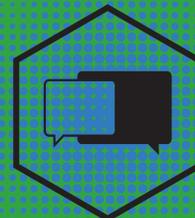


**ESSENTIAL SKILLS  
WORK READY YOUTH PROGRAM**



**ORAL  
COMMUNICATION  
WORKBOOK!**



SkillsCompétences  
Canada

## Acknowledgement

The Essential Skills Work Ready Youth Program – Workbook Series was developed by Skills/Compétences Canada, with support from the Government of Canada.

Acknowledgement is given to Bow Valley College who were instrumental in developing the content of the workbooks.

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<https://skillscompetencescanada.com/en/>

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# **ORAL COMMUNICATION**

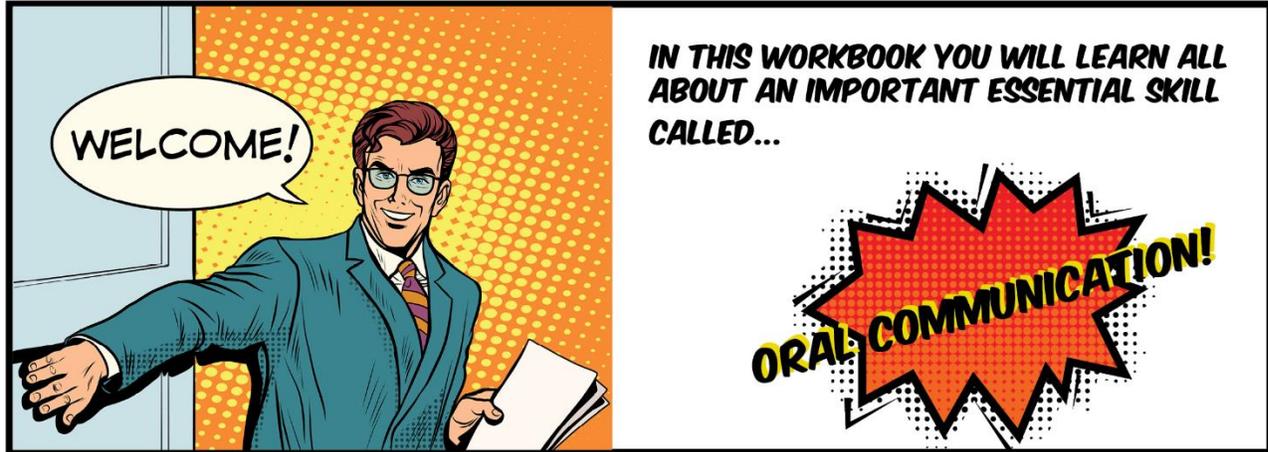
Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

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## WELCOME TO THE ESSENTIAL SKILLS WORK READY YOUTH PROGRAM



### Q: HOW DO I USE THIS WORKBOOK?

1

START BY REVIEWING THE INFORMATION AND FUN FACTS ABOUT ORAL COMMUNICATION AND ESSENTIAL SKILLS LOCATED AT THE BEGINNING OF THIS WORKBOOK.

2

PRACTICE USING YOUR ORAL COMMUNICATION SKILLS IN THE "ES WORKOUT" SECTION OF THE WORKBOOK.

3

BUILD YOUR ORAL COMMUNICATION SKILLS IN THE "ES BOOSTER" SECTION OF THE WORKBOOK.

4

REVIEW THE ANSWERS IN THE ANSWER KEY SECTION OF THE WORKBOOK TO CHECK YOUR WORK FROM THE ES WORKOUT SECTION.

5

TRY THE ASSESSMENT QUESTIONS AT THE END OF THE WORKBOOK TO GET AN IDEA OF HOW STRONG YOUR ORAL COMMUNICATION SKILLS ARE.



**INTRODUCING THE ESSENTIAL SKILLS**

Breaking News

The Government of Canada and other national & international agencies have identified & validated nine key essential skills.

Essential skills are necessary abilities that are developed through planned, regular practice.

They are skills that help us to be efficient and adaptable. They help us carryout complex activities and job tasks involving ideas, things & people.

I'm here with ES expert Conrad. Conrad what are essential skills & why are they important?

**ESSENTIAL SKILLS ARE "ESSENTIAL" BECAUSE THEY ARE THE SKILLS THAT ALL PEOPLE NEED FOR WORK, LEARNING AND LIFE. THEY ARE ALSO THE FOUNDATION FOR LEARNING OTHER SKILLS.**



## THE NINE ESSENTIAL SKILLS



Essential skills are a major component of Skills/Competences Canada Initiatives. Let's take a closer look.

**THE NINE ESSENTIAL SKILLS:**

 DIGITAL	 DOCUMENT USE	 ORAL COMMUNICATION	 READING TEXT	 NUMERACY
 THINKING	 WORKING WITH OTHERS	 WRITING	 CONTINUOUS LEARNING	





## MEASURING ESSENTIAL SKILLS (ES)

Essential skills are measured on a 5 level scale (see below). The scale describes:

1. The complexity (difficulty) of an essential skills task, question, or problem.
2. The proficiency (ability) of a person in completing an essential skills task, question, or problem.

### THE ES MEASUREMENT SCALE



### WHAT DO THE LEVELS MEAN?

- Tasks, questions, and problems at Levels 1 and 2 are less difficult than those at Level 3, 4, and 5.
- People with essential skills at Levels 1 and 2 need to practice in order to make their skills stronger. When we have skills at, or above, Level 3 we have skills that are strong enough to enable us to cope with new situations and to efficiently learn academic, technical or job-specific skills.
- Employers prefer to have workers who are efficient, capable, learners because they can accurately solve problems, complete their work, learn new processes and adapt to changes on the job.
- The skills are just as important in daily life. We all need to read information, fill out documents, make decisions about how much we can spend on things we want to buy, work and communicate effectively with friends, family, teachers and employers, and use computers and other digital technology.



#### ESSENTIAL SKILLS MATTER

**ESSENTIAL SKILLS ARE USED TO NAVIGATE OUR DAILY LIVES AND THE WORLD OF WORK AND THEY ALLOW US TO KEEP LEARNING SO WE DON'T GET LEFT BEHIND.**



**GIVE IT A TRY! MATCHING TASKS AND SKILLS**

Look at the list below. What skills do you think you would need, to complete each task? Write the abbreviation for any of the skills you think would be used to complete the task. One is started for you as an example. (*HINT: they all require more than one skill.*)



Task	Skill(s) Used
Find information to complete the set-up of a new iPhone	
Apply for a learners' license	
Book concert tickets	
Shop for new clothes	
Plan a weekend ski / snowboard trip	
Ask if you can use the car to go skiing	
Text your coach to say you will be late for practice, why, and how you will catch up	
Arrive at work early to learn the new customer payment system	TS6,
Use a transit schedule to get to your new job on time	

Essential Skills	
RT	Reading Text
DU	Using Documents
N	Numeracy
W	Writing
OC	Oral Communication
TS	Thinking Skills...
WVO	Working With Others
DS	Digital Skills
CL	Continuous Learning

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Planning & Organizing Tasks
5. Find Information
6. Use Memory





## GIVE IT A TRY! THINK ABOUT ORAL COMMUNICATION

Oral communication is an essential skill that has two parts: talking and listening. In our daily life, as well as at work, we use oral communication for many different purposes.



Think about what you did yesterday and indicate whether you did each of the following – and how many times. Put a checkmark each time they happened.

	Initiated by you (you were the speaker)	Received by you (you were the listener)
Greet / Be greeted		
Give / Take messages		
Provide / Receive information/explanation/directions		
Co-ordinate activities or work with others		
Reassure or comfort		
Exchange opinions		
Persuade / Be persuaded		
Instruct / Be taught		
Negotiate		
Resolve conflicts		
Entertain/ Be entertained		

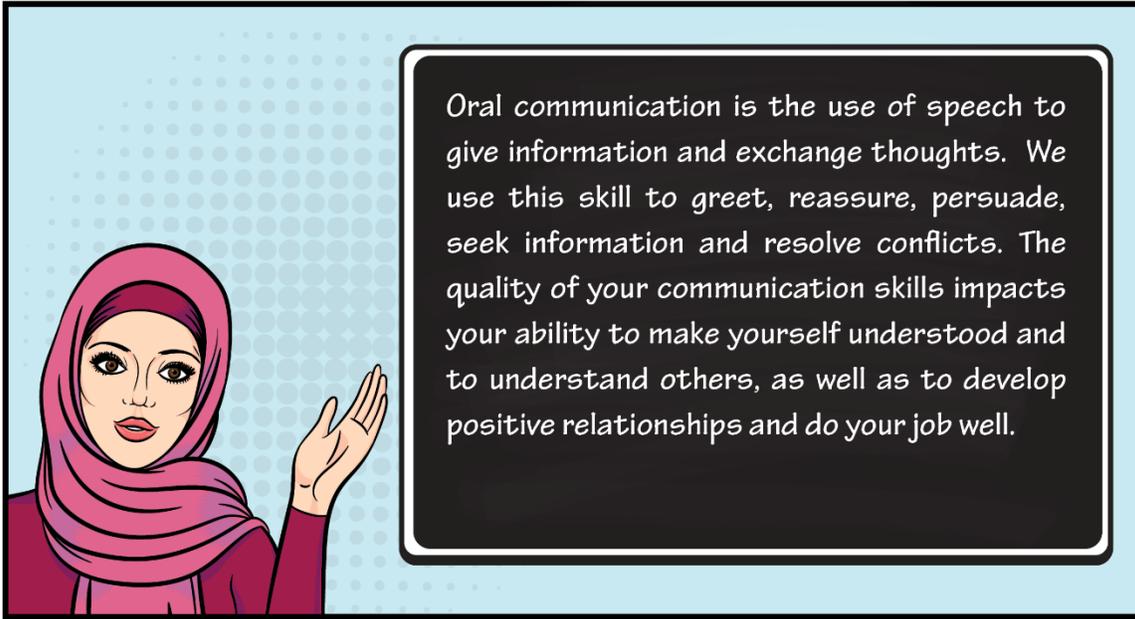
Now look at the number of checkmarks in each of your columns. In North America, there's a popular idea that people tend to talk more than they listen. But in fact, typical research suggests that we spend 70 to 80% of our waking hours communicating each day and that communication breaks down like this:

✓ writing 9%
✓ reading 16%
✓ speaking 30%
✓ listening 45%

Studies also confirm most of us are poor and inefficient listeners. In fact, when we're "listening", we're really just planning what we're going to say next. Maybe that's why we don't think we spend as much time doing it. What do you think?



## GETTING STARTED WITH ORAL COMMUNICATION



The 5 Cs of Communication described below are helpful reminders of how to communicate effectively.

1. *Clear.* Use unmistakable words that help you to clearly state your message. Let the person you are speaking to ask questions so you can be sure you have been understood.

2. *Concise.* Don't let your message get lost in a lot of unnecessary information that isn't important - get to the point.

3. *Consistent.* If you are describing an incident you observed, do not change your story to make it more dramatic. Do not tell one person what you saw and later change the details if you retell the story to another person. Be consistent and accurate.

4. *Credible.* People can tell if your words are insincere - make sure your message is honest. It is important that you mean what you say.

5. *Courteous.* Use words and phrases such as "hello," "thank you," "please," "excuse me," and "I'm sorry". Courtesy is required in the workplace, even if you are interacting with someone you dislike. Being courteous makes communication smoother. Keep an open mind during communication. Try not to make assumptions about what someone is going to say before he or she speaks. Try to listen respectfully and without emotion.

Source: [https://www.g-w.com/pdf/sampchap/9781619605893\\_ch07.pdf](https://www.g-w.com/pdf/sampchap/9781619605893_ch07.pdf)



**ORAL COMMUNICATION MAKES A DIFFERENCE**



**THINK YOU DON'T NEED ORAL COMMUNICATION SKILLS? THINK AGAIN!**

**ORAL COMMUNICATION SKILLS ARE CRITICAL IN TODAY'S WORKPLACE. WE USE THESE SKILLS TO COORDINATE OUR WORK, SOLVE PROBLEMS COLLABORATIVELY, SHARE VITAL INFORMATION AND BUILD RELATIONSHIPS.**

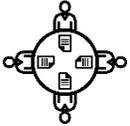
**STRONG COMMUNICATION SKILLS ARE HIGHLY SOUGHT AFTER BY EMPLOYERS - AND IT'S NO SURPRISE. JUST THINK HOW OFTEN YOU COMMUNICATE EACH DAY.**

**IF YOU DO ANY OF THESE...YOU ARE AN ORAL COMMUNICATOR!**

Greet a neighbour



Coordinate a project



Take a phone message



Reassure a friend



Explain something



Resolve an argument



Follow verbal instructions



Give a presentation



Ask a question



Exchange opinions





## ORAL COMMUNICATION MAKES A DIFFERENCE

### AT WORK

Being able to communicate clearly and appropriately with coworkers, supervisors and customers will have a very positive impact on your success in the workplace. According to the Conference Board of Canada, Canadian employers want employees who can communicate both in writing and by speaking so that others pay attention and understand. They also want employees who can listen and ask questions to understand and appreciate the points of view of others. Building these skills takes practice.



### AT HOME

Our non-working life is also impacted by our ability to communicate. Strong oral communication skills mean we are better able to discuss and negotiate clearly and to manage misunderstandings and conflicts. We may need to reach agreement on a curfew or come to agreement on whose turn it is to use the car. Having solid oral communication skills helps us to have potentially challenging conversations because we are able to clearly express ourselves and minimize misunderstandings.

### MEASURING ORAL COMMUNICATION

Oral Communication has 4 levels of difficulty or complexity depending on things like:

- the function of the communication; that is, why and how someone is communicating;
- the information about which someone communicates;
- the context of the communication; that is, to whom and in what circumstances does the communication take place; and
- the level of risk if the communication fails; that is, how serious are the consequences if the communication fails.



**COOL JOBS THAT RELY ON ORAL COMMUNICATION**





**ORAL COMMUNICATION TRIVIA**



Answer: 75% of the general public suffer from glossophobia (fear of public speaking)

**THINK ORAL COMMUNICATION ISN'T A BIG DEAL? THINK AGAIN!**

**FOXTROT,  
CHARLIE,  
TANGO!**

**ORAL COMMUNICATION - A LIFE SAVING SKILL**

Sometimes results of poor communication are more than frustrating. They can be deadly.

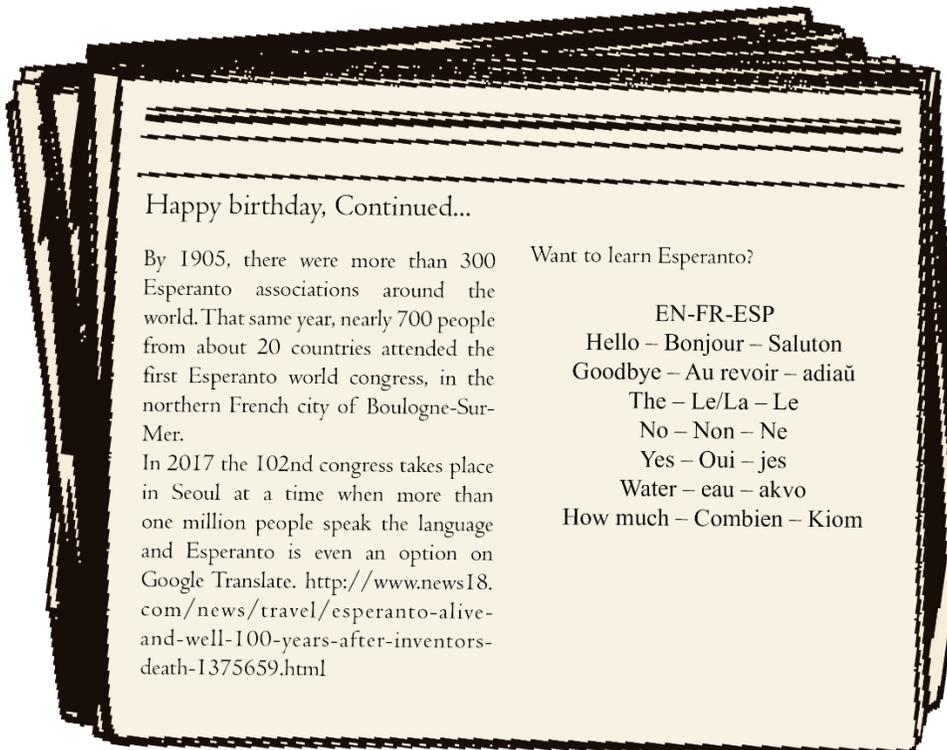
In the aviation industry, pilots and controllers must communicate clearly, succinctly, and proficiently in all situations, routine and non-routine. Language-related miscommunication has the potential to cause serious incidents or even accidents.

A 2017 report out of the UK identified 267 miscommunications over an 18-month period. In one incident, a pilot taxied to a runway without clearance. Yikes!

Source: <http://www.independent.co.uk/travel/airlines-poor-spoken-english-miscommunication-pilots-traffic-control-can-lead-air-disasters-civil-a7664571.html>



**ORAL COMMUNICATION IN THE NEWS**





## ORAL COMMUNICATION BITS AND BITES



### **HAVE YOU EVER BEEN A VICTIM OF A JOB INTERVIEW BREAKDOWN? THESE FOLKS HAVE.**

“I was so nervous at a job interview, when he asked me what I wanted to be in five years, I said, ‘Race car driver.’”

“The guy asked me to tell him a little about myself, and I literally forgot who I was.”

“I got asked about punctuality. I went on about how it was good to speak clearly and politely, and it was nice to use proper grammar in speech and writing.”

### **JOB INTERVIEW TIPS**

- ✓ Practice interview questions with a friend before going to the interview, and prepare a list of relevant questions that you would like to ask your prospective employer.
- ✓ Take letters of recommendation, a copy of your resume and references to the interview.
- ✓ Answer all questions clearly and distinctly while stressing your qualifications.
- ✓ Act positively and confidently: the right attitude helps to convince the employer that you are the best person for the job.
- ✓ Be prepared to explain how the employer can benefit by hiring you, and you will leave the impression that you are the employee they are looking for.
- ✓ Finally, be sure to thank the interviewer and shake hands when the interview is over.

Source: Skills Competences Canada



**ORAL COMMUNICATION BITS AND BITES**

**INTERVIEW QUESTIONS**

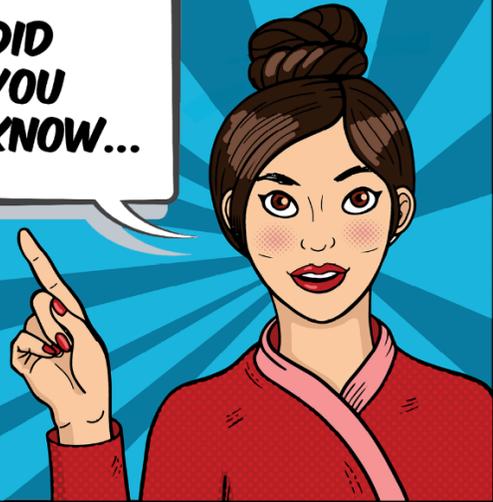
Did you know that an important part of landing a job involves understanding how to answer interview questions.

Common interview questions include:

- Tell me about yourself.
- How has your previous experience prepared you for this role?
- What are your strengths?

Check out these unusual interview questions...

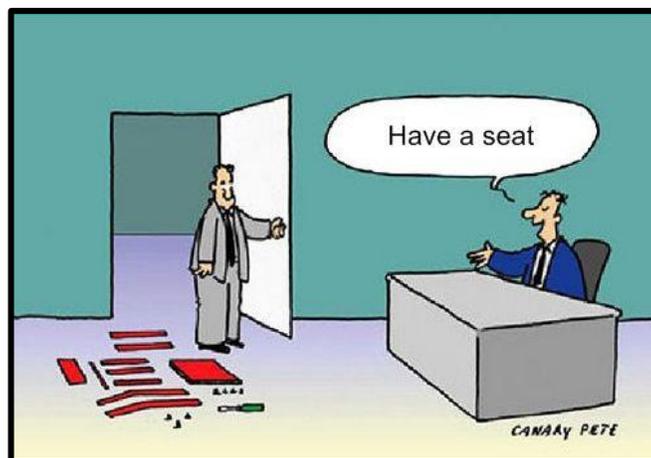
**DID YOU KNOW...**



- "If you were asked to unload a 747 full of jellybeans, what would you do?" (*Bose IT Support Manager*)
- "Why is the Earth round?" (*Twitter Software Engineer*)
- "Who would win in a fight between Spiderman and Batman?" (*Stanford University Medical Simulationist*)
- "What's the weirdest thing you've ever done?" (*Trader Joe's Crew Member*)

Source: <http://www.businessinsider.com/tough-interview-questions-asked-by-real-companies-2015-3>

**JOB INTERVIEW AT IKEA®...**



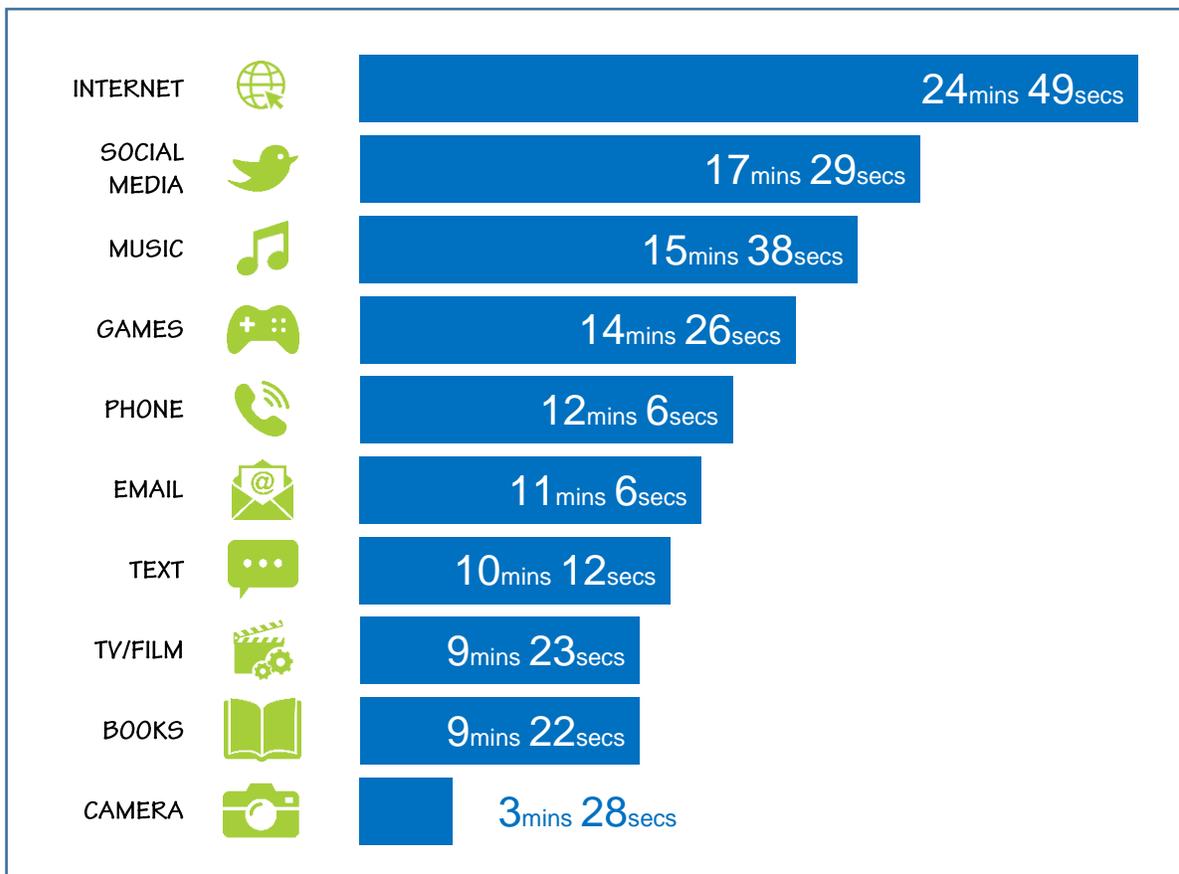


## ORAL COMMUNICATION BITS AND BITES

### HOW DO WE USE OUR SMART PHONES?

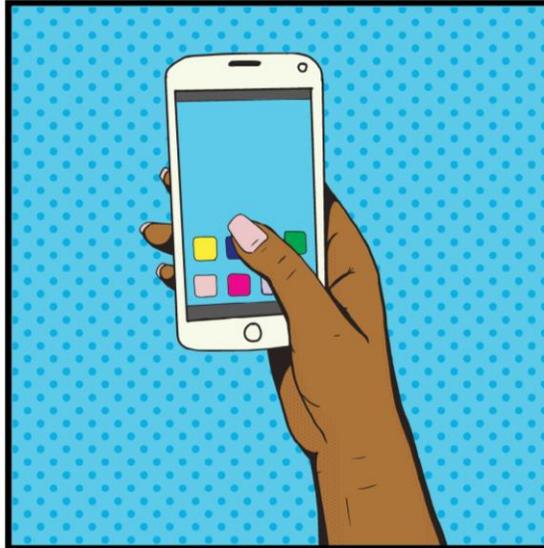
Technology has changed what we do and how we do it. It wasn't that long ago that if we wanted to communicate with someone we needed to phone them, meet them in person, or write them a note or a letter. How has the use of technology changed the way you communicate? Research suggests that devices, such as smart phones, may have a negative impact on the quantity and quality of our face-to-face communication.

### SMART PHONE ACTIVITY BY AVERAGE TIME SPENT PER DAY





**ORAL COMMUNICATION BITS AND BITES**



**SAVING A DWINDLING FIRST NATIONS LANGUAGE, THROUGH AN APP**

Ta'an Kwach'an woman Nicole Smith and her grandmother Irene Smith are working together to revive the Southern Tutchone language in the Yukon. But Irene died more than five years ago. Instead, Irene's voice — captured in sound waves from a little square app on a smart phone — will soon reverberate throughout the Yukon to many who are seeking to learn the dwindling Southern Tutchone language.

"It's great for me to be able to work with her and her language, still, even after she's passed on," said Nicole, an elementary school teacher who is also recording some words to be used on the new language app.

There aren't many Southern Tutchone speakers left in the Yukon, and it's a language with several dialects. The Yukon Native Language Centre estimates that there are between 150 to 250 people left who are fluent.

For Nicole, her learning journey started five years ago. "Although my grandmother raised me, and my grandfather, they didn't speak to me in the language all the time. [They used] short commands [like] 'Go get this or go get that,'" recalled Nicole. So when she started using her late grandmother's recording, listening to her voice wasn't easy. "It was really tough at first," said Nicole. "Now I've heard it so many times, it's fine. And I enjoy listening to it."

Irene's recording was archived at the Yukon Native Language Centre that has been documenting language in the Yukon for about 40 years. The centre provided the recording and linguistic support to the Ta'an Kwach'an Council, who launched the project.

"A lot of the youth have smartphones, and are always on their phones. I thought it was a great idea to develop the app," said Michelle Telep, deputy chief of the council.

Source: <http://www.cbc.ca/news/canada/north/southern-tutchone-language-app-yukon-taan-kwachan-1.3946265>



## ORAL COMMUNICATION BITS AND BITES

### CODE TALKERS

Code talkers are people who used lesser known languages as a means of secret communication during wartime. The name code talkers is strongly associated with bilingual Navajo speakers specially recruited during World War II by the Marines to serve in their standard communications units in the Pacific Theater.



Code talking, however, was pioneered by Cherokee and Choctaw Indians during World War I. The role of the Navajo "code talkers" was brought to the big screen in 2002, in the Hollywood movie *Windtalkers*, but there were Canadian code talkers as well.

When Cree Canadian, Checker Tomkins, went off to war from his home in Grouard, Alta., he took with him a top-secret weapon the Germans knew nothing about. The Cree language. And now, more than 70 years after he served in WWII, his once top-secret story is being told in a documentary film by film director Alexandra Lazarowich.

Sources: <http://www.cbc.ca/news/canada/edmonton/cree-language-used-as-secret-weapon-in-wwii-1.3150324> AND [https://en.wikipedia.org/wiki/Code\\_talker](https://en.wikipedia.org/wiki/Code_talker)



## ORAL COMMUNICATION BITS AND BITES

“  
Nothing is so simple that it cannot  
be misunderstood.  
Teague Jr.  
”

“  
Don't knock the weather; nine-  
tenths of the people couldn't start  
a conversation if it didn't change  
once in a while.  
Kin Hubbard  
”

“  
The biggest problem with  
communication is the illusion that it  
has taken place.  
George Bernard Shaw  
”

“  
Any problem, big or small,  
within a family, always seems to  
start with bad communication.  
Someone isn't listening.  
Emma Thompson  
”

“  
To listen well is as powerful a means  
of communication and influence as  
to talk well.  
John Marshall  
”

“  
The more you say the less people  
remember.  
Francois Fénelon  
”



**PUT YOUR SKILLS TO  
WORK!**

**GIVE YOUR SKILLS A WORKOUT IN  
THIS SECTION OF THE WORKBOOK.  
SKILLS, LIKE MUSCLES, GET  
STRONGER THE MORE WE USE THEM.  
BUILD YOUR ES MUSCLES BY  
WORKING INDEPENDENTLY TO  
COMPLETE ALL OF THE WORKOUTS.  
YOU CAN CHECK YOUR ANSWERS IN  
THE ANSWER KEY.**

# ORAL COMMUNICATION

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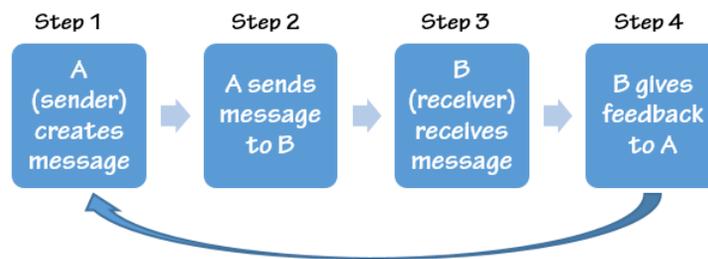
## 1. COMMUNICATION BREAKDOWN

NEED HELP? TRY THE BOOSTER.

- **CLARIFYING AND CONFIRMING**

### THE COST OF COMMUNICATION BREAKDOWN

Different from essential skills like numeracy or reading, oral communication requires that two or more people are involved. The oral communication process has four common steps and a sender, a message, and a receiver (or receivers). The steps may be done once or repeated many times.



Each of the steps in the process is a chance for miscommunication to occur.

- The sender may create a message that is unclear.
- The message may be sent in a way that causes confusion, such as noise on a phone connection.
- The receiver(s) may not hear the message clearly or may misunderstand what the sender meant.
- The receiver(s) may send feedback to the sender that is not heard or that the sender does not understand.



At school, among friends, and in the workplace, poor communication skills cost everyone.

Some of those costs include:

- missed assignments resulting in poor grades at school
- lost friendships or poorly attended events in the community
- time lost to redo work, time wasted doing work that didn't need to be done, and increased safety risks, in the workplace



1.

Beside each of the five oral communication breakdown descriptions below, write A, B, or C depending on whether you think the cause of the breakdown is due to the:

- A. sender
- B. receiver
- C. message

You may choose more than one letter, if you think the breakdown has more than one cause.

Explain each of your choices in a few words.

*(oral communication levels 1-3, problem solving level 2)*



#	Breakdown Description	Cause(s)
1	Your friend has not arrived at the rink for your shinny Game. You left her a message with detailed directions, but did not include the name of the cross streets.	
Explanation:		
2	You changed plans several times today with a friend and now she's not where you expected her to be.	
Explanation:		
3	You agree to meet a group of friends Tuesday at 9 p.m., but when you arrive at 8:50 p.m. they have already left without you.	
Explanation:		



4	Your waiter brings the wrong order.	
Explanation:		
5	Your shifts on next week's schedule are on two days when you told your boss you were unavailable	
Explanation:		

## 2.

Sometimes we think we are great communicators, but the people receiving our messages don't seem to understand the messages we believe we are sending. When this happens, we need to try to understand why.

In each of the scenarios below there is a problem, either in how the message was sent or how it was received. Briefly, describe what you think the problem is and what you could say or do to fix the problem. Check out the Clarifying and Confirming Booster, if you need more information.

*(oral communication level 2, problem solving level 2)*



#	Scenario
1	You are ordering pizzas on the phone and ask for 3 mediums; one meat lovers, 1 veg and one just sauce and cheese, and 6 breadsticks. The person confirms the order and says, "Okay, you want 3 medium pizzas, 1 meat lovers and 2 veg and 16 breadsticks."
<p><i>I think the problem is</i></p> <p><i>I can fix the problem by</i></p>	



2	<p>You are explaining the sign-out safety procedure to a friend who is volunteering with you in the afterschool program. You notice he is staring at your sneakers. When you ask if he has any questions, he says, "Cool shoes. Where did you get them?"</p>
<p><i>I think the problem is</i></p>  <p><i>I can fix the problem by</i></p>	
3	<p>You are talking to your lab partner about your project deadline and she turns her back to check a text on her phone. When you finish talking, she says, "You want to take a break?"</p>
<p><i>I think the problem is</i></p>  <p><i>I can fix the problem by</i></p>	
4	<p>You have been canvassing door to door for two hours, as part of a fund raiser for your community soccer team. Your shift is almost over. At the last house, when you explain who you are and ask if the person has heard of your team, he just looks confused.</p>
<p><i>I think the problem is</i></p>  <p><i>I can fix the problem by</i></p>	



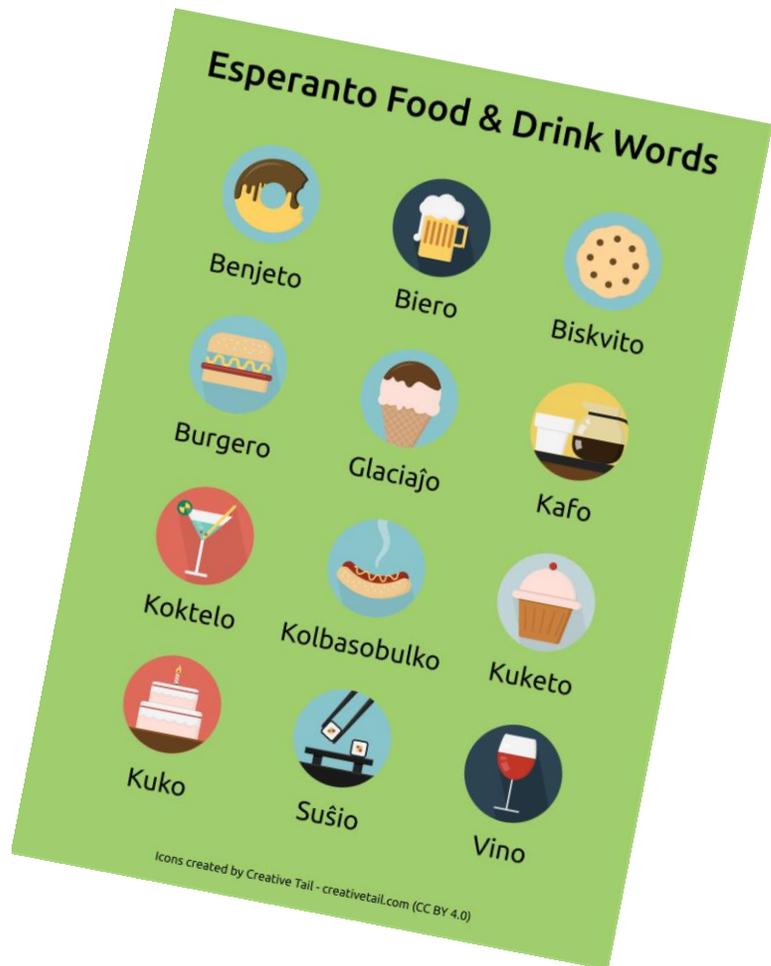
## 2. ALL ABOUT TALKING

### FINDING THE MEANING IN WORDS

Esperanto is an invented language that uses common elements from other languages, to make a new language. The creator of Esperanto wanted to make a language that would encourage peace in the world by making it easier for people to communicate.

Esperanto has been in use since its creation in 1887, even though it is not recognized as an official language by any country. According to Ethnologue, Esperanto is spoken by some 2 million people as a second language in 115 countries, most of them in Central and Eastern Europe, East Asia, and South America.

Can you see any of the elements from other languages that are used in the Esperanto words for the food and drink items in the poster?



Source: <http://aboutworldlanguages.com/esperanto>  
Source: <https://en.wikipedia.org/wiki/Esperanto>



## Types of Oral Communication

In any language, there are three main types of communication.

1. *Interpersonal communication: those communicating interact and negotiate meaning in spoken, signed, or written conversations, to share information, reactions, feelings, and opinions.*
2. *Interpretive communication: those communicating understand, interpret, and analyze what is heard, read, or viewed.*
3. *Presentational communication: the communicator creates message for one-way communication. The communicator may be writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint) the information.*

Edited from:

[http://franklinregionalschools.ss4.sharpschool.com/departments/world\\_language\\_department/mr\\_\\_carnevali/spanish\\_1](http://franklinregionalschools.ss4.sharpschool.com/departments/world_language_department/mr__carnevali/spanish_1)

## Interpersonal Communication

*Interpersonal communication has been described as a process of continuous, active negotiation of meaning among the individuals communicating.*



What does that description really mean?

Whether you are communicating with a friend, a co-worker, supervisor, teacher, or parent, etc. you will “watch” the person or people you are communicating with to see how effective you are being at getting your message across.

If you are communicating in person, you will be watching to see if their facial expressions and body language, in addition to their words, indicate that they understand what you mean. They will be making the same observations of you, for the same reason; trying to determine whether the message needs to be made clearer or changed in some way, to help the listener understand.

Interpersonal communication also includes reading what someone has written to you and writing to others – such as text messages and emails. If you are communicating in writing, the “watching” consists of reading responses to determine whether your message is getting across. Written communication can be a challenge because we don’t have body language or facial expressions to help us decide if our message is getting through.

Image source: <https://rpseawright.wordpress.com/2013/11/21/say-what/>

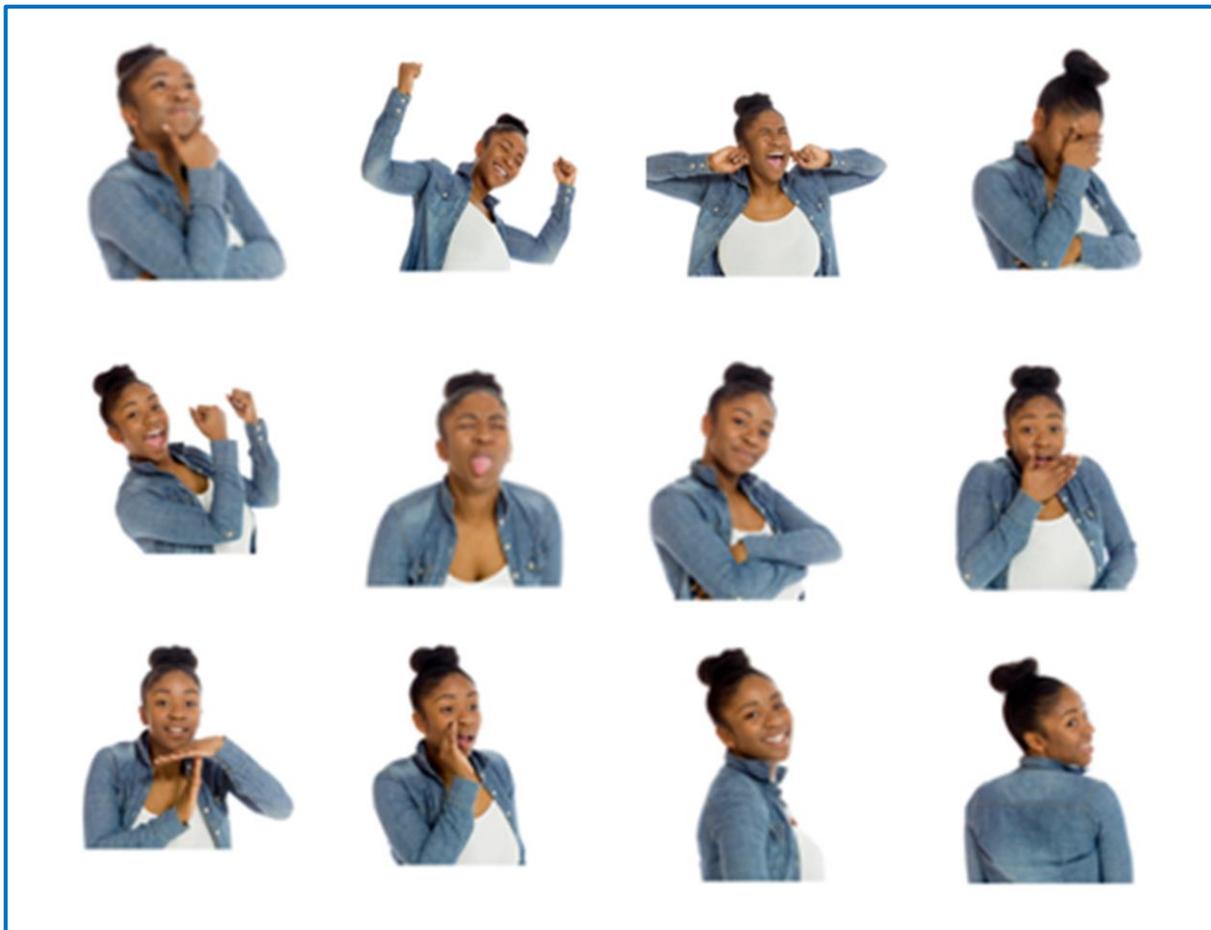


1.

Accurately interpreting facial expressions and body language during a conversation can help to ensure the messages sent, are received as hoped. Below is a collage of facial expressions and body language reactions. Look at the list of messages and write the number of the message over the image you think best indicates the non-verbal reaction this person has had to what you said.

*(oral communication level 2)*

1	Do you want to go too?	6	I told Isaac, Katrina said he wasn't very bright.
2	Last night we won the city championship!	7	No. I didn't get to the cleaner's to pick up your dress, like I promised I would!
3	Why do you think I should be able to figure out why you are upset?	8	There must be a better way to assign work.
4	You are so rude!	9	Are you really tired of the discussion already?
5	Yay! The never ending assignment is finished!	10	We talked about this 10 times already, but we need to talk about it again.





## Interpretive Communication

We are likely to frequently find ourselves participating in group discussions. These may be informal discussions among friends, family members or co-workers, or they may be quite formal and the purposes may be to solve challenging problems or make important decisions.

Common types of discussions that happen at work are discussions to:

- make decisions; such as, deciding on a new shift schedule
- solve problems; such as, how to ensure shared tools are returned to their proper locations, at the end of each shift
- share opinions; such as, whether or not the new paint products being used are as good as salesperson promised
- create something; such as, a work plan, an informational poster, or a presentation

Being effective in a discussion hinges on how we communicate.

- Think about the discussion in advance, if you can
- Listen
- Don't take over
- Be prepared to back up an opinion with facts
- Speak clearly
- Use language that is respectful and encourages discussion

Discussion Helpers	
<p><b>Personal Point of View</b></p> <ul style="list-style-type: none"> <li>• In my experience...</li> <li>• In my opinion...</li> <li>• Personally I think...</li> <li>• I would say that...</li> <li>• I believe that...</li> </ul>	<p><b>General Point of View</b></p> <ul style="list-style-type: none"> <li>• Some people say that...</li> <li>• Generally people believe that...</li> <li>• It is usually considered...</li> </ul>
<p><b>Agreeing with an Opinion</b></p> <ul style="list-style-type: none"> <li>• I completely agree.</li> <li>• I agree with what you are saying.</li> <li>• I also think that is the case.</li> <li>• You make a good point.</li> <li>• I believe that is true.</li> <li>• Agreed.</li> </ul>	<p><b>Disagreeing with an Opinion</b></p> <ul style="list-style-type: none"> <li>• I'm afraid I disagree with what you are saying.</li> <li>• I'm not entirely sure that is the case.</li> <li>• Perhaps, but...</li> <li>• That is not my understanding.</li> </ul>
<p><b>Giving an Explanation</b></p> <ul style="list-style-type: none"> <li>• What I mean is...</li> <li>• The main problem, I believe, is...</li> <li>• The reason is...</li> <li>• Please let me explain more clearly.</li> </ul>	<p><b>Asking for an Explanation</b></p> <ul style="list-style-type: none"> <li>• Could you explain that to me?</li> <li>• Do you mean that...</li> <li>• I don't quite follow what you are saying.</li> </ul>



1.

Below are five possible questions for discussion. Your job is to choose one of the questions and then prepare brief notes for a discussion in which you will try to persuade other people to agree with your position on the question. Use the discussion helpers in your planning, if you wish.

In order to prepare:

1. Plan your opening sentence(s)
  - Opening sentences should introduce what you want to talk about, describe what you hope to accomplish and encourage participation.
2. Think of four arguments you could use to persuade the other person to agree with your opinion of the topic you chose.
3. Think of two arguments that could be made against your position and make notes about what you could say in response.
4. Plan your closing sentence(s).
  - Assume that at the end of the discussion, all but one person in the group agrees with your position.
  - What will you say to end the discussion on a positive note for everyone?

*(oral communication level 3, writing level 3)*

1. Is a vegetarian diet better than a diet that includes meat?
2. Should fast food, pop and sweet foods such as candy be sold in school cafeterias?
3. Do you agree with the saying, "We are what we eat."?
4. Is it ever a good idea to borrow money from a friend?
5. How do you maintain a good friendship?





## Presentational Communication

Effective communication skills are a requirement in almost all workplaces. Employers often expect employees to be able to communicate policies or regulations to co-workers or to employees they supervise.

It is also common for workers to have to give oral reports to their supervisors explaining not only something that happened, but the steps taken to fix it and to reduce the chances of the same problem happening again.



To be effective, oral communications need to be clear and organized. Different from a written report, where the reader can go back and check something if they miss it the first time, listeners usually only get one chance to understand what you are saying. Having an outline, in your head, of what you want to say can help keep you on track and make it easier for listeners to follow what you are saying.

1. Think of a problem you recently faced and successfully solved. It can be something from school, a job, home or volunteer work. You are going to prepare speaking notes for a brief (2-3 minute) oral report about the problem and how you solved it. Use the table below to write point form notes that will guide your oral report.  
*(oral communication level 2, problem solving level 2, writing level 2)*

<p>Problem</p>	<p>What was the problem?</p> <p>Why was it important to solve it?</p>
<p>Action</p>	<p>What action(s) did you take?</p>



	Describe the steps you took.
Result	<p>What were the results of the action(s)?</p> <p>Is the problem resolved?</p>

2.

Next, practice saying the report out loud so that you can hear whether the important points flow logically together. You may decide you have to rearrange the order or add or subtract details to get it to make sense. Remember, your report should be no more than 3 minutes. If you have access to a voice recorder (on your phone or a tape recorder), practice by recording yourself saying the report and then listening to how it sounds.

*(oral communication level 2, decision making level 2)*

3.

Finally, deliver your report to another person. Ask them to listen for the three main sections: the problem, the action, and the result. After, ask them what they heard and compare what they say they heard to what you were expecting them to hear. If there were any differences, why do you think they happened?

*(oral communication level 2)*







### 3. EFFECTIVE LISTENING

#### HABITS OF EFFECTIVE LISTENERS

Listening to someone is not the same thing as just hearing them talk.

Knowing how to listen effectively is an important workplace skill.

If we are taught oral communication skills, it is common that most of time focusses on how to communicate well to other individuals or to a group, and on effective public speaking. But “public listening” or how to listen effectively is a skill that is every bit as important. According to some studies, we spend 60% of our time at work listening – even more in a new job or an entry-level position when we are learning how things work! That’s a lot of listening and it requires more than just hearing words or competing for air time.





## 1.

People aren't born being good or poor listeners. Effective listening is a skill, and like most skills, the more you do it, the better you have the opportunity to get. A good first step to improving listening skills is to recognize what kind of a listener you are now so you can decide what to improve.

### Listen Up: Is This You?

- Read each statement in the list below and put an X beside the things that you do.
- Now read each statement again and put a ✓ beside the things you think effective listeners do.
- Check the answer key. Are your ✓s in the same place as they are shown in the answer key? If yes; great. If not; maybe there are somethings you can do to become a more effective listener.

*(oral communication levels 1-3)*

1	I pay a lot of attention to the speaker's tone of voice.	
2	I pay attention to the speaker's gestures and body language.	
3	When preparing to listen to a podcast I start by eliminating other distractions.	
4	I think about something else while listening.	
5	I tend to shut down when I hear things I don't agree with.	
6	I pay attention to the speaker's clothing.	
7	I pretend to understand if I miss something so I don't interrupt.	
8	I bring my attention back when it starts to go away.	
9	I am always ready to take notes just in case.	
10	I look at the speaker's face and nod to show I understand.	
11	I want to keep the conversation going so I start forming my response to what is being said before the person has completely finished speaking.	
12	I finish people's sentences for them.	



## 2. Top, er, Bottom 6

Starting below is a list of six of some of what have been called the “Worst Listening Habits.” In the *Why is this a problem?* column write a brief note as to why you think each habit listed is considered to be a bad habit. In the *What can you do Instead?* column, write a brief note about how the habit might be managed or even turned into a good habit. The first one has been done for you as an example.

*(oral communication level 2, problem solving level 2)*

6 Poor Listening Habits	Why is this habit a problem?	What can you do instead?
1. Decide in advance that the topic or the speaker will be boring	<i>You are already telling your brain that whatever the person is going to say is not worth listening to.</i>	<i>Decide that you will consider every conversation or talk as a chance to learn something new.</i>
2. Focus on what's wrong with the appearance or the delivery style of the speaker		
3. Try to take notes on everything that is said or try to remember every detail		
4. Create a distraction by whispering, rattling papers, checking your phone etc.		



<p>5. Stop listening when topics are confusing or unfamiliar</p>		
<p>6. Let words that can cause an emotional reaction throw you off track (failed, bad, test, etc.)</p>		



## Take a Note

You know that if you want to understand and remember information during a meeting, training program, or course, you have to pay attention and listen. But paying attention and listening aren't enough. Factors like time have a huge effect on the knowledge you acquire. The way our memories work, if you don't take good notes, and use them, you're just not going to remember very much.

Test this for yourself. Try to write everything you remember from what you did yesterday. Every conversation. Everything you watched or listened to. How much has stayed with you? Likely not a lot of it and possibly not the important bits.

Note taking is one strategy that can help you improve your memory and make it easier to remember things you need to remember. Taking notes means writing everything that's important without writing everything that's said.

### Self-Test: How Do You Rate as a Note Taker?

# 3.

What kind of note-taking skills do you have? This little quiz will help you get on track or stay on track. Check yes or no beside each of the following 13 statements about effective note taking.

*(oral communication level 2)*

- Y  N  1. I read about the subject matter beforehand.
- Y  N  2. I make sure I have what I need to be able to take notes.
- Y  N  3. I put the date on my notes.
- Y  N  4. I number the pages in my notes.
- Y  N  5. I ask questions when I don't understand.
- Y  N  6. My notes include definitions.
- Y  N  7. My notes include brief explanations.
- Y  N  8. My notes include examples.
- Y  N  9. I use abbreviations and symbols for speed and efficiency.
- Y  N  10. I write for speed instead of trying to be perfect.
- Y  N  11. I write the information in my own words.
- Y  N  12. I take time to complete my notes after.
- Y  N  13. I compare my notes with friends to make sure I got everything.

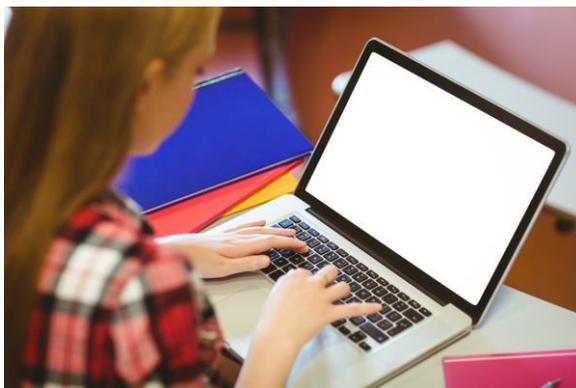


How did you rate? The more you answered yes the better you are at taking notes. Don't worry if you answered no to a few of the questions. What's important is to find a comfortable and effective note-taking technique that works from you.

### **IMPORTANT NOTE ABOUT NOTES!**

Recent research has shown that students retain far more information when they hand write notes, instead of taking notes on a computer or tablet. They take fewer notes by hand, but are more efficient and the act of writing helps them to remember. "Students who used longhand remembered more and had a deeper understanding of the material."

Source: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>



**4.**

Predicting what you are going to hear is a useful strategy to help focus your attention. If we have some idea of what we are going to hear, our brains are already preparing for how to receive the information. (This technique of predicting works for reading too!) Practicing predicting, and reminding yourself of the need to focus, will help you to take notes that are accurate and include the information that will be most useful to you when you need to review.



You are going to watch three short video clips about three different essential skills. The video clips are about the skills of oral communication, numeracy, and document use. They are produced by Skills Canada. *NOTE* If you do not have access to the internet, check with your instructor as he/she has been provided with information regarding how to receive copies of the videos.



Before watching the videos, list three things that you predict might be covered in the video clips.

1

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2

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3

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You will find the clips at this link <http://skillscompetencescanada.com/en/essential-skills/what-are-the-nine-essential-skills/> . Scroll on the page until you locate the three videos: Oral Communication, Numeracy, and Document Use. Watch the 3 clips and make notes using the categories in the table below. Some of the information will be in what you see as well as what you hear. You may need to watch each video more than once. (*oral communication level 2, document use level 2, digital technology level 2*)



	Oral Communication	Numeracy	Document Use
Definition of the skill			
One example of a job that uses the skill			
One specific example of how the skill is used on the job			



**5.**

Next you will use two longer sources of information to practice your predictive strategy, pre-listening focus, and note taking skills. At the link below you will find a selection of 25 podcasts related to the trades. All of the podcasts can be downloaded free from itunes. Choose two. Before listening, read the episode notes from a chosen podcast and answer the first three questions. Then listen to the podcasts you chose and answer the remaining questions. <https://itunes.apple.com/ca/podcast/the-guild-podcast/id1217679920?mt=2>

PODCAST 1	
Title	
Speaker or Author	
My prediction of what the content will be	
Main ideas	
Supporting ideas	



Conclusion	
Things to learn more about	



PODCAST 2	
Title	
Speaker or Author	
My prediction of what the content will be	
Main ideas	
Supporting ideas	
Conclusion	
Things to learn more about	





## 4. COMMUNICATE YOUR WAY INTO A JOB

### THE INTERVIEW

If you want to get a job, you will need to use your oral communication skills because job interviews are necessary for almost any part-time or full-time position.

While every job interview is going to be different, there are some basic things you can do to make you a better candidate during any interview.

#### Interview Tips

- Be prepared.
  - Do your research on the company.
  - Use your strategy of prediction to prepare for interview questions.
- Be prepared to really listen.
- Make eye contact with the people who are talking to you.
- Be friendly to everyone you meet when you go for the interview.
- Be rested.
- Dress appropriately for the company.
- Make sure your clothes and nails are clean.
- Arrive early, but don't go inside until the agreed upon time.





1.

Read the two scenarios about job interviews that went badly. Identify as many things as you can in each interview that the candidate might have done differently to make a better impression. (find at least three in each)

*(oral communication level 3)*

### Scenario 1

Jasdeep had an interview for a position at an organic grocery store called Yum. His bus was 15 minutes late so he was 15 minutes late arriving to the interview. Because of that he was nervous and misunderstood the first question. Later when he realized his mistake, he was too embarrassed to ask if he could address it again. While he submitted a good resume, Yum is a new chain so he couldn't find any information about it. The interviewer asked why he wanted to work there, and he thought he could relax if he said something funny, so he said "If you work at Yum, you're not a bum." Nobody laughed.

Things Jasdeep could have done differently:

1

---

2

---

3

---

4

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### Scenario 2

Angela, a second year student in a landscape technology program, had an interview for a summer position as a landscaper assistant at a large golf club. She arrived at the interview early and took a walk around the grounds to relax. Looking around, she realized she had not checked the club dress code and she was wearing shorts that were a couple of inches shorter than everyone else's knee-length shorts. During her walk she got a bit lost on the grounds and had to rush back to be on time, so she was a bit flustered. She was interviewed by a panel of three people: the head groundskeeper (who would be her boss), a member of the course, and an assistant groundskeeper. Because she did not write their names down she could not remember them to call any of them by name during the interview. The panel took turns asking questions, but Angela decided that the person who would be her boss was most important and so she addressed most of the answers to her. When asked why she was interested in the position she replied honestly that what she was really interested in was a career working with hydroponics and sustainable plants, but, as she was unable to find a job like that, she applied at the golf course.



Things Angela could have done differently:

1

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2

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3

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4

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## Communicating for Success

**2.**

There is a saying, “You never get a second chance to make a first impression.” The paragraph below is a transcript from an oral presentation that was given at a school. It is about making a positive first impression. In the transcript, some of the words that describe communication habits have been left out. Choose words from the Word List to replace the missing words, so that the presentation again makes sense.

*(oral communication level 2, reading level 2)*

### First Impressions

It is extremely important to make a \_\_\_\_\_ first impression at a job interview. You should be \_\_\_\_\_ and enthusiastic, and pronounce words in a clear and understandable \_\_\_\_\_. Listening skills are \_\_\_\_\_ for \_\_\_\_\_ and interpreting the questions being asked, and to demonstrate your \_\_\_\_\_ interest in the position. If you know your personal \_\_\_\_\_ and how to sell yourself to a \_\_\_\_\_ employer, and can project \_\_\_\_\_ and a positive personal image during the interview, you have a better chance of getting the job. Being able to perform well at a job \_\_\_\_\_ is a skill you will need throughout your \_\_\_\_\_, whether you are applying for a new position or looking for a \_\_\_\_\_ from a current employer.

Confidence  
Prospective  
Understanding

Positive  
Promotion  
Sincere

Interview  
Polite  
Career

Qualities  
Manner  
Essential



## Preparing Your Interview Communication

3.

Every job interview is going to be different, but it is possible to use your predictive skills to think of some common questions that tend to come up in a lot of interviews. Then you can practice how you would respond. Thinking in advance about what you would say, and saying it out loud to yourself or to another person, is a good strategy to help you prepare. Having some general answers ready can make interviews less stressful.



Below is a list of seven common interview questions. For each question, write, in no more than two sentences, what you would say if asked the question. Then practice saying your answers out loud.

*(oral communication level 2)*

1 Tell me a little about yourself.

---

2 What is your greatest strength?

---

3 What is your greatest weakness?

---

4 What would your co-workers and friends say about you?

---



5 What would past employer(s) say about you?

---

6 What are your short and long-term goals?

---

7 Are you a team player?

---



4.

What the Interviewer Hears

Thinking about what an interviewer might hear, when we speak can help us to plan how we might respond to interview questions. In this workout, you are the interviewer. You own a small business that manufactures custom furniture. Your business is expanding and you need to hire a cabinetmaker who is good at the trade and works well under pressure.

Below are eight questions you asked during interviews and the responses you got from two of the candidates. Review all the responses and put a ✓ beside the person you think best answered each of the questions. At the end of the questions, explain, in a few sentences, which person you would you hire and why.

Reviewing the cabinetmaker job profile may help you decide which answers are better. *(oral communication levels 2 and 3, reading level 2, critical thinking level 2)*



*Cabinetmaker job profile*

Cabinetmaking involves more than simply designing, building, and repairing cabinets. It includes working with a variety of structures such as doors, windows and window frames, and all types of furniture. Cabinetmakers use many types of materials in this work, including veneer, fiberboard, particle board, hardboard, plywood, adhesives, abrasives, hardware and metal fastenings. They must follow blueprints and designer specifications exactly to construct and repair these wooden articles. Accuracy is imperative as they regularly need to fit small parts and sub-assemblies together, to precisely make and install cupboards and cases and to operate woodworking machines to cut and form parts. Today sophisticated equipment, basic woodworking machines, and portable power and hand tools are used to perform many of the job functions.

Cabinetmakers must have a broad knowledge of wood, its structures and properties, and an assortment of cabinetry hardware and materials. A worker with training and education could start in production and work their way up to a supervisory or management position in the wood industry, as the skills are transferable to a number of other professions.



## Questions and Answers

		✓
1	Tell me a little about yourself.	
	<u>Person A:</u> I really like working with wood. I think it's because I love nature and the worry about the environment so much. Every chance I can I get out of town and just unplug from it all.	
	<u>Person B:</u> I've always enjoyed working with wood. But I'm really interested in the entire process from conception, through refining the design, and then the manufacturing.	
2	Why are you interested in this job?	
	<u>Person A:</u> I'm the kind of person that runs their hand along the edge of wooden pieces in public places to check the quality of the finishing. I've seen your work in restaurants and every piece I've touched has been perfect. I really admire that attention to detail so when this job came up I was definitely interested.	
	<u>Person B:</u> I'm ready for a change. I've been the in charge person for a long time. I'm ready to let someone else take the wheel and just focus on what I need to build.	
3	Why did you leave your last job?	
	<u>Person A:</u> I worked as a journey person carpenter for two years in my family business. I just think it's time to branch out and make sure I can earn a good living on my own.	
	<u>Person B:</u> I ran my own business for 15 years but with the large box stores opening up and all the online companies, it's hard to find people who are willing to pay what quality millwork done with real wood costs. So, we're closing the end of the month.	
4	What makes you the best person for this job?	
	<u>Person A:</u> I'm young, I'm talented, and I'm motivated. I can and will meet deadlines.	
	<u>Person B:</u> I've got a proven track record and a good reputation in the community, and a strong network across other trades.	



5	A penguin walks through the door wearing rubber boots. What does he say and why is he here?
	<p><u>Person A:</u> What??!! You're kidding; right?</p>
	<p><u>Person B:</u> That's an odd question and the boots make it even odder! My guess is that he says everything is melting at home in Antarctica so he had to come here to find a store where he could get some rubber boots.</p>
6	What are some things you will likely need help with?
	<p><u>Person A:</u> I have trouble saying "no" to things. I just want to help everybody when I can so sometimes I might take on a bit more than I should.</p>
	<p><u>Person B:</u> I have a habit of bringing up previous experience if someone is suggesting something I might have tried. I try not to sound "know it all" but I see sometimes it puts peoples' backs up. I try to make sure they see I'm just adding input, same as everybody else on the team.</p>
7	What do you hope to be doing in 5 years
	<p><u>Person A:</u> Well, I hope I'm still here! I've done heavy work like doors, windows and frames the past few years. Be nice to spend the next chunk of my career working on something as beautiful as your furniture.</p>
	<p><u>Person B:</u> The older you get you realize that's a hard question to answer, a lot can change in 5 years. But I hope I'm here making a valuable contribution to your business.</p>
8	Do you have any questions for me?
	<p><u>Person A:</u> Nope. I'm good.</p>
	<p><u>Person B:</u> I do; thanks for asking. I've noticed you tend to use woods certified "sustainable". Has that been a challenge for the business to source and do you see supply being an issue if product demand significantly increases?</p>



*I would choose Person \_\_\_\_\_*

*I would choose this person because*

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## 5. WORDS MATTER

### CONSTRUCTIVE FEEDBACK

Just Feedback or Constructive Feedback?

Feedback is when you have a reaction or make a comment or a response to something a person has said or done. Feedback can be given in writing or by using oral communication. When given incorrectly, feedback can hurt feelings and make work and personal relationships difficult.

Constructive feedback is a technique that helps to avoid hurt feelings and misunderstanding, but still addresses problems that need to be addressed. It can be used at work and with friends and family.

Steps to giving constructive feedback.

1. Describe what is good.
2. Describe clearly what needs improvement.
3. Suggest how improvements could be made.
4. End with another comment about what is good.



#### Constructive Feedback Advantages

It lets the person know that they are doing some things well, which encourages them to keep doing the things they are doing well.

It identifies behaviours that need to be improved and suggests ideas for improving them.

Done well, it does not leave the person angry, insecure or defensive.



When do you use constructive feedback?

You use constructive criticism when a situation is not acceptable OR when you want a person to change something about his or her behaviour. Constructive feedback should be used to build solutions that solve problems.

## The Process in Action

1. Say what you like about what the person is doing and why you like it.
2. Describe the things you would like to see changed, and explain why.
3. Give specific suggestions for how the change(s) could be made.
4. Say once again, what the person is doing that you like.

Example:

### STATEMENT 1

“I like that you made sure everyone was listening before you gave the site safety update. You were polite, but made sure the group knew they needed to pay attention.”

(good points)

### STATEMENT 2

“I am concerned, though, that the description you gave of exactly what was changing wasn’t very clear and we need to know they got it.”

(points to improve)

### STATEMENT 3

“Asking if they could describe the changes back to you would help you to know if they did understand.”

(suggestions how to do it)

### STATEMENT 4

“You really did do a good job of getting them to pay attention before you started though, and that is an important first step.”

(good points)

1.

Read the two sets of examples of feedback. Mark the feedback parts as follows:

1. Good points: underline
2. Points to improve: circle
3. Suggestion: brackets

If you think one of the parts of constructive feedback is not included, write which one it is beside the word Missing.

The first one has been done for you.

(oral communication levels 2 and 3, reading level 2)



- 1 You can't spend so much time on the notes you write on each of your practice welds. It's good that you try to make your practice welds as perfect as possible and to track your process. Employers like workers who care about quality.

Missing: *Suggestion for improvement*

- 
- 2 I notice that you take great pride in your work. But I'm concerned about the amount of time it's taking you to make notes on every practice weld you complete. There has to be a better way for you to track your progress.

Missing:

- 
- 3 Your practice welds are always well done. I'm concerned, though, that the very detailed notes you like to make take such a long time. From now on, practice writing just three bullet points that you think are the most important things to remember about how you did the weld. Your determination to do a good job is commendable.

Missing:

- 
- 4 You put a lot of effort and care into what you do, and I like that. But the problem is – the amount of time you take doesn't allow you to finish everything else you are supposed to do. You do take a lot of pride in your work.

Missing:

- 
- 1 Getting the order for supplies and products in on time is important and you are doing a good job of that. I'm concerned, though, that sometimes the order is missing a few things. Because you have to take information from two or three lists to complete the order, I suggest that you plan to take an extra few minutes to carefully check the order form against the lists. With increased accuracy, your good work on meeting the timeline will become great work!

Missing:



- 
- 2 You are doing a great job getting the order in on time, for shop supplies and hair products for customers. The last two orders though were each missing a couple of items.

Missing:

- 
- 3 The last two orders for supplies and products were missing some items. You are doing a good job of meeting the deadline for getting the shop order in, which is important. But I'm concerned about not getting all the supplies and product we need. There has to be a way for you to ensure the order is complete.

Missing:

- 
- 4 You put a lot of effort into meeting the timeline to submit the order and I like that. But the problem is the order isn't always accurate. I'd like you to think about what can you do to fix the problem.

Missing:

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- 2.** For each of the three following scenarios, first provide feedback that is NOT constructive **X** (break the rules of constructive feedback). Next write an example of feedback that IS constructive. **✓**  
(oral communication level 3)

There's a new girl on your soccer team who seems nice and is a good player. You think she could really help the team improve. Unfortunately, she won't stop talking about her old team and how they won the last 3 championships at provincials. You can see it's bugging the rest of the team who are starting to avoid passing her the ball.

**X**

**✓**

The bass player in your band is really good – in fact, better than anyone else. But he has shown up late to your last three rehearsals, with no warning.

**X**

**✓**



One of the shelf stockers at your part-time job is a hard worker and does the job well. However, he never asks questions in the shift meeting. He thinks it will make him look stupid, so instead he asks you a bunch of questions after the meeting. It's starting to be annoying and you're going on vacation for 3 weeks so won't be at work during that time to answer his questions.

X

✓



## CONFLICT RESOLUTION

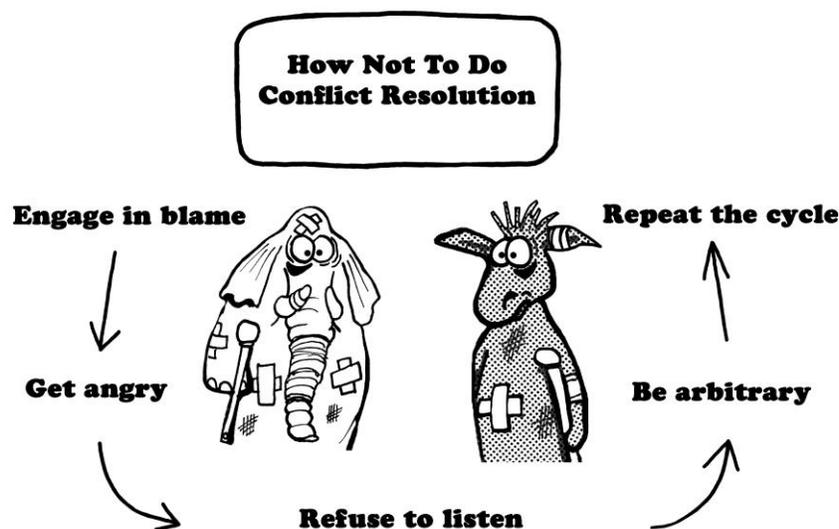
1.

### Getting Started with Conflict Resolution

From time to time when we are communicating with others, misunderstandings happen. When the misunderstandings aren't sorted out, it often leads to conflict. Conflict resolution techniques are worth practicing, because how we manage conflicts impacts all of our relationships: family, teammates, co-worker(s), supervisors, etc. This workout will give you some tips and a start at practicing how you might resolve conflicts.

1. Review the article [Tips for Conflict Resolution](#).
2. Choose two of the four conflict stories that follow.
3. For each story, write a short outline or script that could help you to discuss the conflict in a way that would resolve it. Include the following in the script.
  - a. Your opening line to start the conversation.
  - b. How you would describe the problem. "I....."
  - c. What you want to achieve through the discussion.
  - d. How you would end the conversation if 1) the conflict is resolved, and 2) if there is no resolution.
4. If possible, role-play the scenarios with a partner.

(oral communication level 3, problem solving level 2, critical thinking level 2)





## TIPS FOR CONFLICT RESOLUTION

### General Guidelines:

- Be open and honest.
- Explain. Don't expect others to guess what is bothering you.
- Use "I" statements
  - ✓ I think we could have done a better job on the project.
  - X You guys didn't work hard enough on the project.
- Don't blame! (see X above) Blaming doesn't help.
- Really listen – don't let your own beliefs and assumptions get in the way.
- Don't interrupt!
- If you need more information ask, *after you listen*.
- The goal is not to win. The goal is to reach solution you can agree on.
- Stick to the problem. Don't start talking about other complaints or issues.

### Plan:

- Pick a time to discuss the problem when you are both/all able to focus without interruption.
- Choose a private location so you can discuss freely.
- Think through how you will describe the problem, without making it personal.

### Process:

- Describe the problem clearly.
  - "I am frustrated that we didn't do very well on our group project. I want us to discuss what we could do better next time."
- Listen actively to what is said in response.
- Clarify as needed and confirm your understanding. (See the Booster [Clarifying and Confirming](#))
- Ask for suggestions on how to solve the problem – and *listen* again.
- Discuss respectfully.
- Agree on a date to discuss whether the agreed upon solution is working.



## Conflict Stories

### STORY 1

You have a part time job at a store that sells Camping and hiking supplies. When you aren't helping customers you work in a small shared office, tracking inventory. Your co-worker, Joe, is a neat freak (your words) and you are not. For the last couple of weeks, when you go to help a customer, your co-worker cleans up your desk and the space around it. You have trouble finding the things he puts away and it is frustrating to have to look for them before you can start working when you return to the office.

### STORY 2

You are leaving in a couple of days to go to a tournament in another town. The person you will be rooming with while you are there likes music that you really do not like. You have shared a room with her before and know that she also like to play it without using headphones. You have decided you will have a discussion with her so you don't have to put up with her music the whole time.

### STORY 3

Your team of four is responsible for cleaning the worksite at a condo complex at the end of each day. This includes collecting and locking up any tools that are to be left at the site, sweeping the site with the metal detector to pick up any nails or screws etc. that could injure other workers or puncture tires, and putting all garbage in the bin. This week there have been two complaints from residents about punctured tires and garbage that is lying around. You focus on collecting and securing the tools, but you have noticed that the team members who are supposed to sweep and collect garbage don't seem to work very hard at it. You are concerned the whole team could lose their jobs, if there are more complaints.

### STORY 4

A few of your team mates pick on the person who looks after the team's equipment. He has a speech impediment and they make fun of him, when he tries to talk to them. Neither you, nor the rest of your team mates support the behaviour, but no one has said anything.



## SCRIPT 1

How will you start the conversation?

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How will you describe the problem?

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What do you hope the discussion will achieve?

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How would you end the conversation, if the conflict was resolved?

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How would you end the conversation, if the conflict was not resolved?

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SCRIPT 2

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How will you describe the problem?

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What do you hope the discussion will achieve?

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How would you end the conversation, if the conflict was resolved?

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How would you end the conversation, if the conflict was not resolved?

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**BUILD YOUR  
ESSENTIAL SKILLS!**

**IN THIS SECTION OF THE WORKBOOK,  
YOU CAN GIVE YOUR SKILLS A BOOST  
BY REVIEWING SOME ESSENTIAL  
SKILLS BASICS.**

# ORAL COMMUNICATION

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	✓
ES Booster!		71	
1	Oral Communication Booster – Clarifying and Confirming	73	



## 1. CLARIFYING AND CONFIRMING



### CLARIFYING

Clarifying means looking for additional information to ensure your understanding of a situation or a task to be completed is correct. It is based on asking questions and is a valuable technique for opening lines of communication between and amongst people. It is the first step in preventing errors in communication.

#### When should you clarify?

- When you are not sure you understand information you have been given.
- When your first reaction is to reject an idea, ignore information, disagree with points being made, or become angry.

#### Why should you clarify?

- To assist with problem solving.
- To ensure that lines of communication are open and clear.
- To hear again, to be sure you understand other points of view and/or reasons for other points of view.

#### How do you clarify?

By asking for more information about what was said and trying to understand why it was said. Two techniques for clarifying are described below.

##### 1. Ask *Wh* questions such as:

- Who, What, Where, When, Why. (A verb such as, *is, are, were, was*, follows the question word i.e. *Why are...; When is...; Who was...*).
- Ask *Yes/No* questions that start with *Are, Is, Do, Have*.
- Ask *Tag* questions. In a *tag* question, the **answer** is already assumed, and the **tag** is added for confirmation. For example, **You don't like shift work, do you?**



## 2. Use probing questions such as:

- “I’m unclear about what you mean. Can you tell me more so I can be sure I understand?”
- “What do you mean by \_\_\_\_?”
- “Could you please repeat that for me?”
- “I understand what you mean by \_\_\_\_, but I don’t understand what you mean by \_\_\_\_.”



## CONFIRMING

You confirm by summarizing your understanding of what has been said, and why it has been said. Your confirmation is successful when the other person agrees that you have understood.

### When should you confirm?

- When you are making a decision or taking action based on information you have received.
- When your first reaction is to reject an idea, ignore information, disagree with points being made, or become angry.

### Why should you confirm?

- It allows you to be sure that the person agrees with your interpretation of what has been said, so you know if you are both talking about the same thing.
- It allows the other person to hear his or her message and to decide if it should be changed.
- It gives you an opportunity to move to an objective approach and to analyse meanings, and reasons for actions that may have been taken.

### How do you confirm?

There are 3 steps to confirming effectively.

#### 1. Restate what has been said. For example:

- “What you said was...”
- “So your suggestion is...”
- “Let me repeat that, to be sure I heard you correctly.”



2. Request agreement on the purpose of the words or actions. For example:

- You said that because....
- You feel that way because...
- You believe that because.....

3. Request agreement on meaning. For example:

- “Did I understand correctly?”
- “Did I get it right?”
- “Do I need some help with my interpretation?”





## **ANSWERS FROM THE ES WORKOUT!**

**IN THIS SECTION OF THE WORKBOOK,  
YOU CAN CHECK YOUR ANSWERS FOR  
THE ESSENTIAL SKILLS WORKOUTS  
YOU COMPLETED!**

# ORAL COMMUNICATION

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	✓
Answer Key!		77	
1	Communication Breakdown	79	
2	All About Talking	83	
3	Effective Listening	87	
4	Communicate Your Way Into a Job	91	
5	Words Matter	97	



## 1. COMMUNICATION BREAKDOWN

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

Beside each of the five oral communication breakdown descriptions below, write A, B, or C depending on whether you think the cause of the breakdown is due to the:

- A. sender
- B. receiver
- C. message

You may choose more than one letter, if you think the breakdown has more than one cause.

*(oral communication levels 1-3, problem solving level 2)*

*Answers will vary. Examples given below.*

#	Breakdown Description	Cause(s)
1	Your friend has not arrived at the rink for your shinny Game. You left her a message with detailed directions, but did not include the name of the cross streets.	A
<p>Explanation:</p> <p><i>Not leaving the names of the cross streets left out a crucial piece of information for your friend who is trying to find an unfamiliar location.</i></p>		
2	You changed plans several times today with a friend and now she's not where you expected her to be.	B, C
<p>Explanation:</p> <p><i>Your friend didn't get the last message and there were likely too many messages.</i></p>		



3	You agree to meet a group of friends Tuesday at 9 p.m., but when you arrive at 8:50 p.m. they have already left without you.	B, C
<p>Explanation:</p> <p><i>You misunderstood the time or received the wrong information.</i></p>		
4	Your waiter brings the wrong order.	B, A
<p>Explanation:</p> <p><i>The waiter placed the wrong order or you may have given incomplete or unclear information.</i></p>		
5	Your shifts on next week's schedule are on two days when you told your boss you were unavailable	A, B, C
<p>Explanation:</p> <p><i>You weren't clear, your boss misunderstood what you told her, the schedule is incorrect.</i></p>		

**2.** Sometimes we think we are great communicators, but the people receiving our messages don't seem to understand the messages we believe we are sending. When this happens, we need to try to understand why.

In each of the scenarios below there is a problem either in how the message was sent, or how it was received. Briefly, describe what you think the problem is and what you could say or do to fix the problem. Check out the Clarifying and Confirming Booster, if you need more information.

*(oral communication level 2, problem solving level 2)*

*Answers will vary. Examples given below.*

#	Scenario
1	You are ordering pizzas on the phone and ask for 3 mediums; one meat lovers, 1 veg and one just sauce and cheese and 6 breadsticks. The person confirms the order and says, "Okay, you want 3 medium pizzas, 1 meat lovers and 2 veg and 16 breadsticks."



*I think the problem is that the person was not paying attention or possibly there was a problem with the phone line and they mixed up the order because they could not hear me clearly.*

*I can fix the problem by explaining that there are two mistakes in the order and then repeating the order, stressing the corrections. I can then have the person taking the order say it back to me*

2 You are explaining the sign-out safety procedure to a friend who is volunteering with you in the afterschool program. You notice he is staring at your sneakers. When you ask if he has any questions, he says, "Cool shoes. Where did you get them?"

*I think the problem is that he is distracted by my shoes and so he isn't paying attention to the message I am giving him.*

*I can fix the problem by briefly answering his question about my shoes, to be polite, and then checking to confirm his understanding of what I was trying to explain by saying something like, "The sign-out procedure is really important. Can you explain it back to me so we can be sure you understand?"*

3 You are talking to your lab partner about your project deadline and she turns her back to check a text on her phone. When you finish talking, she says, "You want to take a break?"

*I think the problem is that my partner is trying to do more than one thing at once and she might not have heard what I said. It is also possible she needs to react right away to the text she received.*

*I can fix the problem by asking her to confirm she knows what the deadline is for our project and then asking if there is a problem she needs to deal with right away. If there is, we could take a break and meet again at an agreed time.*



4	You have been canvassing door to door for two hours, as part of a fund raiser for your community soccer team. Your shift is almost over. At the last house, when you explain who you are and ask if the person has heard of your team, he just looks confused.
<p><i>I think the problem is that I am tired and spoke too quickly or not clearly. It's also possible the person was in the middle of doing something else, has hearing difficulties, or just didn't understand what I said.</i></p> <p><i>I can fix the problem by asking the question again using slightly different words and waiting for confirmation of understanding, before saying anymore.</i></p>	



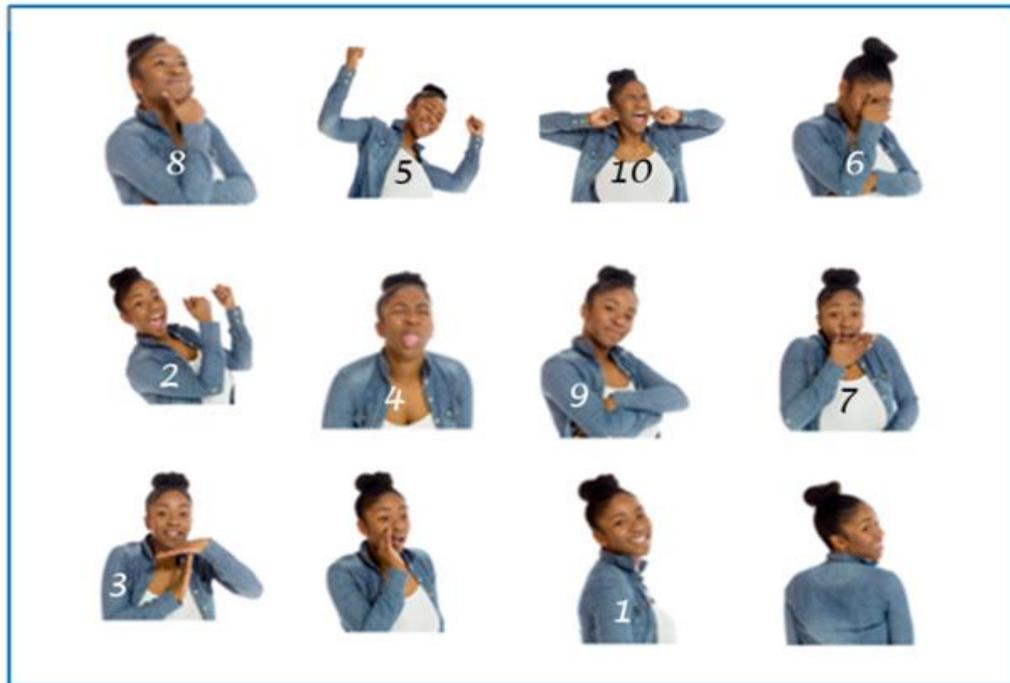
## 2. ALL ABOUT TALKING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

1.

Accurately interpreting facial expressions and body language during a conversation can help to ensure the messages sent, are received as hoped. Below is a collage of facial expressions and body language reactions. Look at the list of messages and write the number of the message over the image you think best indicates the non-verbal reaction this person has had to what you said. *(oral communication level 2)*

1	Do you want to go too?	6	I told Isaac, Katrina said he wasn't very bright.
2	Last night we won the city championship!	7	No. I didn't get to the cleaner's to pick up your dress, like I promised I would!
3	Why do you think I should be able to figure out why you are upset?	8	There must be a better way to assign work.
4	You are so rude!	9	Are you really tired of the discussion already?
5	Yay! The never ending assignment is finished!	10	We talked about this 10 times already, but we need to talk about it again.





## Interpretive Communication

1.

Below are five possible questions for discussion. Your job is to choose one of the questions and then prepare brief notes for a discussion in which you will try to persuade other people to agree with your position on the question. Use the discussion helpers in your planning, if you wish. A sample answer is shown below.

In order to prepare:

1. Plan your opening sentence(s)
  - Opening sentences should introduce what you want to talk about, describe what you hope to accomplish and encourage participation.
2. Think of four arguments you could use to persuade the other person to agree with your opinion of the topic you chose.
3. Think of two arguments that could be made against your position and make notes about what you could say in response.
4. Plan your closing sentence(s).
  - Assume that at the end of the discussion, all but one person in the group agrees with your position.
  - What will you say to end the discussion on a positive note for everyone?

*(oral communication level 3, writing level 3)*

Should fast food, pop, and sweet foods such as candy be sold in school cafeterias?

Opening Sentences:

*I am going to talk about why I believe that fast food, pop and sweet foods such as candy should not be sold in school cafeterias. I hope, by the end of my talk, to have convinced you that it is not a good idea for these kinds of foods to be available. I will leave time for questions at the end. If you wish to ask a question during the presentation, please raise your hand so that I am aware.*

Arguments for:

1. *These foods are connected to lower a ability to concentrate*
2. *Many of the foods are high in sugar which is bad for dental health*
3. *The foods are high in calories, many of them empty calories*
4. *The foods provided in schools should be as healthy as possible, in part so that students who do not always have access to healthy food outside of school have at least one meal per day that is healthy.*

Possible arguments against

1. *People have a right to make their own choices about what they will eat.*
2. *Most of the time food that school cafeterias says is healthy tastes awful.*

Closing sentences

*Thank you all for listening and for, mostly, agreeing with my point of view. Thank you also to those who disagree, for your thoughtful questions. Differing opinions are worth hearing, especially when they are shared with so much respect.*



- 2.** Think of a problem you recently faced and successfully solved. It can be something from school, a job, home or volunteer work. You are going to prepare speaking notes for a brief (2-3 minute) oral report about the problem and how you solved it. Use the table below to write point form notes that will guide your oral report  
(oral communication level 2, problem solving level 2)  
Answers will vary. Sample below.

<p>Problem</p>	<p>What was the problem?</p> <p><i>I was having trouble getting all my homework done because my sister had band practice at our place three nights a week and I would end up hanging around with the band.</i></p> <p>Why was it important to solve it?</p> <p><i>I want to be able to play basketball, but I can't if my marks aren't good enough.</i></p>
<p>Action</p>	<p>What action(s) did you take?</p> <p><i>I decided to find another place to do homework those nights.</i></p> <p>Describe the steps you took.</p> <p><i>I asked my good friend if I could come to her place, but when I tried that we just ended up hanging out so I started staying at the school and doing my homework before I went home.</i></p>
<p>Result</p>	<p>What were the results of the action(s)?</p> <p><i>I started getting my assignments in on time and doing better on tests.</i></p> <p>Is the problem resolved?</p> <p><i>Yes as long as I keep doing what I am doing.</i></p>





### 3. EFFECTIVE LISTENING

**USE THE ANSWERS BELOW TO CHECK YOUR WORK.**

Listen Up: Is This You?

1.
  - Read each statement in the list below and put an X beside the things that you do.
  - Now read each statement again and put a ✓ beside the things you think effective listeners do.
  - Check the answer key. Are your ✓s in the same place as they are shown in the answer key? If yes; great. If not; maybe there are somethings you can do to become a more effective listener.

*(oral communication levels 1 – 3)*

1	I pay a lot of attention to the speaker's tone of voice.	✓
2	I pay attention to the speaker's gestures and body language.	✓
3	When preparing to listen to a podcast I start by eliminating other distractions.	✓
4	I think about something else while listening.	
5	I tend to shut down when I hear things I don't agree with.	
6	I pay attention to the speaker's clothing.	
7	I pretend to understand if I miss something so I don't interrupt.	
8	I bring my attention back when it starts to go away.	✓
9	I am always ready to take notes just in case.	✓
10	I look at the speaker's face and nod to show I understand.	✓
11	I want to keep the conversation going so I start forming my response to what is being said before the person has completely finished speaking.	
12	I finish people's sentences for them.	



## 2. Top, er, Bottom 6

Below is a list of six of some of what have been called the “Worst Listening Habits.” In the *Why is this a problem?* column write a brief note as to why you think each habit listed is considered to be a bad habit. In the *What can you do Instead?* column, write a brief note about how the habit might be managed or even turned into a good habit. The first one has been done for you as an example.

*(oral communication level 2, problem solving level 2)*

Answers will vary. Samples below.

6 Poor Listening Habits	Why is this habit a problem?	What can you do instead?
1. Decide in advance that the topic or the speaker will be boring	<i>You are already telling your brain that whatever the person is going to say is not worth listening to.</i>	<i>Decide that you will consider every conversation or talk as a chance to learn something new.</i>
2. Focus on what's wrong with the appearance or the delivery style of the speaker	<i>You may form incorrect ideas about what the message will be, based on your assumptions about people who dress or look like the speaker.</i>	<i>Remind yourself that it is not the speaker's appearance or style of delivery that is important. It is the message.</i>
3. Try to take notes on everything that is said or try to remember every detail	<i>A disorganized speaker will make this very difficult and you will waste your attention trying to write your notes.</i>	<i>Listen for the main points and make brief notes then go back and organize them after.</i>
4. Create a distraction by whispering, rattling papers, checking your phone etc.	<i>It is rude. You lose out on hearing the message and so do people around you.</i>	<i>If it is something that just can't wait, leave the room as quietly as possible and do not return until there is a break in the speaker's message.</i>
5. Stop listening when topics are confusing or unfamiliar	<i>This is really common. We tend to try to avoid things that are difficult.</i>	<i>Remind yourself to pay close attention. Try to make brief notes of points</i>



		<i>that are difficult so you can check them out later and not worry about them while you are trying to listen</i>
6. Letting words that can cause an emotional reaction throw you off track (failed, bad, test)	<i>When we get distracted by emotional words we stop hearing anything else that is being said and can miss useful information related to the words that are distracting us.</i>	<i>It can be difficult to ignore emotional words. If you find yourself being distracted by them you can try taking a couple of deep breaths to help calm down and remind yourself that you need to the message, before making a judgement.</i>

### 3. Self-Test: How Do You Rate as a Note Taker?

What kind of note-taking skills do you have? This little quiz will help you get on track or stay on track. Check yes or no beside each of the 13 statements about effective note taking.

*(oral communication level 2)*  
*Answers will vary.*

### 4. You are going to watch three short video clips about three different essential skills. The video clips are about the skills of oral communication, numeracy, and document use. They are produced by Skills Canada. Before watching the videos, list three things that you predict might be covered in the video clips.

*Answers will vary. Samples below.*

- 1 *A definition of the skill*

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- 2 *How the skills get used*

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- 3 *Who uses the skill*

---



You will find the clips at this link <http://skillscompetencescanada.com/en/essential-skills/what-are-the-nine-essential-skills/> . Scroll on the page until you locate the three videos: Oral Communication, Numeracy, and Document Use. Watch the 3 clips and make notes using the categories in the table below. Some of the information will be in what you see as well as what you hear. You may need to watch each video more than once.

Answers will vary. Samples are below.

*(oral communication level 2, document use level 2, digital technology level 2)*

	Oral Communication	Numeracy	Document Use
Definition of the skill	<i>How we use speech to exchange information</i>	<i>How we use numbers</i>	<i>How a collection of displayed information is interpreted</i>
One example of a job that uses the skill	<i>Any of those shown in the video such as makeup artist, robotics expert, computer technician, safety officer</i>	<i>Any of those shown in the video such as baker, cook, bricklayer, carpenter</i>	<i>Any of those shown in the video such as carpenter, robotics expert, electronics, mechanical CADD</i>
One specific example of how the skill is used on the job	<i>Either greet people or take messages</i>	<i>Take a measurement</i>	<i>Review graphs, blueprints and/or schematics</i>

5.

Next you will use two longer sources of information to practice your predictive strategy, pre-listening focus, and note taking skills. At the link below you will find a selection of 25 podcasts related to the trades. All of the podcasts can be downloaded free from itunes. Choose two. Before listening, read the episode notes from a chosen podcast and answer the first three questions. Then listen to the podcasts you chose and answer the remaining questions.

<https://itunes.apple.com/ca/podcast/the-guild-podcast/id1217679920?mt=2>

Answers will vary.



## 4. COMMUNICATE YOUR WAY INTO A JOB

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1. Read the two scenarios about job interviews that went badly. Identify as many things as you can in each interview that the candidate might have done differently to make a better impression. (find at least three in each)  
(oral communication levels 3)  
Answers will vary

Things Jasdeep could have done differently:

- 1 *caught an earlier bus to ensure he had lots of time*

---

- 2 *explained he misunderstood the first question and asked to answer it again*

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- 3 *explained that he had not been able to find too much information, but was excited to work at a new chain - instead of trying to be funny*

---

- 4

Things Angela could have done differently:

- 1 *Forgot to check dress code*

---

- 2 *Didn't pay attention to time*

---

- 3 *Did not note names and ignored two panel members*

---



4 *Did not indicate she was enthusiastic about working at the golf course.*

## 2. Communicating for Success

There is a saying, “You never get a second chance to make a first impression.” The paragraph below is a transcript from an oral presentation that was given at a school. It is about making a positive first impression. In the transcript, some of the words that describe communication habits have been left out. Choose words from the Word List to replace the missing words, so that the presentation again makes sense.

*(oral communication level 2, reading level 2)*

It is extremely important to make a *positive* first impression at a job interview. You should be *polite* and enthusiastic, and pronounce words in a clear and understandable *manner*. Listening skills are *essential* for *understanding* and interpreting the questions being asked, and to demonstrate your *sincere* interest in the position. If you know your personal *qualities* and how to sell yourself to a *prospective* employer, and can project *confidence* and a positive personal image during the interview, you have a better chance of getting the job. Being able to perform well at a job *interview* is a skill you will need throughout your *career*, whether you are applying for a new position or looking for a *promotion* from a current employer.

## 3. Below is a list of seven common interview questions. For each question, write, in no more than two sentences, what you would say if asked the question. Then practice saying your answers out loud.

*(oral communication level 2)*

*Answers will vary. Sample answers below.*

1 Tell me a little about yourself.

*I am in grade 12 at \_\_\_\_\_ school. I have been working and saving now for two years as when I finish school, I plan to travel for four to six months, before I start my training as a \_\_\_\_\_.*

2 What is your greatest strength?

*My greatest strength is that I really enjoy learning new things, at school and at work.*



3 What is your greatest weakness?

*Sometimes because I like learning new things, I can be impatient for the next new thing and I need to be reminded to make sure I have completely learned the last new thing.*

---

4 What would your co-workers and friends say about you?

*I think they would say I am very positive and that I'm always willing to work hard.*

---

5 What would past employer(s) say about you?

*They would say that I show up on time and that I work hard.*

---

6 What are your short and long-term goals?

*I have two short term goals; they are to finish high school with the marks I need to get into the training I want to take and to save enough to travel before I start training. My long term goal is to be a red seal\_\_\_\_\_.*

---

7 Are you a team player?

*I think so. I like people and am pretty good at working together to get things done.*

---

4.

You own a small business that manufactures custom furniture. Your business is expanding and you need to hire a cabinetmaker who is good at the trade and works well under pressure. Below are eight questions you asked during interviews and the responses you got from two of the candidates. Review all the responses and put a ✓ beside the person you think best answered each of the questions. At the end of the questions, explain, in a few sentences, which person you would you hire and why.

*(oral communication levels 2 and 3, reading level 2, critical thinking level 2)*



Answers will vary. Samples below.

## Questions and Answers

		✓
1	Tell me a little about yourself.	
	<u>Person A:</u> I really like working with wood. I think it's because I love nature and the worry about the environment so much. Every chance I can I get out of town and just unplug from it all.	
	<u>Person B:</u> I've always enjoyed working with wood. But I'm really interested in the entire process from conception, through refining the design, and then the manufacturing.	✓
2	Why are you interested in this job?	
	<u>Person A:</u> I'm the kind of person that runs their hand along the edge of wooden pieces in public places to check the quality of the finishing. I've seen your work in restaurants and every piece I've touched has been perfect. I really admire that attention to detail so when this job came up I was definitely interested.	✓
	<u>Person B:</u> I'm ready for a change. I've been the in charge person for a long time. I'm ready to let someone else take the wheel and just focus on what I need to build.	
3	Why did you leave your last job?	
	<u>Person A:</u> I worked as a journey person carpenter for two years in my family business. I just think it's time to branch out and make sure I can earn a good living on my own.	✓
	<u>Person B:</u> I ran my own business for 15 years but with the large box stores opening up and all the online companies, it's hard to find people who are willing to pay what quality millwork done with real wood costs. So, we're closing the end of the month.	
4	What makes you the best person for this job?	
	<u>Person A:</u> I'm young, I'm talented, and I'm motivated. I can and will meet deadlines.	
	<u>Person B:</u> I've got a proven track record and a good reputation in the community, and a strong network across other trades.	✓



5	A penguin walks through the door wearing rubber boots. What does he say and why is he here?	
	<u>Person A:</u> What??!! You're kidding; right?	
	<u>Person B:</u> That's an odd question and the boots make it even odder! My guess is that he says everything is melting at home in Antarctica so he had to come here to find a store where he could get some rubber boots.	✓
6	What are some things you will likely need help with?	
	<u>Person A:</u> I have trouble saying "no" to things. I just want to help everybody when I can so sometimes I might take on a bit more than I should.	
	<u>Person B:</u> I have a habit of bringing up previous experience if someone is suggesting something I might have tried. I try not to sound "know it all" but I see sometimes it puts peoples' backs up. I try to make sure they see I'm just adding input, same as everybody else on the team.	✓
7	What do you hope to be doing in 5 years	
	<u>Person A:</u> Well, I hope I'm still here! I've done heavy work like doors, windows and frames the past few years. Be nice to spend the next chunk of my career working on something as beautiful as your furniture.	
	<u>Person B:</u> The older you get you realize that's a hard question to answer, a lot can change in 5 years. But I hope I'm here making a valuable contribution to your business.	✓
8	Do you have any questions for me?	
	<u>Person A:</u> Nope. I'm good.	
	<u>Person B:</u> I do; thanks for asking. I've noticed you tend to use woods certified "sustainable". Has that been a challenge for the business to source and do you see supply being an issue if product demand significantly increases?	✓

I would choose Person A

*They are both really good, but I think I would choose Person B because that person has a lot of previous experience and knows the business part well too. That might be helpful given that my business is growing quickly.*





## 5. WORDS MATTER

USE THE ANSWERS BELOW TO CHECK YOUR WORK.

1. Read the two sets of examples of feedback. Mark the feedback parts as follows:
1. Good points: underline
  2. Points to improve: circle
  3. Suggestion: (brackets)
- If you think one of the parts of constructive feedback is not included, write which one it is beside the word Missing.
- The first one has been done for you.
- (oral communication levels 2 and 3, reading level 2)

1. You can't spend so much time on the notes you write on each of your practice welds. It's good that you try to make your practice welds as perfect as possible and to track your process. Employers like workers who care about quality.

Missing: *Suggestion for improvement*

2. I notice that you take great pride in your work. But I'm concerned about the amount of time it's taking you to make notes on every practice weld you complete. There has to be a better way for you to track your progress.

Missing: *Suggestion for improvement / restatement of good point*

3. Your practice welds are always well done. I'm concerned, though, that the very detailed notes you like to make take such a long time. (From now on, practice writing just three bullet points that you think are the most important things to remember about how you did the weld.) Your determination to do a good job is commendable.

Missing: *nothing*



- 
- 4 ~~You put a lot of effort and care into what you do, and I like that. But the problem is – the amount of time you take doesn't allow you to finish everything else you are supposed to do. You do take a lot of pride in your work.~~

Missing: *suggestion for improvement*

---

- 1 ~~Getting the order for supplies and products in on time is important and you are doing a good job of that. I'm concerned, though, that sometimes the order is missing a few things. (Because you have to take information from two or three lists to complete the order, I suggest that you plan to take an extra few minutes to carefully check the order form against the lists.) With increased accuracy, your good work on meeting the timeline will become great work!~~

Missing: *nothing*

---

- 2 ~~You are doing a great job getting the order in on time, for shop supplies and hair products for customers. The last two orders though were each missing a couple of items.~~

Missing: *Suggestion for improvement / restatement of good point*

---

- 3 ~~Good work on the order deadline. The last two orders for supplies and products were missing some items, though. There has to be a way for you to ensure the order is complete. You are doing a good job of meeting the deadline for getting the shop order in, which is important.~~

Missing: *Suggestion for improvement*

---

- 4 ~~The orders you are submitting for supplies and product aren't always accurate. I'd like you to think about what can you do to fix the problem.~~

Missing: *statements of what is good / Suggestion for improvement*

---



**2.** For each of the three following scenarios, first provide feedback that is NOT constructive (break the rules of constructive feedback). Next write an example of feedback that IS constructive.

*(oral communication level 3)*

*Answers will vary, Samples provided.*

There's a new girl on your soccer team who seems nice and is a good player. You think she could really help the team improve. Unfortunately, she won't stop talking about her old team and how they won the last 3 championships at provincials. You can see it's bugging the rest of the team who are starting to avoid passing her the ball.

**X** *Stop always talking about your old team. It's annoying.*

**✓** *It sounds like the team you played on before had developed some really good skills. The trouble is that when you talk about them it just sounds like you are bragging and don't think our team is very good. I think that if you stopped talking about how much they won and started sharing some of the practice drills they used that really helped the team, we would see you as a member of our team. You do have good skills that could help us a lot.*

The bass player in your band is really good – in fact, better than anyone else. But he's just showed up late to your last three rehearsals and hasn't let anyone know he would be late.

**X** *It's really rude that you don't show up on time for practice and you don't let anyone know. It's like you think you're better than everyone else.*

**✓** *You are a great bass player and we all like to have you in the band. However, we all have to fit rehearsal time into our busy schedules and when you are late and don't let anyone know you are going to be late, it is really frustrating. In future, please call if you are going to be late, or, if we need to plan to rehearse at a different time, let's discuss that. We would like this to work. You are a valued part of the band.*

One of the shelf stockers at your part-time job is a hard worker and does the job well. However, he never asks questions in the shift meeting. He thinks it will make him look stupid, so instead he asks you a bunch of questions after the meeting. It's starting to be annoying and you're going on vacation for 3 weeks so won't be at work during that time to answer his questions.

**X** *Look, if you aren't sure what you were being told in the meeting, just ask! You can't keep bugging me and besides, I won't always be around.*



✓ *You work very hard, but when you don't ask questions in the meetings, it makes the boss think you aren't that interested in your job plus, you end up taking my time to get answers. I do think once you try it, you will feel comfortable enough to ask your own questions so I suggest you prepare for the next meeting by planning to ask at least one question. You do good work and getting involved in the meetings will help you feel part of the team.*

---

## **CONFLICT RESOLUTION**

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### **1.** Getting Started with Conflict Resolution

From time to time when we are communicating with others, misunderstandings happen. When the misunderstandings aren't sorted out, it often leads to conflict. Conflict resolution techniques are worth practicing, because how we manage conflicts impacts all of our relationships: family, teammates, co-worker(s), supervisors, etc. This workout will give you some tips and a start at practicing how you might resolve conflicts.

1. Review the article [Tips for Conflict Resolution](#).
2. Choose two of the four conflict stories that follow.
3. For each story, write a short outline or script that could help you to discuss the conflict in a way that would resolve it. Include the following in the script.
  - a. Your opening line to start the conversation.
  - b. How you would describe the problem. "I....."
  - c. What you want to achieve through the discussion.
  - d. How you would end the conversation if 1) the conflict is resolved, and 2) if there is no resolution.
4. If possible, role-play the scenarios with a partner.

*(oral communication level 3, problem solving level 2, critical thinking level 2)*

*Answers will vary. Sample answers below.*



## SCRIPT 1

How will you start the conversation?

*Joe thanks for agreeing to talk about my concerns. I really appreciate it.*

How will you describe the problem?

*I know what a good job you do of keeping our space in good order and I do appreciate it. The problem*

*I have is that I have been finding it difficult to get my inventory tracking done accurately and on*

*time because often when I go to look after a customer, you clean up my workspace, which means*

*putting my tracking sheets away, and I have to find everything before I can work on the inventory again.*

What do you hope the discussion will achieve?

*I am hoping we can work out a solution so that my inventory stuff doesn't get*

*put away, but so you still feel comfortable in our shared space.*

How would you end the conversation, if the conflict was resolved?

*Thanks so much Joe for your time and for working through this with me.*

*Let's have a quick chat end of next week to see how it's working for us both.*

How would you end the conversation, if the conflict was not resolved?

*Thanks for your time Joe. I would appreciate it if we could plan to revisit this in a week when we have both had time to put a bit more thought into it.*



## SCRIPT 2

How will you start the conversation?

*Hi Karina So we are going to be roommates again this trip. That's good.*

*I think we know each other well enough to be able to be good roomies.*

How will you describe the problem?

*I wanted to talk to you about one thing that I do struggle with when we*

*room together. I know you really love music, which is great, but*

*I have a hard time when I can hear it all the time too.*

What do you hope the discussion will achieve?

*I am hoping we can find a solution that allows you to continue to enjoy*

*your music as much as you like, but that also lets me not enjoy it.*

How would you end the conversation, if the conflict was resolved?

*Karina I really appreciate your willingness to compromise and I am looking forward to*

*Having you as my roommate.*

How would you end the conversation, if the conflict was not resolved?

*Karina, I hope we can discuss this again before we get to the*

*tournament. I know we both want to enjoy ourselves so I do hope we can*

*find a solution.*



## SCRIPT 3

How will you start the conversation?

*Hey crew. Thanks for taking the time. I am pretty worried and think it will really help to talk to you.*

How will you describe the problem?

*I know it's not my job to do the sweeping up of the site, but I do notice when you guys are doing it. It looks like, from my what I can see, that sometimes maybe you rush it a bit and aren't very thorough. My concern is that, if there are any more punctured tires and complaints, they might just fire us all, which would be a real drag.*

What do you hope the discussion will achieve?

*I'm hoping we can sort out how we can make sure there aren't any more problems*

How would you end the conversation, if the conflict was resolved?

*Great! Thanks for this. So good to know we have a plan. Let's talk next Friday after work to see how it's going.*

How would you end the conversation, if the conflict was not resolved?

*Well thanks for talking it through with me. Maybe we should try to talk about it again end of next week, or sooner, if there are any complaints.*



## SCRIPT 4

How will you start the conversation?

*Hey thanks for taking the time.*

How will you describe the problem?

*I am really bothered, as I think many of you are, by the way some of us tease the equipment guy. I don't think it is at all funny and it is really mean.*

What do you hope the discussion will achieve?

*I am hoping we can come to agreement on having all the teasing stop.*

How would you end the conversation, if the conflict was resolved?

*Thanks everyone. That was a great discussion and I am so glad we were all able to agree.*

How would you end the conversation, if the conflict was not resolved?

*Thanks for taking the time everyone. I appreciate your comments but think this is important enough that we need to plan to talk about it again, if the behaviour doesn't change.*

**ESSENTIAL SKILLS!  
WORK READY YOUTH  
PROGRAM**



**ES  
ASSESSMENT!**

# **ORAL COMMUNICATION**

Use the table of contents to navigate through this workbook. Track your progress by putting a checkmark beside each topic you complete.

SECTION AND TOPIC		Pg.	✓
ES Assessment!		105	
1	Oral Communication Skill Testing Questions	107	
2	Oral Communication Skill Testing Questions – Answer key	111	



## 1. ORAL COMMUNICATION SKILL TESTING QUESTIONS

**TRY THE 11 QUESTIONS BELOW THEN CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.**

**1.**

A man calls you about your lawn cutting services ad. He asks you to tell him about your lawn cutting experience. What do you tell him?

- a) Your opinion about cutting lawns
- b) Locations where you cut lawns
- c) How long you've been cutting lawns

**2.**

While working on an engine repair, you receive a call that requires you to leave work. Another technician reviewed the work you have done; she is going to complete your repair. What question will you ask to confirm that she understands the next step in the repair?

- a) Do you understand what I have done so far?
- b) Can you read my documentation on the repair?
- c) What will you do next?

**3.**

A customer has called the salon where you are working as an assistant. She is unhappy with her hair colour. How do you respond to the customer's complaint?

- a) I am sorry you don't like it, but there is nothing we can do.
- b) Are you sure you don't like it? Can you come in to show us what's wrong?
- c) I am very sorry. Let me take your name and phone number. I will have the manager call you.



4.

A customer complains that her burger is undercooked. You were the cashier who took her order at the fast food counter. What do you say to her?

- a) Apologize, offer to give her another burger
- b) Apologize and insist she buy another burger
- c) Apologize and say the burger should have been cooked

5.

Your booth at the Science Fair is about velocity and waterslides. When a few people arrive at your booth, you start your presentation. What do you talk about first?

- a) Purpose of your presentation and booth
- b) Each item on display in your booth
- c) Summary of common questions on waterslides

6.

What is the most important information to explain to a client, before using an oxidation dye on his or her hair?

#### Oxidation Dyes

Oxidation dyes are dyes that:

- are colourless
- need to be activated by peroxide
- oxidise into larger molecules
- are used in permanent hair colour
- result in hair that cannot be returned to its natural state or colour

- a) The dyes are colourless, until activated by peroxide
- b) The dyes are used for permanent hair colours
- c) The dyes result in hair that cannot be returned to its natural state or colour



7.

You are preparing a presentation to convince students to attend the job fair. What types of words will you use in your presentation?

- a) Short instructions, descriptions
- b) Reassuring words, advice
- c) Persuasive words, action words

8.

You want to convince your friends to go to half price movie night nearby instead of taking a long bus ride to go bowling. What can you say to change their minds?

- a) Give reasons why movie night is cheaper and closer
- b) Tell them about popular movies
- c) Remind them that they always go bowling

9.

You are taking a course to improve your public speaking skills. You have to speak about your review of presentation software and provide reasons as to why you prefer the STAR software. Which points will you include in your talk, in order to leave a positive impression?

PRESENTATION SOFTWARE REVIEW		
Software	Pros	Cons
Type 1	<ul style="list-style-type: none"> <li>▪ well known</li> <li>▪ free with most PC purchases</li> <li>▪ high compatibility</li> <li>▪ can be opened in other software</li> </ul>	<ul style="list-style-type: none"> <li>▪ buy license to use on other products</li> <li>▪ might be overused</li> <li>▪ workflow is less simple</li> </ul>
Version 7	<ul style="list-style-type: none"> <li>▪ Clean look</li> <li>▪ Fresh effects</li> <li>▪ Simple workflow</li> </ul>	<ul style="list-style-type: none"> <li>▪ Must purchase with other products</li> <li>▪ Does not open through Type 1</li> <li>▪ Incompatible with most of business world</li> </ul>
STAR	<ul style="list-style-type: none"> <li>▪ New and different</li> <li>▪ Free</li> <li>▪ Cloud-based</li> <li>▪ Unique transitions/cool effects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can look less professional</li> <li>▪ Effects always present</li> <li>▪ STAR logo visible, until upgrade purchased</li> </ul>

- a) Star is the best / Type 1 is complicated to use
- b) Type 1 and Version 7 are boring and old fashioned / Choose Star
- c) STAR is a good choice / Being cloud-based makes it accessible



**10.**

You want to be a volunteer on a winter camping trip for students new to Outdoor Ed. You have experience and hope to convince the panel you are a good choice. The panel has asked: How will you contribute to the success of the trip? What answer will you give to the panel's question?

- a) I will use my past experience to help make the trip a success.
- b) I will use my past experience to support and help the students on the trip.
- c) I already know to bring extra food and warm clothes so I will be pretty independent.

**11.**

Your friend has called to say she is leaving the library to meet you at the bowling alley on Salter Street and she needs transit instructions. What instructions will you give her?

- a) Go to the subway. Catch the 1-Train going north. Get off at Salter Street.
- b) Head for the subway. Check the map.
- c) Go to the subway. Catch the train that stops at Salter Street.



## 2. ORAL COMMUNICATION

### SKILL TESTING QUESTIONS

### ANSWER KEY

#### HOW DID YOU DO ON THE 11 QUESTIONS?

1.

A man calls you about your lawn cutting services ad. He asks you to tell him about your lawn cutting experience. What do you tell him?

*c) How long you've been cutting lawns*

Oral Communication – Level 1

2.

While working on an engine repair, you receive a call that requires you to leave work. Another technician reviewed the work you have done; she is going to complete your repair. What question will you ask to confirm that she understands the next step in the repair?

*c) What will you do next?*

Oral Communication – Level 2

3.

A customer has called the salon where you are working as an assistant. She is unhappy with her hair colour. How do you respond to the customer's complaint?

*c) I am very sorry. Let me take your name and phone number.  
I will have the manager call you*

Oral Communication – Level 2

4.

A customer complains that her burger is undercooked. You were the cashier who took her order at the fast food counter. What do you say to her?

*a) Apologize; offer to give her another burger*

Oral Communication – Level 2



**5.** Your booth at the Science Fair is about velocity and waterslides. When a few people arrive at your booth, you start your presentation. What do you talk about first?

*a) Purpose of your presentation and booth*

Oral Communication – Level 2

**6.** What is the most important information to explain to a client, before using an oxidation dye on his or her hair?

*c) The dyes result in hair that cannot be returned to its natural state or colour*

Oral Communication – Level 2

**7.** You are preparing a presentation to convince students to attend the job fair. What types of words will you use in your presentation?

*c) Persuasive words, action words*

Oral Communication – Level 3

**8.** You want to convince your friends to go to half price movie night nearby instead of taking a long bus ride to go bowling. What can you say to change their minds?

*a) Give reasons why movie night is cheaper and closer*

Oral Communication – Level 3

**9.** You are taking a course to improve your public speaking skills. You have to speak about your review of presentation software and provide reasons as to why you prefer the STAR software. Which points will you include in your talk, in order to leave a positive impression?

*c) STAR is a good choice / Being cloud-based makes it accessible*

Oral Communication – Level 2



10.

You want to be a volunteer on a winter camping trip for students new to Outdoor Ed. You have experience and hope to convince the panel you are a good choice. The panel has asked: How will you contribute to the success of the trip? What answer will you give to the panel's question?

*b) I will use my past experience to support and help students on the trip*

Oral Communication – Level 2

11.

Your friend has called to say she is leaving the library to meet you at the bowling alley on Salter Street and she needs transit instructions. What instructions will you give her?

*a) Go to the subway. Catch the 1-Train going north. Get off at Salter Street.*

Oral Communication – Level 2

How did you do? Enter the number of answers, in each level, that you got correct.

ORAL COMMUNICATION		
Level 1 /1	Level 2 /8	Level 3 /2

80 – 100% correct – skills may be in upper Level 2 and might be quite quickly improved to Level 3, with practice.

60 – 80% correct – skills may be in low to mid-level 2. They need to be improved, but some of the basics are in place and so it might be possible to improve reasonably quickly.

<60% - skills could definitely use some practice.