

## **COMMUNICATION: Soft Skills, Public Speaking, Listening, Writing, and Netiquette**

### **Essential Questions:**

- What is proper communication?
- What communication skills do I need to be successful?
- How can I effectively use communication to accomplish my purposes?
- How does communication vary in different cultures?

### **Measurable Outcomes:**

- Demonstrate effective use of verbal and nonverbal skills in a variety of settings
- Identify and demonstrate command of soft skill techniques within appropriate contexts
- Effective and appropriate use of visual aids, vocal control, and body language when speaking
- Recognize, engage in, and model active listening skills
- Proficiency in organization, tone, word choice, and intent when writing to a specific audience
- Demonstrate appropriate use of technology to communicate effectively

### **Education:**

Communication is essential in order to be successful. Proper soft skills, public speaking, listening, writing, and netiquette skills are vital to communicate effectively. This unit will cover all of these components separately.

### **Standards**

LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

LAFS.910.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LAFS.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LAFS.K12.W.2.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.910.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LAFS.910.W.2.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Soft Skills

### Description:

Soft Skills are character traits and interpersonal skills that define and develop a person's relationships with other people. This is the mind set and non-verbal skills you use when you approach a person or situation. It communicates a lot about you and your intent. Effective use of soft skills allows you to access opportunities and work well with others to achieve individual and group objectives.

### Time Guideline:

Varies by activity

### Activities:

Complete Communication is an Art (see attached handout). Discuss statement with students.

Complete Communicating Time and discuss with students.

Watch the videos "Skills to pay the bills" series by the Department of Labor and discuss them with your students.

[https://www.youtube.com/watch?v=-vk-99seC\\_I&list=PL5-XYot2VKQM9o8zNFuVWXMhrNLSTkEpM](https://www.youtube.com/watch?v=-vk-99seC_I&list=PL5-XYot2VKQM9o8zNFuVWXMhrNLSTkEpM)

Watch the video "Your Body Language Shapes Who You Are" by Amy Cuddy.

<https://www.youtube.com/watch?v=Ks-Mh1QhMc>. Discuss with students.

Go over the rules of etiquette (see attached). Let kids discuss and practice using their manners. Then administer the etiquette quiz. Grade and go over answers.

Have students pick a partner. They are going to practice a potential job interview by doing a role play activity. One student is the boss the first time and the other is the employee trying to get hired. They must practice soft skills by entering the room, shaking hand with their boss, providing eye contact, and introducing themselves. Then they must answer a series of questions:

1. It is nice to meet you today. Did you bring a copy of your resume for me?
2. Tell me a little bit about yourself. Why should I choose you over any other employees?
3. What are a couple of your strengths?
4. What are your weaknesses? How will you overcome these?
5. Why do you want to work here?
6. Have you had any previous work experience or internships you could tell me about?
7. Do you have any questions for me?

After answering all the questions, the students switch and take on the other role and repeat the questions. After everyone finishes, talk with your students about how important job interview skills are and how vital it is to practice them before ever stepping foot into an interview.

# Communications Is an Art

**Description:**

This activity explains that communications is much more of an art than a science. There is no one right or wrong way to communicate—no set of absolute rules to be followed.

**Time Guideline:** 20 minutes

**Purpose:**

To emphasize to participants that each of us communicates in our own style and in ways most comfortable and effective for each of us. Like art, communications can take on unlimited forms and variations, each unique to the person engaged in the communications.

**Resources:** Handout 1-A (can be projected instead of used as a handout)

**Presentation:**

1. Present Handout 1-A to participants.
2. Ask participants if they agree or disagree with this statement and why.
3. Explain that communications does have certain principles and procedures.
4. However, there is no right or wrong way to communicate effectively.
5. Everyone has their own communications style, and there are thousands and thousands of variations to effective communications. What is most important is that people communicate in a sincere and honest manner with one another, in a style in which they are most comfortable. Few if any people can communicate effectively in a manner or style that does not fit them personally or naturally.

**Debrief:**

Ask participants if they have ever tried to communicate in a manner or style that was not natural to them, and, if so, how difficult was it to do this effectively.

**Variations:**

Before showing or sharing Handout 1-A, ask participants if they believe communications is more an art or a science. If you hear the response from participants that they think communications is more of a science, ask them why they feel this way. Ask them what would define something as a science. Expect to hear comments that use terms such as consistent, exacting, etc. Ask if they feel that communications would really be defined in this way.

*Communication  
is more of an art  
than a science.*

# Communicating Time

**Description:**

The amount of time we spend communicating with others is presented in this activity.

**Time Guideline:** 20 minutes

**Purpose:**

To highlight the great amount of time we actually spend communicating with others

**Resources:** Handout 2-A (can be projected instead of used as a handout)

**Presentation:**

1. Ask participants how much time they think they actually spend communicating with others.
2. Allow the group to provide their estimates. Write the estimates on a flipchart or piece of paper.
3. Present Handout 2-A. Emphasize the statistics presented in this handout: 70% of your total waking time is spent communicating in some manner. Of this time you spend communicating, you spend approximately 16% reading, 9% writing, 30% talking, and 45% listening.
4. Ask participants if they are surprised by these estimates of the average time that people spend communicating, especially the 45% listening statistic.
5. Point out that these percentages may vary from person to person. For example, some people may spend much more than 30% of their communications time talking and much less time listening!

**Debrief:**

Explain that looking at these statistics, it makes even more sense that we should strive to constantly become better communicators. Our communications skills play an important part in our success and even happiness in life. Ask participants to think about how much communications time they actually spend on each of the communications activities described in this activity. Ask them how changing these balances of time in each of these communications could make a difference in their lives.

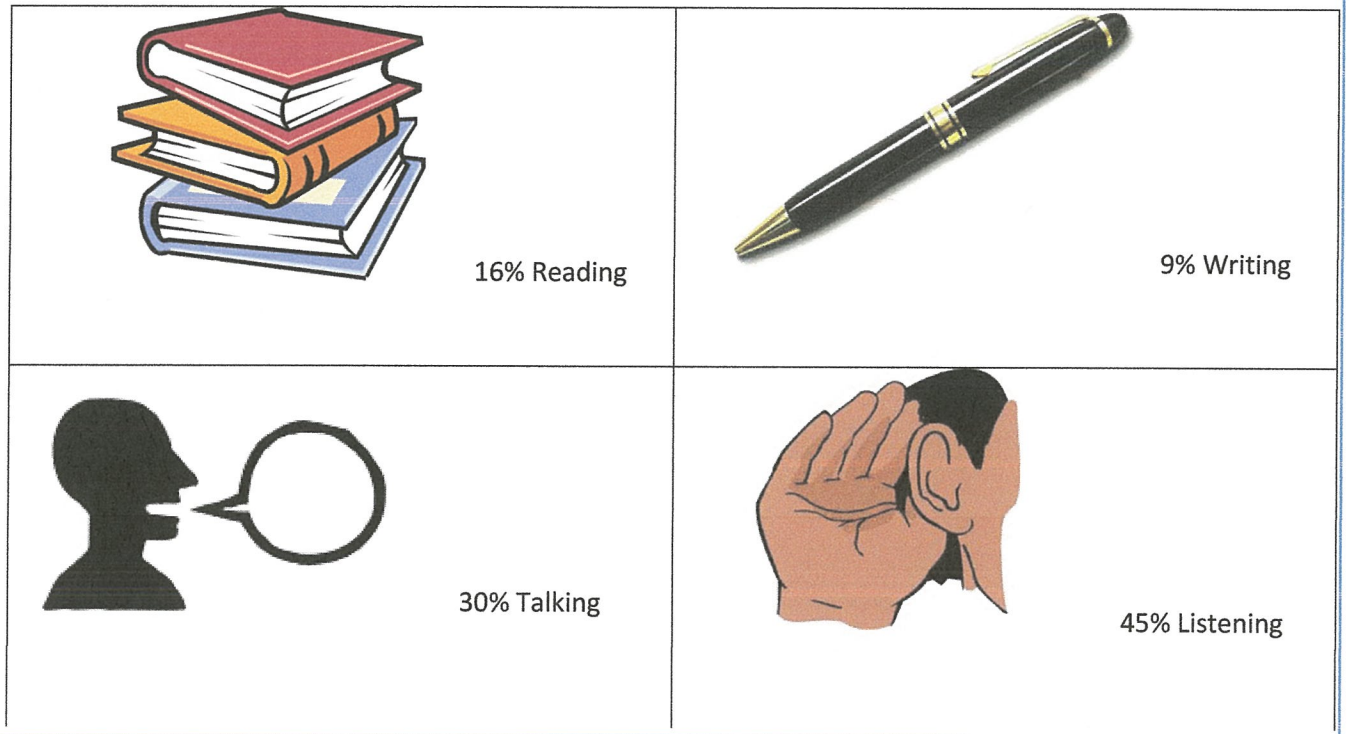
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## How do we spend our communications time?

We spend approximately 70% of our time communicating with others.

Of this communications time, we spend:



## Restaurant Etiquette

### Reservations:

1. Call ahead for places which require reservations and for parties of 4 or more.
2. Indicate an indoor or outdoor preference when applicable.
3. Call if you are going to be late.
4. Call if you have changed the number in your party.
5. Avoid large parties of 8 or more. You will have more fun and get better service with smaller groups. Large groups are best handled by the use of a banquet facility. Often, the ordering is limited to two or three things off the regular menu. Ask ahead if the tip is included in the banquet price. If not, it should be at least 18% of the total bill.

### Entering the Restaurant and Being Seated:

1. Drop the passengers of your car off at the door. Park the car and walk to join your party.
2. Give your name if you have reservations.
3. If there is no host, hostess, or maitre'd, the man should take the lead to a table. If there is a host, hostess, or maitre'd, the woman walks before the man.
4. The host may pull the chair for the woman or the man may do this himself. The man pulls the woman's chair if you are alone.
5. For seating in booths, the woman should be seated first, followed by a man. The men should sit closest to the outside of the table.

\*\* Of course, all rules are subject to the comfort of the couple and those around you.

### Restaurant Behavior:

1. It is unfair to all the other customers to draw attention to yourselves by being loud. Restaurants are public places. Behavior should not make others uncomfortable.
2. A public fight between couples is definitely out.
3. Some topics should be avoided at the dinner table. (Barf, animal slaughter, accidents, medical issues)
4. Never apply makeup or brush/comb your hair at the table.

### Ordering:

1. If you need separate tickets, ask before you order. Often, this is a problem for the chef and not the waiter/waitress. If separate tickets are not permissible, ask the waiter/waitress to sub-total each couple's meal.
2. Elbows on the table are acceptable until the food arrives.
3. Tradition dictates the man orders for the woman. In upscale restaurants you may find a waiter giving eye contact to the man for this purpose. Do what is comfortable to you.
4. Once all menus are closed and placed on the table, a waitperson will come for your order.
5. Dinners usually include salad, potatoes, etc. Entrees are just the item as described. Usually side accompaniments are extra in price. If you want something other than the entrée, you must order it.
6. Gratuity is the same as a tip. Read the menus closely for clues to tipping.

### Eating:

1. When food is delivered, it is customary to wait for everyone to be served before you begin to eat. In large groups, wait until 4-5 people are served across and next to you.



2. Smoking during a meal is forbidden.
3. Once food is served, all elbows should be off the table.
4. When serving yourself butter, use the smaller butter knife, rather than your own knife.
5. Do not rest utensils on the table while eating. Rest them on the dish.
6. All food will be served from your left and removed from your right. If you are eating "family style" be considerate of how much you are taking.
7. If there is an issue with your food (cooked incorrectly, may be spoiled, etc), politely notify your server. If you just dislike the food you ordered, the courteous thing to do is say nothing. Do not upset someone else's pleasure at dinner by discussing your disaster or tastes.
8. Never talk with food in your mouth.
9. When finished with your main course, your knife and fork should be placed beside each other on the plate at a 4 o'clock angle.
10. Don't drink liquid at the same time you have food in your mouth. Drink should follow food.
11. Never reach across someone else's territory for salt, pepper, etc. Ask them to "please pass the ..."
12. Bread should always be broken in halves or fourths before buttering and eating.
13. Never tip a soup bowl to get the last bit.
14. A dessert or soup spoon should be scooped away from you.
15. No belching or farting
16. No toothpicks at the table.

**Paying:**

1. It is customary for the man to pay. Again, this is up to a couple. Communicate ahead as to how you will handle the paying.
2. If one is paying, it is a nice gesture for the other to offer to pay the tip.
3. Sometimes, you will be asked to pay your server.
4. 18% tip is standard. If the service was not to your satisfaction, do not leave less than 10%.
5. If you need to settle a check with other couples, pool your money and ask for a copy of the check. It is much easier and more polite to figure it out later.

**Leaving:**

1. Thank the hostess or maitre'd
2. Have a wonderful time

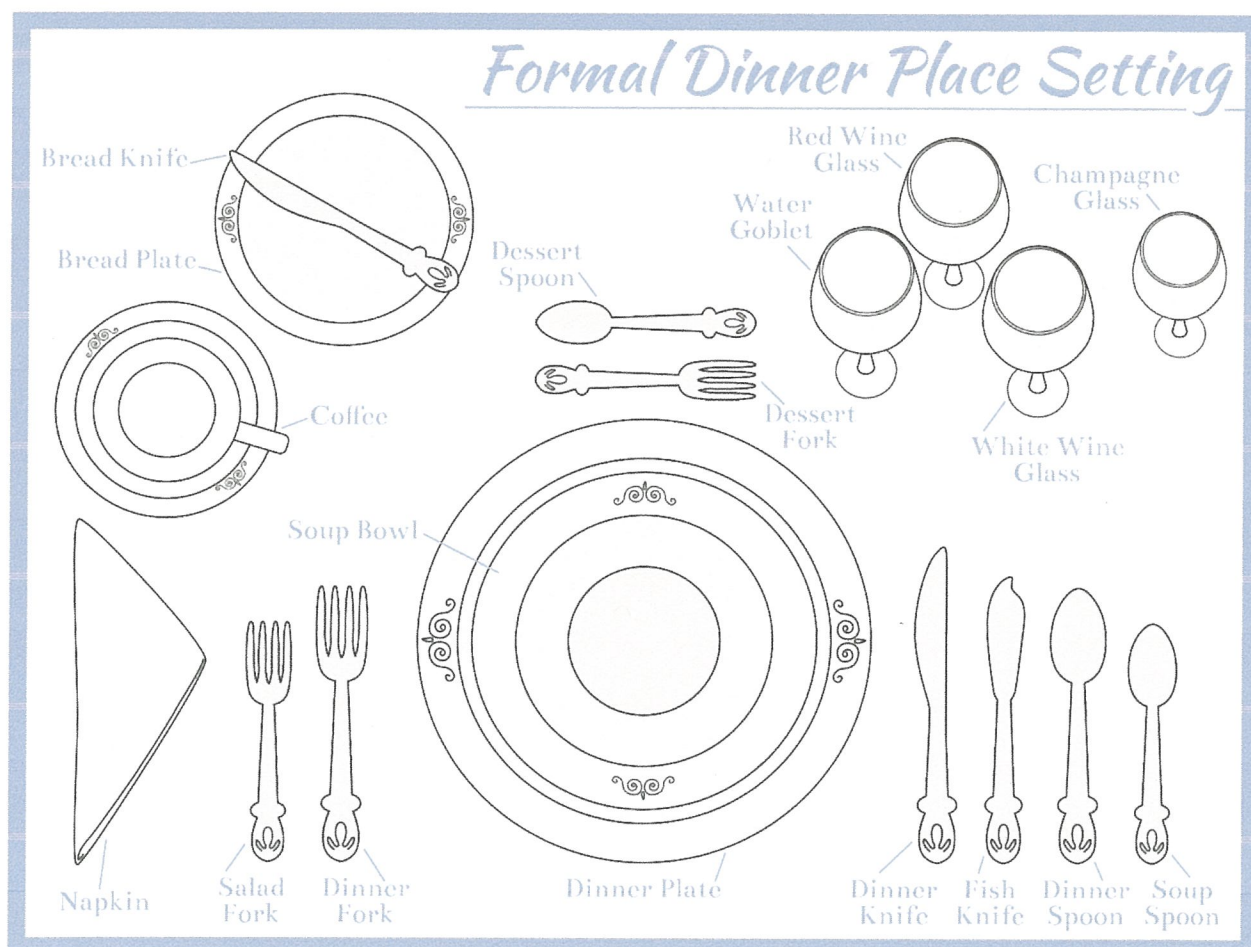
## Dining Etiquette Quiz

Student name: \_\_\_\_\_ Pd: \_\_\_\_\_

1. What is the proper percent (%) to tip a waiter/waitress?
2. Is it ever appropriate to not tip at all?
3. Where should your napkin be while you are eating?
4. What signals the waiter/waitress that you have finished your meal?
5. What should you do if you can't reach something on the table?
6. Where should you place your knife once you have started eating?
7. Should you use your salad fork for your main meal?
8. List two etiquette tips you should follow when dining at a restaurant:
  - a.
  - b.
9. Calculate an appropriate tip for a meal that costs \$57.60.
10. Label the place setting on the back of the quiz.

## Dining Etiquette Quiz Answers

1. What is the proper percent (%) to tip a waiter/waitress? **15%-20%**
2. Is it ever appropriate to not tip at all? **NO, you should always leave something**
3. Where should your napkin be at all times, while you are eating? **In your lap**
4. What signals the waiter/waitress that you have finished your meal? **Fork and knife on plate**
5. What should you do if you can't reach something on the table? **Ask someone to please pass it**
6. Where should you place your knife once you have started eating? **On your plate**
7. Should you use your salad fork for your main meal? **No**
8. List two etiquette tips you should follow when dining at a restaurant:
  - a. **Answers may vary**
  - b. **Answers may vary**
9. Calculate an appropriate tip for a meal that costs \$57.60. **15%=\$8, 18%=\$10., 20%=\$11**
10. Draw a proper dining place setting, be as detailed as possible:



## Public Speaking

### Description:

Public speaking is the art of effective oral communication to an audience. The significance of public speaking cannot be emphasized enough because this skill is used in every aspect of your life.

### Time Guideline:

Varies.

### Activities:

Students complete the Make Your Partner A Star activity.

Then discuss the following questions with your class:

1. Why is speaking to others so important? (the importance of being understood, sharing your ideas and thoughts eloquently, etc.)
2. What are occasions in which you may have to speak in front of other people? (job interview, parties, church or civic organization, etc.)
3. In order to communicate effectively and professionally, what skills are most useful? (avoiding the use of jargon and verbal fills, expressing yourself clearly, etc.)
4. When you listen to people speak, what makes them interesting and engaging for you? What do you find unappealing when listening to various speakers?

Assign each student a quote from the Top 100 Leadership Quotes of All Time (see attached list). Students will have time to prepare a brief speech in which they read the quote to the class, provide their interpretation, and explain how it applies (preparation time may vary with teacher preference).

Have each student write one or two appropriate and random nouns and place them in a bucket. Have each student come to the front of the room one at a time to draw a word out of the bucket. After reading their word, they have 10 seconds to prepare, and then must immediately give a 45 second impromptu speech on that word.

Watch the video “How To Speak So That People Want To Listen” by Julian Treasure <https://www.youtube.com/watch?v=elho2S0ZahI>. Discuss with students.

Allow students to choose one of the following as their formal public speaking assessment:

1. Select a business or political leader to research and give a formal presentation of 5 minutes to the class. Include the leadership skills exhibited by your leader along with examples of those skills. You must also include a positive impact they have had on the environment, society, etc.
2. You are the teacher for the day. Choose one thing to teach your audience. It must be a presentation of 5 minutes and include specific lessons to educate your classmates.

3. Prepare an advocacy or persuasive speech on any appropriate topic. It must be 5 minutes and will be delivered to the class. You must advocate for something or attempt to persuade the audience in a particular direction, explaining the importance or relevance of your topic.

## **Interview and Introductions: Make your partner a STAR!**

You are going to interview a classmate with whom you are not familiar and introduce them to the class. Without embellishing or patronizing, give them a spectacular introduction – one that will present them well and prepare the audience to receive them positively and expectantly.

1. Ask them some questions about themselves:

- what is your name/position in SGA?
- where are you from?
- what educational institutions have you attended?
- what work experiences have you had?
- are there any significant personal or family experiences that have made you grow as a person?
- what personal or professional awards and accomplishments have they received/earned?
- what are you most well-known for and what do you most want to be remembered by?

2. Formulate a brief introduction that:

- = informs the audience about the important details of this person's life relevant to the situation
- = acknowledges this person's accomplishments or 'builds their resume' for the audience
- = positively and enthusiastically presents the person to the audience
- = creates some excitement and expectation for what that person is going to share

3. Remember to:

- < keep it brief
- < keep it professional, with a personal touch
- < build a positive buzz (when you leave the stage, the audience should be excited and ready to listen to your guest)

## The 100 Best Leadership Quotes of All Time

Compiled by Lolly Daskal

www.inc.com

1. "Every time you have to speak, you are auditioning for leadership." --*James Humes*
2. "You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand." --*Woodrow Wilson*
3. "A good leader leads the people from above them. A great leader leads the people from within them." --*M. D. Arnold*
4. "Don't follow the crowd, let the crowd follow you." --*Margaret Thatcher*
5. "We are what we pretend to be, so we must be careful about what we pretend to be." --*Kurt Vonnegut*
6. "Leadership is the art of giving people a platform for spreading ideas that work." --*Seth Godin*
7. "The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things." --*Ronald Reagan*
8. "To add value to others, one must first value others." --*John Maxwell*
9. "A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent." --*Douglas MacArthur*
10. "The task of the leader is to get their people from where they are to where they have not been." --*Henry Kissinger*
11. "Treat people as if they were what they ought to be, and you help them become what they are capable of being." --*Johann Wolfgang von Goethe*
12. "I suppose leadership at one time meant muscles; but today it means getting along with people." --*Mahatma Gandhi*
13. "There are no office hours for leaders." --*Cardinal J. Gibbons*
14. "When people talk, listen completely." --*Ernest Hemingway*
15. "I can give you a six-word formula for success: Think things through--then follow through." --*Edward Rickenbacker*

16. "One of the tests of leadership is the ability to recognize a problem before it becomes an emergency." --*Arnold Glasow*
17. "The important thing is this: to be able to give up in any given moment all that we are for what we can become." --*DeSeaux*
18. "The quality of a leader is reflected in the standards they set for themselves." --*Ray Kroc*
19. "Do what you feel in your heart to be right, for you'll be criticized anyway." --*Eleanor Roosevelt*
20. "I cannot give you the formula for success, but I can give you the formula for failure, which is: Try to please everybody." --*Herbert Swope*
21. "True leadership lies in guiding others to success--in ensuring that everyone is performing at their best, doing the work they are pledged to do and doing it well." --*Bill Owens*
22. "Becoming a leader is synonymous with becoming yourself. It is precisely that simple and it is also that difficult." --*Warren Bennis*
23. "Wisdom is knowing what to do next, skill is knowing how to do it, and virtue is doing it." --*David Star Jordan*
24. "Control is not leadership; management is not leadership; leadership is leadership. If you seek to lead, invest at least 50 percent of your time in leading yourself--your own purpose, ethics, principles, motivation, conduct. Invest at least 20 percent leading those with authority over you and 15 percent leading your peers." --*Dee Hock*
25. "Leaders don't inflict pain, they share pain." --*Max Depree*
26. "Wise leaders generally have wise counselors because it takes a wise person themselves to distinguish them." --*Diogenes of Sinope*
27. "The growth and development of people is the highest calling of leadership." --*Harvey S. Firestone*
28. "Management is doing things right; leadership is doing the right thing." --*Peter F. Drucker*
29. "The function of leadership is to produce more leaders, not more followers." --*Ralph Nader*
30. "Leadership is the capacity to translate vision into reality." --*Warren G. Bennis*
31. "There exist limitless opportunities in every industry. Where there is an open mind, there will always be a frontier." --*Charles F. Kettering*
32. "A leader is a person you will follow to a place you would not go by yourself." --*Joel Barker*
33. "A good leader takes a little more than his share of the blame, a little less than his share of the credit." --*Arnold Glasow*



34. "Effective leadership is not about making speeches or being liked; leadership is defined by results, not attributes." --*Peter F. Drucker*
35. "A leader is one who knows the way, goes the way, and shows the way." --*John Maxwell*
36. "Leaders think and talk about the solutions. Followers think and talk about the problems." --*Brian Tracy*
37. "Leadership is the art of getting someone else to do something you want done because he wants to do it." --*Dwight D. Eisenhower*
38. "The things we fear most in organizations--fluctuations, disturbances, imbalances--are the primary sources of creativity." --*Margaret Wheatley*
39. "A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say: we did it ourselves." --*Lao Tzu*
40. "A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be." --*Rosalynn Carter*
41. "The art of leadership is saying no, not saying yes. It is very easy to say yes." --*Tony Blair*
42. "The price of greatness is responsibility." --*Winston Churchill*
43. "A genuine leader is not a searcher for consensus but a molder of consensus." --*Martin Luther King Jr.*
44. "Today a reader, tomorrow a leader." --*Margaret Fuller*
45. "Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has." --*Margaret Mead*
46. "The highest of distinctions is service to others." --*King George VI*
47. "If you're not sure where you are going, you're liable to end up someplace else." --*Robert F. Mager*
48. "Anyone can hold the helm when the sea is calm." --*Publilius Syrus*
49. "Become the kind of leader that people would follow voluntarily, even if you had no title or position." --*Brian Tracy*
50. "You manage things; you lead people." --*Grace Murray Hopper*
51. "A great person attracts great people and knows how to hold them together." --*Johann Wolfgang Von Goethe*

52. "Leadership is not about titles, positions, or flowcharts. It is about one life influencing another." --  
*John C. Maxwell*
53. "People buy into the leader before they buy into the vision." --*John C. Maxwell*
54. "Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others." --*Jack Welch*
55. "Leadership is lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations." --*Peter F. Drucker*
56. "Doing what is right isn't the problem. It is knowing what is right." --*Lyndon B Johnson*
57. "Success is not final, failure is not fatal: it is the courage to continue that counts." --*Winston Churchill*
58. "Do not follow where the path may lead. Go instead where there is no path and leave a trail." --  
*Harold R. McAlindon*
59. "Keep your fears to yourself, but share your courage with others." --*Robert Louis Stevenson*
60. "There are two ways of spreading light: to be the candle or the mirror that reflects it." --*Edith Wharton*
61. "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." --*William Arthur Ward*
62. "Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal." --*Vince Lombardi*
63. "No man will make a great leader who wants to do it all himself, or to get all the credit for doing it." -  
*Andrew Carnegie*
64. "You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do." --*Eleanor Roosevelt*
65. "You take people as far as they will go, not as far as you would like them to go." --*Jeanette Rankin*
66. "Leadership and learning are indispensable to each other." --*John F. Kennedy*
67. "The role of leadership is to transform the complex situation into small pieces and prioritize them." --  
*Carlos Ghosn*
68. "Real leadership is leaders recognizing that they serve the people that they lead." --*Pete Hoekstra*
69. "Average leaders raise the bar on themselves; good leaders raise the bar for others; great leaders inspire others to raise their own bar." --*Orrin Woodward*

70. "To do great things is difficult; but to command great things is more difficult." *-Friedrich Nietzsche*
71. "Ninety percent of leadership is the ability to communicate something people want." *--Dianne Feinstein*
72. "Effective leadership is putting first things first. Effective management is discipline, carrying it out." *-- Stephen Covey*
73. "All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership." *--John Kenneth Galbraith*
74. "The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there." *--John Buchan*
75. "Leadership is the art of getting someone else to do something you want done because he wants to do it." *--Dwight D. Eisenhower*
76. "Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand." *--Colin Powell*
77. "A leader is not an administrator who loves to run others, but someone who carries water for his people so that they can get on with their jobs." *--Robert Townsend*
78. "Leadership cannot really be taught. It can only be learned." *--Harold Geneen*
79. "Look over your shoulder now and then to be sure someone's following you." *--Henry Gilmer*
80. "Leadership is not magnetic personality, that can just as well be a glib tongue. It is not 'making friends and influencing people,' that is flattery. Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations." *--Peter F. Drucker*
81. "Innovation distinguishes between a leader and a follower." *--Steve Jobs*
82. "Great leaders are not defined by the absence of weakness, but rather by the presence of clear strengths." *--John Zenger*
83. "Don't be afraid to give up the good to go for the great." *--John D. Rockefeller*
84. "Leadership is unlocking people's potential to become better." *--Bill Bradley*
85. "The greatest leaders mobilize others by coalescing people around a shared vision." *--Ken Blanchard*
86. "The supreme quality of leadership is integrity." *--Dwight D. Eisenhower*
87. "The function of leadership is to produce more leaders, not more followers." *-Ralph Nader*

88. "Earn your leadership every day." --*Michael Jordan*
89. "As we look ahead into the next century, leaders will be those who empower others." --*Bill Gates*
90. "You cannot be a leader, and ask other people to follow you, unless you know how to follow, too." --*Sam Rayburn*
91. "Those who let things happen usually lose to those who make things happen." --*Dave Weinbaum*
92. "To handle yourself, use your head; to handle others, use your heart." --*Eleanor Roosevelt*
93. "Nearly all men can stand adversity, but if you want to test a man's character, give him power."--*Abraham Lincoln*
94. "Leadership is an ever-evolving position." --*Mike Krzyzewski*
95. "You get in life what you have the courage to ask for." --*Nancy D. Solomon*
96. "Leadership is an action, not a position." --*Donald McGannon*
97. "Don't tell people how to do things. Tell them what to do and let them surprise you with their results." --*George S. Patton Jr.*
98. "Whatever you are, be a good one." --*Abraham Lincoln*
99. "A leader is one who sees more than others see, who sees farther than others see, and who sees before others see." --*Leroy Eimes*
100. "The most effective way to lead is to lead from within." --(could not help myself) *Lolly Daskal*

# Speech and Presentation Grading Rubric

5. Delivery (Nonverbal Effectiveness) (20 points)	4. Language Use (Verbal Effectiveness) (20 points)	3. Audience Adaptation (20 points)	2. Topic Knowledge (20 points)	1. Organization (20 points)
<p>The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. Nonfluencies (“ums”) are used excessively. Articulation and pronunciation tend to be sloppy. Poise of composure is lost during any distractions. Audience members have difficulty hearing the presentation.</p> <p>The delivery generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience or occasion. Some use of nonfluencies are observed. Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.</p> <p>The delivery is extemporaneous -- natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Delivery style and clothing choices suggest an awareness of expectations and norms. Limited use of nonfluencies is observed. Articulation and pronunciation are clear. All audience members can hear the presentation.</p>	<p>Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.</p> <p>Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise.</p> <p>Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate. Language choices are vivid and precise.</p>	<p>The presenter is not able to keep the audience engaged. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion. Topic selection does not relate to audience needs and interests.</p> <p>The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. Generally, the speaker demonstrates audience awareness through nonverbal and verbal cues.</p> <p>The presenter is able to effectively keep the audience engaged. Material is modified or clarified as needed given audience verbal and nonverbal feedback. Nonverbal behaviors are used to keep the audience engaged. Delivery style is modified as needed. Topic selection and examples</p>	<p>Student does not have grasp of information; student cannot answer questions about the subject.</p> <p>Student has a partial grasp of the information. Supporting material may lack in originality. Citations</p> <p>Student has a clear grasp of information. Citations are introduced and attributed appropriately and accurately. Supporting</p>	<p>Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion or may not be clear the presentation has concluded. Conclusion does not tie back to the introduction. Audience cannot understand presentation because there is no sequence of information.</p> <p>Main idea is evident, but the organizational structure may need to be strengthened; ideas may not clearly developed or always flow smoothly and the purpose is not clearly stated. The introduction may not be well developed. Main points are not clear. Transitions may be awkward. Supporting material may lack in development. The conclusion may need additional development. Audience has difficulty understanding the presentation because the sequence of</p> <p>Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience and clearly states the specific purpose of the speech. Main points are clear and organized effectively. The conclusion is satisfying and relates back to introduction. (If the purpose of the presentation is to persuade, there is a clear action step identified and an overt call to action.)</p>

## Listening

### Description:

Listening is paying attention to what is being heard. Active listening is the act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech.

### Time Guideline:

Various Class Periods

### Activities:

Complete the Listening Questionnaire at the beginning and end of this unit.

Complete the activity I Know You Believe and discuss its importance with students.

Complete Following Directions with students and see how well they do.

Complete How Well Do You Follow Directions and see if anyone listens accurately.

Have students close their eyes and get quiet. Turn off the lights and turn on a nature soundtrack <https://www.youtube.com/watch?v=1XEslFObhrY> and tell your students to listen and try to identify as many different sounds as possible. After the song ends, have students write down every sound they heard. Give a prize to the one that heard the most sounds. Discuss the importance of active listening and really paying attention to details.

Give out the Nonverbal Listening Test. Let students complete it to the best of their abilities. Go over the answers with them and discuss the three levels of communication.

Distribute the How Well Can You Follow Directions activity. Have students complete it see if anyone got it correct. Discuss the importance of listening to details.

Watch the video “Be Interested Not Interesting” by Quint Studer. <https://www.youtube.com/watch?v=wPXNnEFNFTo>. Discuss with students. “Interesting People Make an Interest”. Unknown

### Additional Optional Activity:

Using the Habitudes books and the Indian Talking Stick Lesson from it, have students read the chapter and complete it. Discuss with students about the importance of listening.

# Listening Questionnaire

**Description:**

A listening test is presented to participants to measure their effectiveness as listeners.

**Time Guideline:** 30 minutes

**Purpose:**

To help participants better understand their weaknesses and strengths as listeners.

**Resources:** Handout 5-A and 5-B (can be projected instead of used as a handout)

**Presentation:**

1. Distribute Handout 5-A to participants.
2. Ask participants to evaluate their listening skills.
3. Tell participants to write the number in the column that most accurately describes their listening skills for each of the statements.
4. Point out that the best score for each statement is 5, indicating that the participant never has that particular listening problem.
5. Give participants about 5 minutes to complete the questionnaire.
6. After participants have completed the questionnaire, display the scoring key in Handout 5-B.
7. Have participants total the number of points for the seven statements. A perfect score is 35 points.
8. Ask if anyone had a perfect score.
9. Review the scoring ranges for being an effective listener, good listener, and not-so good listener, and if anyone scores less than 13 points, their listening skills might be best described as HUH?

**Debrief:**

This exercise and the results should be fun and not taken too seriously. The purpose of the exercise is to allow participants to give some thought as to how they can specifically improve their listening skills. The statements are all phrased in the negative to point out many of the most common problems that people have listening.

**Variations:**

Ask participants to rate someone else whom they have difficulty communicating with concerning his or her listening skills. The purpose would be to better understand that person's listening skills and think about how best to communicate with this individual given these results.

## Listening Questionnaire

When listening to another person, I...	Always (1pt)	Usually (2pts)	Often (3pts)	Rarely (4pts)	Never (5pts)
Get distracted					
Listen only to the facts					
Interrupt					
Assume the other person already knows					
prejudice					
Tune out					
Ignore nonverbal clues					
<b>Total</b>					

### Listening Questionnaire Scoring

**31–35 points = Effective Listener**

**21–30 points = Good Listener**

**14–20 points = Not-so-good Listener**

**13 points or less = Huh?**



# I Know You Believe You Understand

**Description:**

A quote is presented to participants, and they are asked to explain what they believe its meaning is.

**Time Guideline:** 20 minutes

**Purpose:**

To highlight how unclear communications can lead to confusing interpretations and to emphasize the need for clarity when communicating.

**Resources:** Handout 3-A (can be projected instead of used as a handout)

**Presentation:**

1. Present Handout 3-A to participants and ask them what they think the statement means.
2. Expect participants to have differing interpretations, if any, of this very confusing statement.
3. There obviously is not a clear explanation for this statement. Apparently, this speaker was trying to say something about being misunderstood, but it is unclear what he or she was really trying to say.
4. Reveal the source of this quote and expect comments from participants about trying to communicate with a government agency or official to resolve a problem or to cut through government red tape.

**Debrief:**

Discuss what problems are created by these types of communications. Emphasize how much confusion ambiguous communications like this can cause in an organization. Ask participants to remember this quote when they are communicating with others as an example of how important clarity of communication is to being understood.

**Variations:**

Use your own choice of confusing quote or ask participants to share some confusing quotes.

“I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant!”

Quote from a U.S. government official

# Nonverbal Listening Test

## Description:

A brief test is presented to help participants better understand the importance of nonverbal communications.

## Time Guideline:

30 minutes

## Purpose:

To emphasize how critical it is to be aware of nonverbal communications in our interactions with others.

**Resources:** Nonverbal Listening Test

## Presentation:

1. Distribute Nonverbal Listening Test to participants.
2. Introduce the activity as a test of participants' understanding of nonverbal communication.
3. Instruct participants to spend the next 5 minutes completing this brief test.
4. Allow participants time to complete the test.
5. After everyone has completed the test, review the suggested correct answers. Ask participants to correct their own tests if they have marked the wrong answers.

## Answers

- 1) Communications other than the actual words spoken; includes all forms of body language, eye contact, and other cues that one might send that give indications of what the person is really communicating.
- 2) Examples: smiling, maintaining eye contact, arms unfolded
- 3) Examples: frowning, arms crossed, avoiding eye contact
- 4) (1) Eye contact, (2) Body posturing, (3) Position of arms and hands
- 5) 7%
- 6) Less voice inflections and emotion in voice; makes understanding what the person is saying harder to understand
- 7) The ability of a speaker to use inflections and pitch
- 8) He or she is ready to listen to you attentively
- 9) The person may not be in agreement
- 10) True

## Debrief:

Discuss differences participants may have had with these recommended correct answers. Explain that with nonverbal communications there may be many different interpretations of what is really meant.

**Variations:** Present the test as a group exercise.

**Nonverbal Listening Test** *(Answer as many of the following questions as you can in the next 5 minutes.)*

1. What does the term nonverbal communication mean?

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2. Give three examples of positive nonverbal communications:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

3. Give three examples of negative nonverbal communications:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4. Rank order from most influential to least the following forms of nonverbal communications as the best indications of what a person may actually be communicating to you:

- \_\_\_\_\_ Body posturing
- \_\_\_\_\_ Position of arms and hands
- \_\_\_\_\_ Eye contact

5. How much of the meaning of a spoken statement comes from the actual words spoken? (circle one)

- a) 75%
- b) 7%
- c) 20% 58

6. If someone speaks in a monotone, what does this mean and what influence does this have on his or her communications?

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7. "Vocal variety" means which of the following? (circle one)

- a) Traveling comedy shows of the 1920s
- b) The ability of a speaker to use inflections and pitch
- c) The ability of the speaker to use breathing techniques and do impersonations

8. During a meeting between you and a co-worker, he or she moves a chair from behind the desk and asks you to sit down to discuss something. You could interpret this nonverbal communication to mean: (circle one)

- a) He or she is trying to conclude this meeting quickly.
- b) He or she is distracted.
- c) He or she is ready to listen to you attentively.

9. When a person crosses his or her arms during a conversation, this is an indication that: (circle one)

- a) The person may not be in agreement.
- b) The person is totally supportive of the other person's views and opinions.

10. Nonverbal communication skills are important to be a good communicator. (circle one)

- a) True
- b) False

# Following Directions

**Description:**

Participants are provided with a worksheet and told to follow very specific instructions to complete the assigned tasks from the facilitator.

**Time Guideline:** 30 minutes

**Purpose:**

To highlight just how easily it is to misunderstand instructions if you don't listen carefully.

**Resources:** Handouts 9-A and 9-B; pencils or pens

**Presentation:**

1. Distribute Handout 9-A to each participant. Tell them to do exactly as you instruct them to do to test their listening skills and ability to follow directions.
2. Tell participants that in quadrant one they should place a dot on the letter "I."
3. In quadrant two, tell participants to print the word XEROX in the spaces provided.
4. In quadrant three, explain that PB stands for Papa Bull, MB stands for Mamma Bull, and BB stands for Baby Bull. Ask participants which one doesn't belong.
5. In quadrant four, ask participants to spell two words using the letters shown.
6. After participants have completed the worksheet, distribute or present Handout 9-B, which shows the way the worksheet should have been completed if one followed the directions exactly.
7. Remind participants that the instructions told them to place a dot on the letter "I" and to write XEROX in the spaces provided in quadrant two. Explain that in quadrant three there is no such thing as a Mamma Bull—she would be a cow! Finally, in quadrant four, tell participants that all they had to do was spell two words using the letters that were simply jumbled up.

**Debrief:**



Ask participants how they did following directions in this exercise. Likely, many of the participants weren't able to follow all or any of the instructions. Concede the fact that this was a very tricky test with particularly difficult instructions to follow precisely. However, this exercise does highlight the fact that we do need to listen very carefully to what we are being asked to do and to not make too many assumptions concerning what someone wants. The best thing to do is to make sure you understand exactly what is being asked of you. If you are not sure, it is best to ask for clarification of instructions to ensure that you are doing exactly what is being asked of you.

**Variations:**

Distribute or present Handout 9-A and complete it as a group, asking participants to suggest what they believe is the correct way to follow each instruction.

Following Directions Worksheet

Handout 9-A

<p>1.</p> 	<p>2.</p> 
<p>3.</p> <p>MB BB PB</p>	<p>4.</p> <p>OODRWWTS</p>

Following Directions Worksheet: Answers

Handout 9-B

<p>1.</p>	<p>2. X E R O X</p>
<p>3. <b>MB</b> BB PB</p>	<p>4. TWO WORDS</p>

# How Well Do You Follow Directions?

## Description:

A skill building activity designed to supplement classroom lesson plans.

**Time Guideline:** 30 minutes

## Purpose:

Students evaluate and practice their listening skills.

**Resources:** pencils or pens and paper

## Presentation:

Make sure that each student has plenty of paper to use to manipulate the letters. Read each direction slowly, pausing between each step. Some students may have difficulty following along, but do not give them hints as you go. The lessons learned come from careful listening.

Directions: Start in the United States and follow the directions to see where you end up.

### (KEY)

- |   |                                |
|---|--------------------------------|
| 1. Write down: The United States of America                 | (The United States of America) |
| 2. Take out all of the E's                                  | (th unitd stats of amrica)     |
| 3. Take out every fifth letter.                             | (th unttd stts of mric)        |
| 4. Change the F to an A.                                    | (th unttd stts oa mric)        |
| 5. Move the S's to the front of the word.                   | (ssth unttd tt oa mric)        |
| 6. Take out all of the T's                                  | (ssh und oa mric)              |
| 7. Take out the first vowel and the last consonant.         | (ssh nd oa mri)                |
| 8. Move the fourth and fifth letter to the end of the word. | (ssh oa mri nd)                |
| 9. Replace the S's with L's.                                | (llh oa mri nd)                |
| 10. Remove the sixth, seventh, and eighth letters.          | (llh oa nd)                    |
| 11. Move the double L's to be the third and fourth letters. | (h olla nd)                    |
| 12. Where did you end up?                                   | (Holland)                      |

## Debrief:

Ask participants how they did following directions in this exercise. Likely, many of the participants weren't able to follow all of the instructions. Concede the fact that this was a very tricky test with particularly difficult instructions to follow precisely. However, this exercise does highlight the fact that we do need to listen very carefully to what we are being asked to do and to not make too many assumptions concerning what someone wants. The best thing to do is to make sure you understand exactly what is being asked of you.



## Writing

### Description:

Writing in a professional and organizational setting is always done with a purpose and style appropriate to a specific audience.

### Time Guideline:

Various class periods.

### Activities:

Students will write a formal thank you note and address it correctly on an envelope. It should be hand written and specific to someone that has helped them recently in some way. Another student should proofread it before they send it. See attached example. Show the following video about Peyton Manning writing personal thank you notes. <https://www.youtube.com/watch?v=4Nb35lvOpO8>

Students will write a formal business letter (requesting a donation, asking for guest speakers, advocating for a local issue) and send it. It must be on school letter head and should be proofed and edited by peers with a final draft submitted to the teacher for final approval before printing. See attached business letter.

Students will write a formal resume along with a “brag sheet” that includes accomplishments, community service, educational background, work experience/internships, and at least three references. It should also include anecdotal remarks highlighting your character and personality. It must be proofed and edited by peers with a final draft submitted to the teacher for grading. See attached resume and “brag sheet” templates.

Sample Business Letter

## Beary Christmas

To whom it may concern:

Every holiday season, Pace High School's SGA strives to help others in our community have a jolly season! This year, we are hoping to raise money to buy Christmas gifts for those who are less fortunate in our area. We, SGA, are asking for you to help us make a difference to these people by donating to the Beary Christmas cause! With the money we collect, we will be able to unite our school and our community by showing kindness and love to others. Please donate if possible!

Thank you and happy holidays,

Pace High School SGA

Sample Resume

Street Address  
 City, ST ZIP Code  
 Telephone  
 Website  
 Email

NAME

OBJECTIVE	To get started right away, just tap any placeholder text (such as this) and start typing to replace it with your own.
SKILLS & ABILITIES	You might want to include a brief summary of certifications and professional skills.
EXPERIENCE	<p>COMPANY NAME, LOCATION                  Dates From-To                  This is the place for a brief summary of your key responsibilities and accomplishments.</p> <p>COMPANY NAME, LOCATION                  Dates From-To                  This is the place for a brief summary of your key responsibilities and accomplishments.</p>
EDUCATION	<p>SCHOOL NAME, LOCATION, DEGREE                  You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors</p>
COMMUNICATION	You delivered that big presentation to rave reviews. This is the place to showcase your skills.
LEADERSHIP	Are you head of the condo board, or a team lead for your favorite charity? This is the perfect place to let everyone know
REFERENCES	<p>REFERENCE NAME, COMPANY                  Contact Information</p>

## Senior Resume/Profile Sheet

*This form assists your college counselor and teachers in writing your recommendations. The more specific details you can provide, the more thorough your recommendation will be. This form will also help you complete the entire college application process, especially in writing admission essays and preparing for interviews. Please type your responses on additional sheets of paper to give the most detailed and comprehensive information.*

**1. School activities:** List the school-related activities you have participated in, your grade level, the amount of time per week spent on this activity, and your job duties and role(s) as a member of the school organization.

Provide what you have gained or learned from each activity. Consider artistic, athletic, literary, community service, and student leadership positions.

**Example:** National Honor Society (11th -12th grade) – 1 hour per week

- Inductions Committee Member – Review new member applications, coordinate with NHS advisor and school administration for PHS NHS Induction Ceremony, and create ceremony program

- Learning Connections Tutor – Provide instructional support to fellow students and teach test-taking strategies to underclassmen

a. Which activity was the most important to you and why?

**2. Community Service Activities:** List volunteer service to include religious activities, hobbies, travel, music, art, and/or drama groups you participated in, the number of years, the amount of time spent per week, your position and job duties. Explain why each activity is/was significant to you.

**Example:** Special Olympics Volunteer (2010 – Present)

- Fall Festival Volunteer – Awarded medals to athletes and refereed volleyball matches (15 hours in October 2010 and October 2011)

- Polar Bear Plunge Fundraiser – Collected over \$1000 in donations for local Special Olympics affiliate (20 hours in January 2011)

a. Which activity was the most important to you and why?

**3. Employment/Internship/Job shadowing:** List jobs (paid and voluntary), describe your position, job duties, and provide hours per week.

**Example:** Denny's Restaurant in Pensacola, hostess (2010 – Present) – 15 hours per week

- Greet and welcome customers to restaurant

- Support staff by clearing and setting tables

4. Provide a list of awards and honors you have received (to include elected offices, academic, artistic, athletic achievements, etc.). Include a brief description of the award, date received, and why you were the recipient.

**Example:** Pensacola High School Science Fair (2009) – 2nd place for individual exhibit “Seed Growth”

5. Describe the academic accomplishment you are most proud of (a major paper, science experiment, artistic project, etc.) and describe why you take pride in it.

6. List your three most distinguishing or most admirable qualities. Explain how you exhibit these qualities in several sentences. I will use these answers to complete your common application.

7. Describe something unique about you.

8. Describe the biggest hardship you have overcome.

9. Provide an anecdotal/personal story that would let others know something about you as a person. (Consult with parents/guardians, coaches, friends if needed.)

10. How do you plan to become an active member of your college and the greater community? (Have you already reached out to specific college and community organizations? How will you use your interests to improve the world around you?)

11. What do you hope to accomplish in college and after college? Consider your career goals and your broader life goals.

## Netiquette

### Description:

Netiquette is internet etiquette or the correct or acceptable way of communicating on the internet. It is a set of rules for behaving properly online.

### Time Guideline:

Three 50 minute class periods

### Activities:

Read Chapter 12: Be A Good Communicator of The Great Employee Handbook by Quint Studer. Pay close attention to the etiquette of e-mail communication.

Go over the attached handout and discuss with your students.

Take the Netiquette Quiz and discuss answers with your students.

Watch the video "Got It" by Quint Studer about answering e-mails.

[https://www.youtube.com/watch?v=Y\\_iNtOKTc94](https://www.youtube.com/watch?v=Y_iNtOKTc94). Discuss with students.

## **Netiquette: Suggestions and Cautions**

Etiquette on the internet, and through social media, is inherently different from real life in that the non-verbal cues are absent which generally help to inform our understanding of others' communication (gestures, body language, tone of voice, facial expressions, etc.). Therefore, it leaves the entire weight of communicating intent, tone, and expression on the words, punctuation, and images we use, as well as how we order and alter them for visual display. In addition, one of the inherent dangers of electronic communication is that the 'personal' aspect of inter-personal communication begins to fade and users can forget they are interacting with real people who have to read, receive, and respond to whatever is being sent or posted. Here are some ways to respect others and protect ourselves:

- Remember: anything you put online can be and may be retrieved and shared by others, outside of your control. Once you put it out there, it may be impossible to get back. Few things are truly private as far as the internet is concerned.
- Use normal capitalization, punctuation, and sentence structure. Organization, grammar, and proper use of language are even more important when your entire message and its intent are relying on it to be effective. Many acronyms and abbreviations that may be appropriate for informal texting with friends are not acceptable for emails and other avenues used for professional interactions.
- Keep your messages brief and get to the point. Remember, people have to read all of it.
- Electronic communication is great for relaying information and facts, but not the best medium for handling emotional or intense conversations.
- Don't put anything in an email, post, or message that you wouldn't say to that person face-to-face, or in front of your parents.
- When contacting or responding to someone you are not close with, begin by addressing them formally by name and/or title and end by signing your name.
- Expressing sarcasm or humor appropriately can be very difficult. When attempting to express these things, it is best to use a smiley face or similar emoticon to ensure your intent is received correctly.
- Never give out usernames and passwords to others, either yours or those exclusively for use by members of your organization. It can create security risks for you and your associates, and may be a violation of the law.
- When in group communications, keep all interactions focused on the subject for which the group was formed. Don't start or enlarge conflicts that may arise. Redirect all communication to your personal email or message service that is not necessary for the group.
- In a professional, educational, or networking group, never forward or share group discussion or information with others outside the group unless with permission from the group.
- When responding publicly to another's post, claim, or message, summarize their position and only quote those parts of the other person's words necessary to make your point. Then respond succinctly and directly to the comments; remember to treat others the way you would like to be treated. Always claim your remarks by signing your name to them if not already indicated by your username.
- Only subscribe to things or enter into notification agreements using your own accounts, not your organization's or friends'.

Netiquette Quiz

Student name: \_\_\_\_\_ Pd: \_\_\_\_\_

**1. Netiquette is short for:**

- a. network education terminology
- b. necessary teaching etiquette
- c. Internet inequities
- d. Internet etiquette

**2. Knowing Netiquette will help you to:**

- a. do better on exams
- b. avoid offensive online behavior
- c. get along better with your friends
- d. navigate the Internet

**3. All email should be answered:**

- a. as quickly as possible
- b. after waiting several days
- c. when the opportunity arises
- d. the same day, if possible, or at least within 24 hours

**4. Typing an email message in all capital letters means:**

- a. nothing special
- b. you are shouting
- c. it's OK to forward this message to others
- d. this message is very important

**5. It is OK to forward or post an e-mail message that you have received if:**

- a. the message is typed in all capitals
- b. it does not contain any copyright material
- c. the author of the message hasn't marked it as confidential
- d. the author of the message has given you permission to forward or post it

**6. E-mails you compose should be:**

- a. detailed and lengthy
- b. brief and succinct
- c. contain as many abbreviations as possible
- d. only for business or professional messages

**7. When replying to an e-mail, you should answer all questions being asked.**

- a. True
- b. False



**8. Before you send an e-mail you should:**

- a. add emojis
- b. make a copy
- c. read it again and again
- d. forward it

**9. Spamming means:**

- a. posting a message that contains graphic descriptions of something really gross
- b. sending in lines of nonsensical garbage in chat conversation
- c. spilling the juice of meat-byproducts into your keyboard
- d. posting or e-mailing unsolicited advertising messages to a wide audience

**10. The above questions centered on email. Other places where you communicate using the Internet that these guidelines might apply are:**

- a. bulletin boards
- b. discussion forums
- c. list serv
- d. chat room
- e. news groups
- f. all of the above

**11. Scrolling the Screen (posting a multi-line message for the sole purpose of filling the screen) in a chat room is OK when:**

- a. you need to get your fellow chatter's attention
- b. you are bored by the "conversation" and you want to liven things up
- c. no one has said anything for 60 seconds
- d. it is never OK to scroll the chat screen

**12. CCing an e-mail:**

- a. saves it to your C drive
- b. sends a copy to more than one recipient
- c. prevents the email from being copied
- d. does nothing

**13. You should mark an e-mail as high priority:**

- a. for added effect
- b. if it is urgent
- c. to make it appear important
- d. because you prefer to mark it that way

**14. What is the most important thing I should do with every e-mail?**

- a. Spell check, use full sentence structure and use proper grammar.
- b. Have a nice greeting: Hi, Hello, etc.
- c. Have a proper sign off: TIA, Sincerely, etc.
- d. All of the above

**15. What should your default response be when replying to emails?**

- a. reply to all
- b. reply to sender
- c. reply to the boss
- d. reply to no one

Netiquette Quiz

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- c. it's OK to forward this message to others
- d. this message is very important

**5. It is OK to forward or post an e-mail message that you have received if:**

- a. the message is typed in all capitals
- b. it does not contain any copyright material
- c. the author of the message hasn't marked it as confidential
- d. **the author of the message has given you permission to forward or post it**

**6. E-mails you compose should be:**

- a. detailed and lengthy
- b. **brief and succinct**
- c. contain as many abbreviations as possible
- d. only for business or professional messages

**7. When replying to an e-mail, you should answer all questions being asked.**

- a. **True**
- b. False

**8. Before you send an e-mail you should:**

- a. add emojis
- b. make a copy
- c. **read it again and again**
- d. forward it

**9. Spamming means:**

- a. posting a message that contains graphic descriptions of something really gross
- b. sending in lines of nonsensical garbage in chat conversation
- c. spilling the juice of meat-byproducts into your keyboard
- d. **posting or e-mailing unsolicited advertising messages to a wide audience**

**10. The above questions centered on email. Other places where you communicate using the Internet that these guidelines might apply are:**

- a. bulletin boards
- b. discussion forums
- c. list serv
- d. chat room
- e. news groups
- f. **all of the above**

**11. Scrolling the Screen (posting a multi-line message for the sole purpose of filling the screen) in a chat room is OK when:**

- a. you need to get your fellow chatter's attention
- b. you are bored by the "conversation" and you want to liven things up
- c. no one has said anything for 60 seconds
- d. **it is never OK to scroll the chat screen**

**12. CCing an e-mail:**

- a. saves it to your C drive
- b. **sends a copy to more than one recipient**
- c. prevents the email from being copied
- d. does nothing

**13. You should mark an e-mail as high priority:**

- a. for added effect
- b. **if it is urgent**
- c. to make it appear important
- d. because you prefer to mark it that way

**14. What is the most important thing I should do with every e-mail?**

- a. Spell check, use full sentence structure and use proper grammar.
- b. Have a nice greeting: Hi, Hello, etc.
- c. Have a proper sign off: TIA, Sincerely, etc.
- d. **All of the above**

**15. What should your default response be when replying to emails?**

- a. reply to all
- b. reply to sender**
- c. reply to the boss
- d. reply to no one