

LIFE SKILLS: COMMUNICATIONS SKILLS PROFILE OF TRAINING MASTERY

Instructor _____

Date _____

Program _____	
Grade _____	School _____
Name _____ Soc. Sec. No. _____	
Address _____ Phone _____	
In Case of Emergency, Contact _____	
Address _____ Phone _____	
Allergies/Disabilities that might require special accommodation for training (please specify) _____	
<p>The above information can be used for school records and/or to ensure safety of students. This confidential information is not to be released to employers or the general public.</p>	

Date of Enrollment ____ - ____ - ____ Total Class Hours _____ Total Hours Absent _____
 Date of Withdrawal ____ - ____ - ____ Total On-the-Job Training Hours _____ Total Hours Tardy _____
 Date of Completion ____ - ____ - ____ Total Lab Hours _____

ON-THE-JOB TRAINING/WORK EXPERIENCE

_____	_____	_____
Duration of Employment	Job Title	Supervisor's Name
_____		_____
Address of Employer		Phone
_____	_____	_____
Duration of Employment	Job Title	Supervisor's Name
_____		_____
Address of Employer		Phone

Use of This Document

This document can be used to record information about the student and skills mastered. This information is useful in documenting student progress during training and in providing information about the student's qualifications to potential employers and/or for entry into advanced training programs. Instructors using these materials are authorized to reproduce this document as required for use in their training programs.



SPECIFIC JOB COMPETENCIES

Instructor: As each competency is mastered, place your initials and the date in the blank on the left. This will verify that the student can perform the skill with a minimum of supervision.

Date/Initials

UNIT 1 — COMMUNICATING FOR SUCCESS

- _____ 1. List purposes of communication.
- _____ 2. List methods of communication.
- _____ 3. List factors that affect communication.
- _____ 4. Compare and contrast verbal and nonverbal methods of communication.
- _____ 5. Observe verbal and nonverbal communication. (Assignment Sheet 1)
- _____ 6. Assess the effects of nonverbal factors on communication. (Assignment Sheet 2)
- _____ 7. List common barriers to communication.
- _____ 8. Compare the purposes of I-messages, you-messages and we-messages.
- _____ 9. Revise you-messages. (Assignment Sheet 3)
- _____ 10. Distinguish between active and passive listening.
- _____ 11. List the purposes of feedback.
- _____ 12. Identify ways to provide positive feedback.
- _____ 13. State guidelines for improving communication.
- _____ 14. Complete a listening activity. (Assignment Sheet 4)

UNIT 2 — IMPROVING COMMUNICATION IN EVERYDAY LIFE

- _____ 1. State guidelines for introducing yourself and others.
- _____ 2. State guidelines for carrying on a casual conversation.
- _____ 3. Practice introductions and casual conversation. (Assignment Sheet 1)
- _____ 4. State guidelines for using e-mail.
- _____ 5. List guidelines for using the telephone.
- _____ 6. State guidelines for using a cell phone responsibly.
- _____ 7. List ways to overcome communication problems.
- _____ 8. List opportunities for staying in touch with people.
- _____ 9. List guidelines for writing thank-you notes.
- _____ 10. Write thank-you notes. (Assignment Sheet 2)
- _____ 11. State guidelines for improving family communication.
- _____ 12. Explain ways to improve communication between adults and teenagers.
- _____ 13. State guidelines for managing emotions.
- _____ 14. List ways that age-related changes affect communication.
- _____ 15. Communicate your appreciation of family members, friends, or co-workers. (Assignment Sheet 3)
- _____ 16. Create a plan to improve family communication. (Assignment Sheet 4)
- _____ 17. Respond to disagreement scenarios. (Assignment Sheet 5)
- _____ 18. Explain the benefits of a personal network.
- _____ 19. Identify contacts for a personal network. (Assignment Sheet 6)

UNIT 3 — USING WORDS CORRECTLY

- _____ 1. Distinguish between singular and plural subjects.
- _____ 2. Distinguish between singular and plural verbs.
- _____ 3. Select from a list rules of subject and verb agreement.
- _____ 4. Select verbs that agree in number with subjects. (Assignment Sheet 1)
- _____ 5. Select verbs for singular pronoun subjects. (Assignment Sheet 2)
- _____ 6. Select verbs for plural pronoun subjects. (Assignment Sheet 3)
- _____ 7. Select verbs for the subjects *some*, *any*, *all*, *most*, and *none*. (Assignment Sheet 4)
- _____ 8. Select verbs for subjects joined by *and*. (Assignment Sheet 5)
- _____ 9. Select verbs for subjects joined by *or* or *nor*. (Assignment Sheet 6)
- _____ 10. Select verbs for combined plural and singular subjects joined by *or* or *nor*. (Assignment Sheet 7)
- _____ 11. Match levels of English to their correct uses.
- _____ 12. List common causes of nonstandard English.
- _____ 13. Recognize words that are easily confused.
- _____ 14. Choose the correct word in given sentences. (Assignment Sheet 8)

Date/Initials

UNIT 4 — SPEAKING TO A GROUP

- _____ 1. Describe types of presentations.
- _____ 2. Select from a list guidelines for preparing an effective speech.
- _____ 3. Arrange in order steps to follow in writing a speech.
- _____ 4. List resources to use when gathering information for a speech.
- _____ 5. State rules for using quotations and statistics in a speech.
- _____ 6. Discuss purposes, parts, and types of outlines.
- _____ 7. State ways to practice effective delivery.
- _____ 8. List ways to increase the effectiveness of a speech.
- _____ 9. List guidelines for presenting welcoming addresses, introductions, and awards.
- _____ 10. Select a speech topic and gather information for a prepared speech. (Assignment Sheet 1)
- _____ 11. Write an outline for a prepared speech. (Assignment Sheet 2)

Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.