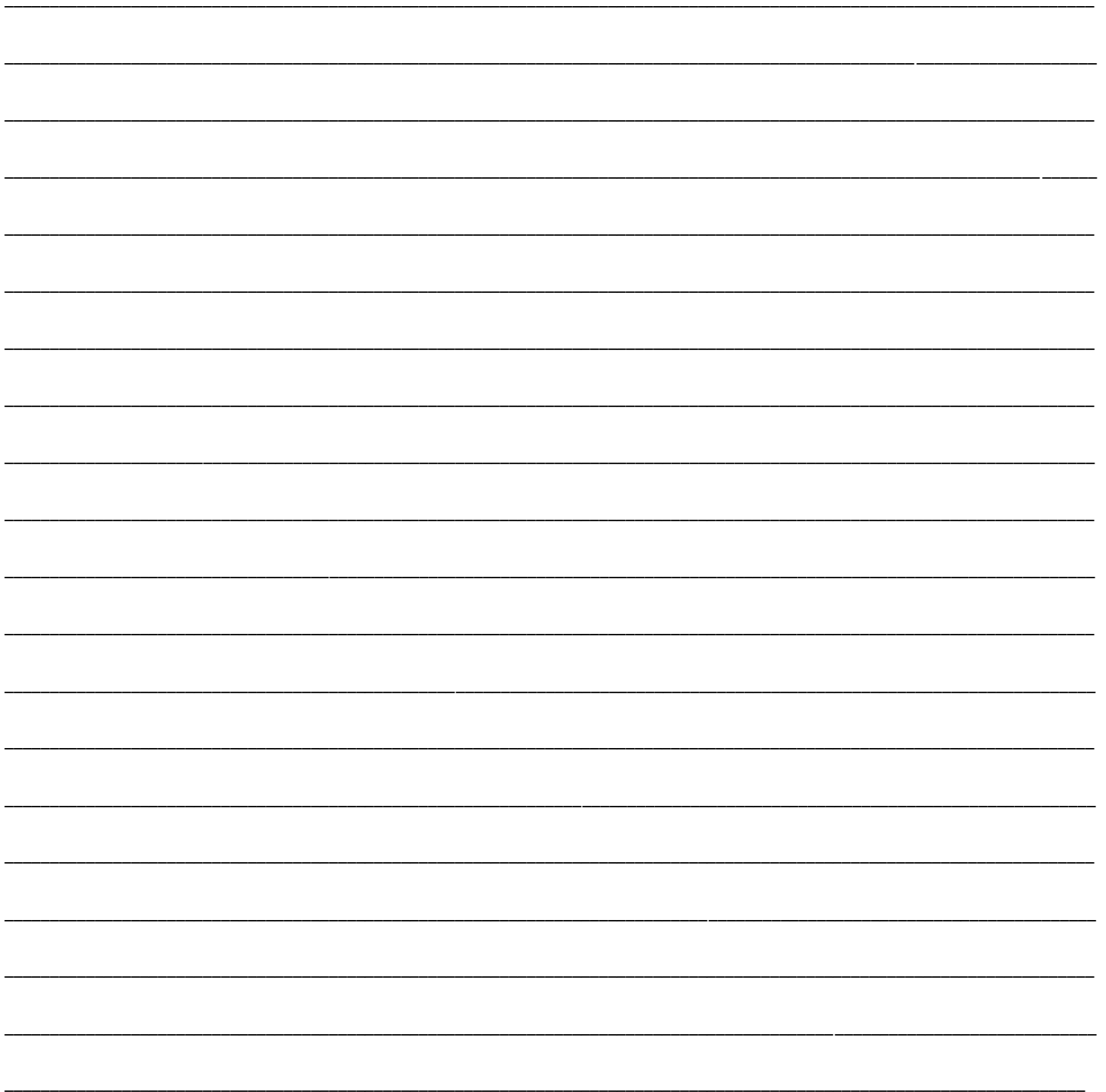
MALE	FEMALE
<ul style="list-style-type: none"><input type="checkbox"/> Tie<input type="checkbox"/> Dress pants<input type="checkbox"/> Dress shoes<input type="checkbox"/> Running shoes<input type="checkbox"/> Jeans<input type="checkbox"/> Khakis<input type="checkbox"/> Collared t-shirt<input type="checkbox"/> Collared shirt<input type="checkbox"/> Round neck t-shirt<input type="checkbox"/> Boots<input type="checkbox"/> Bowtie<input type="checkbox"/> Vest (indoor/outdoor)<input type="checkbox"/> Short coat (outdoor)<input type="checkbox"/> Long coat (outdoor)<input type="checkbox"/> Suit<input type="checkbox"/> Flip flops/crocs<input type="checkbox"/> Shorts	<ul style="list-style-type: none"><input type="checkbox"/> Dress<input type="checkbox"/> Dress pants<input type="checkbox"/> High heeled shoes<input type="checkbox"/> Flip flops<input type="checkbox"/> Jeans<input type="checkbox"/> Casual pants<input type="checkbox"/> Tank top<input type="checkbox"/> Shorts<input type="checkbox"/> Blouse<input type="checkbox"/> Boots<input type="checkbox"/> Suit<input type="checkbox"/> Skirt<input type="checkbox"/> Short coat (outdoor)<input type="checkbox"/> Long coat (outdoor)<input type="checkbox"/> T-shirt<input type="checkbox"/> Sandals<input type="checkbox"/> Running shoes

Step B: Rationale

Instructions: In a paragraph of 150 words, provide a rationale for the choices you made. Why did you choose this outfit? Does it suit the environment? Does it ‘fit’ with the style of the employer? Does it represent ‘you’? Using these questions, respond in a complete paragraph to this question: ‘Why do you think that your choices will make a positive first impression with the potential employer?’

[illegible]





Paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful topic sentence that directly addresses the topic• All ideas are relevant and directly support the topic sentence• Logical sequence of ideas; effective concluding sentence• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear topic sentence that addresses the topic• Most ideas are relevant and generally support the topic sentence• Logical sequence of ideas; strong concluding sentence• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate; some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate topic sentence that addresses the topic• Ideas support the topic sentence but are general or obvious• Some logic in the sequence of ideas; adequate concluding sentence• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple topic sentence that attempts to address the topic• Some ideas support the topic sentence but are general or obvious• Attempt at logical sequence of ideas; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Topic sentence is present, but may not address the subject• Ideas attempt but do not logically address the topic• Sequencing of ideas is confusing; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Topic sentence absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand

Evaluation Guidelines	Marks
Step A: Dressing to Match the Workplace Completion of checklist	/4
Step B: Rationale Paragraph Scoring Guide	/6
Total	/10

Activity 1

Career Path Adventure

The Career Path Adventure is designed to simulate the sort of decisions you may have to make following graduation. Every decision you make in the simulation will have an outcome. You may be happy with some outcomes and less so with others. Some decisions may lead to long-term career success, while others may not. Watch out for fate! There will always be events that happen that no one plans for, and yet which inevitably will occur, as you pursue your goals.

Instructions:

Complete the Career Path Adventure by making decisions and choices that best reflect the person you are and the values you hold right now. Once you have completed the simulation, go through it a few more times trying different decisions.

To complete the Career Path Adventure, go to the *Communicate!* CD:

Communicate! CD > Working > Career Path Adventure

As you travelled down the different career paths in the simulation, you had to make a number of decisions—each having its own consequence. Reflecting on your experience in the Career Path Adventure may provide you with some insight into your own career decision-making.

1. Did you enjoy the experience?
2. What did you learn about yourself in completing this simulation?
3. What is the role of learning in your career path?
4. What are the factors you have control over and those you don't in your career path?

Activity 1

Unpacking Abbreviations

Instructions: Match the term in Column B to its correct description in Column A. Write the correct letter in the space provided.

	Column A	Column B
	Accounting	a. acct b. cas c. co d. dl e. eve f. f/t g. hrs h. inc i. neg j. perm k. ph l. pos m. p/t n. ref o. req p. sal q. temp r. we s. wpm
	Company	
	drivers license	
	included	
	per hour	
	position	
	references	
	required	
	salary	
	words per minute	
	casual	
	evenings	
	full time	
	hours	
	negotiable	
	part time	
	permanent	
	temporary	
	weekends	

Activity 1

Uncovering My Access Points

The first step in accessing your own hidden job market is identifying the people you know or businesses with which you are familiar. People you know can include friends, acquaintances, family members, teachers, and former coworkers. Businesses can include those that your friends or family work at, or ones that you frequent as a customer.

List eight to ten contacts that you could approach for a current or future job search. List people who could link you most closely to work that interests you. Identify why these people are good access points for you. Copy the chart below and complete it.

[illegible]

Activity 1

Developing Skills for Employment

Understanding employability skills is important on two fronts. You need to be able to identify and communicate your employability skills in order to secure employment, and you need to grow and develop new employability skills in order to maintain employment.

Instructions: To demonstrate your understanding of employability skills, match the task in Column A with the employability skill in Column B.

	Column A	Column B
	1. Going out of your way to assist a customer.	a. Communication b. Continuous Learning c. Positive Attitude/Behaviour d. Using Numbers
	2. Observe how another employee deals with a challenging customer.	
	3. Explaining the benefits of a product.	
	4. Calculating a 10% discount for a customer.	
	5. Making sure your uniform is ironed before going to work.	
	6. Sending an email that is grammatically correct.	
	7. Making the correct change for a customer.	
	8. Keeping a smile on your face when you are having a bad day.	
	9. Reading and following an instruction manual.	
	10. Greeting someone in a way that makes him feel welcomed.	
	11. Deciding how much wood will fit in a box.	
	12. Reflect on the quality of your own performance.	

Section 2 Assignment: Part 1

Making Your Dreams Reality

Step A: “For Laurie”

Read the profile, “For Laurie, Truck Driving Paved Her Road to Freedom” in *Between the Lines 12* (page 83). This article profiles Laurie Dwinnell, who went through a number of career changes, including being a real estate assistant and journalist, before finding her true employment passion: truck driving.

This profile uses a common journalistic structure that is sometimes known as the “Day in the Life.” As you read, notice how the times of day indicate a transition to a new idea.

Step B: Article Questions

Answer the following questions using complete sentences that are grammatically correct.

1. What parts of Laurie’s job give her satisfaction?
2. Where does she show concern and responsibility for doing her job well?
3. What are some challenges she faces on the job? How does she overcome these challenges?
4. How does Laurie’s job fit with her personality?

Step C: Producing Ideas Template

In a paragraph of 125–150 words, describe a job that you feel would be a good fit for your personality and skills. Explain how or why that job would give you satisfaction.

Begin generating ideas for your paragraph by completing the Producing Ideas Template.

To review how to write a paragraph, go to the *Communicate!* CD and view the resource “Paragraph Essentials.”

Communicate! CD > Writer’s Resource > Formats to Follow > Paragraph Essentials



Additional information about the steps involved in paragraph composition can be found in the “Writing Process” section of *Writing on the Run!*

Step D: Explanatory Paragraph

Based on your Producing Ideas Template, process and polish your ideas. Use the Final Editing Checklist. Submit your final draft.

Evaluation Guidelines	Marks
Step B: For Laurie 4 marks per question 4-Point Short Answer Scoring Guide	/16
Step C: Producing Ideas Template Template completion	/5
Step D: Explanatory Paragraph Paragraph Scoring Guide × 3	/18
Total	/39

Producing Ideas Template

Topic:	
Audience:	Purpose:
Generate Ideas (brainstorm, cluster, free write):	Organize Ideas (logic, sequence, chronology):

Outline

Thesis Statement: _____

Main idea 1: _____

Supporting Details:

Main idea 2: _____

Supporting Details:

Main idea 3: _____

Supporting Details:

Concluding Sentence: _____

4-Point Short Answer Scoring Guide

4 ➡ Wow!	<ul style="list-style-type: none">• Analysis and presentation of information is consistent and very logically sequenced• Ideas are tightly focused, on topic, and fully developed• Word choice is sophisticated and contributes to a clear and convincing answer• Exceptional spelling and grammar
3 ➡ Strong!	<ul style="list-style-type: none">• Analysis and presentation of information is well-organized and well sequenced• Ideas are well focused, on topic, and well developed• Word choice is compelling and contributes to a generally persuasive answer• Virtually no spelling errors or grammatical errors
2 ➡ Almost	<ul style="list-style-type: none">• The presentation or analysis of information in the answer is illogical or insufficient• The answer lacks focus, purpose, and development• Language use in the answer is weak• Occasional spelling errors or grammatical errors may negatively affect understanding
1 ➡ Not Yet	<ul style="list-style-type: none">• The answer may be limited in scope• The answer does not address the question clearly, lacks focus and purpose• Vocabulary is immature or vague; word choice is not appropriate• Frequent spelling errors or grammatical errors make the answer virtually incoherent
0 ➡ Not at All	<ul style="list-style-type: none">• Answer is too brief to evaluate or not attempted at all

Paragraph Scoring Guide

6 ➡ Wow!	<ul style="list-style-type: none">• Forceful topic sentence that directly addresses the topic• All ideas are relevant and directly support the topic sentence• Logical sequence of ideas; effective concluding sentence• Sentences are controlled and varied in structure• Word choice is appropriate and precise: few mechanical errors
5 ➡ Strong!	<ul style="list-style-type: none">• Clear topic sentence that addresses the topic• Most ideas are relevant and generally support the topic sentence• Logical sequence of ideas; strong concluding sentence• Sentences are mostly controlled and varied in structure• Word choice is appropriate and accurate; some mechanical errors
4 ➡ Good!	<ul style="list-style-type: none">• Adequate topic sentence that addresses the topic• Ideas support the topic sentence but are general or obvious• Some logic in the sequence of ideas; adequate concluding sentence• Sentences and word choice are simple with an attempt at variety• A number of writing errors, but meaning is clear
3 ➡ A Pass!	<ul style="list-style-type: none">• Simple topic sentence that attempts to address the topic• Some ideas support the topic sentence but are general or obvious• Attempt at logical sequence of ideas; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
2 ➡ Almost!	<ul style="list-style-type: none">• Topic sentence is present, but may not address the subject• Ideas attempt but do not logically address the topic• Sequencing of ideas is confusing; concluding sentence present but ineffective• Awkwardness in sentence structure and word choice• Numerous errors may interfere with meaning in some places
1 ➡ Not Yet!	<ul style="list-style-type: none">• Topic sentence absent or does not address the topic• Ideas and writing have little or no sense of purpose• Maybe too short to adequately assess• Awkwardness in sentence structure and word choice• Significant number of errors creates interferes with meaning
0 ➡	<ul style="list-style-type: none">• The product is off topic or difficult to understand

Final Editing and Proofreading Checklist

A Check content (Have you done what you set out to do?)

- ☐ All ideas are clear and fully developed
- ☐ All ideas support the main idea and relate to each other
- ☐ All ideas are supported with adequate details
- ☐ Unnecessary details are deleted
- ☐ The opening and closing are strong

B Check language (Is it easy to follow?)

- ☐ Unnecessary words are deleted
- ☐ Transitions are used to move between between ideas
- ☐ Sentences are properly constructed
- ☐ Word selections are accurate and specific

C Check format

- ☐ The form/layout of information is appropriate for the audience or assignment: checklist, paragraph, PowerPoint presentation, composition, speech
- ☐ An appropriate and interesting title
- ☐ A new paragraph is used every time you change to a new idea or speaker
- ☐ Include your name, the date, and the assignment title
- ☐ Use only one side of the page

D Check grammar, punctuation and spelling

Grammar:

- ☐ All subjects and verbs agree
- ☐ Verb tense is consistent and correct
- ☐ Parallel structure is maintained

Punctuation:

- ☐ Apostrophes with all possessive nouns
- ☐ Each sentence begins with a capital and finishes with end punctuation
- ☐ Proper names are capitalized.
- ☐ Quotation marks are used correctly where appropriate

Spelling:

- ☐ Use spell check to catch obvious spelling errors
- ☐ Manually look up difficult or confusing words in the dictionary

Section 2 Assignment: Part 2

Scanning Job Ads

Step A:

Record your own job search criteria for the job for which you think you're best suited, using the following table as a guide.

What I'm Looking for When Scanning Job Ads	
Job Category	
Job Title	
Salary	
Parameters	
Special Skills	

Step B:

Find a copy of your local newspaper. You may want to find a Saturday edition of the paper—it tends to have the most job ads. Use your knowledge of abbreviations and scanning to locate a job ad that is of interest to you, for which you would consider applying based on your scanning criteria. Save a copy of the ad.

OR

Go to one of the online job search databases:

1. <http://www.monster.ca>
2. <http://www.workingcanada.com>

Read the search instructions provided. Use your knowledge of abbreviations and scanning to locate a job ad that is of interest to you, one for which you would consider applying based on your scanning criteria. Save a copy of the ad.

Evaluation Guidelines	Marks
Step A: Completed table	/5
Step B: Sample ad (meets criteria established in table)	/5
Total	/10

Section 2 Assignment: Part 3

Uncovering Your Own Employability Skills

You develop your employability skills on a daily basis. You can gain skills from a variety of sources, including school, work experience, volunteering, chores, hobbies, interests, and parenting.

Step A: Employability Skills 2000+

Review the Employability Skills 2000+ document published by the Conference Board of Canada. This document highlights the key employability skills that you need to be successful in today's work world.

The document is divided into three sections: Fundamental Skills, Personal Management Skills, and Teamwork Skills. The ability to communicate is listed as a Fundamental Skill that you need to have as a base for further skill development.

Step B: Employability Skills Chart

The following chart lists each of the communication skills outlined in the Employability Skills 2000+ document. Copy the chart below. For each skill, provide evidence of how you have demonstrated or had experience with this skill, and identify where it was learned. The first one is done as an example.

Skill	Evidence	Source
Communication: Share information using a range of information and communications technologies.	I created a PowerPoint presentation on Recycling for 30 people.	Social Studies class
Read and understand information presented in a variety of forms.		
Write and speak so others pay attention and understand.		
Listen and ask questions to understand and appreciate the points of view of others.		
Share information using a range of information and communications technologies.		

Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas.		
--	--	--

Step C: Employability Skills Prompts

Respond to the following prompts based on the previous chart. Be sure your answers are complete, and grammatically correct, sentences.

- In two to three sentences, identify and explain which communication skill is your strongest.
- In two to three sentences, identify and explain which communication skill is your weakest.
- “Communicate” is one of a number of skill categories in the Employability Skills 2000+ document. Review the other categories: for example, “Manage Information,” “Be Responsible,” and “Work with Others.” Identify and explain in which category your skills are the strongest and which category your skills are weakest.

Evaluation Guidelines	Marks
Step B: Employability skills chart 2 marks per box	/24
Step C: Employability skills prompts 6 marks per question Short Answer Scoring guide	/18
Total	/42

Section 2 Assignment: Part 4

Elevator Pitch

Who are you? What type of work you are looking for? What skills do you possess that are relevant to your work target? All these questions require thought when you are job searching. You will encounter situations where you are speaking with someone who could be a potential employer, but is unfamiliar with your background. Communicating who you are and the skills you possess requires more detail than a single sentence. You need a tightly structured response.

Here is a way to get started: the elevator pitch.

Imagine getting onto an elevator in a large office building. In the elevator, you recognize a manager from a company that you want to work for. You are both going up 35 floors—you have some time to introduce yourself and perhaps get a foot in the door with this company. You now have 90 seconds before the elevator reaches your floor to briefly introduce yourself and skills, essentially impressing upon this manager that you would be a great employee for the company.

The 90-second elevator pitch is something you should practise and perfect. It is the basic introduction of who you are and what you are looking for. It will form the basis of your introductory message when networking, your opening statement in telephone contacts with employers, and the foundation of your “Tell me about yourself” answer in an interview.

Most contacts are not looking for your life history. They are looking for a short summary of your skills. Develop a level of comfort in your personal presentation by rehearsing and practising the delivery of your elevator pitch—you should be able to explain who you are and what you are looking for with confidence.

Instructions

You are to script and record your own elevator pitch based on the above situation.

Step A: Job Description

As a starting point for this assignment, identify an organization and position that interests you. You may use one that you have already identified earlier.

Step B: Elevator Pitch Draft

Structure your elevator pitch (90 seconds) by:

- introducing yourself
- stating your interest in working for the organization you’ve chosen
- identifying two to three skills that you possess that would make the organization interested in interviewing you

Step C: Audio Pitch

Option 1: Audio Recording

Present your elevator pitch to your teacher in the form of an audio recording. Record your pitch as if you were talking to an employer. Be sure that:

- your content is organized
- your communication is purposeful
- your tone and vocabulary are professional
- your pronunciation is clear and articulate
- your delivery is confident.

Be sure to start by identifying the organization and position that interests you.

Or

Option 2: “Real Time” Presentation

Present your elevator pitch directly to your teacher over the phone, via online synchronous audio, or in person. The presentation criteria are the same as for the audio recording. Be sure to start by identifying the organization and position that interests you.

Evaluation Guidelines	Marks
Step A: Job description Position and organization are identified	/2
Step B: Elevator pitch draft Written version of pitch is completed. Paragraph Scoring Guide	/6
Step C: Audio recording Oral Communication Scoring Guide × 4	/16
Total	/24

Oral Communication Scoring Guide

	Preparation	Delivery
6 ➡ Wow!	<ul style="list-style-type: none"> Substantial preparation is evident. Reading is very well suited to oral delivery. Choices of where to place emphasis, pauses, changes in pitch and volume are very effective. 	<ul style="list-style-type: none"> Voice is used consciously and successfully to enhance the message. Any music/visuals are carefully chosen to enhance the presentation. Engages and entertains audience. Reading is delivered seamlessly.
5 ➡ Strong!	<ul style="list-style-type: none"> Substantial preparation is evident. Reading is well suited to oral delivery. Choices of where to place emphasis, pauses, changes in pitch and volume are mostly effective. 	<ul style="list-style-type: none"> Voice is used consciously and successfully to enhance the message. Any music/visuals are carefully chosen to enhance the presentation. Engages or entertains audience. Reading is mostly seamless, with few errors.
4 ➡ Good!	<ul style="list-style-type: none"> Adequate preparation is evident. Reading is satisfactorily suited to oral delivery. Choices of where to place emphasis, pauses, changes in pitch and volume are satisfactory. 	<ul style="list-style-type: none"> Voice is used mostly successfully to enhance the message. Any music/visuals chosen have little effect on the presentation. Engages or entertains audience. Reading is mostly seamless, with some errors.
3 ➡ A Pass!	<ul style="list-style-type: none"> Some preparation is evident. Reading is minimally suitable for oral delivery. Choices of where to place emphasis, pauses, changes in pitch and volume are minimally acceptable. 	<ul style="list-style-type: none"> Voice is appropriate and correct, but may not enhance the message. Any music/visuals chosen have little effect on the presentation. Reading maintains audience interest.
2 ➡ Almost!	<ul style="list-style-type: none"> Little preparation is evident. Reading is too short, or is not the best choice for oral delivery. Choices of where to place emphasis, pauses, changes in pitch and volume are not appropriate. 	<ul style="list-style-type: none"> Voice problems interfere with message delivery in places. Any music/visuals chosen are used ineffectively. Audience may struggle to understand or follow the presentation.
1 ➡ Not Yet!	<ul style="list-style-type: none"> Preparation is not evident. Reading appears to be chosen without consideration for how it would be read aloud, or the audience to receive it. Using emphasis, pauses, changes in pitch and volume are not considered. 	<ul style="list-style-type: none"> Voice problems interfere with message delivery. Any music/visuals chosen are totally ineffective. Audience is unable to understand or follow the presentation.
0 ➡	<ul style="list-style-type: none"> You did not submit a recording of, or deliver an oral presentation. 	