Principles of Arts, AV, Technology, & Communications

Professional Communications Lesson
Arts, AV and Technology Communication

Lesson Plan

Performance Objective
Students will understand the importance of effective communication skills by participating in presentations, mock interviews, and preparing a professional resume.

Specific Objectives
- Students will utilize active speaking and listening skills by responding to a presentation.
- Students will identify communication terms needed for various careers.
- Students will prepare and write a professional resume.
- Students will participate effectively in a mock interview.

Terms
Communication Process
Paralanguage
Protocol
Receiving Barriers
Sending Barriers
Deliberative
Empathic

Time
When taught as written, this lesson should take approximately 4 class periods to complete.

Preparation

TEKS Correlations:
This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

130.82. (c) Knowledge and Skills
(9) The student develops employability characteristics. The student is expected to:
   (A) identify training, education, or certification requirements needed for employment;
   (D) demonstrate skills in evaluating and comparing employment opportunities.
(10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.
11) The student develops a basic understanding of the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:
   (A) research the scope of career opportunities;
   (E) demonstrate knowledge of various communication processes in professional and social contexts by:
      (i) explaining the importance of effective communication skills in professional and social contexts;
      (ii) identifying the components of the communication process and their functions;
(iii) identifying standards for making appropriate communication choices for self, listener, occasion, and task;
(iv) identifying the characteristics of oral language and analyzing standards for using informal, standard, and technical language appropriately;
(v) identifying types of nonverbal communication and their effects;
(vi) recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
(vii) identifying the components of the listening process;
(viii) identifying specific kinds of listening such as critical, deliberative, and empathic

(F) use appropriate interpersonal communication strategies in professional and social contexts by:
(iii) using communication management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
(iv) using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
(vi) participating appropriately in conversations;
(vii) communicating effectively in interviews;
(ix) analyzing and evaluating the effectiveness of communication;

(G) communicate effectively in groups in professional and social contexts by:
(iii) researching topics using primary and secondary sources, including electronic technology;
(viii) using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
(xii) participating in question and answer sessions following presentations;
(xiii) applying critical-listening strategies to evaluate presentations; and
(xiv) evaluating effectiveness of presentations.

Interdisciplinary Correlations:

English-English I

• 110.31(b)(1). Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
• 110.53(b)(2)(B) Employ precise language and technical vocabulary to communicate ideas clearly and concisely

Occupational Correlation (O*Net – www.onetonline.org/):

Job Title: Communications Teachers
O*Net Number:  25-1122.00
Reported Job Titles:  Instructor, Professor, Lecturer

Job Title: Public Relations Specialists
O*Net Number:  27-3031.00
Reported Job Titles:  Account Executive, Public Affairs Specialist, Communications Director, Media Relations Specialist

Tasks:

• Prepare and deliver lectures to undergraduate or graduate students on topics such as public speaking, media criticism, and oral traditions.
• Respond to requests for information from the media or designate an appropriate spokesperson or information source.
• Study the objectives, promotional policies, or needs of organizations to develop public relations strategies that will influence public opinion or promote ideas, products, or services.
• Establish or maintain cooperative relationships with representatives of community, consumer, employee, or public interest groups.
• Coach client representatives in effective communication with the public or with employees.
• Arrange public appearances, lectures, contests, or exhibits for clients to increase product or service awareness or to promote goodwill.

Soft Skills: Critical Thinking, Judgment and Decision Making, Listening Comprehension

Accommodations for Learning Differences
It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website.

Preparation
• Review and familiarize yourself with communication terminology, website links, and software.
• Be prepared to have a guest presenter who will share what is needed for the students’ questions and resume.
• Have materials and websites ready to go prior to the beginning of the lesson.

References

Instructional Aids
• Lesson: Professional Communications
• Slide Presentation: Professional Communications
• Terms Handout
• Improving Your Listening Skills Handout
• Resume Objectives and Tips
• RESUME TEMPLATE/EXAMPLE
• The Interview Handout for Mock Interview
• Grading Rubric
• Instructor computer/projection unit
• Online websites (teacher-directed)

Ask students to consider what their first job interview might be like. Discuss some of the following questions:
• What concerns do you have about going to a job interview?
• What are some ways you can prepare for an interview ahead of time?
• What is a resume? Have you ever seen someone’s resume? What are some things that should be included in a resume?
Do you know someone who has been through a job interview recently? What are some things they told you or things you learned from them?

Explain that in this lesson, the students will understand the importance of learning to use good communication skills in interviews, in presentations, and in preparing their resumes.

*Note: Let students know that they will participate in mock interviews, and they will need to dress professionally on the day that the interviews take place (Teacher will determine the date).

### Outline

**Multiple Intelligences Guide**

Existentialist Interpersonal Intrapersonal Kinesthetic/ Bodily Logical/ Mathematical Musical/Rhythmic Naturalist Verbal/Linguistic Visual/Spatial

**Outline**

<table>
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| I: Professional Communication | II: Active Listening Skills |
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| III: Communication Barriers | IV: Resume |
|     a. Headings     | b. Objective |
|     b. Objective     | c. Action verbs |
|     c. Action verbs     | |
| VIII: Interviewing |
|     d. Know the organization |
|     e. Know yourself |
|     f. Professionalism |
| VII: At the Interview |
|     a. Professionalism |
|     b. Q&A |
|     c. Finish strong |
| VIII: Assignment Overview | Instructor Notes |

Note: During the next 4 class periods, go through the slide presentation with students to review each aspect of the assignment and discuss the steps they will take in completing their projects.
**Application**

**Guided Practice**
Divide the class into small groups of 2-4 students in each group. Students will work together in groups to define terms on the *Terms Handout*.

**Teacher Directions:** Arrange to bring in a guest speaker. Ask the speaker to talk about his or her job or career, including the skills and requirements that were needed.

**Guest Speaker Activity:** In this activity, the student’s goal is to
- identify communication skills that the speaker used in the presentation
- explain how the sender (speaker) conveyed information to the receivers (students).
- answer the questions on: *Improving Your Listening Skills Handout.*
- gather useful information for their resume
  (Provide students with a copy of the *Resume Template Example*)

**Independent Practice**
Students will work individually to complete their resumes and participate in mock interviews.

Students will research degree and work experience needed for a chosen career.
Students will complete all resume sections based on their chosen career and submit for assessment.

Go over the *Interview Handout for Mock Interview*. Set the date for the Mock Interviews and discuss how they will be conducted in class. (Example: Mock Interviews – 2 for each student by rotating groups of 2)

**Summary**

**Review**
Review talking points from the presentation. Review key terms.
Review resume examples (Direct students to appropriate online examples).

**Evaluation**

**Informal Assessment**
Students will be informally assessed through the following methods:
- Instructor observation during Presentation, Guided Practice and Independent Practice
- Question and answer during the process

**Formal Assessment**
- Students will complete the *Improving Your Listening Skills Handout*
- Students will participate in team feedback
• Students will complete a resume with objective
• Students will complete a mock interview
• Formal assessments will be based on the attached Grading Rubric

**Enrichment**

**Extension**
Examine employment opportunities for communications careers ([www.onetonline.org](http://www.onetonline.org))
Students may like to create a cover letter or letter of interest to go with their resume.
Students may also create a professional email to send to an employer.
Communication Terms Handout

Work individually or in groups to define the following communication terms:

Barrier
Body Language
Communication Process
Context
Decoding
Encoding
Formal Communication
Informal Communication
Nonverbal Communication
Verbal Communication
Written Communication
Paralanguage
Peers
Personal Space
Protocol
Receiving Barriers
Sending Barriers
Critical
Deliberative
Empathic
Improving Your Listening Skills Handout

Student Directions: Respond to the following questions in the space provided. The student’s goal is to:

- Identify communication skills that the speaker used in the presentation
- Gather useful information for students’ resumes
- Explain how the sender (speaker) conveyed information to the receivers (students).

1. What was the information conveyed?

2. List some skills and requirements needed for this presenter’s job/career?

3. Did you clearly understand what is needed for you to pursue the presenter’s job/career?

4. Were there any nonverbal messages transmitted by the presenter?

5. Were there any communication barriers during the presentation? If so, what were they?

6. Did you or other students give feedback to the sender?

7. Did you add information or clarify any points that were not clearly understood?

8. Do you believe you understood the ideas in the message as they were intended by the sender?

After completing the first eight questions, discuss them with your teammates. Compare answers to see where you agree/disagree. Remember that the sender (speaker) had a specific purpose in mind. He or she tried to convey information to you. After getting your team’s feedback, answer these final two questions:

9. Who is actually responsible for your understanding of the lesson— you (the receiver) or the presenter (the sender)?

10. Who is the best judge of how well you understood the message— you or the presenter?
Resume Objectives and Tips

Keep your resume brief and specific to a particular job or career field.

Replace the underline with the information below:

Seeking an/a ___________ position that will expand my ____________ skills and utilize those skills to strengthen ____________ operations.

Blank 1 = career name from career description
Bank 2 = skill that matches that career
Blank 3 = Company Name

Image/Impression:
Decide what overall impression you want your resume to communicate. Does it show that you are a leader, a team player, an artist, an innovator, a salesperson, or something else?

Style:
Start phrases with action verbs to convey enthusiasm and achievement.
Examples include:
Advised, Analyzed, Coordinated, Created, Developed, Evaluated, Guided, Handled, Implemented, Increased, Led, Managed, Organized, Performed, Planned, Presented, Processed, Researched, Served, Trained.

Section Headings
Group your experience to reflect your strengths. Common headings include:
EDUCATION
LEADERSHIP
EXPERIENCE
EXPERIENCE
COMMUNITY SERVICE
SKILLS
ATHLETICS
ACTIVITIES
PROFESSIONAL AFFILIATIONS
RESUME TEMPLATE/EXAMPLE
3333 Silver Lane, Garland, TX 75000 • (214) 999-9999 • email@email.email
First & Last name

OBJECTIVE

Insert completed objective from objective example

EXPERIENCE

12/2008-present
Dallas College
Garland, TX

Department Assistant IV

• Process applications for enrollment; accept applications, input personal data, verify for completeness and accuracy. Process other office related forms such as conditional admission agreements, test scores, enrollment verification, and printing and posting of student transcripts.
• Place and remove admissions blocks on students for missing and received transcripts.
• Scan documents into the district digital imaging records management system.

01/2008-09/2008
Texas Rehabilitation
Garland, TX

Office Assistant

• Assist the Occupational Therapists in administering therapy to patients to help the patients reach their maximum level of recovery.
• Comply with OSHA safety regulations.
• File and organize medical records while maintaining patient confidentiality according to HIPPA guidelines.

EDUCATION

08/2007-12/2009
My College
Farmers Branch, TX

Associate in Science

01/2010-12/2010
My College
Farmers Branch, TX

Associate in Arts – Field of Study in Criminal Justice

ACTIVITIES

08/2009-PRESENT
Student Alumni Association

09/2010-12/2010
Student Council Member

02/2010-01/2012
Varsity Cross Country and Track team
The Interview Handout for Mock Interview

Your resume and cover letters get you an interview. The face-to-face opportunity to show why you are the best candidate for the job gets you the job. Careful preparation can reduce your anxiety and enable you to present yourself and your qualifications most effectively.

1st, Know the Organization
If you want employers to take an interest in you, show interest in them by demonstrating knowledge of the position, the organization, and the employer’s industry. You can find this information at:
Employer websites; Professional associations; Current employees; Magazines and newspapers

2nd, Know Yourself
Tell about yourself
Explain why you chose your major?
Describe your strengths/weaknesses?
What are your career ambitions?
What motivates you?
How can you benefit this company/organization? (Why should you be hired?)
What are your top skills (related to the employer’s needs)? You may want to emphasize three or four of these points when responding to interview questions (e.g., “I have strong sales experience, I am self-motivated, and I work well in teams.”).

3rd, Convey Professionalism
Dress professionally and conservatively.
Arrive about 10 minutes early for an interview.
Smile, make eye contact, and use a firm handshake.
Be positive when describing your experiences.
Communicate with Impact.
Practice your answers out loud.
Structure your responses:
– Briefly describe the context in which the behavior or action took place.
– Specifically explain the action you took to handle the situation.
– Most importantly, describe the result or impact of your action.

4th, Ask Questions
Be prepared to ask questions to build on what you have already learned about the position, the organization, and the industry. A few sample questions you might ask:
How would you describe the ideal candidate for this position?
What would be expected of this person during the first few months on the job?
What are the biggest challenges currently facing your organization (or industry)?

5th, Finish Strong
Communicate your enthusiasm before you leave the interview.
Ask for the interviewer’s card so you can follow up.
Thank the interviewer and project confidence as you shake hands and say goodbye.
Always send the interviewer a brief thank-you letter or email.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional Content</th>
<th>Average to Above Average Content</th>
<th>Completion Points</th>
<th>Completion Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Your Listening Skills Handout</td>
<td>90-100 points</td>
<td>80-89 points</td>
<td>0-70 points</td>
<td>0-10 points</td>
<td></td>
</tr>
<tr>
<td>Work is complete and presents a fully answered questionnaire with thorough answers.</td>
<td>Work is complete, but lacks thorough answers to some or all of the questions.</td>
<td>7 points for each question incompletely answered.</td>
<td>10 points for actively engaging in group comparison and adding to at least 1 answer as a result.</td>
<td></td>
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</tr>
<tr>
<td>Resume (100 points)</td>
<td>90-100 points</td>
<td>80-89 points</td>
<td>0-64 points</td>
<td>0-16 points</td>
<td></td>
</tr>
<tr>
<td>Work is complete and presents a fully filed out resume with 3 completed heading sections using action words from the style list, correct objective, information at top.</td>
<td>Work is complete, but lacks thorough answers with action words to some or all of the resume sections.</td>
<td>16 points for each of the 4 sections completed (top and 3 headings).</td>
<td>16 points for the objective written correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mock Interview Handout Answers (100 pts)</td>
<td>90-100 points</td>
<td>80-89 points</td>
<td>0-64 points</td>
<td>0-16 points</td>
<td></td>
</tr>
<tr>
<td>Work is complete and presents a fully answered questionnaire with thorough answers.</td>
<td>Work is complete, but lacks thorough answers to some or all of the questions.</td>
<td>8 point each for completed Know Yourself Questions</td>
<td>16 points for Know the Organization</td>
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Grading above is calculated from right to left, adding the completion points first and then assessing content.

| Mock Interview (10 pts)                      | 81-100 points       | 61-80 points                     | 31-60 points      | 0-30 points       |        |
| Excellent job; successful interview and student was professional in appearance. | Good job. Very few corrections are needed and student was professional in appearance. | Fair project. Several errors are evident and student was lacking some professionalism in appearance. | Student was dressed unprofessionally and errors are significant. |