Professional Business Practice

PROFESSIONAL BUSINESS PRACTICE

Essentials skills for success in the Canadian business environment

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Part II. Professional Communication

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INTRODUCTION

Lucinda Atwood

Welcome to Professional Business Practice (PBP). This course teaches you how to succeed in the Canadian workplace. You'll learn employment essentials, career networking, and professional communication skills.

What You'll Learn

Professional Business Practices is designed to provide essential skills for success in the Canadian business environment. Successful students will develop the skills to:

Demonstrate Professionalism

- Understand and capitalize on your professional skills and strengths
- Present yourself and your work in a professional manner
- Expand and strengthen your professional network
- Manage your time and stress using constructive methods and strategies
- Develop self-reliance, responsibility, adaptability and problem-solving skills

Communicate Effectively

- Communicate clearly and efficiently in a variety of contexts
- Speak and present clearly and professionally
- Listen actively
- Create effective professional documents
- Practice critical thinking, reliable research, and information presentation skills

Collaborate Successfully

- Actively participate in successful, productive teams

- Avoid and manage conflict
- Give and receive skillful feedback
- Use project management skills to meet deadlines and exceed expectations

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How to Succeed in PBP

Click on each item to see the details

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> *https://pressbooks.nscc.ca/profbuspractice/?p=24#h5p-1*

Resources

If you need help with word processing or typing skills, try these resources:

- Microsoft Word tutorials
- Microsoft Excel tutorials
- typing.com lessons
- Typing Club

WORKPLACE ESSENTIALS

1.

LIFELONG LEARNING

Lucinda Atwood

Keeping your professional skills current means becoming a lifelong active learner. This chapter introduces learning skills that you can use in school and throughout your career.

What is Active Learning?

Learning is most effective when learners are actively and constructively engaged in creating their knowledge.[1] Active learning asks learners to explore, discover, process, apply, and evaluate; not just receive information passively.

How to Succeed at Active Learning

Click on each skill to see the details

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> *https://pressbooks.nscc.ca/profbuspractice/?p=29#h5p-2*

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1. Michelene TH Chi and Ruth Wylie, "The ICAP framework: Linking cognitive engagement to active learning outcomes," Educational psychologist 49, no. 4 (2014): 219-243.

Self-Reflection and Active Learning

Reflecting on and noting your responses as you learn is a great way to improve your learning.[2] As you read, watch, listen and do, note your responses to the material. For example, make notes on:

- Whether the content was easy or difficult to understand
- What confused or annoyed you
- What was interesting or surprising
- Any **lightbulb moment**s

As you go through this chapter, note your responses to the content. At the end of the chapter (and each subsequent chapter) you'll be asked to describe your responses to what you learned, discuss what you learned, and practice what you learned.

Take Note!

Taking notes as you learn helps you remember and understand the content. If your course has tests and exams, you can also use those notes as study aids.

There are different ways to take notes; find a notetaking method that works for you.

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https://pressbooks.nscc.ca/profbuspractice/?p=29#h5p-3

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2. James Rhem, "Using reflection and metacognition to improve student learning: Across the disciplines, across the academy," Stylus Publishing, LLC., 2013

Activity

1. Get a pencil and 2 pieces of paper
2. Watch **How to draw to remember more** (16:48) and participate in the drawing activities

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Review and Studying

Reviewing your notes within 24 hours of the class is an excellent study strategy.[3] Do 10 minutes of review for each hour of class. For example, if your class is two hours, review for 20 minutes (within 24 hours after class).

The Cue Card Method

The Cue Card method is a quick and easy way to review. This method uses inexpensive cue cards (also known as index cards). Write a question on one side, and the answer on the other, then use the cards to quiz yourself.

Cue cards are small enough to use on transit, while walking, or in line at the grocery store. You can use them later to study for tests and exams.
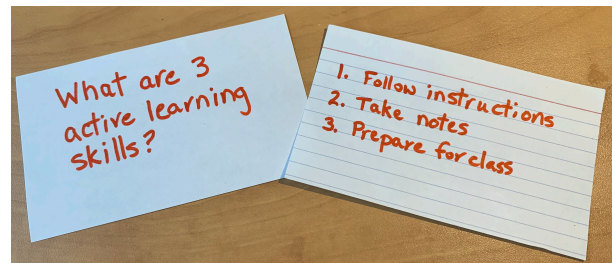
Tips:

- Test yourself, or ask a partner to test you.
- Go through the cards several times, removing cards that you can answer easily. This helps you focus on

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3. Nate Kornell, "Optimising learning using flashcards: Spacing is more effective than cramming," Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition 23, no. 9 (2009): 1297-1317.

content you're not yet familiar with.

- You can work in groups, and even make a game of it. Give points for the first correct answer, or to everyone who gets a correct answer.

Self-Assessment

How much do you know about Active Learning? Test yourself!

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2.

SELF MANAGEMENT

Lucinda Atwood

Self-management is a highly-ranked employability skills. Employers look for self-management skills in potential employees.

What is Self Management?

Self-management is the ability to manage your time, your mental and physical health, and your impact on those around you. In the workplace this means being able to stay calm, work with different personalities, and receive feedback.

Self-management skills include:

- Time management, goal setting and prioritizing
- Avoiding and managing stress
- Initiative, responsibility and accountability
- Willingness to accept change
- The ability to learn from mistakes
- Managing your mental and physical health
- Managing your moods and emotions

This chapter focuses on two of those skills: stress management and time management.

Stress Management Skills

You already know that school is stressful, work is stressful, life is stressful. The secret to enjoying life and

being more productive is not eliminating stress, but learning to manage it. It's easy to find lots of good stress management techniques online. Here are a few that I find particularly effective:

- Time management
- Physical exercise
- Getting outside
- Healthy eating
- Self-calming
- Setting and maintaining healthy boundaries

Find several strategies that work for you and then use them regularly. They'll help you manage the stress of school and work, and make your life more enjoyable.

Time Management

Time management is a key self-management skill. Organizing your time well means you can achieve goals and be productive at school and in the workplace. An effective schedule also makes sure you have time to relax and do things you enjoy.

Time management methods

Everyone has 168 hours a week. How do you spend your 168 hours? Never use the excuse *I didn't have time*! That's immature and unprofessional. *I didn't make the time* or *I had other priorities* is professional and takes responsibility.

1. Do the most important things first

Make a list of all the things you want to accomplish tomorrow. For example:

- Buy groceries
- Attend class
- Pay bills
- Exercise
- Social media
- Study

- Eat lunch with friend
- Work
- Watch TV
- Text friends

Now prioritise it using the ABC model (A=related to my long-term goals, B=supports my well-being, C=want to do)

Task	Rating
Buy groceries	B
Attend class	A
Pay bills	B
Exercise	B
Social media	C
Study	A
Lunch with friend	C
Work	B
Watch tv	C
Text friends	C

After prioritizing, the to-do list now looks like this:

1. Attend class
2. Study
3. Work
4. Pay bills
5. Exercise
6. Buy groceries
7. Eat lunch with friend
8. Text friends
9. Social media
10. Watch TV

2. Use the Pomodoro technique

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3. Use the Eisenhower matrix

The Eisenhower matrix divides tasks into four areas based on their urgency and importance. The number in each quadrant tells us which items to do first, second, ect.

	Urgent	Not urgent
Important	House fire Family emergency Some calls/texts 1	Health & fitness Career Planning 2
Not important	3 Interruptions Distractions	4 TV Time wasters

Look at your task list, and decide what quadrant each task fits into. For example:

	Urgent	Not urgent
Important	Work Class Groceries Study 1	Exercise Pay bills 2
Not important	3 Lunch with friend	4 Watch TV Social media Text friends

Using the example above, I'd work first, then attend class, buy groceries and study. Afterwards, I'd workout and pay my bills. Then I'd lunch with my friend, and end the day by watching tv while texting and looking at my social media.

Of course, some of those tasks may be scheduled; maybe class is at 10am, and I don't work until 5pm. In that case, I still work through my tasks in order of importance, until time for class. After class, I continue the tasks until it's time for work.

4. Match your biology

Some people are morning people, others are best if they sleep until noon. Maybe you're working night shift or getting up with a baby. You may find that scheduling according to your body and brainpower is most effective. Studying when you're alert is much more productive.

Make a table with 4 rows:

Time of day	Task
Morning	
Afternoon	
Evening	
Night	

Then fill in the activities that match your brain and body preferences. For example, if you're an **earlybird**, your schedule might look like this:

Time of day	Task
Morning	Study Pay bills
Afternoon	Work
Evening	Groceries Exercise 30 min tv, texting & social media
Night	Sleep

If you're a **night owl**, your schedule might look like this:

Time of day	Task
Morning	Sleep
Afternoon	Exercise Work
Evening	Groceries 30 min tv, texting & social media
Night	Pay bills Study Sleep late

If you work nights, schedule sleep for the time that suits *your* body and brain. Your schedule might look like this:

Time of day	Task
Morning	30 min nap Class
Afternoon	Sleep
Evening	Exercise Study (tv & social media on two 15-min breaks) Groceries Dinner with friend
Night	Work Pay bills (on your break)

5. Limit your time

Another way to increase your efficiency is by limiting the time for each task. Write your to-do list and add a time estimate, or time limit, to each item. For example:

Task	Time needed
Buy groceries	1 hour
Attend class	3 hours
Pay bills	15 min
Exercise	1 hour
Social media	30 min
Study	4 hours
Lunch with friend	1 hour
Work	7 hours
Watch tv	2 hours
Text friends	30 min
Total time needed	**20 hours and 15 minutes**

Unfortunately this schedule doesn't leave enough time for sleep. Lack of sleep reduces brain function and can harm your mental and physical health so you need to remove some items or give them less time.

Your new list might look like this:

Task	Time needed
Buy groceries	~~1 hour~~ **30 min**
Attend class	3 hours
Pay bills	15 min
Exercise	1 hour
Social media	30 min
Study	~~4 hours~~ **3 hours**
~~Lunch with friend~~	~~1 hour~~
Work	7 hours
Watch tv	~~2 hours~~ **1 hour**
Text friends	~~30 min~~ **15 min**
Total time needed	**16 hours and 30 minutes**

Now you know that you can get everything done and still have sufficient sleep.

6. Use a Kanban

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Time management pro tips

Double your time

Look at your list: is there anything that takes only a few minutes, that you can do while waiting for the bus or for your coffee to brew? Can you text and look at social media while transiting to work? Can you record your study notes and listen to them while you're exercising?

Break Goals into Small Steps

I have to write a long essay is demotivating for most of us. *I have to get fit* feels impossible. So split the task into small, do-able chunks. For example: today I'll write my research question and spend 30 minutes finding valid resources. I'll bookmark them and read them tomorrow. I'll also create my draft document and outline my thesis statement and key points.

Or maybe I'll workout for 30 minutes in the morning and 30 in the evening.

Don't look at the long path ahead; just concentrate on the next step. Keep placing one foot in front of the other and suddenly you'll be at your goal.

Reward yourself often: Schedule breaks and meals

Your task list includes studying for three hours. But what if you study for ninety minutes before and after lunch with your friend? You might feel rewarded and re-motivated. Also, the shorter time limits might make you more motivated to be productive.

Add your assignments to your calendar and make plans for completing them before they are due

Don't just hope that one day you'll wake up inspired to write that giant essay. Plan for it. The less excited you are to do a task, the more important it is to schedule it.

A note about procrastination

Everyone procrastinates. Don't waste time feeling bad about it – create solutions instead. There are 4 main reasons we procrastinate:

I don't wanna. *I'd rather play.* This happens when we're burnt out, which is why scheduling rests and rewards is so important.

Perfectionism. *This won't be perfect so why bother?* This is ego. Tell your ego that it's better to do something imperfectly than not at all. We're humans; perfection is impossible.

Lack of confidence. A depressed form of perfectionism, this is when we tell ourselves *I'm going to do a bad job*, so we have no energy to get started.

I don't know how to start. The task seems so confusing that we have no idea how to start. Or it's so big that we know it'll take forever; like when you have a giant essay due and can't imagine that one hour's work will make a difference so you never get started. If this is the case, keep breaking the task down until you can see a simple action. For example: *I need to write a research essay* can be broken down into:

1. Find 7 valid resources
2. Read the resources and note the key facts
3. Create a draft document
4. Organise the facts
5. Add the citations
6. Draft the thesis statement
7. Draft the key points
8. Draft the overview
9. Draft the summary
10. Draft the recommendations or next steps
11. Review the draft – does it make sense, is it logical?
12. Proofread and format
13. Review
14. Edit as needed
15. Final touches
16. Submit

Now that you have a list of do-able items, start with the first one. Give yourself a time limit, and take regular breaks. You'll be happily surprised how quick and painless the process is.

Self-Assessment

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Canadian Workplace Quiz

This chapter introduces the Canadian Workplace Quiz. It's to help you understand how to fit in and stand out at work.

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3.

GIVING & RECEIVING FEEDBACK

Lucinda Atwood

In this chapter you'll learn how to give useful, skilful feedback that supports and encourages the recipient. You'll also learn how to accept feedback to help you and your career.

Why is Effective Feedback Important?

Effective feedback helps us improve and grow. Good feedback describes areas for improvement and offers ways to improve.

Shows us what we don't know about ourselves

Effective feedback often tells us things we don't know about ourselves. Sometimes it's physical – like speaking too fast. Or it could be a mistake in our work that we're not aware of.

Johari Window
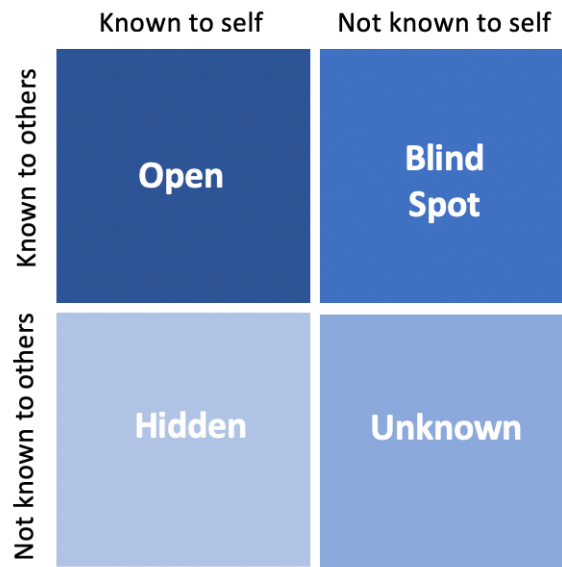
The Johari Window describes the four parts of our self-awareness:

1. **Open**: What we know about ourselves, and is also known by others
2. **Blindspot**: What we don't know about ourselves, but is known by others
3. **Hidden**: What we know about ourselves, but is not known by others.
4. **Unknown**: What we don't know about ourselves, and is not known by others.[1]

Effective feedback helps us see our Blind Spots. When we see them we can start to improve.

What Makes Feedback Effective?

Effective feedback has 7 qualities:

1. **Timely**: Soon after the occurrence
2. **Kind**: Help the recipient build skills; don't embarrass or shame them
3. **Positive**: Tell the recipient what to do, not what *not* to do
4. **Honest**: Don't lie to be nice. Tell the truth, kindly
5. **Useful**: "Great job!" is kind but not useful. Give practical, precise feedback
6. **Brief**: Focus on only 1 improvement – the most important one. More will confuse the recipient
7. **Specific**: Be precise and give examples

How to Give Feedback

There are many ways to give feedback. This simple 3-step method is easy to remember and use.

1. **Keep** Start by describing the best part: What did they do well? What should they keep doing?
2. **Improve** Then describe the most important improvement, and why it's important. Focus on 'next time' or 'in future.' For example, *Next time, try to let us know before the deadline. That way we can help you before it's a problem.*
3. **Ask** the recipient if they have questions, if what you said makes sense

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How to Receive Feedback

We often feel ashamed or embarrassed when receiving feedback. Most of us have a really mean inner critic who yells at us for not being perfect. This makes it hard to listen and learn.

Try to silence your inner critic so that you can benefit from the feedback. These strategies will help:

Listen   Respect   Ask   Appreciate   Reflect   Grow
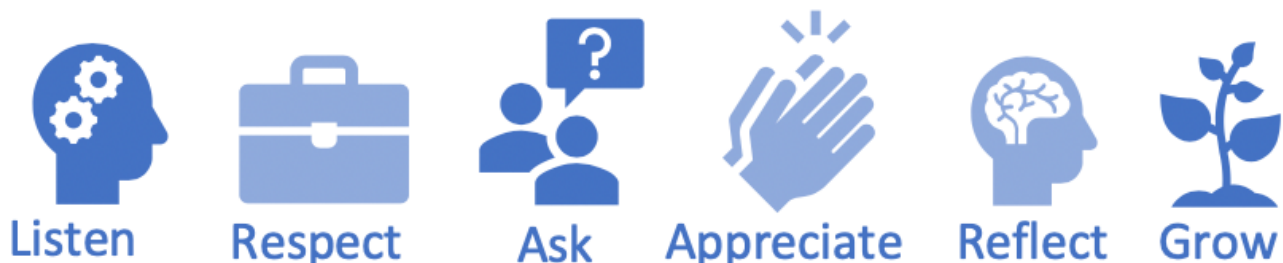
Listen actively.

- Make eye contact with the person giving you feedback
- Take notes – you'll forget what they said
- Summarize what they said

Be respectful & professional.

- Avoid arguing, defending or explaining; try to drop your defences
- Watch your tone, words and body language
- Look for what's true and what's useful

Ask questions to clarify doubts and get precise details and

examples.

For example:

- *Can you say more about...?*
- *Can you explain that further, please?*
- *What advice can you give me?*
- *How can I build that skill?*
- *Where could I learn more about...?*
- *What do you recommend?*

Appreciate the feedback.

- See the speaker's good intentions
- Thank the speaker and show appreciation for their time and energy
- Look for what's useful in the feedback and how it can help you

Reflect & grow.

- Reflect on the feedback and decide your next steps:
    - What did you learn?
    - How will you use the feedback to improve your skills?
    - What will you do next time?

Self-Assessment

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Canadian Workplace Quiz

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> *https://pressbooks.nscc.ca/profbuspractice/?p=39#h5p-8*

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1. Joseph Luft and Harry Ingham, "The johari window," *Human relations training news* 5, no. 1 (1961): 6-7, http://www.richerexperiences.com/wp-content/uploads/2014/02/Johari-Window.pdf

4.

CLEAR COMMUNICATION

Lucinda Atwood

Clear communication is an easy-to-learn skill that improves relationships and productivity. In this chapter, you'll learn how to communicate clearly, effectively and professionally.

What is Clear Communication and why is it Important?

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Read

The Seven Cs of Communication

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Self-Assessment

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Canadian Workplace Quiz

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5.

PROFESSIONAL STRENGTHS

Lucinda Atwood

Understanding professional strengths — yours and other people's — is an important employability skill.

We need to understand — and be able to talk about — our professional strengths. Knowing our strengths helps us find work we enjoy and do well. Being able to articulate our strengths helps employers and interviewers understand how we contribute. Understanding other people's strengths helps us work together effectively, and tolerate each other's weaknesses.

Activity

Take the High 5 Test. You'll need the results for future work, so paste them into a document and save it.

Be Able to Describe Your Strengths

Being able to define and describe your professional strengths will improve your career. Below, you will create strengths statements that you can use in resumes, job interviews (where you're almost always asked about your strengths and weaknesses), performance reviews and team projects.

Strengths Statements

Create two statements about each strength – a brief one (about 10 words) and a more detailed one (about 50 words) that expands on the 10-word statement.

- Use **"I" statements**

- 10-word statements can be used in cover letters, interviews, and your LinkedIn profile
- 50 word statements can be used in detailed resumes, performance reviews, and when an interviewer asks for specifics

For example

Strength: Deliverer

10-word statement: I have a strong sense of responsibility for my commitments.

50-word statement: I have a strong sense of responsibility for my commitments. Whether the challenge is large or small, I handle it without excuses or procrastination, and take responsibility for finding the right resources and meeting deadlines. That's why employers and coworkers know they can depend on me, and clients enjoy working with me.

Know How to Describe Weaknesses

Interviewers typically ask about weaknesses, for example "tell us about your greatest weakness" or "what's one of your weaknesses and how do you handle it?" Always be prepared to discuss one or two realistic but not overwhelming challenges. Acknowledge the challenge briefly and then talk about what you're doing to turn it from a challenge into a strength.

For example, you might say "When working in a team, I used to micromanage, and end up doing all the work myself. I'm working on that by encouraging my colleagues to take ownership. Together, we create consensus, clear boundaries and realistic expectations. Since doing this, my last two projects have been much more enjoyable and successful – for all of us."

List of Weaknesses With Examples will help you understand how to talk about your professional challenges.

Self-Assessment 1

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Strength, Weakness or Challenge?

It's easy to criticize ourselves: *I should be more assertive* or *I shouldn't procrastinate*. But doing that can damage our self-esteem, making it even harder to turn weaknesses into strengths.

These two changes in how you think can make a huge difference:

Challenge vs Weakness

Think of weaknesses as challenges. Calling something a weakness can make it feel like a fixed trait – something that can't be changed. But thinking of it as a challenge can create room for change. After all, a *challenge* can be overcome.

Strengths are a Spectrum

Think of strengths and challenges not as opposites, but as on a spectrum. Challenges aren't the opposite of strengths; they're simply too much or too little of a strength.

For example, if you're passive, it doesn't mean you're not assertive – just that you're not assertive *enough*. If you're aggressive, it means you're *too assertive*.

Thinking of strengths and challenges on a spectrum means you don't have to change completely, or become someone you're not. You just need a bit more or less of a strength.

Self-Assessment 2

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Canadian Workplace Quiz

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6.

TEAMWORK

Lucinda Atwood

Teamwork is a huge part of professional life. Being able to work well with others and manage team projects is an essential employability skill that will enhance your career.

The Conference Board of Canada defines teamwork skills as the ability to work with others and contribute to projects.[1] They divide teamwork skills into two major categories:

Click on each skill to see the details

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> *https://pressbooks.nscc.ca/profbuspractice/?p=45#h5p-14*

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1. Conference Board of Canada, "Employability Skills," Last accessed March 2, 2020, https://www.conferenceboard.ca/edu/employability-skills.aspx

Process Conversations

Process conversations make teamwork more productive and less frustrating. They're simple conversations where you discuss and agree how your team will function.

Process conversations are strengthened when the outcomes are documented and saved to the **team home** for later reference.

Strong process conversations answer questions such as:

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At the end of your team process conversation, make sure to ask if there's anything else: What else do we need to discuss?

The 5-Finger Vote

Sometimes a simple *yes* or *no* isn't enough. The 5 finger vote gives useful nuance to discussions and speeds up decision-making.

Instead of asking *yes/no* or *for/against*, ask team members to vote with their fingers. The scale is:

Number of fingers	Meaning
5	100% support the idea or action
4	Strongly agree
3	Slightly in favour
2	Mildly disagree
1	Strongly disagree
0	100% disagree

This method shows how strongly people feel, and can save time. If most people agree, or only mildly disagree, you may not have to discuss the topic, and can move on to the next item. Meetings become shorter, and productivity improves.

Self-Assessment

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Canadian Workplace Quiz

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PROFESSIONAL COMMUNICATION

7.

PROFESSIONAL EMAIL

Lucinda Atwood

In this chapter you'll learn how to send clear, effective email that enhances your professional reputation.

Clear, Professional Email

Professional email must be brief and exceptionally clear. Because workers tend to multitask, and because some people receive many emails every day, we need to make sure our messages are clear, brief and searchable.

Your email may be someone's first impression of you. If it's clear, brief and direct, they will think of you as professional, competent and respectful of their time. But if the reader has to spend time and energy trying to decipher your message, they might doubt your skills and professionalism. So spend time on your email messages, writing and proofreading them to make sure they're precise, brief and direct.

The slides below tell you how to write clear, effective emails. Click on the small triangle or rectangles to advance the slides.

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Self-Assessment

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Canadian Workplace Quiz

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8.

PROFESSIONAL PHONE PRACTICES

Lucinda Atwood

In this chapter you'll learn how to create clear voice and text messages that get results and make you look professional.

Clear, Professional Voice Messages

Being professional on the phone is as important as being professional in person. Before picking up your phone, plan your call or voice message. Be precise, brief and direct.

Keep it short

Leaving a voice message is easy. Making it clear and professional takes a bit more effort. Long, rambling messages confuse the listener, waste their time, and make you look unprofessional. So keep your voice messages short, and be very clear.

- Make notes: Before making a phone call or leaving a voicemail, write your 1-2 key points or questions

Speak clearly & slowly

Consider your voice and how quickly you speak. In multicultural environments we all have different accents. And your listener can't see your body language, gestures or facial expressions that help convey your message.

- Speak a little slower than normal
- Clearly **enunciate** every word
- Smile as you speak. You will sound more friendly

End with a call to action

If you want the listener to do something, tell them clearly and directly – but always politely. For example:

- *Please call me back*
- *Please let me know before 5pm*
- *I hope to see you there*
- *Can you let me know, please?*

Always include your phone number

Don't depend on call display. Always say your phone number clearly and slowly

- Name each digit. For example if the number is 6635, say *six six three five* (Not *sixty-six thirty-five*, which can be confusing)
- Don't use phrases like "double seven" or "triple five"
- Say *zero*, not *oh*. For example if the number is 604, say *six zero four*

End with a goodwill message

Finish your call or message with a short goodwill message, such as:

- *Thank you, I appreciate your help*
- *Goodbye, have a great afternoon*
- *Bye, thank you*

Read

10 tips for effective communication on the telephone

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https://youtu.be/UziPlaO3G2I

Perfect Voicemail Messages

Follow this script for clear messages that get results.

1. Greeting: *Hello*, or *Good morning* (afternoon, evening)
2. Recipient's name, if you know it. If you know the recipient, say your name here too.
3. I'm calling about [topic]: For example, *I'm calling about my account*
4. Your message in 1-2 sentences: For example, *There's a charge that I don't understand. It's a $10 fee for late payment, but I paid before the due date.*
5. Call to action: For example, *Could you call me back, please?*
6. Your name and phone number: *This is Joe Smith. My phone number is six zero four, eight six five, one two seven* three.
7. Good will message: For example, *Thank you so much. Have a great day.*

Examples

1. You know the recipient. Professional

Hi Steven, this is Lucinda. I'm calling about our meeting next Tuesday. I won't be able to attend and would like to reschedule. Could you let me know if that's possible, please? My number is six zero four, eight six five, one two seven three. Thank you, goodbye.

2. You know the recipient. Informal

Hi Steve, it's Lucinda. I'm calling about our meeting next Tuesday. I can't make it; do you mind if we reschedule? Let me know if that could work. My number's six oh four, eight six five, one two seven three. Thanks, have a great weekend!

3. You don't know the recipient.

Hello. I'm calling about a letter I received from your office. It says that I need to reapply for my visa. I don't understand why I need to reapply, or how to do it. Can you help me, please? My name is Lucinda Atwood, and my phone number is six zero four, eight six five, one two seven three. Thank you so much, goodbye.

Text Messages

Text messages in the workplace must be professional. This means that spelling counts!

- Use upper and lower case letters
- Capitalize proper nouns
- Use proper punctuation
- Write in sentences
- Keep sentences short
- Keep messages brief and clear
- Add white space between paragraphs
- If you don't know the recipient well, or haven't texted them previously, identify yourself at the start of the message

Examples

1. You know the recipient. Professional

Hi Steven. Can we reschedule our Tuesday meeting? If possible, Wednesday morning is good. Would that work for you? Thanks

2. You know the recipient. Informal

Hi Steve. Sorry but I need to reschedule our Tuesday meeting. Is Wed ok?

3. You don't know the recipient.

Hi. This is Lucinda Atwood, from Langara College. I'd like to meet to discuss your co-op opportunities for our students. Are you available any time next week?

Self-Assessment

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online here:

https://pressbooks.nscc.ca/profbuspractice/?p=51#h5p-20

Canadian Workplace Quiz

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9.

EVALUATING RESOURCES

Lucinda Atwood

This chapter describes why valid resources are important, and how to evaluate potential resources. You'll have a chance to test your knowledge, and then practice evaluating resources.

Evaluating Information Resources

Research is a key part of critical thinking, which is one of the skills most valued by employers. [1] [2] Since your research is only as good as your sources, you must be sure that every resource you use is valid, current and appropriate.

Why is valid information important?

- To make sure your content is reliable and current
- To include experts' experience, opinions, and research
- To eliminate unreliable, biased, outdated, and/or incorrect information[3]
- To understand all sides of a topic
- Because your boss, clients and/or colleagues depend on the information you provide

1. "Employability Skills," The Conference Board of Canada, Last accessed February 24, 2020, https://www.conferenceboard.ca/edu/employability-skills.aspx
2. AMA Staff, "AMA Critical Skills Survey: Workers Need Higher Level Skills to Succeed in the 21st Century", American Management Association, Last accessed February 24, 2020, https://www.amanet.org/articles/ama-critical-skills-survey-workers-need-higher-level-skills-to-succeed-in-the-21st-century/
3. Healey Library, "Why Is It Important To Evaluate Sources?", University of Massachusetts Boston, Last updated Dec 11, 2019, https://umb.libguides.com/module6

How do I know if my information is valid?

As you know, anyone can publish anything online. So before we use a resource, we need to evaluate it to make sure it's valid, current, relevant and accurate. When you evaluate a resource, ask questions such as:

- Who wrote or recorded it?
- Where did they get their information?
- How current is it?
- Is the information relevant to your topic?
- What is the author's bias? Why did they create and publish this resource?

How can I evaluate a resource?

The 5 Ws

The 5 Ws [4] is a great method for evaluating resources. (*Click on each W for more information*)

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> *https://pressbooks.nscc.ca/profbuspractice/?p=53#h5p-22*

The CRAAP Test

Don't be fooled by its fun name––The CRAAP test is an excellent tool for evaluating potential resources.

Is Wikipedia a good resource?

No. And yes.

Because Wikipedia is crowd-sourced (meaning anyone can edit it anytime) it might contain incorrect information. In reality, incorrect content is usually quickly corrected. But because there's a risk of finding incorrect information, don't use it as your only resource. Don't cite Wikipedia in discussion, papers or reports.

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4. "Evaluating Your Sources, Langara Library," Last accessed February 24, 2020, https://langara.ca/library/research-help/evaluate-your-sources.html

However, Wikipedia is a great place to *start* your research, especially if you know very little about the topic. It typically provides clear overviews and descriptions. (Simple Wikipedia is even more clear, because it uses simple words and grammar.) And most entries include, at the bottom of the page, a References list of primary resources that typically pass the 5 Ws and CRAAP tests.

So use Wikipedia to understand your topic, and then to find useful primary resources. But don't cite Wikipedia or use it as a primary resource.

What about Course Hero, Slideshare, and other study help sites?

No. Much of the content on sharing sites is anonymous. You can't know if the content is accurate, current or reliable. We've seen lots of incorrect, out of date, and poorly-written content. Use reliable resources instead of sharing sites.

Self-assessment

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Canadian Workplace Quiz

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https://pressbooks.nscc.ca/profbuspractice/?p=53#h5p-24

10.

RESEARCH SKILLS

Lucinda Atwood

It's vital to present information in your own words, and credit your sources. This chapter teaches you how to summarize, paraphrase and credit your sources.

Avoiding Plagiarism

Plagiarism is presenting other people's content as your own, or using other people's content without proper attribution. In school, plagiarism includes reusing work that you've already submitted for grading.

As you research your topic, make notes of the information you find, and where you found it.

Research notes are the facts and information you found, rewritten *in your own words*. To rewrite in your own words, you can paraphrase or summarize the original source.

Paraphrasing and Summarizing

When you want to include facts, data and ideas from a resource, you can paraphrase or summarize it.

Paraphrasing

Paraphrasing uses key facts and data from the resource. You note the important facts and data, group and organize them so they make sense for your report, and then write your own sentences.

Don't copy the sentences from the resource, then change a few words in each sentence. (That's plagiarism.) Reorganize the information, and write your own sentences.

When paraphrasing:

1. Keep the original meaning but put it in your own words.
2. *Don't just change a few words*! Create new sentences, put the ideas in a different order, and use words and phrases that you normally use.
3. Cite your source.

For example:

> **Original**: Although the gender gap in educational attainment favours women, gender imbalances vary widely by degree level and discipline. Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields. Just as gender inequities are present in post-secondary attainment, they are also evident in labour force participation and outcomes, with women consistently underrepresented in senior leadership positions. The structural barriers and gaps to post-secondary education and work are wider yet for Indigenous peoples, people with disabilities, LGBTQ2S, and racialized Canadians.[1]

> **Paraphrased**: Indigenous people, LGBTQ2S, people with mental and physical disabilities, and people of colour face significant barriers to higher education and professional employment. Gender inequalities are another problem; women are still underrepresented in STEM programs and C-suite positions, despite typically outperforming men scholastically.[2]

Summarizing

Summarizing describes the key ideas of the resource. A summary is shorter than the original content and is written in your own sentences.

To summarize, note the key ideas. Then organize and write them in a way that makes sense to your report.

For example:

> **Original**: Although the gender gap in educational attainment favours women, gender imbalances vary widely by degree level and discipline. Women continue to be significantly underrepresented in high-

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1. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Conference Board of Canada, Last accessed February 26, 2020, https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion
2. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Conference Board of Canada, Last accessed February 26, 2020, https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion

earning STEM (science, technology, engineering, math) fields. Just as gender inequities are present in post-secondary attainment, they are also evident in labour force participation and outcomes, with women consistently underrepresented in senior leadership positions. The structural barriers and gaps to post-secondary education and work are wider yet for Indigenous peoples, people with disabilities, LGBTQ2S, and racialized Canadians.[3]

Summarized: Despite doing better in school than men, women are underrepresented in STEM programs and high-level professional positions. Indigenous people, racialized people, LGBTQ2S and people with disabilities have even harder times succeeding at school and in the workplace, because of systemic barriers and missing resources.[4]

Quotations

Very rarely, you will use a quotation. A quotation is the author's words exactly as they were written or spoken. Use a quotation only when's absolutely necessary.

We add quotation marks at the start and end of the quotation. For example:

Original: Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields.

Quotation: "Women continue to be significantly underrepresented in high-earning STEM (science, technology, engineering, math) fields."[5]

Keep quotations short, especially in reports. A good limit is about 100 words. Most of your report should be in your own words; it's not acceptable to submit a report that's mostly quotations.

3. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Conference Board of Canada, Last accessed February 26, 2020, https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion

4. Conference Board of Canada, "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives", Conference Board of Canada, Last accessed February 26, 2020, https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion

5. Conference Board of Canada. "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives." Conference Board of Canada. Last accessed February 26, 2020. https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion

In Chicago style citations, the quotation is followed by a superscript number. This is part of the citation and will be described in the next section.

Citations

What are Citations?

When you write a report or give a presentation, you typically use information from sources other than your own experience. For example, if you write that the population of Canada is 37 million, you probably got that information from a source — you didn't go out and count every person in the country.

Whenever you use information from a source, you need to cite (credit) the source.

Why are Citations Important?

A citation tells the reader or listener:

- That you did not create the information yourself
- That you're using real information, not something you made up
- That your sources are valid and trustworthy
- Where you got the information
- Where to find more information

When Do I Include a Citation?

When you include information that you did not create, you must **always** cite the source.

The only time you don't need to cite information is when it's from your own experience, or is considered *common knowledge*.

What to Cite:

- Words, ideas, information
- Images, video, audio
- Conversations, lectures, presentations

- Data, statistics
- Charts, graphs
- Content that you found online, including podcasts and social media
- Course material

You Don't Need to Cite:

- Your own experiences, thoughts and ideas
- Your own art: images, art, recordings or photos that you made
- **Common knowledge**

How Do I Cite?

In Business, we use Chicago Style Citations. Chicago Style uses footnotes and a Bibliography.

Footnotes

At the end of the information you're citing, add a footnote. The footnote has two parts:

1. A superscript number at the end of the content you're citing. (Looks like this: [1])
2. The footnote at the bottom of the page. Footnotes vary depending on what kind of source you used: webpage, book, academic journal or personal conversation. Use one of these resources to find the correct formatting.

Chicago Style Citation Resources

- Langara's library has a clear and easy to use Chicago Style citations resource
- Chicago Style is a clear and easy to use resource
- Langara Library's Tutorial: All About Citation in Chicago Style

A Chicago style footnote for a website uses this format:

Footnote number. Author's Firstname Author's Lastname, "Article Title," Website Name, last modified (or accessed on) date, URL.

For example:

1. Martin Turcotte, "Volunteering and Charitable Giving in Canada," Statistics Canada, last modified April 15, 2016, http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm.

You can see more examples of footnotes at the bottom of this page.

Tip: To add a footnote in Word or Googledocs, click "Insert footnote," then enter the citation information. The superscript number automatically appears, linked to the footnote at the bottom of the page. (The footnotes will update automatically if you move content or add citations.)

Bibliography

Chicago style citations include a bibliography. The bibliography is a list, on the last page of your document, of all the sources you cited. Sources are listed alphabetically by last name, with a space between each source.

Chicago style bibliography sources look very similar to footnotes, except:

- The author's last name goes first
- Periods replace the commas
- Sources aren't numbered

For example:

Bibliography

Bariso, Justin. "What is Emotional Intelligence?." Inc. Last accessed Dec 23, 2019. https://www.inc.com/justin-bariso/what-is-emotional-intelligence-exactly-heres-the-entire-concept-summed-up-in-1-s.html

Conference Board of Canada. "Gender Equity, Diversity, and Inclusion: Business and Higher Education Perspectives." Conference Board of Canada. Last accessed February 26, 2020. https://www.conferenceboard.ca/edu/research/gender-equity-diversity-and-inclusion

Mediasmarts. "On The Loose: A Guide to Life Online For Post-Secondary Students." Mediasmarts. 2016. https://mediasmarts.ca/sites/default/files/guides/on_the_loose.pdf

Turcotte, Martin. "Volunteering and Charitable Giving in Canada." Statistics Canada. Last modified April 15, 2016. http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm.

Self-assessment

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Canadian Workplace Quiz

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11.

PROFESSIONAL WRITING

Lucinda Atwood

Clear Communication is a key element of professional writing, and a skill that employers value. Being able to write clear, effective research reports will position you as articulate and well-informed.

Business Writing: Clear, direct and brief

Business writing must flow well. Because people are busy and distracted, you must be brief, clear and direct.

- Use few adverbs or adjectives
- Organize your ideas and make sure they progress logically
- Keep sentences and paragraphs short
- Use lots of space between paragraphs
- Proofread your writing, and if possible have someone else proofread it also to make sure that your grammar, punctuation and formatting are correct.

How to Write a Research Report

Most business reports are research reports — reports that start with a thesis or topic statement, present key points supported by evidence, and conclude with recommendations. Because people are busy, they tend to scan, not read closely, so reports must be clear, brief, and well-organized. Businesses depend on these reports and their recommendations, so research sources must be valid and current.

The Parts of a Research Report

1. Thesis statement

2. Overview
3. Key Point 1, with supporting evidence
4. Key Point 2, with supporting evidence
5. Key Point 3, with supporting evidence
6. Summary
7. Recommendations/Next Steps
8. Bibliography

Thesis Statement: What is this report about?

The thesis statement is the report's foundation. It tells the reader what your report is about, and provides a clear path for the reader. The thesis statement starts with your main recommendation, followed by three key reasons. It looks like this:

[Recommendation] because [Reason 1], [Reason 2], and [Reason 3]

Here are three different thesis statements:

We should hire three new customer service representatives because they will decrease customer wait times, increase sales, and keep the store tidier.

Trello is the best task management app for our company because it's online, easy to use, and stakeholders can see and share all parts of the project.

I will seek work as a digital marketer in the video game industry because I have 3 years of experience in digital marketing, a great professional network of people in video game companies in Vancouver, and my strengths and career goals are consistent with the local industry's needs and practices.

Overview: Provides context and why it's important

The Overview starts in a new paragraph after the Thesis Statement. The Overview provides background information that the reader needs to know, but only information that's absolutely necessary for the reader to understand the report.

For example, from a report stating the need to replace an electrical power system in Vancouver:

Overview

We're providing the clean, renewable power Vancouver needs, but our electricity system serving downtown is aging and needs upgrades. We need to replace our aging Dal Grauer Substation on Burrard Street with a new substation in the West End. Dal Grauer has been in-service since 1953, is nearing end of life, and needs to be relocated and rebuilt close to the areas and neighbourhoods where electricity is being used, with the space to accommodate future growth when needed. We've approached the VSB to re-visit our proposal of a new West End Substation at their Lord Roberts Annex property which would result in an out-of-sight underground substation, topped by a playing field and allow for construction of an adjacent elementary school after the substation is complete.[1]

Here's a longer example, from a report on the livability of Vancouver:

Overview

Since 1887 the Greater Vancouver Board of Trade has been recognized as Western Canada's leading business association. Two years ago, the Greater Vancouver Board of Trade partnered with the Conference Board of Canada – the foremost independent, objective, evidence-based, not-for-profit applied research organization in Canada – to release our inaugural Greater Vancouver Economic Scorecard 2016. Scorecard 2016 benchmarked Greater Vancouver as a region against 19 comparable metro regions around the world. The seven challenges identified in that report signalled the priorities that we recommended that civic and business leaders address to strengthen Greater Vancouver's attractiveness and competitiveness. Two years later, the Greater Vancouver Board of Trade has again commissioned the Conference Board of Canada to produce a new Scorecard.

Scorecard 2018 is the follow-up report, checking in on Greater Vancouver's progress against the same 19 metro regions that were examined in 2016. This is a ranked guide with report card letter grades on several significant indicators that comprise attractiveness and competitiveness across economic and social dimensions. The source data gathered by the Conference Board to calculate Greater Vancouver's performance and rankings in Scorecard 2018 are as current as possible (in some instances this will involve statistics from 2016 and 2017).

For Scorecard 2018, the Conference Board analyzed six additional indicators, for a total of 38: 22 economic indicators and 16 social indicators. These were added to provide a fuller picture of the region, particularly in the social realm. The indicators on which Greater Vancouver is benchmarked against those other city regions illuminates, sometimes in very stark terms, where we sit. The seven challenges identified in Scorecard 2016 resurface in Scorecard 2018, and they are considered throughout the new report. The call for improved regional coordination in Scorecard 2016 inspired the focus of our Special Lens in Scorecard 2018.

Scorecard 2018 does not include all factors that make a city livable and it is impossible for a single report to fully capture the essence of what makes a region such as Greater Vancouver attractive to people and capital. The indicators selected and their rankings are ones that help our region not only measure itself against competitor

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1. BC Hydro, "West End Substation Community consultation report," p. 3, June 15, 2018, https://www.bchydro.com/content/dam/BCHydro/customer-portal/documents/projects/west-end-substation/west-end-substation-community-consultation-report.pdf

cities, but also understand ways to make our region as attractive and as competitive as possible to new people, businesses and investment. The benchmarking undertaken by the Conference Board helps point us in the right direction to leverage our advantages, and to improve or course-correct on indicators where Greater Vancouver performs poorly.

Vancouver is in a global race for talent and investment. To be attractive to new businesses, to retain businesses that have their roots here, and to draw the global workforce, a city region should have a unique identity, function efficiently, be economically competitive, and deliver a high quality of life.[2]

The Body: Reasons, supported by evidence that proves the reasons

The body of your report provides evidence that supports your recommendation and reasons. Start with the strongest reason and then provide evidence to convince the reader. Then move to the 2nd most important reason and evidence to support it. Finally, write the third reason and provide evidence for it.

- The Body is the longest part of the report
- Divide the body into one Key Point for each reason; give each Key Point a descriptive heading
- Divide each Key Point and supporting evidence into short paragraphs
- Evidence must be valid, current and appropriate. Include citations for all sources, including conversations and social media. Almost every sentence might be cited

Lead the reader carefully. Describe the reasons and evidence so clearly that the reader agrees with your recommendation and believes it to be appropriate and viable.

Summary: Summarize the Reasons and their evidence

The Summary summarizes the recommendation, 3 Reasons and their supporting evidence. It reminds the reader of your reasons and why they're valid. (Repetition adds clarity and helps convince.)

- No new information is presented in the Conclusion
- The summary is typically 1-3 paragraphs

2. Greater Vancouver Board of Trade, "Greater Vancouver Economic Scorecard 2018", 2018, p. 7, https://www.boardoftrade.com/scorecard2018/assets/pdf/summary-report.pdf

This is the Summary from the report on Vancouver's livability:

Summary

The Greater Vancouver region has many of the right ingredients to be an international hub for business, a desirable place to live and thrive, a competitive region welcoming new investments and a city that nurtures industries and sectors that have comparative advantages.

The alternative is a less prosperous scenario that could become reality if, as a city region, province and country, we fail to respond to indications of where Greater Vancouver lags or does poorly.

Greater Vancouver is at risk of becoming an international bedroom/retirement community: a place too expensive to attract investment and retain the needed diverse and talented labour force. It could stagnate as a region where productivity and after-tax incomes remain moderate to low while at the same time marginal tax rates remain high, thus hollowing out the sources of economic activity that provide the foundation for any region's prosperity. It could become a home to second-tier economic activity, while other centres – including the 19 competitor cities benchmarked here – boast top talent and firms, and leverage their assets to greater advantage than does Greater Vancouver.

It is possible to address the region's pressing challenges, analyzed extensively in Scorecard 2016 and updated in the Scorecard 2018 performance ratings, but success will require concerted effort by the region's political, business and civic leaders. A spirit of collaboration and a shared vision for Greater Vancouver's future are needed to guide relationships with all levels of government. It will take dedicated, collaborative effort to first acknowledge and then work to solve the challenges of housing, transportation, regulatory inefficiency and taxation. However difficult and complex the task, meaningfully addressing these challenges will support wealth creation by growing business activity and attracting new investments to our region.[3]

Recommendations/Next Steps: Now what?

Recommendations/Next Steps are the final section of your report. They are clear, logical results of the 3 Key Points and their evidence. Typically written in a numbered or bulleted list, Recommendations/Next Steps must be clear, **precise** and actionable.

Here are two examples:

Next Steps

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3. Greater Vancouver Board of Trade, "Greater Vancouver Economic Scorecard 2018", 2018, p. 34,
   https://www.boardoftrade.com/scorecard2018/assets/pdf/summary-report.pdf

1. Sales managers meet with Customer Service managers to define skillsets of the new positions
2. Customer Service provides HR with preferred skills, traits and qualifications of potential employees
3. HR recruits and screens qualified applicants
4. Sales, Customer Service and HR representatives interview short-listed applicants
5. Customer Service managers confirm their preferred applicants to HR
6. HR contact, hire and onboard the new employees

Recommendations

- Join 3 networking clubs or events before the end of semester
- Research the qualities of successful LinkedIn profiles
- Update my LinkedIn profile
- Sign up for daily or weekly job posting notifications
- Research 1 possible employer each day
- Do volunteer work that's related to my industry
- Look for social and career-related Meetups
- Take the Project Management certification

Bibliography: Your sources

The Bibliography is on a separate page following the report. It's an alphabetical list of your research resources. See the Example Assignment for details

Formatting your Report

Please see the Style Guide for details. Organizations have different style guides for their publications. If your organization doesn't have style guide, use the one provided here.

Self-assessment

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Canadian Workplace Quiz

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12.

PRESENTING DATA

Lucinda Atwood

In this chapter you'll learn how to create tables, charts, and simple spreadsheets.

Tables

Tables are used to display related information in a way that's easy to scan, read and use. Tables are a great way to organize and compare information. They use columns and rows to present data clearly, and allow readers to quickly scan for the information they need.

If you're not familiar with tables, this article will help you understand what tables are, and how to use them. Do You Know When to Use Tables vs. Charts?

How to make tables

If you're new to making tables, this video will show you how to make them.

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Charts and Graphs

Charts and graphs display data visually. They're an excellent way to add impact, and to show relationships

between different people or things. For example, you could use a bar chart to show that Department A sold twice as many items as Department B.

Pie charts show items as parts of a whole. For example, you could use a pie chart to show that 75% of your budget goes to salaries, 20% to supplies, 3% to marketing, and 2% to overhead.

Excel and Google Sheets are good tools for making charts. To make a chart, you first need to make a spreadsheet that's populated with data.

If you're not familiar with making spreadsheets or charts, this excellent and clear video will help. Excel 2010 Tutorial For Beginners

Self-Assessment

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https://pressbooks.nscc.ca/profbuspractice/?p=60#h5p-29

Canadian Workplace Quiz

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https://pressbooks.nscc.ca/profbuspractice/?p=60#h5p-30

USING IMAGES

Lucinda Atwood

In this chapter you'll learn how to find, use and cite images for documents and presentations.

Images

You can use your own images in your presentations. You can also use downloaded images, but be careful—not all online images are legal to use. When using someone else's images, make sure you're using them legally, and credit the creator.

Watermarks

Many images that you see online are copyrighted—you can't use them without the creator's permission. A lot of those images have watermarks to make sure people don't use them. Don't use watermarked images—it's not legal. Using watermarked images is unethical and shows your boss, colleagues and clients that you don't respect copyright or intellectual property.

An image with a watermark looks like this:

Where to Find Available Images

There are many sources of high-quality images that are freely available for you to use. Here are some:

1. Google Images:

    ◦ After typing your search words, click the word "Tools" underneath the search bar.
    ◦ Click on "Usage Rights" then select the usage right you want.

2. Burst
3. Pexels
4. Unsplash
5. Pixabay

Citations

Always cite (give credit) for data, information, quotations or images that you didn't create.

How to Cite Images

Documents

- Cite images according to Chicago Style guidelines.

Presentation Slides

1. List all your citations on one blank slide
2. Make it the last slide in the slide deck

14.

SPEAKING & PRESENTING

Lucinda Atwood

Being able to grab and hold your audience's attention increases your confidence and effectiveness. In this section you'll learn how to speak clearly, confidently and professionally.

Why are speaking & skills important?

Your content may be fascinating but must be delivered in a way that holds the audience's interest. If you've ever watched someone who speaks too fast, you know how hard it is to pay attention. It's the same if they speak in a monotone—your brain just refuses to listen.

Speaking clearly and confidently is a huge part of successful communication. The other part is well-organized, easy-to-follow content that informs and engages your audience.

Here are some simple tips to looking and sounding professional whether you're speaking to one person or a group.

Voice & Body Language Skills

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> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.nscc.ca/profbuspractice/?p=66#oembed-2*

Speaking Effectively

The easiest way to speak effectively is to outline what you're going to say. Simply make a point-form list of these 8 items:

	Element	Description
1	Opening statement	An interesting sentence that gets the audience's attention.
2	Thesis statement	*I'll tell you a bit about myself.*
3	Self-introduction	1-2 sentences. *My name is ___ and I'm a [your job goal]*
4	Key Point 1	Describe your strengths
5	Key Point 2	Describe your skills, experience and accreditation
6	Key Point 3	Describe your career goals
7	Summary of all Key Points	3-5 sentences. Your key message – summarizes the most important parts of the Key Points
8	Next steps	Describe your 'next steps.' What do you want the viewer to do?

Your Outline is Your Notes

Don't write a script — you'll sound unnatural and awkward. Use brief notes that are large enough to see at a glance. Just copy each outline item onto a separate cue card, like this:
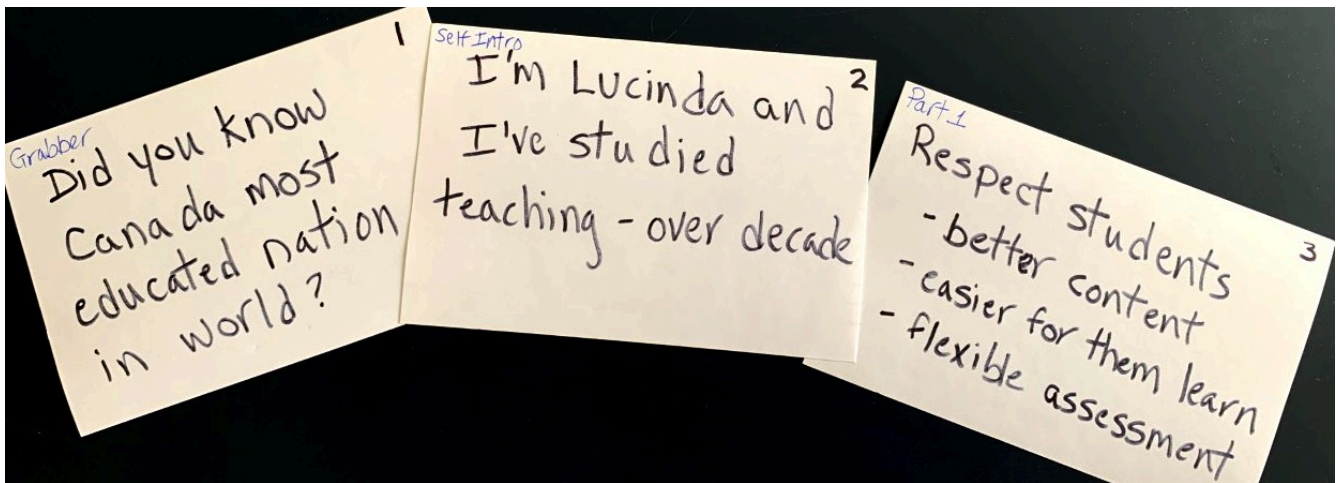
What if My Outline Changes?

Expect your outline to change between creation and final. It's normal.

Shame Waves

Read the article below or listen to the audio

The original version of this chapter contained H5P content. You may want to remove or replace this element.

You just gave the best interview ever. You were calm, confident and engaging. The interviewers loved you!

But then you sit down. Flooded with adrenaline, your brain works quickly, evaluating your performance—your dreadful, awful performance. In high resolution, your brain replays the errors, the omissions, the failures. Moments ago you were proud, now you're embarrassed.

What happened?

You've been hit by a Shame Wave. It may feel like you're drowning in shame, but you can and will survive. Hang on—I'll get you back to shore and show you how to stay safe.

What's a Shame Wave?

A Shame Wave is a strong, sudden tidal wave of shame and embarrassment that slams into many people right after they do something in public, whether it's giving a presentation or speaking up in class. Shame Waves attack beginners and experts alike.

Craving for Community

Humans are social creatures. We crave community. To be part of a community depends on that community accepting us.

Our brains try to protect us from getting kicked out of our community by stopping us from doing things the community may not like. Our brains use embarrassment—the painful shame felt when we stand out for a bad reason—as a tool to keep us acceptable to our community.

Embarrassment keeps us safe, but too much can cause a Shame Wave.

Learning

It's human nature to evaluate our own performance. This helps us learn and improve. But used unskillfully it can generate Shame Waves.

Many of us learn by focusing on the negative. Reviewing our performance, we tend to remember only mistakes and problems. Even if 99% was perfect, our brain focuses on the 1% that wasn't.

Try this simple perspective trick. Hold your hand at arm's length. How big is it? Now hold it right in front of your eyes. How big is it? Huge, right? It's the same with self-evaluation; if we focus on the 1%, it feels like *everything* was terrible. This feeling can generate Shame Waves.

Why are Shame Waves bad?

Shame Waves are destructive. Not to be confused with useful feedback, Shame Waves are mean. Useful feedback is gentle, timely and appropriate. Shame Waves are violent, inconsiderate and hateful. At best they inhibit learning, at worst they drown your self-esteem.

- Shame Waves damage your self-confidence.
- They also damage your learning-confidence—the belief that you can improve at something.
- Shame Waves can make you give up.

Shame Waves and failure

Although their intentions are good—to protect us—shame waves drown us in powerful negative messages. Shame Waves tell us "for our own good" that:

- You're not perfect at this
- Because you're not perfect, you're a failure
- Failure is bad
- Winners never fail
- Failure never leads to success
- If you fail you should quit immediately

Those messages are evil! Failure is a normal, necessary part of learning. We do very few things perfectly the first time—almost everything you've learned in your lifetime took more than one attempt. If you refuse to do things you're not good at, you won't learn. And you need to be a lifelong learner to have a great life.

Grab a board and enjoy the ride

We need coping strategies to support ourselves. Good coping strategies are like surfboards that help us ride Shame Waves to safety. Good strategies can decrease the number of waves that hit, and the amount of damage done.

Coping strategies can be simple, like taking a few slow breaths. They can be complex, like retraining our thoughts. Here are some useful coping strategies:

Coping strategies

1. Plan ahead for Shame Waves. Brace yourself and reduce the impact.
2. Remind yourself that your brain's being mean but its intentions are good. Thank your brain and tell it to be nicer.
3. Expect to be imperfect, and to make mistakes. Focus on what you learned from the experience.
4. Think about next time: What will you do better next time?
5. Meditate. Do nothing except sit with the shame. Allow it to wash over you. Don't try to fix it. Just sit and feel shame's heat. Let it blaze and rage until it burns itself out.
6. Breathe. A long, deep, slow breath in through your nose, then out through your mouth. Relax.
7. Tell someone you trust about your Shame Wave. Talking can help weaken its power. And you'll probably discover that you're not alone.

8. Practice the 10-10-10 rule: How important will this be in 10 hours? 10 weeks? 10 years? Adjust as necessary.

You'll find that some of these strategies resonate with you and some don't. That's fine. Find what works, and make your own surfboard of strategies. Next time a Shame Wave hits, grab your board and ride to the Beach of Success.

Canadian Workplace Quiz

An interactive H5P element has been excluded from this version of the text. You can view it online here:
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CAREER NETWORKING

15.

YOUR PROFESSIONAL BRAND

Lucinda Atwood

Your professional network is the foundation of your career. This chapter introduces professional brands and teaches you how to build one.

What is a professional brand?

Just as products and companies are branded and marketed, you need to brand your professional self. Market yourself to the clients or employers you seek by clarifying and promoting your strengths, skills, knowledge and experience.

Your professional brand includes your presence on all social media – *even platforms you use in your personal life*. Employers will look at your personal and professional posts, images and mentions, so make sure that it's all **career-friendly**. And keep in mind that any post can affect your career, even if it's not work-related.

Your professional brand will probably span several platforms, for example you might use LinkedIn, Twitter and Quora. The platforms you use is your choice, but they should be the popular ones in your industry, and your branding should be consistent.

Read

10 Tips for Building a Personal Brand that Can Boost your Career

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Why do I need a LinkedIn profile?

One platform that's almost mandatory in every industry is LinkedIn. A strong LinkedIn profile will help you:

- Develop the network you need to find fulltime work after graduation
- Find mentors, co-op work and part-time jobs while you're in school
- Get informational interviews (The person you ask may review your LinkedIn profile before agreeing to give you their time)

Employers and recruiters use LinkedIn extensively. An HR executive says, "If you don't have a LinkedIn profile, it's like you don't exist."[1] When she sees a good resume, she looks at the candidate's LinkedIn profile. If they don't have one she deletes their resume and moves on to the next candidate.

- Employers look at your profile before interviewing you
- Recruiters search keywords and contact people whose profiles look like a good fit
- Co-op employers will look at your profile before agreeing to an interview

Why should I build my LinkedIn profile *before* graduation?

PDD students often wonder why they should bother creating a LinkedIn profile before graduation, especially if you're not yet sure what industry or job you'll be pursuing.

Yes, you're still in school, but start building your professional brand now. You wouldn't expect to live in a house as you were building it, and you wouldn't sew a wedding outfit as you're walking up the aisle. It's the same with your LinkedIn profile. Building a profile takes time, iteration, and a great deal of thought. It's a keystone of your professional reputation, so don't do it haphazardly or leave it to the last minute.

Even if you don't know exactly what industry or job you're seeking, you can begin building your profile. Sometimes building your profile helps you become aware of careers that match your strengths and interests.

Your profile is often your first impression, so it has to be good.

Your headline is one of the first things people see in your LinkedIn profile, and it's how they will categorize you. *Never* label yourself a student in your LinkedIn headline – if you call yourself a student, people will always think of you as a student.

If you're not sure what job or industry you're heading for, focus on your strengths and interests. Are you a marketing enthusiast? A finance fanatic, or maybe a team leader?

Here's how to start building your profile now:

- Learn what makes some profiles successful
- Create a strong headline and summary
- Make sure your photo and background image are professional (You should be the only person in your photo)
- Take the time to think deeply about what to include, and how to say it
- Spend time every week adding detailed descriptions of your education, paid work, volunteer work, skills and strengths
- Write and post articles to demonstrate your expertise
- Start adding connections and requesting endorsements

Connections are a key feature of LinkedIn.

You need lots of high-quality connections. A profile with few, or poor-quality connections looks weak to HR professionals. Building many high-quality professional connections can take years, so start now. You can ask your classmates, instructors, and professionals you meet at job fairs or networking events.

LinkedIn connections simplify networking. When you meet someone at an event, you can simply send them a connection request through LinkedIn. If they accept, they're now part of your network.

20 minutes a week = better job prospects.

A strong LinkedIn profile and professional brand not only gives you presence and establishes your reputation, it also increases the likelihood of potential employers hearing about you. So start building your profile now. Spend 20 minutes a week on it, and by the time you graduate you'll have an engaging, effective professional profile.

Your LinkedIn profile is a great place to share your professional portfolio (more on professional portfolios in Chapter 18). You can:

- Ask for and share recommendations from school colleagues and class project teammates
- Add your Strengths Statements to your summary
- Post your self-introduction video in your summary
- Learn which keywords are specific to your industry and job, and then use them throughout your profile to help recruiters and potential employers find you
- Join groups and follow leaders in your industry
- Add your accomplishments, licenses & certifications, and volunteer experience

Read

How to create a successful LinkedIn profile

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Read

10 LinkedIn Profile Summaries That We Love (And How to Boost Your Own)

Self-Assessment

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https://pressbooks.nscc.ca/profbuspractice/?p=70#h5p-33

Canadian Workplace Quiz

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https://pressbooks.nscc.ca/profbuspractice/?p=70#h5p-34

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1. Private conversation with Vancouver HR executive, February 2017.

16.

NETWORKING & SELF-MARKETING

Lucinda Atwood

Most professional jobs are not posted; we typically find employment through our professional network. This chapter introduces networking skills and helps you develop your self-introduction & elevator speech.

What is a professional network and why do I need one?

Your professional network is the people you know who can impact your career. It's classmates, work colleagues, instructors and bosses, as well as people you meet at professional events. You might even meet people at social events who are in the same industry.

Your network is vital to employment. Most jobs are found through professional networking; an estimated 75%-85% of jobs are never posted.[1] To find work and build the career you want, you need a professional network. Networks take time to grow so start building yours before graduate.

How do I build my network?

Connect with people. Talk to classmates and instructors. Attend networking events, join clubs, volunteer, follow employers and industry groups. You'll find them in person, on social media, in your school and through alumni organizations. After you connect with people, connect with them on LinkedIn, and stay in touch.

Now you know why networking is important. But what do you say to these new acquaintances? If you're like many people, you might feel shy and stand there silently – or worse, chatting maniacally about nothing. The best way to look and sound professional is to prepare.

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1. Gina Belli, Business Insider, Apr 10, 2017, https://www.businessinsider.com/at-least-70-of-jobs-are-not-even-listed-heres-how-to-up-your-chances-of-getting-a-great-new-gig-2017-4

Self-introduction

Your self-introduction is what you say to people at networking events. It should be clear, brief and professional. First impressions are important, so create your self-introduction and practice it. (Practice will make it easy to remember when you're nervous.)

Your self-introduction should be about 15-30 seconds and include your name, what you do (job or industry), what you want, and a question that will start a conversation.

For example

Hi, I'm Deep. I'm a financial analyst in the retail sector. I just graduated from a post-degree program in Supply Chain Management and am looking for work. I came to this event hoping to meet people in the industry and learn more about current trends. What do you do?

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Elevator Speech

Your Elevator Speech (also called an elevator pitch) is a self-promotion that's short enough to say during a brief elevator ride. You can use your elevator speech whenever you meet potential professional connections.

An elevator speech is a short speech (30 seconds to 2 minutes) that gives a brief understanding of who you are, sparks interest for the audience and has a call to action. It usually includes:

1. Your name
2. Your top qualification(s)
3. Your current education or position
4. Something unique about you (achievement, expertise, skills, strengths)
5. A call to action

For example

Hi! My name is Jane. I have a Bachelor of Communication and I am currently completing a Post Degree Diploma in Marketing. I have 4 years of experience as Inbound Marketing Specialist. My strengths include my ability to bring things to life through communication and my positivity. I am looking for a co-op position where I can put my education and project campaign skills to work. Could I meet with you sometime to discuss the opportunities at ScotiaBank?

Call to Action

The following are examples of calls to action:

- Can I give you my business card?
- May I get your business card?
- I'd like to connect with you on LinkedIn
- Are there current opportunities in your organization?
- I'd love to meet to learn more about XYZ company. Would you have time for a brief Zoom call?
- Do you offer co-ops/internships?
- Do you know of any part-time opportunities?
- May I send you my resume?
- Could I buy you a coffee to discuss future opportunities?
- Can I call you sometime for a 10-minute chat about your organization?

Useful Phrases

Here are some ideas to adapt for your self-introduction and elevator speech:

- I want to further my skills in customer service
- I want to further my career in marketing
- I'm passionate about helping clients achieve their goals
- I bring a unique combination of industry experience and _____
- I feel my experience as a project manager and my team management skills would be a great asset to your company
- My skills include: project management, budgeting and teambuilding
- I'm able to complete lots of work in a high-pressure environment, while still being very accurate and

friendly

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Read

Professional Networking Tips

Canadian Workplace Quiz

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https://pressbooks.nscc.ca/profbuspractice/?p=72#h5p-35

INTERVIEW SKILLS

Lucinda Atwood

Being able to answer questions clearly, calmly and professionally in a job interview is a key employability skill. This chapter introduces practical tips and strategies to help you get the job you want.

Organizations are increasingly creative in their approach to hiring. KPMG, for example, offers applicants a game-based application tool that "provides candidates with an opportunity to showcase their unique strengths by completing interactive, skill-testing challenges."[1]

McCarthy Tétrault guides applicants through its hiring process, and offers hints and tips.[2]

Whatever the process, at some point you'll have to convince interviewers that you are the right fit for the position. This is where impromptu speaking skills are important.

What is Impromptu Speaking?

Impromptu speaking is speaking without preparation, the way we do in conversations, classes, meetings and job interviews. In such situations we typically don't know what questions will be asked, or every topic that will be raised. We answer spontaneously, without preparation. Most of the time this is easy and relaxing. But in job interviews and at work, we need to be able to respond quickly, correctly and professionally.

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1. KPMG, KPMG Ready, Last accessed September 17, 2020, https://home.kpmg/ca/en/home/careers/students/kpmg-ready.html
2. McCarthy Tétrault, Application Process, Last accessed September 17, 2020, https://www.mccarthy.ca/en/careers/students/vancouver/application-process

Impromptu speaking strategies

When you're in an impromptu speaking situation **don't panic!** There are strategies you can use to buy time and formulate a professional answer.

Two excellent strategies are HKCC and BRACE Yourself. They're described below.

HKCC Method

1. **Headline**: Say the most important thing you want the listeners to hear.

   ◦ For example, *Our team is on track and ready to present.*

2. **Key Points**: 2-3 key points that support the headline.

   ◦ For example, *We've completed the research, analysis and report.*

3. **Close**: Quickly summarize your headline and key points, optimistically.

   ◦ For example, *We're excited and looking forward to the conference.*

4. **Call to Action**: Tell the listener what you want them to do, or ask if you've answered their question.

   ◦ For example, *Can you please tell us what time we'll be presenting?*
   ◦ For example, *Does that answer your question?*

BRACE Yourself Method

1. **Breathe**. Before doing anything, take a breath and calm yourself
2. **Repeat** the question or prompt (and comment on it if you want to).

   ◦ For example, *You'd like to hear about a weakness I have. That's a great question; thanks for asking*

3. **Answer**, directing the conversation to what you want to talk about.

   ◦ For example, if you're asked about your weaknesses, mention one briefly then describe how you manage it or turned it into a strength

4. **Conclude professionally** by repeating the question, using a concluding statement, or asking a question.

   ◦ For example, repeat the prompt: *And that's where I see myself in 5 years*
   ◦ For example, use a concluding statement: *In conclusion…*
   ◦ For example, ask: *Does that answer your question?* or *Is that the information you're looking for?*

5. **Examples** Use personal stories and examples because they add precision and interesting detail. Also you know them well; they're easy to remember, even when you're stressed. Prepare 3-5 stories that include a challenging situation, lessons learned, and/or professional successes.

Look Confident & Professional

- Avoid filler words such as *um, ah, like, you know*
- Use professional language (friendly, respectful, clear & precise)
- Define unfamiliar or complex terms
- Include confident body language: sit up confidently, make frequent (but not constant) eye contact, use gestures, smile

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Breathe.

It calms you and gives you time to think.

Preparing for your interview

Although impromptu means without preparation, always prepare for job interviews!

- Read the employer's website and social media platforms
- Review the interviewers' LinkedIn profiles
- Search for news and events related to the position, organization or industry
- On employment sites like ranstad, Monster, Workopolis and LinkedIn, search for and prepare answers to commonly asked interview questions

- Bring with you about 10 questions to ask the interviewer. Not sure what to ask? Search the sites above (and Google) for questions to ask in a job interview
- Know exactly how to get to the location of your interview, if it's in person
- If you're interviewing by phone or video, test the connections and setup before the interview. Have a backup plan in case technology fails
- Plan what you'll wear, based on your knowledge of the organization's culture
- Be there (online or in person) 5-10 minutes early, with a copy of your resume, your list of questions, and something to take notes with

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Canadian Workplace Quiz

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18.

PROFESSIONAL PORTFOLIOS

Lucinda Atwood

In this chapter you'll learn what a professional portfolio is, and how to present your skills, strengths and experience.

Professional Portfolio

A professional portfolio is a collection of resources that show employers why they want to hire you. Your portfolio can include your resume and key accomplishments, LinkedIn profile, self-introduction video, recommendations, commendations, certificates and samples of completed projects. Your portfolio is probably online and printed.

Read

Why You (Yes, You) Need a Professional Portfolio

Self-Assessment

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https://pressbooks.nscc.ca/profbuspractice/?p=145#h5p-40

WORKSHOPS

Workshops

Some teams might choose to present a workshop as their project.

What is a Workshop?

Workshops are limited-time educational opportunities, typically for small groups. By definition, workshops are active. Workshops have precise learning outcomes, for example:

- Participants will learn when and how to file their personal income tax returns
- Participants will learn how to understand their pay stubs
- Participants will learn ways to meet find the hidden job market

Participants are guided by the workshop leader(s), and participate in activities that help them accomplish the learning outcomes.

What a Workshop is Not

A workshop is NOT a lecture or PowerPoint presentation. Although workshop leaders may use slides or video for specific reasons—to give instructions or illustrate a concept, for example—there is no lecturing. The participants are active for most of the workshop.

Workshops are typically low-judgment events. What participants learn is more important than what they create. Participants might share their results, and you may want to discuss their meaning or process. But don't critique the creativity or craftsmanship—it's important to create safe spaces where participants feel free to brainstorm and create. Participants must feel respected; not shamed, embarrassed or judged. An imperfect result that helped a participant learn is better than a perfect result that involved no creativity or experimentation. Workshop leaders must be emotionally intelligent, supportive, and skilled at giving effective feedback.

What Activities are Appropriate?

Effective activities keep participants' interest while they learn. We learn more and remember it longer if we're engaged and interested in what we're learning. Effective activities typically produce things that participants can keep. These things help remind participants of what they learned, and can keep participants thinking about it longer.

You can find lots of workshop activities online. Depending on your topic and learning outcomes, you may prefer group or individual activities. Choose activities that match your participants' comfort level. For example:

- Don't ask adults in a professional setting to touch each other, remove clothing, share personal information, take undignified postures or embarrass themselves
- Participants may not want to be blindfolded, especially if it will smudge their makeup
- Participants may not want things on their head, due to hygiene and hairstyling concerns
- Be sensitive to hidden disabilities and fears (including strong odours, loud noises and strobe lights)
- Include activities that are fun and creative, but have a practical connection to what participants are learning. If there's no connection, participants may accuse you of wasting their time

Choose activities that can be explained quickly and easily:

1. Give a very quick introduction to the activity and how it relates to what they're learning
2. Describe the goal: what participants will do or make
3. Explain how to do it, demonstrating or using clear visuals
4. Announce the time limit
5. Set a timer that all participants can see
6. Circulate among participants, encouraging and helping them
7. When time is up, clearly announce that time is up
8. Move on to the next agenda item (probably a discussion or reflection of what they did/made, their process, and what they learned)

Learning Activity

You can do this activity alone, but it's more fun and educational in teams of 3-4 people.

Review this chapter and answer the questions. After your team has answered the questions (your instructor will probably give you a time limit of 5-10 minutes) share your answers with the class.

Questions

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> *https://pressbooks.nscc.ca/profbuspractice/?p=78#h5p-10*

Questions for Reflection:

1. What's the benefit of having multiple teams answer the same question?
2. What's the benefit of answering questions about content you just read?

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> *https://pressbooks.nscc.ca/profbuspractice/?p=78#h5p-7*

The 5 Ws For Evaluating Resources

Who

Who wrote this?

- Are they an expert, researcher, journalist, blogger, academic?
- Do they have relevant degrees or experience?
- Are they connected to an institution?

Who's the publisher?

- Are they reputable?
- Why did they publish this?
- Do they maintain/update this?

What

- What type of source is this? Book, article, website, social media?
- Is it scholarly, consumer or crowd-published?
- What is the level and style of writing?
- Does this answer your research question?

Where

- Where did the author(s) get their information?
- How are their sources cited?

When

- When was this published? Updated?
- Does this website seem current; do all the links work?

Why

- Why did the author write this?
- What is their bias?
- Do they try to manipulate your emotions?
- Are they teaching, informing, entertaining or selling?

Computer Basics

- Save
- Save as...
- Save as PDF
- Copy and paste
- Be able to type 40 words per minute
- Attach a file to an email

Word Processing Basics

- Bold and italicize text
- Left align text
- Center align text
- Adjust space between lines of text
- Follow our class style guide
- Indent/outdent text
- Make bulleted lists and numbered lists
- Start a new page using page break (not pushing "Enter" until you see a new page)

Spreadsheet Basics

- Create a spreadsheet file
- Use multiple sheets in the same file
- Populate spreadsheet cells
- Add/sum columns & rows
- Use basic formulas:
    - Convert to %
    - Change number of decimal spaces
    - Display as currency $
    - Rounding
- Make spreadsheets look professional:
    - Change size of cells, rows & columns
    - Auto fill in numbers feature
    - Numbering lists
    - Wrap text in cells
    - Differentiate between text & data entries

Activity 3

Complete the self-evaluation of your technical skills.

Activity 2

Complete the self-evaluation of your active learning skills.

1. Practice Active Learning

- Listen actively
- Take useful, practical notes
- Prepare for every class
- Arrive on time, ready to learn
- Participate actively and professionally in class
- Practice respectful, active teamwork
- Help peers when you can
- Review after each class, preparing throughout the semester for tests and exams
- Do assigned work completely
- Meet deadlines
- Reflect on your learning to make it deeper and more permanent

2. Communicate clearly and professionally

- Organize and present information clearly:

    ◦ Identify key points of a topic
    ◦ Understand the reader or listener and what they want and need to know
    ◦ Introduce, organize and summarise key points
    ◦ Provide valid evidence to support content
    ◦ Clearly convey action items and calls to action

- Create professional, easy-to-read documents that look useful and attractive
- Write clear, brief, direct, precise:

    ◦ Email and texts
    ◦ Reports and other written material
    ◦ Infographics and slides

- Speak clearly, briefly, directly, and precisely:

    ◦ With individuals and groups
    ◦ On the phone and in voice messages

3. Practice professional self-management

- Take responsibility for your actions and commitments
- Take responsibility for your success at school and in the workplace
- Act ethically in personal and work situations
- Challenge yourself; go out of your comfort zone
- Ask for help when needed
- Treat others with respect
- Listen respectfully and actively to others
- Meet deadlines and time commitments
- Request and implement feedback
- Manage your stress using stress management techniques

- Take care of your mental health
- Manage your health and physical wellbeing
- Practice good personal hygiene

4. Understand and use strengths—yours and other people's

- Know your strengths
- Use them at school and work
- Understand and respect other people's strengths
- Be aware of your challenges and how to strengthen them
- Use strengths when working with teams

5. Work well in teams

- Contribute to team goals and success
- Avoid and manage conflict
- Productively troubleshoot problems
- Give clear, positive and useful feedback
- Request, appreciate and implement feedback

6. Network and market your professional self

- Identify the kind of work you want
- Identify potential employers
- Clearly articulate your strengths and how they relate to your industry/that employer
- Identify and attend networking opportunities
- Introduce yourself professionally
- Engage confidently in networking conversations
- Have a refined elevator speech
- Use key networking platforms and tools
- Know how to prepare for interviews
- Answer interview questions professionally

1. **Be Professional:** Treat this class professionally, like a workplace. Treat your instructor as your boss and your colleagues as co-workers. Develop and share your leadership skills.
2. **Come to class and participate:** You are expected to attend every class, arrive at least 3 minutes before class starts, and engage in all class activities. Active participation is expected and graded.
3. **Arrive prepared:** Do all assigned prep for each class. Bring printed materials to class when required. Bring school supplies to every class.
4. **Spend time on your work:** Expect to spend 3-5 hours each week on Professional Business Practices prep and assignments.
5. **Read assignments and grading guides carefully:** Use them as checklists before submitting work.
6. **Submit assignments before the deadline:** Deadlines are non-negotiable and connected to marks. If you miss a deadline you will receive 0 on the assignment (unless you have a doctor's note or valid, verifiable reason).
7. **Manage yourself:** Practice stress management, time management and smart study techniques.
8. **Take care of your mental health:** Success in Professional Business Practices depends heavily on your personal health and wellbeing.

Tips to help you manage your mental health

- **Expect** stress. School, work and life consistently bring expected and unexpected challenges.
- **Understand** that challenges are a normal part of your journey to success.
- **Practice** stress reduction and self-care strategies from the first day of term, long before exams and assignments add stress.
- **Reach out** when you need help. Talk to your instructor or other support services if you can't handle something by yourself. Don't let yourself get completely overwhelmed.

In this Chapter:

1. What is Active Learning?
2. Active Learning Skills

   ◦ Activity 1: The Following Instructions quiz
   ◦ Notetaking Methods
   ◦ Review Skills: The Cue Card Method

3. Technical Skills You'll Need
4. Chapter 1 Learning Activity

1. Your instructor's email address is on the course outline
2. Start the subject line with your course identifier (and section or class number, if applicable)
3. Use a professional salutation, for example: Dear Lucinda
4. State your question or request clearly, briefly and professionally, using short, active sentences and paragraphs
5. Finish with the call to action, if applicable: what you want the instructor to do. For example, "Please let me know if that's possible."
6. Close with "Thank you," "Sincerely," or "Best regards,"
7. Type your name underneath that
8. Under your name, add your:

   ◦ Student id

- Course identifier and section or class number

9. Check spelling, and fix any punctuation, capitalization or grammar errors
10. Add space between paragraphs to make the message easy to read and scan

Example Email: Missing Class

Subject line: PBP-003 Missing class today

Dear Lucinda,

I hope you're well. This is to let you know that I won't be in class today.

I'm sick and decided to stay home. I'll check the PBP textbook to prepare for our next class.

I look forward to seeing you in class on Thursday.

Regards,

Alice daGrate, 10012345

Professional Business Practices-003-1806

Example Email: Requesting an Appointment

Subject line: BUSM4805-003 Meeting request

Dear Dr Chan,

Thanks again for your feedback on my report. I have more questions and would like to meet with you, please.

Are you available any of these times?

- Monday, February 23, 8:30 am
- Tuesday February 24, 2:30 pm
- Friday, February 27, 11 am

Please let me know if any of those times work, or if you prefer another day and time.

Thank you,

Deep Singh

12345678

BUSM4805-003

1. Be professional

- Be ready 3+ minutes before class starts
- Notify the instructor if you will be late or absent
- Come prepared with necessary materials and supplies
- Be 100% responsible for your work
- Show respect for and sensitivity to everyone's gender, sexual orientation, ability, culture, language, political beliefs, and spiritual beliefs and practices

2. Follow Instructions

- Before starting, read the instructions carefully and completely
- Write a list of the instructions; note anything that's not clear
- Ask questions about instructions and check for understanding by paraphrasing
- As you work, refer back to the instructions

Activity 1

Take the Following Instructions quiz

3. Take Notes

- Have the right tools (notebook, pen, paper, device, power cord, etc.)
- Use a binder for notes and handouts
- Use coloured pens or highlighters to help organize the information
- Write down the main points
- Make notes on information that's not on the slides (like explanations & instructions)

4. Prepare for Class

- Login to your class website: read announcements, check assignments
- Do the assigned prep for next class
- Prepare questions and insights about the topic
- Create a personal schedule so you'll be on time for class (this might mean leaving home earlier)

5. Participate in Class:
Active learning depends heavily on participation. Participating lets you test what you're learning—what you understand and how well you remember it. Participating in class gives you the opportunity to share your skills and experience, and to learn from your peers, which is good practice for the workplace.

- Come prepared (see above)
- Challenge yourself
- Create a goal for participating in class (ask 1 question today, raise my hand twice)
- Volunteer for activities
- Add to or question what someone else said
- Ask "How" and "Why" questions
- Use "I wonder…", "I'm confused…", "Can you explain…"
- Listen actively:
    - Listen with your body (sit up, take notes, nod, use facial expressions, answer)
    - Listen for the structure and focus on following along
    - Listen for main ideas & key terms
- Include others: ask their opinion, build on their comments, ask about their experience

6. Study Frequently

- Create a study schedule plan
- DON'T wait until the night before. It's ineffective, stressful and tiring. You'll probably do worse than if you had a good night's sleep [1]

- Review your notes within 24 hour of class. Research shows that 20 minutes per class hour of review within 24 hours dramatically improves recall [2]
- Study in a group
- Make a story, acronym or visuals to help you remember
- Focus on key words or phrases that are probably in the exam questions
- Make cue cards to help you remember and practice (see the examples below)
- Practice answering quickly (because that's how you have to do it during exams)

7. Excel at Exams

- Breathe
- Reassure yourself: *I'm ok*; *I'll do well*
- Do a 'mind dump' right away if there's lots to remember. A mind dump is writing down a list of specifics—especially formulas, dates or names—that you need to remember for the exam.
- Before starting:
  - Carefully read and follow the directions
  - Note the number of questions and what each is worth. Decide how much time to spend on each question based on its value
  - Answer easy questions first, answer questions worth lots of marks next, answer the ones you know the least last
  - Write in bullet points (if allowed)

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1. Citation needed
2. Citation needed

A+	Amazing, astounding, memorable student. Rare.

- Great leadership skills, professional attitude, ready to excel in the Canadian workplace
- Perfect grammar, communication, presentation and networking skills
- Understands importance of self-management and self-development
- Asks for and incorporates feedback
- Excels in all exercises and assignments, always submits before deadline
- Class leader, excellent participation, perfect attendance, never late to class

A	Almost perfect student

- A leader, a model student, ready for a leadership role the Canadian workplace
- Almost-perfect grammar, communication, presentation and networking skills
- Responds positively to and incorporates feedback
- Very strong in all exercises and assignments; meets all deadlines
- Polished, professional participation, class leader, excellent attendance

A-	Very strong student

- Good leadership skills, ready to succeed in the Canadian workplace
- Almost-perfect grammar. Strong communication, presentation and networking skills.
- Responds positively to feedback and works to incorporate it
- Strong grades on all exercises and assignments, meets all deadlines
- Mature and professional participation, excellent attendance

B+	Strong student

- Emerging leadership skills, ready for a junior level career job in the Canadian workplace
- Good grammar, communication, presentation and networking skills
- Responds well to feedback, tries to benefit from it
- Good grades on exercises and assignments, meets all deadlines
- Consistent participation, professional and mature in class & teamwork
- Missed or was late to 1-2 classes, notifies instructor if late or absent

B	Good student

- Some leadership skills, working on developing more. Ready for an entry level career job in the Canadian workplace
- Good grammar. Improving communication, presentation and networking skills
- Accepts feedback, some evidence that it's used for improvement
- Good grades on most exercises and assignments, meets all deadlines
- Some good participation, respectful and mature in class & teamwork, missed or was late to 1-2 classes, notifies instructor

B-	Improving skills and attitude

- Developing leadership skills, maturity and professionalism. Ready for an entry level job in the Canadian workplace
- Communication is mostly understandable, grammar is improving
- Participates in most exercises, most assignments are completed on time
- Regular participation, listens well, treats colleagues respectfully, regular attendance

C+	Needs improvement, demonstrates willingness to try

- Weak leadership skills, developing self-management skills and maturity. Ready for a minimum wage job in the Canadian workplace
- Grammar, communication, presentation and networking skills need improvement
- Participates passively in exercises, submits most assignments on time
- Regular attendance, good attitude in class

C	Lack of learning skills, time management, and/or self-management

- Assignments are often late and/or poorly done
- Participation is minimal or disruptive
- Often late, frequently absent, passive or disrespectful in class

C-	Unprofessional

- Missed assignments, many late assignments, poor grades on assignments
- Seems unwilling to participate in class activities
- Consistently late or absent without notice, disruptive in class or does not participate

n

Participation & Professionalism	**10%**
Participation & professionalism-Month 1	2
Participation & professionalism-Month 2	3
Participation & professionalism-Month 3	2
Active Learning Reflection & Feedback Log-Month 1	1
Active Learning Reflection & Feedback Log-Month 2	1
Active Learning Reflection & Feedback Log-Month 3	1
Assignments & Worksheets	**30%**
1. Clear Communication	8
2. Voicemail	3
3. Email	7
5. Strengths worksheet	4
6. LinkedIn worksheet	4
7. Informational Interview Request worksheet	4
Professional Report	**20%**
4a. Outline	1
4b. Draft	6
4c. Final	13
Team Project	**25%**
8a. Proposal	0.5
8b. Outline	2
8c. Workshop	17.5
8d. Debrief	5
Individual Mini-Presentation	**15%**
9a. Topic	0.5
9b. Outline	2
9c. Slides	2.5
9d. Presentation	10

STYLE GUIDE FOR DOCUMENTS

Lucinda Atwood

These are default guidelines. Always check with your instructor; they may have different requirements.

Here is an example assignment using this style guide.

Paper

- Format the document for US Letter size paper (8.5 x 11 inches / 21.5 x 27.9 cm)
- Use Portrait orientation

Margins

- Use Normal setting
- Page margins are 2.54 cm top, bottom, left and right
- Header and footer are 1.25 cm from top/bottom

Fonts

Use common, easy-to-read fonts such as Times New Roman, Arial or Helvetica.

Title Page

Unless instructed otherwise, a title page is not necessary.

Header Material

- Top left of page
- 9-12 point, same font as body text

- No space between lines
- Include:
  - Author name
  - Student id
  - Course and section number
  - Due date

Footer Material

- Pages should be numbered, bottom right
- Numbering should be Page X of Y

Citations, Footnotes & Bibliography

- All content must be correctly cited using Chicago style footnotes and Bibliography
- Use the Insert Footnote tool
- Bibliography is on a separate page at end of document

Printing & Stapling

(For printed documents)

- Print on both sides of the paper
- Multiple-page documents should be stapled, top left of page

Document Title

- 10-14 point, bold, centered on page
- Add space after document title (6-12 points)
- Font can be different from body text
- Unless instructed otherwise, use the name of the assignment as your document title

Headings

- 10-12 point, bold, left-aligned

- Space after heading can be 0-10 points
- Same font as body text
- No following punctuation (no colon or dash)
- Do not underline or italicize
- Use upper and lower case; not **ALL CAPS**

Body Text

- 10-12 point, left-aligned
- Use 1.15 line spacing
- Do not underline text
- Do not use **ALL CAPS**
- Use italics or bold rarely

Paragraphs

- Left-aligned, do not indent first line
- Keep paragraphs short (typically fewer than six sentences)
- Add space after each paragraph (6-12 points)

Lists

- Use the List tool; do not make lists manually
- Include an introductory sentence or paragraph, followed by a colon
- Add space after lists (6-12 points)

Starting a New Page

Use the Insert Page Break tool; **do not press "Enter" to make a new page**. (See Insert or Remove a Page Break for more information)

VERSION HISTORY