

B10-L2

<b>Telephone Techniques</b>		<b>Core Competency: B10</b>	<b>Level 2, Intermediate</b>
Use the telephone to arrange an interview			
Time to complete: 120 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Identify the basic rules of cell phone etiquette.</li> <li>2. Role play using the telephone to respond to a help wanted ad.</li> </ol>		
<b>Cross Competencies</b>	H65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed.		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2, 3 and 5 Workplace Competencies: Content Standards 2 and 3		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>• B10L2HO1 Tips for Effective Telephone Contact</li> <li>• B10L2ACT1 Telephone Practice</li> <li>• B10L2PP1 Cell Phone Etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone Techniques Event Rating Sheet-Competitive Events Manual</li> </ul>		

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
			Telephone Techniques

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p>Communicating by telephone is an important part of a job search. The telephone can be used for calls to employers identified through the yellow pages in the phone book or by other means; these are called <i>cold calls</i>. Calls to set up an interview in response to an advertisement for or a referral to a job are called <i>warm calls</i>.</p> <p>It is far easier to have miscommunication over the phone since the nonverbal portion (gestures, eye contact, and body language) of the communications cycle (sender, message, receiver, and feedback) is missing. Therefore it is important that students send clear, concise messages and engage in a dialogue to be sure that the message is clear to both the sender and the receiver.</p>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Play a game of telephone with your class.</li> <li>2. When you get to the end of the class, compare the final statement to the starting statement.</li> <li>3. Discuss how important it can be in business to use the telephone. What are the challenges to clear communication when you are on the phone?</li> <li>4. Distribute <u>B10L2HO1 Tips for Effective Telephone Contact</u>. Review information with the students. Read the sample phone scripts and discuss possible responses that aren't included in the scripts.</li> <li>5. Distribute <u>B10L2ACT1 Telephone Practice</u>. Review the information and expectations for scripts and practice.</li> <li>6. You may wish for students to use the Telephone Techniques Event Rating Sheet in the Competitive Events Manual to rate each other.</li> <li>7. Discuss students' experiences in the role play exercise.</li> <li>8. Discuss how tone of voice conveys a person's attitude to the other person on the phone, and how important this can be when speaking to a prospective employer.</li> <li>9. Present <u>B10L2PPP1 Cell Phone Etiquette</u>. follow with discussion of cell phones in the workplace.</li> </ol>	
<b>Assessment</b>	Telephone Rating Forms	

<b>Supplemental Activities</b>	<ul style="list-style-type: none"><li>• Have the students make telephone calls for class and career association business, i.e., inviting guest speakers, thanking guest speakers, arranging field trips, arranging for pizza, etc. Monitor the speaker, or have another student monitor the speaker, using the attached rating sheet. Rotate telephone assignments so all students have a chance to practice telephone techniques and receive feedback.</li></ul>	
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