



Diplomatic Communication at Work

A CLB 7/8 Module with Online & Paper Assessment Tasks



THE
IMMIGRANT
EDUCATION
SOCIETY

This module includes:

- ✓ Module plan
- ✓ Warm-up Activity
- ✓ List of resources
- ✓ Vocabulary list
- ✓ Ideas for skill-using activities
- ✓ CLB 7 and CLB 8 Assessment Tasks
- ✓ Links to CLB 7 and CLB 8 Online Assessment Tasks (Google Forms)

Funded by:

Financé par:



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugié
et Citoyenneté Cana

Development Team

Trina St. Jean (Writer and Developer)

TIES LINC Department (Review and Dissemination)

The copyright holders give permission for users of this document to make copies of selected pages for educational use within their organizations.

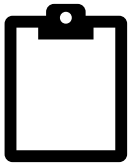
For any questions related to this material, please contact:

The Immigrant Education Society
3820 32 Street NE
Calgary, Alberta
T1Y 7L9

403-291-0002 | www.immigrant-education.ca

Table of Contents:

1. Module Plan.....	Page 4
2. Instructor Resources.....	Page 6
3. Tips for Using Assessment Tasks.....	Page 8
4. Warm-Up Activity.....	Page 9
5. Module Vocabulary.....	Page 10
6. Skill-building Activities: Speaking and Listening.....	Page 11
7. Ideas for Skill-Using Tasks.....	Page 11
8. Speaking Skill-using Task & Self-Assessment.....	Page 12
9. CLB 7/8 Assessment Tasks and links to Online versions (Google Forms)	
• Listening.....	Page 20
• Speaking.....	Page 28
• Reading.....	Page 32
• Writing.....	Page 38



TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out this brief survey.

	Listening (CLB 7/8)	Speaking (CLB 7/8)	Reading (CLB 7/8)	Writing (CLB 7/8)
Real-World Task Goal (s)	Understanding a workplace conversation using diplomatic language	Talking to a colleague about work concerns using diplomatic language	Understanding written workplace communication using diplomatic language	Writing a workplace email using diplomatic language
Context/Background Information	Understanding of communication style in the Canadian workplace; understanding of importance of using diplomatic language (softeners) to signal a desire for consensus			
CLB Competency Areas and Features	<p>Interacting with Others</p> <p>Understand moderately complex social exchanges (such as expressions and responses to appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).</p> <p>CLB 7: Audio is up to about 15 minutes</p> <p>CLB 8: Audio is up to about 20 minutes</p>	<p>Interacting with Others</p> <p>CLB 7: Participate in less routine social conversations for everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction dissatisfaction and hope).</p> <p>CLB 8: Participate in less routine social conversations for everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance). ♦ Communication may be related to situations where</p>	<p>Interacting with Others</p> <p>CLB 7: moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).</p> <p>CLB 8: Understand moderately complex social messages (such as those conveying general opinions, assessments or current events or situations, and responses to complaints or sympathy).</p>	<p>Interacting with Others</p> <p>CLB 7: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope). ♦ Message is about 2 to 3 paragraphs and may require some diplomacy or tact.</p> <p>CLB 8: Convey personal messages in formal and informal correspondence for an expanded range of social</p>

	Listening (CLB 7/8)	Speaking (CLB 7/8)	Reading (CLB 7/8)	Writing (CLB 7/8)
		tone and register may have an impact on the outcome).		purposes (such as clarifying a conflict). ♦ Message is about 3 paragraphs, often requiring diplomacy, tact and some precision.
Language Focus	<p>Pragmatics: understanding of the importance of diplomatic language in the Canadian workplace, understanding the role tone of voice and body language play in diplomatic communication</p> <p>Grammar: passive voice, modals, gerunds (e.g. consider “doing”, suggest “doing”, etc.), forming negative questions (e.g. <i>Shouldn't we check in with Bob? Aren't we going to consider changing this?</i>)</p> <p>Vocabulary: softeners to make communication more diplomatic at work (see recommended resources on Page 9)</p>			
Language and Learning Strategies	Ability to infer unstated information from context clues	Ability to use effective strategies to prevent communication breakdowns	Textual and contextual clues to interpret text (reading between the lines)	Awareness of prewriting process and proofreading strategies
Assessment Task	Listening to a workplace meeting and answering comprehension questions	Role play of a meeting with a colleague to give feedback and express concerns	Reading a workplace email and answering comprehension questions	Writing a workplace email to give feedback to a colleague

Instructor Resources

1. [PBLA Language Companion Stage Two](#). *Helpful English: Being Tactful*. Citizenship and Immigration Canada.
 - Page 102 of PDF (Page 26 of *Helpful English* in paper version)
2. [LINC 5-7 Classroom Activities Volume 1](#). *Interacting with Others: Diplomatic Language*. Toronto Catholic District School Board.
 - Page 407 of PDF (Page 363 of paper version)
3. LINC 5-7 **e-activities** (to supplement the PDF above)
 - <https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/index.html>
4. [Workplace Integration: A Desk Reference for Newcomers to Canada](#). Paul A. Holmes.
 - Reading on softeners (diplomatic language) with examples. (Pages 33 – 37)
5. [Workplace Integration Desk Reference for Newcomers to Canada: Workbook](#). Paul A. Holmes.
 - Activities on softeners in workplace communication. (Pages 30 – 32)
6. Norquest College. E-book *In the Community*:
 - <https://globalaccess.bowvalleycollege.ca/tools/community-intermediate-integrated-skills-textbook>
 - Using softeners. (Pages 71 – 74)
 - Reading and listening practice using softeners for suggestions and requests. (Pages 76 – 86)
7. Bow Valley College. E-book *In the Workplace*:
 - <https://globalaccess.bowvalleycollege.ca/tools/workplace-intermediate-integrated-skills-textbook>
 - Listening activity for softeners. (Page 61)
 - Emails with softeners. (Page 112)
8. *ELSA for the Workplace LINC 6/7*. Camosun College.
 - https://listn.tutela.ca/resources/resources-for-teachers/efw_6_7_curriculum.html
 - In **Module 4**: Matching activity to learn body language and gestures in Canadian workplace culture. (Pages 210-214)
 - In **Module 5**: Activity with good and bad example of giving feedback (Pages 190-197)

9. *Magoosh.com*. Article on [Diplomatic English at Work](#)
10. Lesson on Being tactful.
 - <https://www.linguahouse.com/learning-english/general-english/being-tactful>
11. Higher level articles (includes body language, timing, etc.):
 - *MindTools.com*: [How to Be Tactful](#)
 - *WikiHow.com*: [How to Be Tactful](#)

Listening Materials

12. *Canadian Workplace*. Canadian Communication Softeners:
<https://www.youtube.com/watch?v=SqDK4o4kWus&t=2s>
13. *Speak Confident English*:
 - https://www.speakconfidentenglish.com/kind_polite_english/
 - Includes a video and a breakdown of the strategies mentioned.
14. *Quick and Dirty Tips*. How to Be More Diplomatic. Lisa B. Marshall: The Public Speaker. (8:20 minutes)
 - <https://www.quickanddirtytips.com/business-career/public-speaking/how-to-be-more-diplomatic?page=1>

Grammar Materials

15. *Edmonds College*. Gerunds, Passive Voice and Modals Lessons (summary of Azar grammar chapters) and Worksheets. Word documents. **Note: No answer key available.*
 - http://www.pearsonlongman.com/ae/azar/FCtoc_UUEG.htm
16. *Englishpage.com*. Lists, tutorials and online quizzes. **Gerunds**:
 - <https://www.englishpage.com/gerunds/index.htm>
17. *Englishpage.com*. Lists, tutorials and online quizzes. **Modals**:
 - <https://www.englishpage.com/modals/modalintro.html>
18. *Englishpage.com*. Tutorials and Online quizzes. **Passive Voice**:
 - <https://www.englishpage.com/verbpage/activepassive.html>

Tips for Using Assessment Tasks

1. In this Module Plan document, you will find the paper version of CLB 7/8 Multilevel Assessment Tasks.
 - You will also find **links to CLB 7 and CLB 8 Online Assessment Tasks** for each skill (Google Forms).
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. To use it with your students, choose Make a Copy. Once you do so:
 - You can edit the copy.
 - You can view individual and group results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
 - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
 - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
 - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
 - i. The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
 - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
 - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
 - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

Warm-up Activities

The following discussion questions can be done in small groups or on a discussion board.

Discussion Questions: Workplace Communication



1. What differences have you found between communication at work in your home country and in Canada? Can you give examples?
 2. Have you ever felt confused by someone's way of communicating at work? What happened and how did you resolve it?
 3. Do you think Canadians use a direct or indirect style of communication in the workplace? Do you have any examples to support your opinion?
 4. In the Canadian workplace, using **diplomatic language** in the workplace is the norm. Why do you think Canadian workers use this language?
 5. Do you feel that this kind of language is important, or is it better to be direct?
 6. Can you think of any other examples of diplomatic language? Do you use any of these words or phrases?
 7. People often use diplomatic language for the following situations:
 - Giving feedback
 - Making complaints
 - Pointing out errors
 - Making requests
 - Giving suggestions
 - Disagreeing with an opinion
 8. Do you find any of the situations above difficult?
 9. Could using diplomatic language help you to feel more confident in the situations above?
-

diplomatic language

Using words and expressions to soften our message and communicate with tact

Other Warm-up Activities:

- It is recommended that students read resources listed on the Vocabulary page of this document (page 10) to understand the importance of diplomatic language at work and see examples.

Vocabulary

The vocabulary in the chart below will be helpful for students to **understand the following background material** on the importance of using diplomatic language/softeners in the Canadian workplace:

1. [Workplace Integration: A Desk Reference for Newcomers to Canada](#). Paul A. Holmes.
 - Pages 33 – 37: Reading on softeners (diplomatic language) with examples.
2. [Workplace Integration Desk Reference for Newcomers to Canada: Workbook](#). Paul A. Holmes.
 - Page 30 – 32. Activities to practice softeners.

diplomatic	consensus	read between the lines
tact/tactful	collaboration	to imply
direct	aggressive	body language
indirect	confrontational	minimize impact
softener	explicit	to interact/interaction

The specific diplomatic language the students will learn can be found in the following two sources:

1. [PBLA Language Companion Stage Two](#). *Helpful English: Being Tactful*. Citizenship and Immigration Canada.
 - Page 102 of the PDF
 - Page 26 in Helpful English section of paper version
2. [LINC 5-7 Classroom Activities Volume 1](#). *Interacting with Others: Diplomatic Language*. Toronto Catholic District School Board.
 - Page 407 of the PDF
 - Page 363 of paper version
 - LINC 5-7 **e-activities** (online activities to supplement the PDF above)
<https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/index.html>

Skill-building Activities

On the upcoming pages, you will find the following activities to help build understanding and skills in using diplomatic language.

1. **Canadian Workplace Softeners Listening Activity** (Page 12): this is a warm-up activity to introduce the idea of softeners/diplomatic language/tactful language.
2. **Skill-building Speaking “game”**: an opportunity for students to use diplomatic language. This should be done after they have learned vocabulary (see Page 10 for Resources).

Listening: Warm-Up Activity

Canadian Communication Softeners

Name:

Date:

Instructions

Listen to a video on Canadian Communication Softeners (from Canadian Workplace) and answer the questions. The video can be found here:

<https://www.youtube.com/watch?v=SqDK4o4kWus&t=2s>

1. Why do Canadians use softeners?

a) to make things more _____ and b) _____ resistance

2. Instead of saying "What do you mean?", what did the man say?

3. A softener shows the other person that there is room to:

4. Canadians try to build **consensus** when they speak. What do you think this means?

5. The man thought Canadians were direct. What does the woman say?

6. According to Paul Holmes, the four pillars of Canadian communication are:

1-

2-

3-

4-

7. How do you build consensus?

8. The man and woman play a game to practice softeners: Complete the soft versions.

a) HARD: "I am the supervisor, so do as I say."

Soft: Could you _____ that process so I could see that you've got it?

b) HARD: "We must extend the deadline."

Soft: We _____ extend the deadline.

c) HARD: "I disagree."

Soft: Is there _____ we could look at this issue?

d) HARD: "Don't lie to me."

Soft: I've _____ that there's more to this than you're telling me.

e) HARD: "This is wrong."

Soft: Could we go over the facts one more time and _____?

Answer Key: Canadian Communication Softeners (video)

1. Inviting decrease
2. I'm not sure I understand what you mean
3. Disagree or add on
4. Student's guess based on context
5. Canadians have a point and get to it directly, but in a soft way that invites others to work together
6. Clarity, conciseness, coherence, consensus
7. Through speech softeners
8. a) run through
b) could probably
c) another way
d) got the feeling
e) check for errors

Soften This: Skill-Building Activity

Play a game to practice telling your “colleagues” (classmates) this information in a diplomatic/tactful way. Choose a letter for your classmate and they must play the role of your supervisor and give you this feedback...softly! Take turns until you finish the board.

Try:

- A modal
- Quantifiers
- Indirect language: seems, appears, etc.
- An “I” statement
- Passive voice
- Positive language
- A negative quest

A. You made many mistakes in the report.	B. You interrupt people too much in meetings.	C. We have to change our marketing strategy.	D. You don’t check your email often enough and you miss important information.
E. You wear too much perfume and it gives me a headache.	F. You talk too loud on the phone and I can’t concentrate.	G. It’s not appropriate when you call women in the office “honey”.	H. There are a lot of spelling errors in your report.
I. I want you to help me make a presentation next week.	J. You didn’t fill in the paperwork correctly.	K. The website doesn’t look professional.	L. We need to change our strategy for sales.
M. I don’t agree with your decision.	N. Creating a new team is not the solution.	O. We have to change our plan if we want to be successful.	P. You made a mistake on the order.

Ideas for Skill-Using Tasks

Listening:

Students can listen for and identify softeners in these workplace meetings on Business English's YouTube channel: (*note: videos are in British English*)

- Participating in Business meetings 1
https://www.youtube.com/watch?v=Wb6Oc1_SdJw
- Questions are available on Englishtrainingweb.wordpress.com
- Participating in meetings 2
<https://www.youtube.com/watch?v=2fA836LFytg>

Speaking:

There is a Skill-Using Role Play included in this module with a self-assessment. (See Pages 17-19). Another option is to have students give feedback to a colleague using diplomatic language with situation role play cards available here:

- in *LINC 5-7 Activities. Interacting with Others. Being Assertive: Giving and Handling Criticism*. https://www.settlementatwork.org/lincdocs/linc5-7/03-interact.w.others/pdfs/social.interact.LINC7/09.being_assertv_criticism.pdf
- on *EnglishCurrent.com*. Disagreeing at Work: Role Play cards. To practice tactfully expressing disagreement (includes a downloadable version)
<https://www.englishcurrent.com/roleplays/work-negotiation-role-plays-expressions/>

Reading:

Students can practice reading diplomatic emails through the lesson on *EnglishCurrent.com*.

- Includes examples with questions and a downloadable worksheet.
<https://www.englishcurrent.com/writing/tactful-diplomatic-emails-examples/>

Writing:

Students can practice responding to workplace emails using diplomatic language in:

- [LINC 5-7 Classroom Activities Volume 1](#). *Interacting with Others: Diplomatic Language*. Toronto Catholic District School Board. Pages 407 – 409 of PDF.

CLB 7 SKILL-USING Speaking Task Card A: Talking to a Colleague with Diplomatic Language

TASK	Talking to a colleague using diplomatic language
COMPETENCY	Interacting with Others and Getting Things Done
CRITERIA FOR SUCCESS	“Yes” on Holistic Criteria and 5/6 of Analytic Criteria

Part One:

You will receive feedback from your supervisor on your role in the project. Your role is mostly to listen, and you may ask a few short questions if anything is unclear.

Part Two:

You are the leader of a project at work. You will meet with one of your team members to:

- give feedback on his/her performance (see list of feedback below)
- use diplomatic language when applicable

Feedback
Very professional: takes initiative, respectful of others
Presentation skills: very organized, but information is missing in presentations (for example, dates about project)
Communication: sometimes doesn't answer emails
You think this person needs to improve their time management
You want another employee (Sally) to help this person create the presentation materials

Below are the criteria for success on this task. You will complete a self-assessment after you are done.

Holistic Criteria
Completed all of the task. Followed instructions.
Analytic Criteria
Opened and maintained the conversation
Showed adequate fluency
Used mostly accurate pronunciation
Used diplomatic language with appropriate level of politeness
Used mostly accurate grammar such as sentence structure
Showed developing awareness of eye contact, body language, volume and rate

CLB 7 SKILL-USING Speaking Task Card B: Talking to a Colleague with Diplomatic Language

TASK	Talking to a colleague using diplomatic language
COMPETENCY	Interacting with Others and Getting Things Done
CRITERIA FOR SUCCESS	“Yes” on Holistic Criteria and 5/6 of Analytic Criteria

Part One:

You are the supervisor at work. You will meet with one of your team members to:

- give feedback on his/her performance at work (see list of feedback below)
- use diplomatic language when applicable

Feedback:
This person is very polite respectful and good at team work
Communication: this person’s message is sometimes unclear when s/he shares information in meetings. Doesn’t give enough details
Writing: makes mistakes in reports. Ideas are not organized well
This person sent the reports late last month. This caused problems for others.
You want to suggest that s/he take a course in writing to improve. The company will pay.

Part Two:

You will receive feedback from your supervisor on your performance at work. Your role is mostly to listen, and you may ask a few questions if anything is unclear.

Below are the criteria for success on this task. You will complete a self-assessment after you are done.

Holistic Criteria
Completed all of the task. Followed instructions.
Analytic Criteria
Opened and maintained the conversation
Showed adequate fluency
Used mostly accurate pronunciation
Used diplomatic language with appropriate level of politeness
Used mostly accurate grammar such as sentence structure
Showed developing awareness of eye contact, body language, volume and rate

Self-Assessment: Speaking Skill-Using Task

Using Diplomatic Language at Work

Name: _____ Date: _____

Competencies: Getting Things Done and Interacting with Others

Did you....	
Complete all of the task? Follow instructions?	___ Yes ___ Not quite
Open and maintain the conversation?	___ Yes ___ Not quite
Speak with adequate fluency?	___ Yes ___ Not quite
Use mostly accurate pronunciation?	___ Yes ___ Not quite
Use diplomatic language with appropriate level of politeness?	___ Yes ___ Not quite


Answer the following questions:

1. Which softeners did you use during the role play? Write them here:

2. What do you think you did well during the role play?

3. What do you think you could do better next time?

CLB 7/8 Listening Assessment Tasks

TASK	Listening to a workplace meeting
COMPETENCY	Interacting with Others
INSTRUCTIONS	<p>Students listen to a workplace meeting and answer comprehension questions.</p> <ul style="list-style-type: none"> • CLB 7: students listen to Part 1 and complete Part 1 questions • CLB 8: students listen to Part and Part 2 and complete Part 1 and 2 questions
CRITERIA FOR SUCCESS	<p>CLB 7: 11/16 in Part 1 CLB 8: 11/16 in Part 1 and 5/8 in Part 2</p>
<p>ONLINE ASSESSMENTS (Google Forms)</p> 	<p>CLB 7 Google Form Assessment: View Make a Copy CLB 8 Google Form Assessment: View Make a Copy</p> <p>*Note: the audio files are already embedded into the Forms.</p> <p>Audio Files</p> <p>Part 1 (CLB 7 and 8): HERE Part 2 (CLB 8 only): HERE</p>

CLB 7/8 Listening Assessment Transcript: Listening to a Workplace Meeting

Part 1 (CLB 7 and 8)

Hanna: Good morning, Shen. Thanks for meeting with me today. It would be great if we could get the ball rolling on the next phase of the project, but we've got a few things to wrap up first. I'm trying to look at the big picture and make sure every part of the project is moving along as hoped.

Shen: For sure. I believe everything is progressing nicely on my end, but it's good to check in and make sure we tie up all the loose ends.

Hanna: Glad we're on the same page. I'd like to start off by going over the process of setting up the new software for employees. I have a few concerns, but before we get into them, would you mind telling me how things are looking?

Shen: Absolutely. There seems to be some issues with compatibility with the software and some of our desktops. Our head IT guy, Sam, has had to put the implementation on pause to deal with some issues.

Hanna: OK, I was wondering what the delay was. Have you considered getting other members of the IT team involved? This could speed up the process, couldn't it?

Shen: I understand you're thinking on that. However, I'm not sure it's the best approach since it will mean slowing down other projects the team is involved in. Wouldn't that result in delays for other departments?

Hanna: I can see how that could be an issue. At the same time, this project is high priority at the moment. Delaying this process could result in some serious problems for the company.

Shen: True. I wonder if we could look into hiring a few extra technicians on contract? Perhaps that would allow the projects to keep moving as needed.

Hanna: Hmmm. I'm afraid we may not have money in the budget for that. But I could play with some numbers and see if there's any wiggle room.

Shen: Fantastic. Keep me posted.

Hanna: Will do. And now there's another issue I'd like to discuss. I took a look at the report you put together and have a few questions. But first, thanks for all your hard work. I know that was not an easy task.

Shen: Thank you. It was a challenge, that's for sure, but I think I learned a few things along the way.

Hanna: I bet. I've got a copy here on my desk, let me just pull it out. Okay, here we are. First, I really like how you put some of the numbers into graphs. The visuals really made the numbers clear to me. I will admit, however, I had a little trouble following the second part of the report. I wonder if there could also be some visuals added to make it easier to understand.

Shen: Hmmm, yeah, I can see where you're coming from. My only concern is that that approach wouldn't allow us to make connections between the arguments. Shouldn't we focus on showing the relationships between our ideas in that section?

Hanna: Yes, I suppose that's true. Maybe you and I could both take a few days to think this over? Maybe see if we can come up with a visual way to do that?

Shen: Sounds like a plan. And while we're talking about the report, I'd like to bring up a small issue. I needed to get some information from Abdel in accounting to check my numbers.

However, he has been kind of resistant to helping me out. He seems to be concerned about whether I should have access to the information.

Hanna: Oh really? Maybe there's some kind of miscommunication on my part. I will reach out to him and confirm that you should be given full access. May I ask why you didn't check in with me about that earlier?

Shen: I suppose I should have. I kind of thought I should be able to figure it out on my own. My apologies.

Hanna: I understand. In the future, please don't hesitate to get in touch. I'm always happy to help.

Shen: Thanks Hanna. I will for sure.

Hanna: Did you have any other issues you think we should discuss? I feel like I've covered the questions I had.

Shen: No, I think we're all good. I'm excited to see that things are coming together. It's been a challenging journey, but it will all be worth it.

Hanna: Totally. I can't wait to see the final results. We've faced many bumps along the way, but our amazing team has overcome those obstacles and things look good. Thanks for meeting with me, Shen. Why don't we meet up again tomorrow for a quick recap? I can invite Harris to join us to give us an update on the marketing campaign. How about two o'clock, in my office?

Shen: Sounds good. See you then, Hanna!

Part 2 (CLB 8 only)

Hanna: Hi Shen. Hello Harris. Have a seat, make yourself comfortable.

Harris: Hello there. Thanks. I brought some donuts in case you need a snack.

Shen: Aw, thanks Harris. These look amazing.

Hanna: Wow, yeah, thank you. And thank you both for coming today. I won't take too much of your time because I know how busy you both are. Shen and I were just hoping you could fill us in on the progress of the marketing campaign. Would you be up for doing that, Harris?

Harris: For sure. I'm pretty happy with the way things are going. We've got Rocky Mountain Marketing on contract and they have some amazing ideas. I can walk you through some of them if you'd like.

Shen: Rocky Mountain Marketers? Aren't they pretty expensive? I'm surprised we are able to afford that.

Harris: Actually, they have some very affordable packages. I believe it was worth it to go with them, because they are the gold standard. We may pay a little more, but they will deliver exactly what we need. They have a fantastic team that comes up with the highest quality ads and marketing plans.

Hanna: I understand your concern, Shen. I was a bit unsure at first, too. But when I saw the materials, I was blown away.

Harris: Me too. To be honest, the other company that we considered just didn't display the same kind of professionalism. In fact, their materials just weren't very memorable.

Shen: The decision makes sense then, for sure.

Harris: I think so. We've worked together to write some radio commercials, online ads and catalogues we can send our customers. I have some samples here to show you.

Shen: Oh wow, really nice.

Hanna: Yeah, they look great. I think there might be an error on this one, though. Shouldn't we include the 1-800 number on this page?

Harris: Oh, you're totally right. Thank you for catching that.

Hanna: Of course. That's what teamwork is all about.

Harris: True! On that note, I've been meaning to get in touch about something. Are we still thinking we will go with that printing company we worked with last time? I'm wondering if we might want to explore other options. They had some trouble with their color matching that ended up losing us a lot of time.

Shen: Right, I forgot about that. Maybe we should shop around and get some other quotes.

Hanna: I'm on board with that idea. Would you happen to have time to do that, Harris?

Harris: I believe I could squeeze it in.

Hanna: Great. Let's try to meet again next week and see how things are going. Does that work for you both?

Shen: Yup, that works. Until then, can I have another donut?



CLB 7/8 Listening Assessment: Listening to a Workplace Meeting

Name: _____ Date: _____

TASK	Listening to a workplace meeting
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	CLB 7: 11 out of 16 correct in Part 1 CLB 8: 11 out of 16 correct in Part 1 and 5 out of 8 correct in Part 2
INSTRUCTIONS	CLB 7: Listen to Part 1 of the interview and answer the questions in Part 1 CLB 8: Listen to Part 1 and 2 of the interview and answer the questions in Part and 2

Part 1: CLB 7 and CLB 8

1. What is the purpose of the meeting? (1 point)

- a) Hanna wants to tell Shen what to do next
- b) Shen wants some questions about the project answered
- c) Hanna wants to check that the project is progressing well

2. What is Hanna and Shen's relationship? (1 point)

- a) Hanna is the project manager and Shen reports to her
- b) Shen is the project manager and Hanna reports to her
- c) They work together on the same aspect of the project

3. Check which diplomatic language you heard used in the meeting: (5)

- a) I'm not sure it's the best approach....
- b) There seem to be some problems with this report.
- b) I had a little trouble following the second part of the report.
- c) I'm afraid I can't get on board with that.
- d) That might not work.
- e) He has been kind of resistant to helping me out.

4. What is Shen's concern about asking other members of the company's IT team to help with setting up the new software? (1 point)

- a) It will cost money
- b) It will cause delays in other projects
- c) It will speed up the process

5. Shen asks Hanna to keep her posted about looking at the budget to see if there is extra money. What do you think "keep me posted" means? (1)

- a) let her know
- b) send her letters
- c) keep her in mind

6. What is Hanna's suggestion to improve the report? (1 point)
- a) add more numbers
 - b) delete the second part
 - c) add more visuals in the second part
7. Shen says, "I can see where you're coming from." What does she mean? (1 point)
- a) I can understand your point of view.
 - b) I know where you were born.
 - c) Your opinion is very far from mine.
8. Why is Shen having trouble getting some of the numbers she needs for the report? (1 point)
- a) The accounting department doesn't have the information.
 - b) Abdel in the accounting department isn't sure Shen should see the numbers.
 - c) Hanna isn't talking to Abdel in accounting.
9. What does Hanna say to express her wish that Shen had talked to her about the trouble with Abdel earlier? (1 point)
- a) "I kind of thought I should figure it out on my own."
 - b) "Maybe see if we can come up with a visual way to do that?"
 - c) "May I ask why you didn't check in with me about that earlier?"
10. According to the meeting, do you think this project has been an easy one? Give support for your answer. (2 points)

Part 1 Score: /16

Part 2: CLB 8 only

1. What is Harris' role in the project? (1 point)
- a) taking care of marketing
 - b) managing the 1-800 number
 - c) managing the project
2. What concern does Shen express about Rocky Mountain Marketers, and how does Harris respond? (1 point)
- a) that they forgot the 1-800 number: Harris says he'll add it
 - b) that they're expensive: Harris says they have affordable options

- c) that they're expensive: Harris says their materials weren't memorable
3. Hanna says she was "blown away" by the marketing materials. What do you think this means? (1 point)
- a) that she felt angry
 - b) that she was confused
 - c) that she was impressed
4. What complaint did Harris have about the other marketing company they considered hiring? (1 point)
- a) they had trouble matching colors
 - b) they had too many options
 - c) they lost materials
5. Harris says he is "on board" with the idea of shopping around for a new printer. What do you think that means? (1 point)
- a) he disagrees
 - b) he agrees
 - c) will consider it
6. Hanna asks, "Shouldn't we include the 1-800 number on this page?". What is her intent with that question? (1 point)
- a) to ask whether the number should be included
 - b) to point out that the material is not well written
 - c) to say that the number should be included without sounding critical
7. In your opinion, did the meeting involve respectful workplace communication? Give two examples to support your answer. (2 points)

Part 2 Score: /8

Did you achieve CLB 7 or 8 on this task?

- Not Yet
- Yes: CLB 7
- Yes: CLB 8

Answer Key CLB 7/8 Listening Assessment: Listening to a Workplace Meeting


Part 1:

1. c
2. a
3. a
 b
 c
 d
 e
 f
4. b
5. a
6. c
7. a
8. b
9. c
10. yes or no (opinion) and a reason

Part 2:

1. a
2. b
3. c
4. a
5. b
6. Yes or No (opinion) with two examples

CLB 7/8 Speaking Assessment Tasks

TASK	Talking to a colleague about work using diplomatic language
COMPETENCY	Interacting with Others
INSTRUCTIONS	<p>Students will have a mock meeting with a colleague in order to give the colleague feedback. The instructor must assign students either Speaking Task Card A or Speaking Task Card B. The instructors may play the role of the colleague or another student.</p> <p>The students will switch roles as supervisor to carry out the role plays.</p> <p>The feedback the student will provide the colleague is provided on the Speaking Task Cards (A and B). Students should be given time to read and understand the information on the Task Card before the assessment.</p>
CRITERIA FOR SUCCESS	<p>CLB 7: “Yes” on Holistic Criteria and 5/6 of Analytic Criteria on Rubric</p> <p>CLB 8: “Yes” on Holistic Criteria and 6/7 Analytic Criteria on Rubric</p>
ONLINE ASSESSMENTS (Google Forms) 	<p>CLB 7 Google Form Assessment: View Make a Copy</p> <p>CLB 8 Google Form Assessment: View Make a Copy</p> <p>*Note: The Speaking Task Cars are inserted into the Google form, but you can also find them on the next page of this module plan.</p>

CLB 7/8 Speaking Task Card A:

Sharing Feedback in a Diplomatic Way



Instructions:

You are the leader of a project at work. You will meet with one of your team members to:

- give feedback on his/her involvement in a project (see list of feedback below)
- use diplomatic language when applicable

Feedback

Positive feedback	Negative feedback
Very positive person with a good attitude.	During busy times at work, she/he seems stressed. She/he needs to work on being calm.
Very good writer. Reports are clear and well-written.	She/he doesn't share enough information in meetings. She/he needs to share more details with your team.
Very respectful towards coworkers.	She/he is shy and doesn't share ideas often enough.
Works very hard and put in extra time when needed.	She/he made mistakes on the report last month. She/he forgot some important numbers.
Communicates in a very professional way.	She/he is sometimes late for meetings with clients. She/he needs to be on time.

CLB 8 ONLY

Also mention this issue:

She/he doesn't seem to get along well with one of the clients. The client mentioned that she/he seems annoyed by him. She/he needs to be patient with clients.

CLB 7 Speaking Task Card B:

Sharing Feedback in a Diplomatic Way



Instructions:

You are the leader of a project at work. You will meet with one of your team members to:

- give feedback on his/her involvement in a project (see list of feedback below)
- use diplomatic language when applicable

Feedback

Positive feedback	Negative feedback
Shares very useful information in meetings.	Sometimes she/he speaks too quickly in meetings and other employees can't understand all the details.
Report she/he wrote last month was well-written.	Some of the numbers in the report were not correct. She/has to check over reports.
Always finishes work tasks on time.	Sometimes she/he leaves work early, and other employees have noticed. She/he needs to talk to you if she/he wants to leave early.
Computer skills are strong.	She/he has to improve your presentation skills. Our company will pay for him/her to take a course.
Answers emails quickly.	She/he sometimes forgets to send information to other employees.

CLB 8 ONLY

Also mention this issue:

She/he had an argument with one of the team members. She/he needs to come to you next time there is a conflict.



CLB 7/8 Speaking Assessment Rubric: Talking to a Colleague Using Diplomatic Language

Name: _____ Date: _____

TASK	Talking to a colleague using diplomatic language
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	CLB 7: "Yes" on Holistic Criteria and 5/6 of Analytic Criteria CLB 8: "Yes" on Holistic Criteria and 6/7 of Analytic Criteria
INSTRUCTIONS	See Speaking Task Cards. Your instructor will assign you Card A or B. See the link to the document below.

Holistic Criteria (CLB 7 and 8)	Not Yet	Yes
Completed all of the task. Followed instructions.		
Analytic Criteria	Not Yet	Yes
Opened and maintained the conversation		
Showed developing ability to hold the floor and resume after interruption		
Used mostly accurate pronunciation		
Used modals and diplomatic language with appropriate level of politeness		
Summarized information and ideas to clarify and confirm understanding		
CLB 7: Showed developing awareness of eye contact, body language, volume and rate		
CLB 8: Showed awareness of eye contact, body language, volume and rate		
CLB 8: Responded to minor conflict and used appropriate level of formality		

You did this well: 	Next time, try:
--	---

Did you achieve CLB 7 or 8 on this task?

Not Yet





Yes: CLB 7

Yes: CLB 8

CLB 7/8 Reading Assessment Tasks

ONLINE ASSESSMENTS (Google Forms)	CLB 7 Google Form Assessment: View Make a Copy CLB 8 Google Form Assessment: View Make a Copy *Note: The reading text is inserted into the Google form, but you can also find it on the next page of this module plan.
TASK DESCRIPTION AND INSTRUCTIONS	Reading a workplace email
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	CLB 7: 9 out of 13 in Part 1 CLB 8: 9 out of 13 in Part 1 and 5 out of 7 in Part 2

CLB 7/8 Reading Assessment: Reading a Workplace Email

 **Message**  

Hi Diana,

Thanks so much for the update on the planning for our annual summer fundraising event. I'm glad to hear that things are coming along and that Greg was able to help you fill in some of the missing pieces.

We'll be having a meeting with the entire team in a few weeks to check in and discuss any anticipated challenges. Until then, I thought I would send you some questions and feedback I have on your contributions.

1. I think the name you chose for the event is fun. *Tropical Nights* sends a positive, warm vibe and leaves lots of room for decorating and promotional ideas. I am wondering, however, if it's been confirmed that the event will take place in the evening. You might want to check in with Laurel in HR to see the exact date and time that's been selected, because I believe they were discussing a potential afternoon event this year.
2. You've got a long list of wonderful ideas for family activities. I'm sure any kid would love the smoothie bar and the games like the limbo contest will be a hit. I'm a little concerned about the budget, however. Bringing in a petting zoo, for example, might be out of our range. Have you had the opportunity to sit down with finance to finalize the budget?
3. I think the overall theme of the promotional materials, like the posters and pamphlets, is on target. However, there was some missing information that I think is key. Shouldn't we, for example, include the names of the sponsors? Also, the font doesn't seem to match with the theme of *Tropical Nights*. Would it be possible to find something less formal looking?
4. Lastly, I'm not sure the venue you suggested is going to be feasible. We tried renting space in that location years ago, and the rental company was not very easy to work with. There were mistakes made in scheduling and quite a bit of frustration throughout the communication process. I think we may want to consider finding other options.

Thank you, again, for your hard work on this project. This summer event is always one of the highlights of the year and it's exciting to see it coming together.

I'll be sending a meeting invitation to the whole team soon. Would you be able to prepare a short presentation to fill everyone in on the plans so far? I think that would be a great way to provide the overall vision for the event. Let me know if that works for you and I will pencil it into the schedule.

Until then, don't hesitate to reach out if anything I told you today was unclear.

Regards,
Leo



CLB 7/8 Reading Assessment: Reading a Workplace Email

Name: _____ Date: _____

TASK	Reading a workplace email
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	CLB 7: 9 out of 13 in Part 1 CLB 8: 9 out of 13 in Part 1 and 5 out of 7 in Part 2
INSTRUCTIONS	Read the email and answer the questions.

Part 1: CLB 7 and CLB 8

1. Why did Leo write this email? (1 point)
 - a) to tell Diane what she needs to do next for the project
 - b) to anticipate any challenges in the project
 - c) to ask questions and give feedback on Diane's work
 - d) to make suggestions on family activities
2. What does Leo and Diane's relationship appear to be? (1 point)
 - a) Leo seems to be Diane's manager
 - b) Diane seems to be Leo's manager
 - c) they are colleagues and neither manages the other
3. Does Leo seem satisfied with Diane's work on the summer event? (1 point)
 - a) overall, yes, but he has some concerns
 - b) no, he seems unhappy
 - c) he's extremely happy
4. Give 4 examples of phrases or expressions Leo uses to soften his communication (or make it more diplomatic): (4 points)
 - a)
 - b)
 - c)
 - d)
5. Leo writes that the "games like the limbo contest will be a **hit**." What do you think "hit" means? (1 point)
 - a) a disaster
 - b) expensive
 - c) a success

6. Leo also writes, “Lastly, I’m not sure the **venue** you suggested is going to be feasible.” What do you think “venue” means? (1 point)

- a) a place
- b) a rental company
- c) communication plan

7. Leo wanted to tell Diana that he wants her to use a different font for the promotional materials. Which words did he choose to express this in a diplomatic way? (1 point)

- a) However, there was some missing information...
- b) Would it be possible to find something...
- c) Shouldn’t we, for example, include...

8. Leo wrote, “I think we may want to consider finding other options.” What do you think his message was with this sentence? (1 point)

- a) he wants Diane to talk to the rental company about the problems
- b) he wants Diane to cancel the event
- c) he wants Diane to look into different locations

9. If you received this email, would you find this email too direct? Explain why or why not. (2 points)

Part 1 Score: /13

Part 2: CLB 8

1. Leo writes in point #4 that he’s “not sure the venue...is going to be feasible.” What do you think **feasible** means? (1 point)

- a) available
- b) possible
- c) frustrating

2. Leo writes that, “Bringing in a petting zoo, for example, might be out of our range.” What does he mean? (1 point)

- a) it would cost too much
- b) it is too far
- c) it is not realistic

3. When will Diane have an opportunity to show Leo that she has made improvements to the plan? (1 point)

4. Imagine you are Diane and you disagree with Leo on one point: your experience with the rental company has been excellent. You don't think you should change for a different location. How could you respond to Leo's request to find other options in a diplomatic way? (1 point)

5. Imagine you are Diana and read this email. Make a list of 6 things you need to do related to this project, based on Leo's feedback. (3 points)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Part 2 Score: /7

Did you achieve CLB 7 or 8 on this task?

- Not Yet
- Yes: CLB 7
- Yes: CLB 8

Answer Key CLB 7/8 Reading Assessment:

Part 1:

1. c
2. a
3. a
4. any 4 of softeners used in email
5. c
6. a
7. b
8. c
9. yes or no and reason

Part 2:

1. b
2. a
3. when she makes a presentation at the meeting
4. answers will vary
5.
 1. check in with HR about event date
 2. finalize the budget
 3. include missing information like sponsor names in the promotional materials
 4. find another font
 5. find other options for locations
 6. let Leo if she can do a presentation (and/or prepare for the presentation)

CLB 7/8 Writing Assessment Tasks

TASK DESCRIPTION	Writing a workplace email using diplomatic language
COMPETENCY	Interacting with Others
INSTRUCTIONS	<p>Students will respond to email from a colleague using diplomatic language. CLB 7 students respond to one email; CLB 8 students respond to two emails.</p> <p>Students can write their response either:</p> <ul style="list-style-type: none"> • in an email sent directly to you • in a Google Form (link below)
CRITERIA FOR SUCCESS	<p>CLB 7: “Yes” on Holistic Criteria and 5/6 Analytic Criteria</p> <p>CLB 8: “Yes” on Holistic Criteria and 6/7 Analytic Criteria</p>
ONLINE ASSESSMENTS (Google Forms)	<p>CLB 7 Google Form Assessment: View Make a Copy</p> <p>CLB 7 Google Form Rubric: View Make a Copy</p> <p>CLB 8 Google Form Assessment: View Make a Copy</p> <p>CLB 8 Google Form Rubric: View Make a Copy</p>



CLB 7 Writing Assessment: Writing a Workplace Email

Name: _____ Date: _____

TASK	Writing a workplace email using diplomatic language
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	"Yes" on Holistic Criteria and 5/6 Analytic Criteria
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Read the email . You have received the email from a colleague. 2. Respond to the email using diplomatic language. There is information you need to respond after the email. 3. Your email should be 2 paragraphs in length.

	Subject: Your Outline	
<p>Hi _____,</p> <p>I was reading through the Project Outline you sent me and thought I would get in touch with some ideas and questions I have.</p> <ul style="list-style-type: none"> • I don't think we should set the budget so high. I doubt we can get \$65,000 from the Board. • You set the deadline for July 1st. I don't think it's possible to be ready for that date. I suggest November 1st. • We need to hire an extra technical writer to create the manuals. Our writers are too busy with other projects. • There are a lot of mistakes in the outline, specifically related to the projected profits. You need to talk to finance and fix those as soon as possible. <p>Hope that makes sense. Let me know if anything was unclear.</p> <p>Have a good day, Fiona</p>		

Information you need to reply:





- You already have the budget approved by the Board
- You don't agree that the deadline should be so late
- There isn't enough money to hire more writers
- You didn't notice the mistakes in the outline







CLB 8 Writing Assessment: Writing a Workplace Email

Name: _____ Date: _____

TASK	Writing a workplace email using diplomatic language
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	"Yes" on Holistic Criteria and 6/7 Analytic Criteria
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Read the emails below. You have received these emails from a colleague. 2. Respond to the emails (in 1 email) using diplomatic language. 3. Your email should be 3 paragraphs in length.

 Subject: Your Outline   
<p>Hi _____,</p> <p>I was reading through the Project Outline you sent me and thought I would get in touch with some ideas and questions I have.</p> <ul style="list-style-type: none"> • I don't think we should set the budget so high. I doubt we can get \$65,000 from the Board. • You set the deadline for July 1st. I don't think it's possible to be ready for that date. I suggest November 1st. • We need to hire an extra technical writer to create the manuals. Our writers are too busy with other projects. • There are a lot of mistakes in the outline, specifically related to the projected profits. You need to talk to finance and fix those as soon as possible. <p>Hope that makes sense. Let me know if anything was unclear.</p> <p>Have a good day, Fiona</p>

 Subject: One more thing   
<p>Hi again,</p> <p>I forgot to ask what was going on with you and Phil? He seemed really angry when he came out of your office yesterday.</p>

Information you need to reply:

- You already have the budget approved by the Board
- You don't agree that the deadline should be so late
- There isn't enough money to hire more writers
- You didn't notice the mistakes in the outline
- You asked Phil yesterday if he could help with the marketing for the Project. He got upset because he feels he has too many responsibilities. You don't agree.



CLB 7/8 Writing Rubric: Writing a Workplace Email

Name: _____ Date: _____

TASK	Writing a workplace email using diplomatic language
COMPETENCY	Interacting with Others
CRITERIA FOR SUCCESS	CLB 7: "Yes" on Holistic Criteria and 5/6 Analytic Criteria CLB 8: "Yes" on Holistic Criteria and 6/7 Analytic Criteria
INSTRUCTIONS	Reply to email(s) from a colleague using diplomatic language

Holistic Criteria	Not Yet	Yes
Followed instructions. Included key details.		
Analytic Criteria:	Not Yet	Yes
Expressed main idea and supported with details		
Used relevant vocabulary		
Used a relevant format		
CLB 7: Used some complex structures with some difficulties CLB 8: Used complex structures with only occasional difficulties		
CLB 7: Used some diplomatic language CLB 8: Used diplomatic language with precision		
CLB 7: Message is about 2 paragraphs CLB 8: Message is about 3 paragraphs		
CLB 8: Able to clarify a conflict		

You did this well:	Next time, try:

Did you achieve CLB 7 or 8 on this task?

- Not Yet
- Yes: CLB 7
- Yes: CLB 8