

ELSA for the Workplace 6/7

Module 5: Communication and Teamwork

Developed by: Camosun College



Canada



WelcomeBC

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Module in Brief

Module 5: Communication and Teamwork (75 hours)

Communication and Teamwork is a 75-hour module that teaches learners to work in teams, hold meetings and problem solve. It uses two case studies as the focus for the teams' problem solving and presentations. Reflection on skills and team member performance is a key aspect of the module.

In the first half of the module, learners grapple with a case study that focuses on work safety, professional ethics and employment standards. During the second half, learners investigate a case study that focuses on labour law and human rights. The cases are meant to illustrate to learners the importance of these topics within the Canadian workplace.

The module provides the language for learners to take on workplace tasks such as chairing meetings, note taking and agenda building. They also learn the language for clarifying roles and understandings, and for giving and receiving feedback from team members.

This is recommended as the final module because of the challenge of working on teams and of problem solving. Much of the work in this module would be a challenge for working Canadians, regardless of their cultural and linguistic background. There is far less scaffolding provided for this module and learners often find it sobering to discover the difficulties of working together.

The module includes the following input (concepts, frameworks and skills). A successful learner will synthesize this information.

- BC Employment Standards
- BC Human Rights
- BC Occupational
- BC Health and Safety
- Oral communication (Essential Skills)
- Problem solving (Essential Skills)
- Working on a team (feedback, communication, collaboration)
- Organizing, running and participating in meetings and writing action notes
- Develop findings and recommendations collaboratively

Advanced Preparation

The activities in this module are fairly complex and you may find that you need more than the usual amount of time to prepare. The two case studies are described fully in the instructor briefing packet in the module.

The learners may present the findings of their research into the second case study to a panel of professionals who are not ESL instructors. You, or a program assistant will need to arrange this panel.

Assessment

There are four assessments in this module:

Activity 238: Reading on team development (reading)

Activity 253: Jigsaw listening (listening)

Activity 268: Presentation and speaking skills (pronunciation, speaking)

Activity 275: Teamwork reflection report (writing)

Additional resources

The Module 5 binder also contains:

- **Notes on Supports and Challenges in Module 5**

Activities plans through the course contains information on ways to make activities easier (add support) and harder (add challenge). In Module 5, these notes on ways to add supports and challenges are included in the introductory notes rather than the individual activity plans. This is because Module 5 requires much more facilitation on the part of the instructor. Adding supports and challenges becomes more about general facilitation approaches than activity-specific content.

- **Background on Case Study 1, including Jigsaw Listening Scripts (Activity 228)**

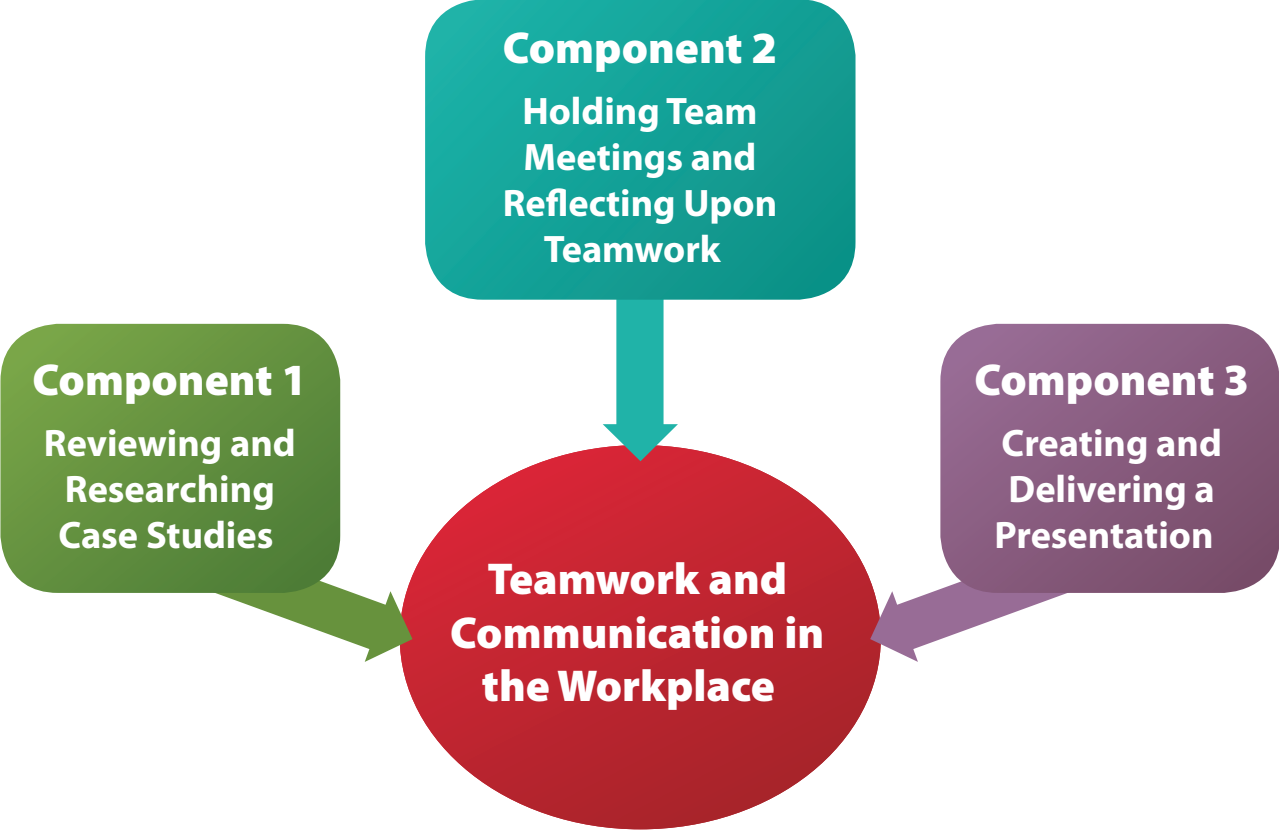
- **Background on Case Study 2, including Jigsaw Listening Scripts (Activity 247)**

The learner teams need to investigate and make recommendations on two complex case studies. The background information and jigsaw listening tape scripts are to familiarize the instructor with the contents of the case. They are not for distribution to the learners.

- **Briefing Packet for Invited Panel Members including Feedback Forms for Teams (Activity 273)**

At the end of Module 5, the teams present their case study findings and recommendations. One option is to have a guest panel observe and give feedback on these presentations. This 19-page packet is for distribution to members of this panel. Distribute the information well in advance of the presentations.

Module 5: Teamwork and Communication in the Workplace



Module 5: Communication and Teamwork

This module focuses on the importance of teamwork in a work situation. Throughout this module, learners work together in teams. As a team, they learn about a case study in which a work related issue arose. The learners work together as a team to research more information about the case study, and through their research, decide upon recommendations for how to resolve the work related issue. The teams present their findings and recommendations for a resolution in a presentation at the end of the module.

The three components of this module – case studies, team meetings and presentations – are interconnected. In each lesson, the activities are related to two or even all three of the components. For example, throughout most of the module, the learners will work on activities together with the same team. In their teams, they learn about a case study and share information. In their teams, they hold team meetings to develop a plan of action which will guide them on how to research more information about the case study to enable them to ultimately make a recommendation on how to resolve the issue. In their teams, the learners hold team meetings to decide what information to present and how to present it using PowerPoint slides. In this way, most activities connect to all three components. The interconnection of components allows learners to see how crucial effective teamwork skills are in order to accomplish group tasks.

Self and peer reflection are an important part of this module. Learners have many chances to reflect on the teamwork process. They will examine their own role as well as the role that the other members of their team play in their team's successes and frustrations. At the end of the module, we hope the learners will have insight into the importance of teamwork in a work situation and the various approaches that can make it a successful process. We also hope learners will have had a chance to reflect, and even improve, upon their own teamwork skills.

At the end of this module, teams will give presentations. Ideally, the instructor will bring in a panel of volunteers to listen to the presentations and give feedback. Alternatively, instructors can use other learners in the class as the panel, but bringing in native speakers as a panel adds a level of formality and fun to the final presentations. It is also very useful for learners to receive feedback from native speakers. It is entirely up to the instructor which direction to take with the panel. If the instructor does choose to bring in a panel, there are several pages of panel notes to hand out so that the audience is prepared and ready for the presentations and the information that they will be hearing. These can be found at the end of this document.

On the following pages, you will find an At-a-Glance overview of the module, thorough explanations of the three modules, Notes on Assessments in this module and Notes on Supports and Challenges. At the end of these instructor's notes are several pages of audio scripts and background information about case study 1 and 2 for the instructor to review. Following this are the panel notes to hand out if the instructor brings in a panel for the final presentations.

The following At-a-Glance pages present how the module might unfold if it is offered as a three-week, 25 hours per week, fulltime course.

You can, of course, modify how you offer this module. The ♦ symbol next to an activity means that it is “stand-alone”, and can be omitted if time is running short. As these activities are often the most light and enjoyable, you may not want to omit any of them. There is quite a lot of reflection time in this module as well as preparation time for the final presentation. If learners are strong, it may be possible to shorten these two areas. It is important not to shorten it too much, however, as the reflection time is what brings learners to a deeper understanding of their role in teamwork, and the preparation time for the presentation allows learners to become more comfortable for the final presentation and improves their team's presentation.




At-a-Glance

The following At-a-Glance weekly activity schedules are designed to provide information at a glance, to assist with your lesson preparation and course planning.







All the activities are laid out on a week-by-week basis. Each page describes one week's worth of activities. Note that this assumes a 25-hour study week. For alternative delivery options, see the Instructor's Guide.

All activities are numbered consecutively and these numbers correspond to the handouts and other class materials. Each day contains 250 minutes of activities. Note that the times are provided as a guideline. Instructors will find that activities may require more or less time, depending on their class.








Symbols used in the At-a-Glance overviews and on the Activity Plans

-  The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.
-  The pencil symbol designates an assessed task. Learners may require advance notice of assessment.
- ES** This symbol designates Essential Skills practice, integrated with the language learning activity.
- TV** This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.
-  This indicates a listening activity that usually includes an mp3 audio file.
- ◆ This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.



Module 5: Communication and Teamwork Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
220 ♦ 30 min Expressions for working with others This begins the discussion on teamwork	226 20 min Vocabulary activity – review and practice phrasal verbs Vocabulary gap-fill from yesterday's extension is checked	231 ♦ 45 min ES Working with others, giving and receiving feedback: Learners practice giving feedback	236 50 min Conflict resolution styles diagnostic Learners discover their own personal conflict resolution style	240 ♦ 30 min Socio-cultural warmer – Giving a colleague feedback on participation in a team meeting
221 30 min Learner's Module Overview Learning about the schedule, assessments and each individual component	227 40 min Introduction to the case study process – Meeting roles Practicing functional language for different team roles	232 45 min Discovering aspects of teamwork and setting standards Learning vocabulary related to teamwork; setting team standards	237 60 min Team meeting Holding a team meeting and assigning research tasks	241 30 min Vocabulary: Speaking practice for teamwork Orally practicing new phrasal verbs/ idioms learned this week
222 35 min Introduction to teamwork Practicing taking different roles on a team	228 70 min  Jigsaw listening and team meeting – Begin case study 1 Teams begin case study 1	233 15 min Action notes comparison Learners compare work	238 65 min  Assessed reading Topic: Stages of team development	242 85 min  Case study research
223 40 min Learning about meeting agendas Becoming familiar with what a meeting agenda is	229 45 min Meeting to share jigsaw listening notes	234 70 min  Gap-fill listening – Team meeting Learners listen and do gap-fill of team meeting		243 30 min Develop agenda for next meeting: Share initial findings (very briefly) and plan next meeting agenda
224 40 min Introduction to a case study Considering a short case study				
225-EXT 75 min  Preparing for an assessed reading and vocabulary practice – Phrasal verbs	230-EXT 75 min Working on action notes	235-EXT 75 min Reflecting on conflict Learners write about their attitudes and style of conflict	239-EXT 75 min  Research and teamwork report Beginning case study 1 research	244-EXT 75 min Research for case study 1 Learners continue research

Module 5: Communication and Teamwork Lessons 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
245 30 min Vocabulary – Common mistakes Instructors note common mistakes with the vocabulary taught in lesson 1-5	249 40 min Teamwork report – Sharing Giving feedback about team members’ contribution to the teamwork process based on the chart filled in during yesterday’s extension time	253 40 min  Jigsaw listening comprehension assessment Assessing learners on their listening skills	257 40 min Reviewing answers for assessed listening (done in Activity 253)	260 ♦ 40 min Socio-cultural warmer: Monitoring, supporting and giving feedback to support staff
246 100 min Team meeting: Presentation notes Preparation and wrapping up case study 1	250 75 min  Meeting to share jigsaw listening information This is a continuation of Activity 247	254 110 min  Research ... continued Continuing research for case study 2	258 135 min Meeting to report on research findings and develop presentation notes	261 60 min Planning, practice and development Discussing how to effectively use PowerPoint in a presentation
247 45 min  Jigsaw listening – Beginning case study 2 This activity is continued in Activity 250	251 60 min  Video Modelling PowerPoint Presentation Learners view video of team presentation with demonstration using PowerPoint slides	255 25 min Vocabulary – Practice for quiz		262 75 min Vocabulary – Quiz Testing learners on vocabulary from the teamwork module
248-EXT 75 min Teamwork report Reflecting on team members’ contribution to the case study process	252-EXT 75 min  Research and teamwork report	256-EXT 75 min No specific activity planned for this extension – this time can be used as the instructor wishes	259-EXT 75 min  Research and teamwork report	263-EXT 75 min Reflective report Writing a reflective report on the teamwork process in preparation for a similar assessed writing task. This practice writing is peer evaluated

Module 5: Communication and Teamwork Lessons 11-15

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<p>264 50 min</p> <p>TV Body language and useful phrases for team presentation</p> <p>Watching a video and discussing appropriate body language. Looking at useful phrases to use while presenting</p>	<p>267 85 min</p> <p>Rehearsal and peer feedback</p> <p>Continuing to practice and receiving peer feedback on the team's presentation</p>	<p>270 ♦ 50 min</p> <p>Socio-cultural warmer – Reminding a teammate of responsibilities</p> <p>A role play activity</p>	<p>273 175 min</p> <p>Presentation to panel</p>	<p>275 125 min</p> <p> Assessed writing – Teamwork reflection report</p> <p>Learners write a reflective report on the teamwork process to be assessed</p>
<p>265 125 min</p> <p>Meeting and developing presentations</p> <p>The last team meeting to discuss their presentation and make a plan for how to proceed</p>	<p>268 90 min</p> <p> Assessment on presentation and speaking skills</p> <p>Instructor watches practice presentations and gives learners feedback on their speaking skills</p>	<p>271 125 min</p> <p>Rehearse and revise presentation</p>		<p>276 50 min</p> <p>Feedback to instructors about teamwork module (and the whole course)</p> <p>Filling in feedback forms about this module and the whole course, if this module is taught last</p>
<p>266-EXT 75 min</p> <p>Presentation practice</p>	<p>269-EXT 75 min</p> <p>Presentation practice</p>	<p>272-EXT 75 min</p> <p>Feedback and presentation practice</p>	<p>274-EXT 75 min</p> <p>Receiving and discussing presentation feedback</p> <p>Teams have a chance to hear feedback on their presentations</p>	<p>277-EXT 75 min</p> <p>Graduation reception</p>

Notes on the Three Components in Module 5

A component in this module means a distinct skill that is being targeted through the module.

Component 1: Reviewing and Researching Case Studies

In this component, learners receive information about two case studies. Each team member receives one part of the information about the case study and are then required to listen to their partners summarize their part in order to understand the full description of the case study. In teams, they are required to research relevant legal information surrounding the case study issues. In teams, they then make recommendations on how to approach a resolution to the case study based on the case study information and their findings.

Learning Outcomes

In this component, learners will:

- (1) **Listen** to comprehend information about the case studies, thereby meeting or approaching the following target CLB 9 outcomes:

Listening IV. Comprehending Information

Understand complex, extended discussion among speakers to inform significant decisions.

- Identifies detailed factual information and implied meanings.
- Identifies main ideas that are not explicitly stated.
- Identifies how details support and develop main ideas.
- Demonstrates critical comprehension by identifying biases and by separating facts from opinions.
- Identifies, summarizes and critically evaluates the development of positions.

Listening III. Getting Things Done

Understand complex, extended communication intended to influence, persuade or inform significant decisions (such as proposals, suggestions or recommendations for solving problems).

- Identifies main intent, main idea, factual details, relevant words and expressions, and implied meanings.
- Analyzes and evaluates usefulness, appropriateness, relevance and validity of proposed solutions, in relation to the purpose and the audience.

- (2) **Read for Research and Apply Principles to Cases** dealing with interpersonal issues or conflicts in the Canadian workplace, thereby approaching or approximating the following target CLB 9 outcomes:

Reading IV: Comprehending Information

Understand the organization, underlying structure and development of ideas in complex texts.
(Texts are lengthy and may be up to about five pages.)

- Identifies the main idea and understands how it is developed and supported.
- Identifies specific details, facts, concepts and ideas.
- Reorganizes the text components into an outline form (presentation slide) that clearly shows how they are developed through the supporting details.
- Identifies organization of text, topic sentences, logical relationship connections between paragraphs and thematic patterns.

Interpret information contained in complex formatted texts (such as charts, graphs and diagrams).

- Presents, in an alternate form, information contained in complex formatted texts.

Conduct a complex search of online references sources to research a defined topic that is limited in scope.

- Accesses appropriate information sources.
- Uses effective search strategies.
- Obtains relevant and current information.

Reading III. Getting Things Done

Obtain and accurately interpret information from complex texts to inform significant decisions. (Texts are continuous or formatted.)

- Locates and integrates several pieces of stated and implied information.
- Reads carefully to locate and interpret detailed information, including fine print.

Background Information about Component 1

Case Studies

What is a Case Study?

The case study is a description of an actual administrative situation involving a decision to be made or a problem to be solved. Most case studies are written in such a way that the reader takes the place of the manager, whose responsibility is to make decisions to help solve the problem. In the case studies in this component, employee perspectives are also represented.

The **case study method of analysis** is a learning tool in which learners and instructors participate in direct discussion of case studies, as opposed to the lecture method, where the instructor speaks and learners listen and take notes. In the case method, learners teach themselves, with the instructor being an active guide, or facilitator, rather than just a talking head delivering content. The focus is on learners learning through their joint, co-operative effort.

While there is no one definitive “case study method” or approach, there are common steps that most approaches recommend be followed in tackling a case study. This module uses four basic components of a case study method:

- learning about the case study
- guiding questions that learners answer
- research to find information that will be with relevant to the case subject
- recommending a fair and just resolution to the case study

The above derives from Acadia University’s Business School (2006). Retrieved July 17, 2011:
<http://plato.acadiau.ca/courses/Busi/IntroBus/CASEMETHOD.html>

The Case Studies in Module 5

Both case studies in this module reflect a very possible human rights issue that may arise in a Canadian workplace. They reflect issues associated with interpersonal conflict.

Component 2: Holding Team Meetings and Reflecting upon Teamwork

In this component, learners work together with their team to hold meetings in which they share information about the case studies, make decisions about how to proceed with accomplishing various tasks, share information regarding their research findings and decide together how to create and deliver a presentation. They also use these meetings to reflect on their and their partners' teamwork skills.

Learning Outcomes

In this component, learners will:

(1) Hold Team Meetings. Learners work together in teams to share, make decisions and move forward with specific agreed upon actions. This activity helps learners to meet or approach the following target CLB 9 outcomes:

Speaking I. Interacting with Others

Manage a range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as respect and indifference). (Communication may be related to high-stakes situations where tone and register have an impact on the outcome.)

- Uses a range of polite expressions to show or respond to respect and friendliness.
- Uses expressions and registers appropriate for occasions, intents and social situations.
- Considers boundaries and degrees of distance to interact appropriately.
- Uses appropriate assertive communication strategies to deal with distance and indifference.
- Uses expressions and register appropriate for the level of formality.
- Uses appropriate non-verbal behaviours.

Co-facilitate or contribute to discussions or debates in small formal groups. (Topics may be abstract or conceptual.)

- Opens, maintains and closes the discussion.
- Negotiates discussion points.
- Manages the direction of the conversation. Facilitates turns.
- Holds the floor, shares the floor and encourages others to participate.
- Asks others to give, confirm and clarify information as needed.
- Uses a variety of strategies to keep the discussion on track and on topic.

Speaking IV. Sharing Information

Ask for, give and discuss detailed complex information and opinions to coordinate teamwork assignments one-on-one and in business meetings, discussions or debates.

- Provides detailed information as needed.
- Asks relevant questions to gather, share, analyze and compare information.
- Expresses and qualifies opinions, feelings and doubts.
- Summarizes information and ideas to clarify and expand understanding.
- Argues persuasively when required.
- Summarizes positions.
- Effectively supports, opposes, accepts or rejects ideas and opinions.
- Adjusts language for clarity and uses appropriate non-verbal cues and signals

Give demonstrations, briefings, oral reports or position papers on familiar or researched topics. (Presentations are up to about 30 minutes.)

- Organizes, supports, sequences and connects information and ideas.
- Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes.
- Uses appropriate organization and discourse markers to help listeners to follow.
- Adjusts the presentation according to the audience.
- Responds to comments and questions.
- Demonstrates adequate control, flexibility and a range of linguistic forms for tasks.

(2) Reflect on Teamwork Skills: Learners reflect on their own and their team mates' teamwork skills demonstrated during team meetings and while accomplishing agreed upon team actions by filling in charts and writing teamwork reports, thereby approaching or approximating the following target CLB 9 outcomes (see also Writing Skills – Teamwork Reflection Report Rubric found in the Notes on Assessments in Module 5 below):

Writing IV. Sharing Information

Write a coherent text (such as an essay or report) to relate a sequence of events from the past or describe and compare complex ideas, phenomena or processes, or express and analyze opinions. (Length is dictated by the requirements of the task, and may be up to about 1500 words.)

- Addresses the purpose of the task with an appropriate sense of audience.
- Conveys main ideas and supports them with sufficient detail; conveys detailed descriptions.
- Presents text as a coherent whole, with all the parts required by the genre.
- Uses discourse patterns and structures, such as definition, classification, exemplification, cause and effect.
- Uses connective words and phrases.

Background Information about Component 2

Team Meetings

What happens during a team meeting?

Learners work with a small group (ideally four people) to accomplish tasks related to the case studies throughout this module. Unlike many other modules, the instructor does not necessarily assign specific tasks to the team. Rather, the teams gather information about the case studies and are told they ultimately need to come up with recommendations on how to resolve the issue and present their findings and recommendations in a formal presentation. The steps that the teams need to take in order to complete these ultimate tasks must be decided upon by the team themselves, not the instructor. This allows the learners to fully experience the dynamics of teamwork in action. In order to decide what steps need to be taken to complete the tasks, the teams hold a series of team meetings. During the team meetings, teams must:

- a) Take turns playing various roles in the team including Discussion Leader, Recorder, Reporter, File Manager/Observer
- b) Create and follow an agenda for each meeting
- c) Communicate effectively to ensure that everyone on the team understands the information being discussed and the steps or actions agreed upon
- d) Write action notes that will reflect the steps that each team member will take towards the completion of a task
- e) Reflect on how their team is progressing, what they are accomplishing successfully and what is frustrating. Teams must also work together and communicate to try to figure out how to resolve their own frustrations and to figure out how they may work together more effectively. Each member should reflect on how they contribute to the success or frustration in the group.

What's the role of the instructor during a team meeting?

During team meetings and while teams are working on tasks, the instructor takes on more of a facilitator's role. Rather than telling a team what to do, the instructor may ask questions that guide the teams and help them find their own answers. This may be frustrating for both the instructor and the learners. It may lead to uncomfortable situations. For the instructor, it may be challenging to refrain from 'teaching', but it is important to remember that one of the goals in this module is to learn from the very unpredictable process of working with a team inherent in this approach. In many situations, this frustration may be beneficial for the learners, as it may lead the learners to discovering something about themselves, or it may help them to gain confidence in making their own decisions. If the frustration becomes unbeneficial, the instructor may step in and just tell teams how to get to their next step so they don't become stuck. See Notes on Supports and Challenges for more information.

Component 3: Creating and Delivering a Presentation

In this component, learners work together in their teams to create a presentation summarizing the information from the case study, the subsequent research found by the team and the team's recommendations for a resolution. The presentation uses keywords on PowerPoint slides as visual support and is delivered to a panel audience.

Learning Outcomes

In this component, learners will:

- (1) **Prepare a PowerPoint Presentation** with a summary of the important facts and details about the case study, research findings, and recommendations thereby meeting or approaching the following target CLB 9 outcome (see also Speaking Skills – Team Presentation Rubric found in the Notes on Assessments in Module 5):

Writing II: Reproducing Information

Reduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences. (Sources can include continuous or formatted texts of up to about five pages, or oral discourse of up to about 30 minutes.)

- Conveys essential information to the reader (such as conclusions, decisions, actions to be taken and policy statements in meeting minutes).
- Reduces information to main points with accurate supporting details, with no major factual omissions or errors.
- Presents information with only minor errors in grammar, vocabulary, spelling, punctuation and document layout or format.

Writing III: Getting Things Done

Write short reports and memos to convey suggestions, recommendations, requests and updates. (Reports and memos may have pre-set formats.)

- Conveys main ideas clearly and provides sufficient detail.
- Conveys the message with adequate sense of audience, formality and genre.
- Conveys intended tone.
- Language, format and content are appropriate to occasion and relationship to audience.

- (2) **Deliver the presentation** to share the presentation to a panel audience, classmates and the instructor, thereby approaching or approximating the following target CLB 9 outcomes (see also Speaking Skills – Team Presentation Rubric found in the Notes on Assessments in Module 5):

Speaking IV: Sharing Information

Give demonstrations, briefings, oral reports or position papers on familiar or researched topics. (Presentations are up to about 30 minutes.)

- Organizes, supports, sequences and connects information and ideas.
- Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes.
- Uses appropriate organization and discourse markers to help listeners to follow.
- Adjusts the presentation according to the audience.
- Responds to comments and questions.
- Demonstrates adequate control, flexibility and a range of linguistic forms for tasks.

Speaking III: Getting Things Done

Present formal proposals to address concerns or deal with problems. (Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.)

- Presents a formal proposal on how to deal with a concern to an individual or a group in authority.
- Provides required details.
- Provides persuasive arguments on how the concern should be addressed.
- Requests agreement / commitment in a sensitive manner.

Background Information about Component 3

Presentation on Case Study Findings and Recommendations

This component practices the skill of summarizing important information from a case study, the subsequent research conducted by team members and the final recommendations agreed upon by the team via a PowerPoint presentation. The presentation should take 15 to 20 minutes, including time for questions at the end of the presentation.

PowerPoint has become a very common tool used in many workplaces in order to share information, present findings, leading meetings and for many other reasons. In the workplace in Canada, it is very useful to learn the skill of creating PowerPoint slides and working from them to deliver a presentation.

This is an excellent task for practicing public speaking skills as well as general practice for pronunciation, stress and intonation. This task also challenges learners to use their summarizing skills. They need to be careful not to include too much information because they have limited time to speak, but they must include enough relevant information to ensure the listeners can follow along and make sense of the information presented. Using slides gives speakers visual cues to help them remember what they want to talk about without reading from written note cards. It also helps the listener to follow what the speaker is saying and helps to bridge the gap if there are any difficulties in understanding the speaker. Using slides in the presentation also incorporates a writing component to the task.

There are guidelines included in this module that will remind learners how to make successful PowerPoint slides.

Notes on Assessments in Module 5: Communication and Teamwork

Unlike other modules, the assessed tasks are not based upon the final output of the components, but upon skills used in each component in the Communication and Teamwork module. In this module, learners are assessed on four tasks; reading, listening, speaking and writing. The assessments are formative, and as such, are not necessarily performed at the end of a component or at the end of the module to assess a completed project. They mark the learners' progress in a specific skill area at a specific point as they work through the module. The instructor and the learners should use the feedback from these assessments to encourage them in the areas in which they are performing successfully and to focus on improving the areas in which they need continued practice.

The reading and writing assessments are based on learners' answers to a set of comprehension questions. The questions and an answer key are found amongst the daily lessons. The speaking and writing assessments are marked according to a rubric. The rubrics for the speaking and writing skills are found on the pages that follow as well as amongst the daily lessons.

NAME: _____ CLASS: _____

RUBRIC for Speaking Skills: Team Presentation

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Presentation	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated; supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations (presentation). Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)
	Indicator 1 Speaking IV	Gives detailed presentation. Gives information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex topic. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based upon research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
Analytic Criteria	Linguistic	Attempts to use accurate grammatical and syntactic structures.	Adequately uses accurate grammatical and syntactic structures with few mistakes .	Effectively uses accurate grammatical and syntactic structures with no mistakes .	No mistakes in grammar or syntax, and uses abstract, technical and idiomatic language to enhance clarity.	
	Textual On Slides	Uses main ideas and some supporting details.	Identifies main ideas and a variety of levels of subordinate ideas with some use of discourse indicators between the two.	Applies main ideas and a variety of levels of subordinate ideas in a clear manner using clear discourse indicators.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Attempts to use typical discourse formats for formal workplace presentation.	Adequately uses typical discourse formats for formal workplace presentation.	Effectively uses typical discourse formats for formal workplace presentation.	Language and discourse formats relating to specific formal workplace situations (presentation).	
	Socio-Cultural	Attempts to use body language and other visual clues in presentation.	Adequately uses body language and other visual clues in presentation correctly .	Effectively uses body language and other visual clues correctly .	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Attempts to use reporting and describing in oral discourse.	Adequately uses reporting and describing in oral discourse.	Effectively uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic expressions appropriate to the context or purpose.	
	Pronunciation	Attempts to use loudness, pitch, speech rate, stress patterns.	Adequately uses loudness, pitch, speech rate, stress patterns.	Effectively uses loudness, pitch, speech rate, stress patterns.	Pronunciation errors rarely impede communication; natural loudness, pitch, speech rate, stress patterns.	

COMMENTS:

NAME: _____ CLASS: _____

RUBRIC for Writing Skills: Teamwork Reflection Report

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Overall Report	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	Adequate organization of ideas; develops topic. Main ideas are clearly conveyed and supported with details. Appropriate amount of information to suit the length of the task.	CLB = (holistic criteria)
	Indicator 1: Writing IV	Briefly summarizes an experience. Uses notes to summarize key points, with some expansion of details.	Adequately expands on experience using notes, with some details in sequence.	Effectively expands on experience with details in sequence and with connective words and phrases.	Expands fully to write a coherent report with main points and expansion using supporting details in sequence, connective words and phrases and complex structures that strengthen clarity.	
Analytic Criteria	Functional: Sharing Information	Shares some information from experience to create a report.	Adequately shares and reduces some information from experience to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.	
	Textual: Design	Developing Design: Adequate length; some issues with paragraph construction.	Adequate Design: Adequate length and paragraph construction.	Fluent Design: Adequate length and well developed paragraphs. Conveys a sense of audience in language format and content.	Advanced Design: Adequate length and well developed paragraphs. Synthesizes and integrates multiple pieces of information into a coherent text.	
	Socio-Cultural	Attempts to convey a sense of audience in format and content.	Adequately conveys a sense of audience in format and content with some directness and formality.	Effectively conveys a sense of audience in format and content with some directness and formality.	Fluently conveys a sense of audience in format and content with appropriate directness and formality.	
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis (report).	Adequate Reflection: Employing critical thinking and comparative analysis (report).	Fluent Reflection: Employing critical thinking and comparative analysis (report).	Advanced Reflection: Employing critical thinking and comparative analysis (report).	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures. Good control of spelling, punctuation and format.	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

Notes on Supports and Challenges in Module 5: Communication and Teamwork

Instructors will notice that in this module, there are often no notes for adding supports or challenges at the end of the activities. Below is a discussion of the reasoning behind this decision.

In this module, the majority of activities are completed by the learners working in teams. One of the objectives of this module is for teams to learn from the process of working on a team about how important effective teamwork is to successfully accomplishing a task. Another goal is to learn about their own teamwork skills and consider how to improve them so that they are able to contribute more effectively when working on teams once in the workplace. In this module, there are tasks for each team to accomplish, but the process of completing the task is just as important. The instructor does not tell learners how to do a particular task; teams decide this for themselves through teamwork.

In light of this, in this module, the instructor acts as a facilitator more than an instructor. Below are a few definitions of what a facilitator is:

- “An individual who enables groups and organizations to work more effectively; to collaborate and achieve synergy. She or he is a ‘content neutral’ party who, by not taking sides or expressing or advocating a point of view during the meeting, can advocate for fair, open and inclusive procedures to accomplish the group’s work”
(From Sam Kaner with Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (Authors); *Facilitator’s Guide to Participatory Decision-Making* Jossey-Bass; ISBN 0-7879-8266-0 (2007))
- “One who contributes *structure* and *process* to interactions so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they achieve exceptional performance”
(From Ingrid Bens (Author); *Facilitating With Ease!: A Step-by-Step Guidebook with Customizable Worksheets on CD-ROM*, Jossey-Bass, ISBN 0-7879-5194-3, (2000))
- “The facilitator’s job is to *support everyone to do their best thinking and practice*. To do this, the facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility. By supporting everyone to do their best thinking, a facilitator enables group members to search for inclusive solutions and build sustainable agreements”
(From Sam Kaner with Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (Authors); *Facilitator’s Guide to Participatory Decision-Making* Jossey-Bass; ISBN 0-7879-8266-0 (2007))

For most activities, the teams are responsible for making decisions around what they need to do and how they need to do it. This differs from other modules in the course, where the instructor teaches and leads the learners down a specific path in a specific way (“do this in this way”). In these other modules, the instructor has the freedom and responsibility to adjust the delivery of the material to suit the learners, adding supports and challenges to make accomplishing the tasks easier or harder. In this module, however, the teams are choosing their own path and determining their own methods, and therefore, it may not be appropriate for the instructor to add supports and challenges (in terms of adjusting the level of difficulty) to most team activities.

What is the role of the instructor in this module then? The instructor acts as more of a facilitator – an observer and a guide. The instructor helps the teams to do the best that they can – without giving them the answer of how to do it. While teams are working on activities, the instructor can monitor how things are going. In many cases, the teams will be working well together, making good choices and progressing well on their work. In these cases, it is appropriate to praise the teams for their good teamwork and effort and allow them to continue. Affirm what you see them doing well in terms of teamwork in order to accomplish their task. Encourage them to continue practicing those skills on subsequent tasks.

In other cases, teams may not be working effectively together. There may be tension, awkwardness and frustration amongst team members. It is important in these moments to remember that one of the goals of the module is for learners to work through a real life teamwork process and experience the difficulties that come with working on a team with the goal of learning how important teamwork is to successfully accomplishing group tasks and learning how to be more effective team players. Therefore, the instructor may need to let teams work through these difficult moments themselves, although it may be uncomfortable for the instructor and the learners. There is value in having teams work through difficulties as it becomes a great learning moment. It is likely that the learners will be looking to the instructor to bail them out of difficult situations, to give them the 'right' answer and solve the problem. Gently remind learners that that is not the instructor's role in this module, and encourage them to try to work out the issues amongst themselves. There are things the instructor can do without solving the problem for the team. Asking guiding questions may be an effective way to get the team back on track. For example, a facilitator might ask:

- 1) What are your goals?
- 2) What have you done to reach those goals?
- 3) Where do things seem to have gone wrong?
- 4) What are some things you need (from yourself or from your team members) in order to move forward?
- 5) What are some things you could each do or collectively do in order to get back on track or to be more effective?

Likely, after a short time, teams will sort themselves out and get back on the right track. Congratulate them and encourage them to keep working hard. Affirm what they did well as a team to solve their own issue.

Since there is not a lot of time in order to accomplish tasks in this module, teams shouldn't be left to flounder for too long. If a team is having a lot of difficulty and it is no longer beneficial for them try to work it out, the instructor may step in. Sometimes the most appropriate thing for a facilitator to do is to tell the teams what their next step needs to be, or give them the answer they are looking for. Once they are on track again, they will hopefully learn from their difficulty and stay on course for the rest of the task.

Background to Case Study 1, including Jigsaw Listening Tape Scripts (Activity 228)

▶▶▶ **Not for distribution to the class.** ◀◀◀

Background Information for Instructor – Case Study 1

The following pages provide information relevant to the case study. This information is for the instructor's use and is not intended for distribution to the learners.

The case study requires the learners to investigate and learn about work safety, labour law, professional ethics and human rights. Members of the curriculum advisory committee have suggested that it is necessary for internationally educated professional to learn about the importance of these areas in a Canadian work context.

You may want to read the following pages to inform yourself about the areas that learners will be investigating. There is no expectation that you or the learners will become experts in any of these areas. By the end of the case studies, it's hoped the learners will have become aware of the importance of and how to find out more about human rights, labour law, and professional ethic and work safety in the Canadian workplace.

The last page includes the main websites that learners will need to find and read in order to understand the legal and ethical issues involved in this case.

This case study will be challenging for the learners, and will require information gathering skills at a professional level.

What does an electrical engineer do? (Information from the University of Saskatchewan website)

Electrical Engineering (from the University of Saskatchewan website)

Design integrated circuits and electronic equipment. Develop digital communication systems and optical networks. Improve the reliability and performance of power generation and transmission systems. Build intelligence into automobiles and appliances with embedded microcontrollers. These opportunities and more are available to you when you choose to major in Electrical Engineering at the University of Saskatchewan.

What is Electrical Engineering?

Electrical Engineering is the design and analysis of any device or system that uses electricity or electro-magnetic radiation, including computers and the networks that connect them, consumer electronic goods like MP3 players, power generation and transmission systems, cellular and line-based telephone networks, integrated circuits and electronic devices, electric motors and actuators, MRI and other medical instruments, radio and satellite television, and more. Much of our modern way of life depends on electrical engineering.

Electrical engineers are the masters of electricity. They know how to manipulate electricity and use it for useful purposes including: how to produce and measure currents and voltages, how to produce and manipulate electric fields, magnetic fields and electro-magnetic waves, how electricity flows in metals and semiconductors, and how to use this knowledge to produce components, circuits and devices. Electrical engineers know how to integrate devices into complex electrical systems.

A Stepping Stone...

Graduates of the Electrical Engineering program can pursue Master's and Ph.D. studies in power systems, computers and electronics, or communications.

Career Opportunities

Electrical engineers are in strong demand by industrial, governmental and research employers. A survey of recent U of S electrical engineering graduates found that 95% were employed, 3% were pursuing graduate study, 79% were hired while still in school or immediately after graduation and 96% stated a university degree was a requirement for their job.

Employment opportunities are available in:

The computer industry at companies that design computer systems, make computer peripherals, produce graphics and virtual reality systems, manufacture medical imaging devices, or develop CAD-CAM, e-commerce, e-education and Internet applications.

The electronics field at companies that design and manufacture integrated circuits, build instruments for agriculture, mining, traffic control, and many other fields, produce consumer electronic goods, develop computer systems, or create sensors for sounds, chemicals, light, x-rays and bio-molecules.

Communications at companies that develop wireless networks, manufacture wireless personal devices, operate telecommunication networks, provide Internet service or operate cable, broadcast or satellite TV systems.

Electric power at electric utilities such as SaskPower, electric equipment manufacturers, automobile manufacturers, mining and metal refining companies, heavy industry or the military.

Relevant info re: refusing unsafe work. Google: “WorkSafeBC” to find the current website.

3.12 Procedure for refusal

- (1) A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
- (2) A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
- (3) A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
 - (a) ensure that any unsafe condition is remedied without delay, or
 - (b) if in his or her opinion the report is not valid, must so inform the person who made the report.
- (4) If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
 - (a) a worker member of the joint committee,
 - (b) a worker who is selected by a trade union representing the worker, or
 - (c) if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.
- (5) If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

3.13 No discriminatory action

- (1) A worker must not be subject to discriminatory action as defined in section 150 of Part 3 of the *Workers Compensation Act* because the worker has acted in compliance with section 3.12 or with an order made by an officer.
- (2) Temporary assignment to alternative work at no loss in pay to the worker until the matter in section 3.12 is resolved is deemed not to constitute discriminatory action.

Note: The prohibition against discriminatory action is established in the *Workers Compensation Act* Part 3, Division 6, sections 150 through 153.

Relevant info re: electrical safety. Google: "WorkSafeBC" to find the current website.

General Electrical Requirements

- [Policies](#)
- [Guidelines](#)
- [Search](#)
- [Top](#)

19.2 Electrical qualifications

Repealed. [B.C. Reg. 312/2003, effective October 29, 2003.]

* Statutes or regulations covered by other jurisdictions apply to electrical qualifications.

19.3 Poles and structures

- (1) Before a worker climbs or is supported by a pole or structure, or before any work is done that will affect its stability,
 - (a) the pole or structure must be tested for soundness and stability, and
 - (b) if there is any doubt as to soundness or stability, the pole or structure must be effectively supported before any wires or cables are changed, and the supports must be left in place until workers are clear of the pole or structure.
- (2) A worker must not climb or be on a pole or structure supported laterally by pike poles only.

19.4 Obstructions on poles

- (1) Mailboxes, signs, clotheslines, or other obstructions are prohibited on or close to poles on which workers are required to work.
- (2) Tags authorized by the owner which are placed on a pole for identification purposes must be less than 1.7 m (5.5 ft) above grade, on the side of the pole which a climbing worker will face.

19.5 Informing workers

A worker must be informed of the potential electrical hazards before being permitted to do work in proximity to energized electrical conductors or equipment.

Note: If excavating near underground utilities, refer to the excavation requirements in [Part 20 \(Construction, Excavation and Demolition\)](#).

19.6 Service rooms

If practicable, service rooms and electrical vaults must be used only for the purpose for which they were intended.

19.7 Space around equipment

- (1) Passageways and working space around electrical equipment must be kept clear of obstructions, be arranged so as to give authorized persons ready access to all parts requiring attention, and not be used for storage.
- (2) Flammable material must not be stored or placed close to electrical equipment.

19.8 Testing equipment

- (1) Electrical testing equipment may be used if it meets the requirements of
 - (a) *CSA Standard C22.2 No. 160-M1985 (Reaffirmed 1992), Voltage and Polarity Testers, or*
 - (b) *CSA Standard CAN/CSA-C22.2 No. 231 Series-M89, CSA Safety Requirements for Electrical and Electronic Measuring and Test Equipment.*
 - (c) Repealed. [B.C. Reg. 312/2003, effective October, 29, 2003.]
 - * See section 4.4 of the OHS Regulation.
- (2) Electrical testing equipment not meeting a standard specified in subsection (1) may be used if it has
 - (a) fusing or circuitry designed to protect the operator in the event of a fault resulting from inadvertent misuse of the meter, or a fault on the circuit being tested,
 - (b) clearly and unambiguously marked measurement ranges,
 - (c) lead wire insulation rated to the maximum voltage reading of the meter,
 - (d) lead wires that are not cracked or broken, and having a current carrying capacity (ampacity) that meets or exceeds the maximum current measurement of the meter, and
 - (e) a minimum exposure of metal on lead wire probes.
- (3) Appropriate safe work procedures must be established and followed for testing electrical equipment and circuits.

19.9 Insulated aerial device

- (1) An insulated aerial device must be dielectrically tested at least annually in accordance with *CSA Standard CAN/CSA-C225-M88 Vehicle Mounted Aerial Devices* and its insulating capability certified by the testing agency.
- (2) An insulated aerial device which has not passed the testing required by subsection (1) must be considered noninsulated and any markings or identification on the device indicating insulated capability must be removed or effectively covered over and the user informed of the noninsulated status of the device.

[Amended by B.C. Reg. 312/2003, effective October 29, 2003.]

* See also section 4.4 of the OHS Regulation.

Professional engineers general information and code of ethics from their website

BC Association of Professional Engineers and Geoscientists: (To find their current website, type the association's name into a Google search.)

APEGBC Overview

The Association of Professional Engineers and Geoscientists of BC is the regulatory body for two professions: engineering and geoscience. The Association's primary duties are to uphold and protect the public interest respecting the practices of professional engineering and professional geoscience; to exercise its powers and functions, and perform its duties, under the [Engineers and Geoscientists Act](#); and to enforce the Act.

In addition, where there is no conflict with the primary duties, the Association will uphold and protect the interests of its members and licensees; establish, maintain and enforce standards for the qualifications and practice of its members and licensees; and promote the professions of professional engineering and professional geoscience. For more information see the Association's [Strategic Plan](#) which defines the vision, mission, values and goals of the organization.

All members of the Association are bound by a [Code of Ethics](#) which outlines the principles of ethical conduct. Under the Code of Ethics, BC's Professional Engineers and Geoscientists are expected to act at all times with fairness, courtesy and good faith to their associates, employers, employees and clients. Professional Engineers use the title P.Eng. and Professional Geoscientists use the title P.Geo. In addition, some people are allowed to practice as licensees or under a non-resident licence, and these people are also bound by the Code of Ethics.

If you're concerned about a member's conduct or competence, you can file a complaint with the Association, and it will be investigated. If it is found that the Code of Ethics has been breached or a member is not practising competently, the member will be sanctioned. Depending on the nature and severity of the problem, sanctions range from remedial education to a suspension of membership, including the right to practice as a professional and to use the relevant title.

Act, Bylaws and Code of Ethics

The purpose of the Act, Bylaws and Code of Ethics is to:

- a. define the Association's mandate;
- b. outline its governing powers with respect to members and non-members alike; and
- c. provide general statements regarding principles of ethical conduct to prepare Professional Engineers and Geoscientists for the fulfillment of their duty to the public, the profession and fellow APEGBC members.

To View the current [Act](#) and [Bylaws](#) (PDF document).

Code of Ethics

Professional Engineers and Geoscientists shall at all times act with fairness, courtesy and good faith to their associates, employers, employees and clients, and with fidelity to the public needs. They shall uphold the values of truth, honesty and trustworthiness, and safeguard human life and welfare, as well as the environment. In keeping with these basic tenets, Professional Engineers and Geoscientists shall:

1	Hold paramount the safety, health and welfare of the public, the protection of the environment and the promotion of health and safety within the workplace.
2	Undertake, and accept responsibility for, professional assignments only when qualified by training or experience.
3	Provide an opinion on a professional subject only when it is founded upon adequate knowledge and honest conviction.
4	Act as faithful agents of their clients or employers, maintain confidentiality and avoid conflicts of interest but, where such conflict arises, fully disclose the circumstances without delay to the employer or client.
5	Uphold the principles of appropriate and adequate compensation for the performance of engineering and geoscience work.
6	Keep informed to maintain competence, strive to advance the body of knowledge within which they practice and provide opportunities for the professional development of their associates.
7	Conduct themselves with fairness, courtesy and good faith with respect to clients, colleagues and others; give credit where it is due; and accept, as well as provide, honest and fair professional comments.
8	Clearly present to employers and clients the possible consequences of overruled or disregarded professional decisions or judgments.
9	Report to the Association, or other appropriate agencies, any hazardous, illegal or unethical professional decisions or practices made by engineers, geoscientists or others.
10	Extend public knowledge and appreciation of engineering and geoscience, and protect the profession from misrepresentation and misunderstanding.

Information about the BC Human Rights Code (from their website)

BC Human Rights Tribunal (To find their current website, type the company name into Google.)

Human Rights Code

Discrimination and intent

2. Discrimination in contravention of this Code does not require an intention to contravene this Code.

Purposes

3. The purposes of this Code are as follows:
 - (a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia;
 - (b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights;
 - (c) to prevent discrimination prohibited by this Code;
 - (d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code;
 - (e) to provide a means of redress for those persons who are discriminated against contrary to this Code.

Code prevails

4. If there is a conflict between this Code and any other enactment, this Code prevails.

Education and information programs

5. The minister is responsible for developing and conducting a program of public education and information designed to promote an understanding of this Code.

Research and public consultations

6. The minister may
 - (a) conduct or encourage research into matters relevant to this Code, and
 - (b) carry out consultations relevant to this Code.

Discriminatory publication

7. (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
- (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
 - (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.
- (2) Subsection (1) does not apply to a private communication or to a communication intended to be private.

Section 13 on discrimination in employment

Discrimination in employment

13. (1) A person must not
- (a) refuse to employ or refuse to continue to employ a person, or
 - (b) discriminate against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.
- (2) An employment agency must not refuse to refer a person for employment for any reason mentioned in subsection (1).
- (3) Subsection (1) does not apply
- (a) as it relates to age, to a bona fide scheme based on seniority, or
 - (b) as it relates to marital status, physical or mental disability, sex or age, to the operation of a bona fide retirement, superannuation or pension plan or to a bona fide group or employee insurance plan.
- (4) Subsections (1) and (2) do not apply with respect to a refusal, limitation, specification or preference based on a bona fide occupational requirement.

Termination of Employment Fact Sheet from the Ministry of Labour and Citizens' Services



Termination of Employment Fact Sheet

[PDF format in English \[305KB\]](#)

Also available in Chinese, French, Punjabi, Spanish, Filipino

The *B.C. Employment Standards Act* does not take away an employer's right to terminate an employee with or without cause. The Act requires that employees who are terminated receive compensation based on length of service.

Compensation Eligibility

An employee who is terminated may be eligible for compensation based on the following formula:

After three consecutive months of employment – one week's pay. After 12 consecutive months of employment – two weeks' pay

After three consecutive years – three weeks' pay, plus one week's pay for each additional year of employment to a maximum of eight weeks.

A week's pay is calculated by:

Totalling the employee's wages, excluding overtime, earned in the last eight weeks in which the employee worked normal or average hours, and dividing the total by eight.

The sale, lease or transfer of a business does not typically interrupt an employee's period of continuous employment.

No compensation required with working notice

No compensation is required if an employee is given advance written notice of termination equal to the number of weeks for which the employee is eligible. Please note that this notice **MUST** be in writing.

An employee can also be given a combination of written notice and compensation equal to the number of weeks' pay for which the employee is eligible.

An employee cannot be on vacation, leave, temporary layoff, strike or lockout, or be unavailable for work due to medical reasons during the notice period.

If employment continues after the notice period ends, the notice is of no effect.

Once written notice has been given, the employer may not alter any condition of employment, including the wage rate, without the employee's written consent.

Notice or compensation is not required if:

The employee has not completed three consecutive months of employment.

The employee quit or retired.

The employee was dismissed for just cause.

The employee worked on an on-call basis doing temporary assignments, which he or she could accept or reject.

The employee was employed for a definite term.

The employee was hired for specific work to be completed in 12 months or less.

It was impossible to perform the work because of some unforeseeable event or circumstance (other than bankruptcy, receivership or insolvency).

An employer whose principal business is construction employed the employee at one or more construction sites.

The employee refused reasonable alternative employment.

The employee was a teacher employed by a board of school trustees.

If a definite term or specific work is extended for at least three months past its scheduled completion, the definite term and specific work exceptions described above would not apply.

Temporary Layoff

An employer is not required to give notice of termination or pay compensation if an employee is laid off temporarily.

A week of layoff is a week in which an employee earns less than 50 percent of his or her weekly wages at the regular rate, averaged over the previous eight weeks.

When a temporary layoff becomes a termination, the last day worked is the termination date and the employee's entitlement to compensation for length of service is based on that date.

A temporary layoff becomes a termination when:

A layoff exceeds 13 weeks in any period of 20 consecutive weeks, or

A recall period for an employee covered by a collective agreement has been exceeded.

A layoff other than a temporary layoff is considered a termination.

Group Terminations

Where an employer intends to terminate 50 or more employees at a single location within a two-month period, the employer must give written notice of group termination to each employee affected. The employer must also notify the Minister of Labour and Citizens' Services, and any trade union that represents the employees. The length of notice depends on the number of employees affected.

If the amount of written notice is less than the required termination pay, employees must be paid the difference.

Group termination requirements are in addition to individual termination requirements. The individual and group notice periods may not coincide.

Branch may deem employment terminated

If an employer substantially alters a condition of employment, the Branch may determine that a person's employment has been terminated. In such a case, the termination provisions of the Act apply.

Wrongful Dismissal

"Wrongful dismissal" is different than termination under the Employment Standards Act. Employees may wish to sue their ex-employers in the courts for wrongful dismissal. Anyone considering this option would need to seek independent legal advice.

If an Employee Quits

Employees who voluntarily terminate their employment are not entitled to written notice of termination or compensation pay. Final wages, including any outstanding wages such as annual vacation pay, statutory holiday pay and overtime either worked or in a time bank, must be paid to the employee within six days after the employee's last day of work. The Act does not require the employee to give notice to the employer.

Employees Covered by Collective Agreements

If a collective agreement does not contain group termination benefits equal to or greater than that provided in the Act, then the Employment Standards Act applies.

Questions about the application of these sections to employees under a collective agreement must be addressed through the grievance procedure. (See Factsheet: [Collective Agreements](#))

Ministry of Labour and Citizens' Services
Employment Standards Branch
Province of British Columbia

This factsheet has been prepared for general information purposes. It is not a legal document. Please refer to the *Employment Standards Act and Regulation* for purposes of interpretation and application of the law. July 2002

For more information, please [contact the Employment Standards Branch](#)

Websites relevant to this case study:

WorkSafeBC – safe working conditions and right to refuse work

(To find their current website, type the company name into Google.)

BC Association of Professional Engineers and Geoscientists – code of ethics, safety of workers

(To find their current website, type the company name into Google.)

BC Human Rights Tribunal – protection of human rights

(To find their current website, type the company name in to Google.)

BC Ministry of Labour and Citizens' Services – employment standards, termination without cause, notice

(To find their current website, type the company name into Google.)

▶▶▶ Jigsaw listenings – tape scripts (not intended for distribution to the learners, unless desired). ◀◀◀

Tape Script – Jigsaw Listening 1

1. Two secretaries talking about the firing.
 - A** Did you hear about Ester?
 - B** Tell me.
 - A** A memo just went across my desk saying she was fired and not to let her in her office. They're changing the locks.
 - B** Ester? It must be a mistake. They love her. She's so capable and ...
 - A** Sam's kind of insecure around her.
 - B** Hmm.
 - A** How long has she been here?
 - B** I think she was hired last October. Why?
 - A** You know, I don't think they can fire her without notice. I'm just gonna check something.
 - B** Labour code?
 - A** Okay, go to ... www.labour.gov.bc.ca/esb/facshts/termination.htm. See if you read this the same as me. I think they have to give her notice. At least one week ...
 - B** Hold on. What's that site again?
 - A** Did you spell labour with a u? l..a..b..o..u..r?
 - B** Yeah. Okay, I got it now
 - A** So under compensation eligibility.
 - B** Okay. Hold on ... Yeah, 12 months ... equals two weeks' notice. But is that really the point anyway? How can they fire her for protecting someone's safety?
 - A** Do you know if they fired that electrician? What's his name? You know him don't you?
 - B** A little. Him and his girlfriend used to live in the same trailer park as me. I think Sam tried to fire him or no, it was a suspension, he tried to suspend him, but the union got involved.
 - A** That's good.
 - B** Yeah, he's a nice guy. Anyway, he was just following safety procedures. What do you think of Sam anyway?
 - A** You know, he's a good guy, believe it or not. I think he might just be a bit in over his head. Where he used to work before, I don't think people felt so confident to question the boss. It kind of panics him.
 - B** Oh, gotta go. Boss is coming. Later, eh?
 - A** Okay, lunch?
 - B** Sounds good. Bye.
 - A** Bye.

Tape Script – Jigsaw Listening 2

2. Sam on the phone to WorkSafeBC.

Sandra WorkSafeBC. Prevention. Sandra speaking.

Sam I have some questions I'd like to ask.

Sandra Certainly. Can I just verify that this isn't an emergency situation?

Sam No, no it's not an emergency.

Sandra Okay. Good. How may I help you?

Sam Well, I'm just wondering about unsafe work situations.

Sandra Yes, do you believe that you are being asked to work in an unsafe work situation?

Sam Well ... I'm not really clear about the rights a worker has when he or she believes that a work situation is unsafe. If it's a job they've done before without any problems ...

Sandra Good question. The fact that someone has done the work before is a bit of a red herring. If they now believe the work is unsafe, well, they need to act on that new appraisal of things.

Sam But what if it isn't unsafe?

Sandra But you said that the worker believes it might be unsafe.

Sam Yes, yes that's true.

Sandra And you don't need to worry. The law is very clear that you can't be punished for refusing work that you believe is unsafe. There can be no reprisals.

Sam Oh.

Sandra There is a process in place with clear steps.

Sam Okay. Is there somewhere I can read about the process? Could you send me a brochure?

Sandra Well, I think the best place to look is on our website. It's all posted there and is quite straight forward. Do you have web access?

Sam Yes, yes of course. Can you give the website address?

Sandra Have you got a pen handy?

Sam Yes.

Sandra It's www.worksafebc.com. Are you in front of a computer now? I can walk you through the site if that helps.

Sam Yeah, I'm online now. I'm on the site.

Sandra Okay. You see the vertical menu on the left-hand side of the screen? Under Quick links, you see Occupational Health and Safety, umm, OHS Regulation.

Sam Okay, I'm with you.

Sandra Open that page and under 3.12, you see the procedure for refusal of unsafe work. It's all spelled out there. First, the worker reports it to his supervisor and then the whole process unfolds. If it can't be resolved informally, then an inspector can be called in, but things can usually be resolved informally just by going through the steps.

Sam Right. Well, thank you.

Sandra Was there a particular area of safety that you were inquiring about? I might be able to help with that too.

Sam With our power grid.

Sandra So, electrical?

Sam Yes.

Sandra Well, on the same OHS regulations page, if you go to section 19 – Electrical Safety, you see all the basic rules for electrical safety.

Sam I see, yes.

Sandra Good. It might be useful for you to have the toll free number for our Richmond office. The number's 1-888-621-7233. You can always talk to an information officer there.

Sam Got that.

Sandra You know, I'm just wondering ...There're also Employers' Advisers available. It's an independent office. I'll give you're their web address, just in case.

Sam Thank you.

Sandra It's www.labour.gov.bc.ca/eao. Labour is with a u.

Sam Thanks a lot. You've been very helpful.

Sandra My pleasure. Please call if you have any more questions or if anything on the website is unclear. My name's Sandra.

Sam Thanks Sandra.

Sandra Bye now.

Sam Bye.

Tape Script – Jigsaw Listening 3

3. David, another engineer at the company, is having lunch with his wife.

David Hi hon. Glad you could make it.

Wife Hi dear. How long have we got?

David Things are busy and not busy, if you know what I mean.

Wife Not really, David. What do you mean?

David Well, there's been all this trouble with Sam and so the office is very tense, and everyone's keeping their head down, but I don't think a lot of work is actually getting done.

Wife You quite like Sam don't you?

David He's a great guy. Really good at his job.

Wife Remind me what the problem is again. Something about him firing someone for refusing work?

David No, not exactly. Remember Ester, the young woman we had around to dinner a couple of months ago?

Wife The one dating Joe?

David Well, that's ended, but yes, that one. Well, she saw some electrician working on the power lines. She thought the situation was unsafe and she told him.

Wife Okay. So she was watching out for this guy.

David Created a bit of a conflict though, cause Sam, well, you know how proud he is. A bit old-school. He's such a good engineer, but his people skills sometimes leave something to be desired.

Wife I'm not following you.

David Well, this electrician was doing work that Sam had told him to do. Stuff he's done before. Sam was so upset that Ester interfered that he fired her on the spot.

Wife Can he do that?

David Good question. He's told the big guys that if they don't stand behind him, he'll quit. It's all a bit messy.

Wife I'll say. Does Sam realize the minefield he's walking into?

David I'm worried about that. I don't think he realizes the can of worms he's opening up. Ester might approach APEG?

Wife Who?

David BC Association of Professional Engineers and Geoscientists. APEG for short?

Wife APEG?

David Yeah.

Wife So what have they got to do with this?

David Well, as a professional engineer, Sam has to follow our code of ethics. The code says you can't put anyone in an unsafe work situation. If Ester takes a complaint out against him ...

Wife What ...?

David Well, if the complaint is successful, Sam would have his membership in APEG suspended or even revoked.

Wife Would that actually happen? Would Ester do that?

David Good question. I'm not sure. She might if she loses her job.

Wife Maybe you worry too much. Is Sam worried?

David I don't know. I didn't want to ask him about this, cause, well it's kind of awkward.

Wife Yeah, I can see why it would be. No wonder things are tense. How does Sam get into these situations?

David Under his mild mannered exterior, I guess he's a bit of a hot head. Damned good engineer though.

Wife Can we order some lunch, do you think?

David Sorry of course ... What do you feel like?

Wife I wouldn't mind some fish ...

David Yeah, fish is always fresh here.

FADE OUT

Tape Script – Jigsaw Listening 4

4. Ester discussing her situation with a friend.

Friend Hey Ester. How you doing?

Ester Pretty bad day actually.

Friend Why? What happened?

Ester I got fired and, to top things off, I think my human rights were violated.

Friend First things first ... what do you mean you got fired.

Ester Oh, that hot head Sam says I'm fired cause I worried about a worker's safety.

Friend You were going to quit anyway, weren't you? You told me you think you've found a better job in Alberta.

Ester Yeah, but they don't know that.

Friend So you're not really upset about being fired.

Ester Who likes to get fired? But I've already signed a contract with the other place. I'm fine. I'm getting a bit of an unexpected vacation before I start with the new place.

Friend Does Sam know any of this?

Ester No, but Jack, Sam's boss knows that I was going to be leaving at the end of the month in any case. He hasn't told Sam, but he's going to pay me until then anyway.

Friend So what's this about human rights?

Ester Well, Canadians are always talking about human rights. You know ... the same-sex marriage stuff and the duty to accommodate handicapped people. Seems like such a big deal here.

Friend Right.

Ester Well, it covers free speech doesn't it? I think Sam's violated my right to free speech. That's what's got me really angry. He told me I shouldn't have talked to the electrician guy, Paul, about the unsafe working conditions.

Friend Free speech? I don't know if that's covered under human rights.

Ester It must be. How can I find out?

Friend I find everything on the web.

Ester So what would I look up?

Friend I don't know. I guess the BC Human Rights code.

Ester And it will tell me about my free speech rights?

Friend It'll tell you who's protected under BC human rights legislation.

Ester Who's protected? I thought everyone was protected.

Friend Yeah, but I seem to remember that you need to be a member of certain groups to be protected.

Ester I'm not really following you. Anyway, let's talk about something else. I'll check into this when we get off the phone.

Friend Right. So tell me what happened with Joe.

Ester Joe, well that's a totally different kind of story.

FADE OUT

Background to Case Study 2, including Jigsaw Listening Tape Scripts (Activity 247)

▶▶▶ **Not for distribution to the class.** ◀◀◀

Background Information for Instructor, Case Study 2

The following pages provide information relevant to Case Study 2. This information is for the instructor's use and is not intended for distribution to the learners.

The case study requires the learners to investigate and learn about labour law and human rights, as well as consider what they have already learned about conflict resolution and teamwork. Members of the curriculum advisory committee have suggested that it is particularly important for an internationally educated professional to learn about the importance of human rights legislation in a Canadian work context.

This case is based on a BC human rights decision from 2004, a summary of which follows. Additionally, the BC Human Rights Tribunal decision is attached. It is this dense, legal document that the learners will need to locate and analyze to do a good job on this case study. For that reason, the case study includes fewer other threads. Understanding the human rights case will take most of the teams effort.

There is no expectation that you or the learners will become experts in the two areas of the *BC Human Rights Code* or BC Labour regulation. By the end of the case studies, it's hoped the learners will have become aware of the importance of and how to find out more about human rights and BC labour law.

Pages 5 of 18 of these background Briefing Notes list the main websites that the learners will need to find and read in order to understand the legal issues involved in this case.

For this case study the learners have been provided with less guidance and support than in the first case study. For example, the initial reading that introduces the case study does not include comprehension questions. Comprehension questions in the first case study ensured that all members of the team had a similar understanding of the case. They also helped guide learners towards those issues which were important. You might watch how the learners cope with the materials provided and you may need to intervene if it appears that learners are not functioning well as a team with this less structured approach.

The human rights decision on which this case is based can be found at the following website. It is also included in this file and is available as a PDF file on the website and at the end of this word document (with altered formatting).

To find the PDF file on the website, go to: <http://www.bchrt.bc.ca/decisions/2004/index.htm> and do a “Find on this page” search (Edit menu) for “Chauhan v. Norkam”, or go straight to the file at: http://www.bchrt.bc.ca/decisions/2004/pdf/Chauhan_v_Norkam_Seniors_Housing_Cooperative_Association_2004_BCHRT_262.pdf

Chauhan v. Norkam Seniors Housing Cooperative Association
(Decision – Grounds: Ancestry, Race, Colour, Place of Origin – Areas: Section 8 – Service, Section 10 – Tenancy)
2004 BCHRT 262 (156KB)

December 2004

The BC Human Rights Tribunal found that there was discrimination against Ms. Rita Chauhan in regard to an accommodation service or facility customarily available to the public because of her ancestry, race, colour or place of origin.

To summarize the case, Ms. Chauhan is of Indo-Canadian origin and liked to cook spicy Indian food in her apartment in the multi-unit housing cooperative, Cottonwood Manor, where she lived. One of her neighbours complained to the board of the coop that the spicy food was causing an allergic reaction. Ms. Chauhan made many attempts to cooperate in finding a solution. The Board made some attempts to remedy the situation but ultimately served an eviction notice to Mrs. Chauhan because she continued to cook her spicy food one day a week. Mrs. Chauhan took the matter to the Human Rights Tribunal, who found in her favour. The coop Board was ordered to reimburse Mrs. Chauhan for her legal and other expenses related to the case and to pay damages. The Tribunal found that the Board had not acted in good faith in attempting to accommodate Ms. Chauhan’s rights to cook her ethnic food.

The text of the Human Rights Tribunal decision is included at the end of this document.

BC Employment Standards

In this case Ms. Wong has been dismissed under BC Labour Law. The location, responsibility, wage rate, authority of her position have been changed by the employer. She has been demoted. Under BC labour law this constitutes a severance of employment. Ms. Wong’s union representative or shop steward should arrive at this same conclusion after investigating the situation. At this point any contract provisions about severance will come into play. It appears unlikely that the inexperienced management realized they were severing Ms. Wong’s employment.

The purpose of including this in the case is to illustrate the importance of knowing BC labour law.

The details of the Act are as follows and are taken from:
<http://www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm>

Interpretation Guidelines Manual
British Columbia *Employment Standards Act* and Regulations
Employment Standards Act Part 8, Termination of Employment

ESA Section 66 – Director may determine employment has been terminated

Contents:

[Summary](#)

[Text of Legislation](#)

[Policy Interpretation](#)

[Related Information](#)

Summary

This section explains the director's authority in determining when employment has been terminated due to a substantial alteration of employment conditions. This concept is referred to in common law as "constructive dismissal".

Text of Legislation

66. If a condition of employment is substantially altered, the director may determine that the employment of an employee has been terminated.

Policy Interpretation

Under s.66 if a condition of employment is substantially altered, the employee's employment may be deemed by the Director of Employment Standards to be terminated.

In order to find a contravention of this section of the Act, it must be shown that the employer unilaterally made a substantial change in the nature of the employment duties or in compensation. This change, in effect, creates a new employment relationship with substantially different terms. In this situation, the Director may consider that there has been a termination of employment under s.66 of the Act.

It should be noted that a "week of layoff" as defined in s.62 of the Act is "a week in which an employee earns less than 50% of regular weekly earnings averaged over the previous 8 weeks". A person on temporary layoff cannot be deemed to have been terminated under s.66 of the Act.

Factors to consider when applying s.66

In order for there to be a termination for purposes of this section, it must be proven that the employer has made a **fundamental** change to an employee's terms and conditions of employment without providing the employee with reasonable notice of the change. It must be shown that the change made by the employer places the employee in a position of having to accept as a condition of continued employment, changes to wages, working conditions or benefits which an objective, reasonable person would find to be unfair, unreasonable and unacceptable.

It is not necessary to show that the employer's intent was to encourage the employee to leave their employment.

If a substantial adverse change is made unilaterally by an employer and as a result of this change the employee makes the decision to quit, either immediately or within a reasonable period, it could still be considered that the ending of the employment relationship was the result of the employer's actions and the employee would be considered to have been termination for purposes of this section. Some of the factors to consider include:

- reduction of wage rate
- change in geographic location
- limiting of authority
- demotion
- change in responsibilities, imposed solely by the employer

If the director determines that the employee is terminated under this section of the Act, s.63 and s.65 would apply.

Below is information taken from the Office of the Assisted Living Registrar, within the BC Ministry of Health. While the office can help with complaints and concerns related to health and safety within an assisted living facility, it does not deal with either of the two concerns raised by this case: human rights and labour law. In that sense, it is something of a red herring.

Office of the Assisted Living Registrar

| [Assisted Living Home](#) |

Search Assisted Living

Help

- [Home](#)
- [What is Assisted Living?](#)
- [A New Era for Assisted Living](#)
- [Role of the Assisted Living Registrar](#)
- [Registration](#)
- [Health and Safety Standards for Assisted Living Residents](#)
- [Complaint Resolution Process](#)
- [Assisted Living Centre of Excellence](#)
- [Consultation Documents](#)
- [Consultation Responses](#)
- [Timetable](#)
- [FAQ's](#)
- [Mental Disorders and/or Substance Use Disorders](#)
- [Contact the Registrar](#)

What is Assisted Living?

Assisted living residences provide housing and a range of supportive services, including personalized assistance, for seniors and people with disabilities who can live independently but require regular help with day-to-day activities. The following gives an overview of assisted living services.

Housing

Accommodation ranges from private, lockable rooms to private, self-contained suites. Residences typically have ensuite bathrooms and may have private cooking facilities. They include common dining and recreational space and amenities that assist occupants with day-to-day living. An occupancy agreement describing the occupant's and operator's obligations is usual.

Hospitality Services

Assisted living operators provide meal services, housekeeping, laundry, social and recreational opportunities and a 24-hour emergency response system.

Personal Assistance

Personal assistance services are designed to promote maximum dignity and independence for occupants and involve family and friends. Personalized assistance offered by assisted living operators can be routine, such as help with dressing, or intensive, such as administering medications (higher level care services are called "prescribed services"). A cornerstone of assisted living is that personal assistance must be respectful of and responsive to occupants' preferences, needs and values. Examples of personal assistance services include:

- help with activities of daily living, such as eating, dressing, bathing, grooming or mobility;
- assistance with medications, such as reminders or help to take medications;
- support to maintain healthy eating by providing nutritious meals or modified diets as required; and
- assistance with purchases or paying bills, with regular reporting to the occupant or a designate of how the funds were spent.

Staffing

Residence staff will be appropriately trained. Staff providing assistance with activities of daily living have a college home support/resident care aide certificate or an equivalent combination of education and experience. Professional supervision is provided for tasks delegated by a professional to a non-professional. As an example, although registered nurses are not usually on site 24 hours a day, a registered nurse could come into the residence to supervise a personal care aide responsible for checking if medications have been taken.

For a PowerPoint presentation about assisted living given to the Health Care Leaders' Association on March 1, 2004, please [click here](#) (PPT 1.6MB).

To return to the Web site at any time during the presentation please use the ESC key on your keyboard.

Last Revised: November 24, 2006

Four Listenings:

The four jigsaw listenings are described in detail in **209_JigsawNotes** and are composed of the following:

Impromptu hall meeting – Two nurse’s aids meet in the hall and have an impromptu discussion about the case that is unfolding. They are concerned that Selma has been transferred and demoted. They wonder what all this means. What does it mean to undermine supervisory authority? Can’t you complain about what your boss does? They also agree that her food is smelly for some.

Telephone call (2 people) Human Rights Tribunal and Mrs. Dorchester’s son Howard. They are discussing the human rights complaint process and similar cases.

Staff lunch room – see the ripple effect of the incident

Meeting with union rep – employee finds out what union rep can do

Research Areas and Websites

- BC Human Rights Tribunal, including the 2004 case of Chauhan versus Norkam Senior Housing Cooperative Association
<http://www.bchrt.bc.ca/decisions/2004/index.htm>
- Office of Assisted Living Registrar under the Ministry of Health of the province of British Columbia
http://www.healthservices.gov.bc.ca/assisted/what_is_al.html
- Employment Standards Act
For general access to the employment standards act:
<http://www.labour.gov.bc.ca/esb/igm/igm-toc.htm>
For access to the specific section which details termination through substantial change in work conditions:
<http://www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm>

Following is the text of the Human Rights Tribunal decision on which Case Study 2 is based. It is also available as a PDF file on the BC Human Rights Tribunal website. The text below has been copied from the PDF file, although the formatting has not been retained.

To find the PDF file online, go to: <http://www.bchrt.bc.ca/decisions/2004/index.htm> and do a “Find on this page” search (Edit menu) for “Chauhan v. Norkam”, or go straight to the file at: http://www.bchrt.bc.ca/decisions/2004/pdf/Chauhan_v_Norkam_Seniors_Housing_Cooperative_Association_2004_BCHRT_262.pdf

Issued: December 13, 2004 File: 1095

Indexed as: Chauhan v. Norkam Seniors Housing Cooperative Association, 2004 BCHRT 262 IN THE MATTER OF THE *HUMAN RIGHTS CODE* R.S.B.C. 1996, c. 210 (as amended) AND IN THE MATTER of a complaint before the British Columbia Human Rights Tribunal

BETWEEN: Rita Chauhan *COMPLAINANT* and: Norkam Seniors Housing Cooperative Association

RESPONDENT REASONS FOR DECISION Tribunal Member: Kurt Neuenfeldt Counsel for the Complainant: Judith Doulis Counsel for the Respondent: Rod McLeod Dates of Hearing: Final Submissions: June 28, 29 and 30, 2004 July 20, 2004

Introduction [1] Rita Chauhan alleges that the Norkam Seniors Housing Cooperative Association (the “Association”) discriminated against her in regard to an accommodation, service or facility customarily available to the public, and a tenancy, because of her ancestry, race, colour, and place of origin, contrary to s. 8 and s. 10 of the *Human Rights Code*. She also alleges that the Association retaliated against her for filing her complaint, contrary to s. 43 of the *Code*. At the hearing, she did not pursue the complaint under s. 10. [2] The issue to be determined in this complaint is whether Ms. Chauhan has the right, within the context of the *Code*, to prepare ethnic foods, characteristic of her ancestry, in her home, located in a multi-unit housing cooperative (the “Cottonwood Manor”), and operated by the Association. *Witnesses* [3] Credibility is not a major issue in this complaint. However, when assessing credibility, I have been mindful not only of such factors as a witness’s demeanour, powers of observation, opportunity for knowledge, judgment, memory, and ability to describe clearly what was seen and heard, but also whether the evidence of the witness is in “harmony with the preponderance of the probabilities which a practical and informed person would readily recognize as reasonable in that place and in those conditions”: *Faryna v. Chorny*, [1952] 2 D.L.R. 354 (B.C.C.A.) at 357. I have also kept in mind that I can accept some, none, or all of a witness’s testimony. [4] Ms. Chauhan gave evidence on her own behalf. For the Association, I heard from Robert Perry, president of Association’s nine member board of directors (the “Board”); Dwight Hoglund, manager for the Association; Walter Mayer, a member of the Board; and Clare Mayer. Except for Mr. Hoglund, all the witnesses are residents of Cottonwood Manor. I found Ms. Chauhan, Ms. Mayer, and Mr. Hoglund to be generally credible. I also found Mr. Mayer to be generally credible, although one aspect of his evidence appeared to be contradictory. I found Mr. Perry to be a strong-willed and, at times, an argumentative witness. A great deal of documentary evidence was also filed at the hearing. *Procedural Background* [5] I dealt with the two preliminary applications at the commencement of the hearing. Mr. and Ms. Mayer wanted the Tribunal to designate them as intervenors. In their application, they stated that they wanted the Tribunal to order Ms. Chauhan to cease cooking foods that produced “obnoxious odours” or to order Ms. Chauhan or the Association to install a proper ventilation system in Ms. Chauhan’s unit. They argued that they should be granted intervenor status because issues being considered in the complaint could have a direct economic impact on them. After considering the position of the parties, I declined to allow the application for intervenor status for two reasons: first, the Tribunal does not have the jurisdiction to make remedial orders against a complainant; second, adding Mr. and Ms. Mayer as intervenors would have taken the litigation away from the parties. Intervenor status is intended to allow non-parties to provide argument or evidence that would be helpful to the Tribunal in determining the issues before it. They often bring an objective and different perspective to the issues. Mr. and Ms. Mayer did not propose to fill that role. Their information was more appropriately delivered by way of giving evidence for a party, which they did. In light of my decision, I also dismissed the Association’s application to adjourn the hearing because of the intervenor application.

Background [6] Rita Chauhan was born and raised in Bombay (now Mumbai), India. In 1964, she immigrated to Canada with her family, and worked as a teacher in Kamloops until her retirement in 1998. Her children are grown and her husband is deceased. Ms. Chauhan describes herself as being of East Indian ancestry and is a woman of colour. [7] In April 1998, Ms. Chauhan purchased a life sub-lease for a unit in Cottonwood Manor, the Association's 144 unit cooperative seniors housing facility. Its residents come from a wide variety of nationalities and ethnicities. According to Mr. Perry, no one has ever been denied residency in Cottonwood Manor because of their race. [8] As part of the purchasing process, Ms. Chauhan reviewed the rules and regulations of the Association. She knew that she was agreeing to abide by the terms and conditions of the Disclosure Statement of the Association, and that the rules were intended to protect the interests of the people living in Cottonwood Manor. [9] The following section of the rules and regulations, set out in the sub-lease, is relevant to the complaint: 5. The Subtenant and persons occupying the Strata Unit and the Tenant's guests, visitors or servants shall not create or permit the creation of, or continuation of any noise or nuisance, which in the opinion of the Landlord, or the Landlord's manager, may or does disturb the comfort and /or quiet enjoyment of the other Tenants, their guests, visitors, servants and persons occupying other Strata Units with them. [10] The Association took pains to ensure that all sub-lessees were aware of its rules and regulations. As Mr. Perry stated in his evidence, Rule 5 is a strong rule, but the Association could not operate without it. [11] Ms. Chauhan read and understood the offer to sub-lease and obtained independent legal advice before entering into it. Soon after she purchased the sub-lease, Ms. Chauhan moved into unit 328. [12] Ms. Chauhan understood that she was not to create a nuisance in Cottonwood Manor. Her evidence was that she believed that a nuisance included things such as parties and loud music, but never thought that her cooking could be categorized as a nuisance. [13] For almost five years, Ms. Chauhan cooked both "western" and "Indian" food in her residence without complaint from the other residents. The Indian foods included curries and other savoury dishes, prepared for herself, her family and friends. [14] The first inkling of a problem arose shortly after the 2002 holiday season. Ms. Chauhan was on the elevator at Cottonwood Manor with the Mayers who reside in unit 428. Unit 428 is directly above Ms. Chauhan's residence. Ms. Chauhan asked the Mayers if they had had a pleasant holiday season. According to Ms. Chauhan, Ms. Mayer replied that it would have been fine, except for the awful smells. When Ms. Chauhan asked what smells she was referring to, Ms. Mayers replied that it was the smells from Ms. Chauhan's cooking. According to the Mayers, it was Mr. Mayer who made the comment. In my view little, if anything, turns on who made the statement. Ms. Chauhan described herself as hurt, offended, and taken aback. [15] Mr. Mayer gave evidence that he and Ms. Mayer first moved into Cottonwood Manor in June 1997. On May 24, 2002, they moved from unit 420 to unit 428. They say they noticed the odours in unit 428 from the time they moved in. The smell, which Mr. Mayer described as pungent and long lasting, was noticeable on a sporadic basis. Sometimes they could smell the odour once or twice a week; sometimes the intervals would be longer or shorter. They stated that they discussed the odours with the previous residents, who told them that they would turn on the exhaust fans in unit 428 when they occurred, and that the odours were not too bad. [16] The worst time for the Mayers was the holiday season at the end of 2002. The smells were noticeable on a daily basis. The smells were particularly strong around the drier exhaust ductwork in the unit's laundry room and around the drain outlets for the sinks in the kitchen and two bathrooms. Mr. Mayer stated in his evidence that the odour made him lose his appetite and upset his stomach. [17] On January 25, 2003, Ms. Chauhan received a copy of a letter from the Mayers to the Board. In the letter, the Mayers state that they have experienced "very offensive odors" from time to time since they moved into the unit. They go on to state that they were registering a formal complaint with the Association, because they had reached the conclusion that the odours were "created" in unit 328. They note that the complaint was being made pursuant to the Association's rules and regulations, which specify that the tenants of the strata shall not create, permit, or continue a nuisance. [18] Ms. Mayer authored the letter of complaint. At the hearing, she stated that she did not speak to Ms. Chauhan directly about the problem because she and Mr. Mayer belonged to a cooperative and needed to follow the proper procedure. Mr. Mayer was asked if he did not think Ms. Chauhan would be hurt by the letter. He replied that he felt he was in a very awkward position, and that for him to approach Ms. Chauhan directly would be wrong. He wanted a third party to deal with the problem. When asked why he did not simply speak with Ms. Chauhan, he replied that he did not want to get involved. It is of note that, as well as being a Board member, Mr. Mayer was also chairperson of its

maintenance committee. [19] Mr. Høglund, the building manager, recalled in his evidence having a discussion with the Mayers sometime before January 25 about the odours coming into their suite. He did not consider those discussions to be a complaint. Mr. Mayer gave evidence that Mr. Høglund told him that the only way the Mayers could complain was under the nuisance provision of the rules. [20] Mr. Mayer testified that the odour was more of a problem for Ms. Mayer than him. Ms. Myers stated in her evidence that she has a medical condition known as fibromyalgia, as well as asthma, and that as a result, she is very sensitive to smells, sounds and light. The odour made her nauseous and gave her headaches. On occasion, it made her vomit. Generally, the Mayers felt the odour interfered with their enjoyment and pride they had in their home, and the odour caused them embarrassment when friends came to visit. Ms. Mayer confirmed that when she moved into Cottonwood Manor, she told no one about her sensitivities. [21] Throughout the dispute with Ms. Chauhan, neither the Association nor the Mayers said that the problems with the cooking odours were related to Ms. Chauhan's ancestry, race, colour, or place of origin. Throughout the hearing, the Association's witnesses took pains to avoid agreeing that they knew Ms. Chauhan was cooking curry or that the term curry was used when discussing the problem. For their part, Mr. Perry and Mr. Mayer testified they knew little about cooking and did not know what ingredients Ms. Chauhan used. [22] Ms. Chauhan replied to the Board's letter on January 28, 2003. She stated she had lived in the strata for almost five years without complaint, but as she wished to be a good neighbour, she would like to define what they meant by an offensive odour, and why they felt it was coming from her unit. She received no response to her inquiries. [23] On February 18, 2003, the Board replied to the Mayers' complaint. In its letter, the Board set out the following points: a. The odours permeating unit 428 were "offensive"; b. Mr. Høglund had identified a similar offensive odour in unit 328; c. A resident creating a nuisance should take positive steps to correct it, and it appeared Ms. Chauhan had taken those steps, as there had been no further complaints; d. The board would "do all that it can to alleviate the problem" by obtaining the services of a qualified person to inspect all areas where such odours may be able to enter unit 428; and e. If the odour occurred again, the Mayers were to immediately contact the manager or board members "in order to enter unit 328 in an effort to pin-point the cause of the offense (sic) odors." [24] In his evidence, Mr. Mayer stated that he attempted to absent himself from Board discussion about the problem, but at Mr. Perry's insistence, he would from time to time take part in the Board's deliberations. Mr. Perry was of the opinion that the matter was not "personal". For his part, Mr. Mayer was of the view that his dispute was not with Ms. Chauhan, but rather with the Association. It was a problem the Association had to solve. [25] There were no further complaints from the Mayers until April 23, 2003, although Ms. Chauhan did continue to regularly cook Indian foods. In the Mayers' second written complaint to the Board, Mr. Mayer states that he and Ms. Mayer were again bothered by an offensive cooking odour, despite steps taken by a contractor to alleviate the problem. According to the evidence, a contractor had sealed some gaps around wall fixtures in their unit in an attempt to stop the odours. [26] The complaint letter states: I would like to see this problem corrected as it is very offensive to us. It makes my wife ill. I don't think we should have our home invaded by this odour. [27] Upon receiving this letter, Ms. Chauhan was very upset and did not know what to do. In her cooking, she uses condiments and ingredients such as onions, cloves, cumin, cinnamon, turmeric, cardamom, coriander, and chilli. She did not know what it was she was not supposed to use. She did agree with counsel for the Association that there is nothing in the complaint letter to suggest that the motivation of the Mayers was discriminatory. [28] On May 15, 2003, Ms. Chauhan wrote to Mr. Høglund, stating that it appeared the odours the Mayers smelled occurred only when she turned on the kitchen exhaust fan in her unit. She notes that when she cooked curry without using the exhaust fan, she received no complaints. She goes on to state: I suggest that perhaps the problem lies in a faulty connection of the outlet of the vent above my stove during the installation. This area should have been checked in the very beginning. I hope this problem is solved soon by an independent professional. These complaints are annoying and harassing to me personally. [29] In her evidence, Ms. Chauhan stated that it made no sense that the cooking smells were a problem only when she used her fan, as it seemed the exhaust system was doing just the opposite of what it was intended to do. Ms. Chauhan noted that as an experiment, she made arrangements to cook Indian foods in the unit below her own. She turned the exhaust fan in the unit on full, and there was no problem with odours seeping into adjacent units. This led her to believe that the problem could be with the exhaust system piping between her unit and the Mayers'. In his evidence, Mr. Høglund stated that the odours in the Mayers' unit were particularly strong near their clothes drier.

[30] Mr. Perry was asked by counsel for Ms. Chauhan whether he agreed that the Board did not address the concerns she raised in her letter of May 15. He responded that he did not agree or disagree with the comment because he did not know all the facts. I found this answer evasive, as Mr. Perry was intimately familiar with the details of the dispute. [31] Mr. Hoglund confirmed in his evidence that he brought in a number of contractors in an attempt to solve the problem. For example, on June 19, 2003, a plumbing and heating contractor inspected the kitchen exhaust fan in Ms. Chauhan's unit, to see if it was venting properly. A new, more powerful range hood was installed. A short time afterwards, Ms. Chauhan gave a building maintenance person access to her residence to install a two foot extension of the kitchen fan exhaust pipe to the outside of her residence, in an attempt to carry the odours away from the building. Ms. Chauhan thought that his attempt was unsafe, and asked him to stop. Mr. Hoglund later agreed that she was correct in putting a stop to the work. Ms. Chauhan also told Mr. Hoglund that she objected to the proposed modification because it would be unsightly and would provide a perch for birds. [32] On August 5, 2003, Ms. Chauhan received a letter from the Board, advising her that: ... personnel from the Association will be entering your unit at approximately 10:00 am on Thursday, August 7, 2003, to install an extension to the exhaust pipe leading from your range hood exhaust fan to the exterior of the building, in an effort to disperse the offensive odors, before they reach Unit 428. [33] The letter concludes with the following passage: If this extension fails to disperse the offensive odors the Association will have no option but to proceed with further action under the provisions of the rules of the Association. [34] On August 6, 2003, a lawyer representing the Association wrote Ms. Chauhan. The letter concerns "cooking odors emanating from your premises." The lawyer states that "the cooperative has to balance the enjoyment of each individual tenant in their respective units with the peaceful enjoyment of the development generally by all tenants." Counsel for Ms. Chauhan asked Mr. Perry how the Association was balancing Ms. Chauhan's interests with those of the Mayers. He answered that the question would have to be put to the lawyer who wrote the letter. I found this answer glib. The Association's lawyer was acting on the instructions of the Association and Mr. Perry was the president of its Board. When pressed on the issue, Mr. Perry replied that, as Ms. Chauhan broke the rules of the Association, she was the one who had to make amends for the situation. [35] The Association's lawyer goes on to state in his letter that due to the fact that Association's request to put on an extension had been rebuffed by Ms. Chauhan, he was now giving formal notice that representatives of the Association intended to enter the premises in order to put an extension on the exhaust duct. [36] Ms. Chauhan took the letter to her lawyer, and told him that she had already told the maintenance worker at Cottonwood Manor that an extension would be unsightly. According to Ms. Chauhan, the lawyer faxed a letter to the Board on August 6, 2003, asking that the extension not be installed. Ms. Chauhan asked her lawyer to write the letter because she felt the Board was forcing a solution on her without consulting her. She agreed in her testimony that the Association had a right to enter her suite to effect necessary repairs to the building. She added, however, that as a courtesy, they should have consulted with her first. [37] On August 7, 2003, Mr. Perry, John Cheetham, a Board member, and Mr. Hoglund came to Ms. Chauhan's door with a ladder and some pipe, in order to install an extension to the kitchen exhaust. Ms. Chauhan asked them if they had received the letter from her lawyer. They replied they had not. According to Ms. Chauhan, Mr. Perry inserted the ladder in the door and told Ms. Chauhan that the three men were going to install an extension on the kitchen fan exhaust pipe. Ms. Chauhan replied that if they were going to force their way into her residence she would call the police. She stated she was frightened by Mr. Perry's attempt to enter her home. According to Mr. Perry, Ms. Chauhan became belligerent, but he never crossed the threshold himself or with the ladder he was carrying. [38] In his evidence, Mr. Hoglund recalled Mr. Perry taking a step into the doorway. He also recalled Ms. Chauhan asking Mr. Perry if he had not received the letter from her lawyer and that stating she would call the police if they attempted to enter her home. I prefer the evidence of Ms. Chauhan and Mr. Hoglund to that of Mr. Perry on the issue of whether he attempted to enter the suite. However, in my view, little turns on this aspect of the incident. [39] Mr. Perry was asked at the hearing why he did not sit down with Ms. Chauhan and discuss the situation with her. He replied that the question should be asked of the Board, as he does what the Board tells him to do. Again, I found this answer glib. As president of the Board, Mr. Perry was clearly the person in charge. In any event, he confirmed that at no time did any Board member speak to Ms. Chauhan directly about the problem. [40] Later the same day, Ms. Chauhan contacted Mr. Hoglund, who came to her unit to further discuss the addition of venting. In the discussion, Ms. Chauhan seemed to be suggesting he was lying

about the Association not receiving the letter from her lawyer. In the end, Ms. Chauhan agreed to allow the installation of an extension to the vent pipe and it was put in place. [41] Ms. Chauhan confirmed in her evidence that she had refused entry into her residence on this one occasion, but had otherwise allowed plumbers, maintenance staff, Mr. Hoglund, and others into her residence in regard to the ventilation problem. [42] On August 19, 2003, at the urging of a friend, Ms. Chauhan completed an “Occurrence Report” with the Kamloops RCMP, stating that on August 7, 2003, there was an “attempted entry on her home” by members of the Board of Directors, including the president of the Board. The police refused to take a complaint from Ms. Chauhan after she told them that no one had actually entered her suite. [43] Ms. Chauhan’s view was that she was being harassed by phone calls and persons coming to her residence asking her if she was cooking her foods and coming into her home to smell what she was cooking. This included Mr. Hoglund and Mr. Tyson, another Board member. She, on the other hand, was never allowed to enter the Mayers’ residence to identify what they smelled. She asked Mr. Hoglund if she could investigate the odours in the Mayers’ unit, but he told her that they would not allow it. [44] On September 16, 2003, the Board sent Ms. Chauhan a letter stating that, as a result of her own actions, the Board was forced to send her a first notice of the termination of her sub-lease. The notice states that if a second notice is issued within a six-month period, for any violation of the regulations, her sub-lease could be terminated. Mr. Perry stated in his evidence that the notice was issued because Ms. Chauhan had refused entry to her apartment on August 7, 2003. [45] Ms. Chauhan’s lawyer wrote the Association’s lawyer on September 22, 2003, stating that Ms. Chauhan disputed the validity of the September 16 notice. He goes on to say that Ms. Chauhan would like to arrange access to her unit by the Association so that the exhaust vent from her unit could be extended to the roof of the building, something she had suggested some time before. [46] On October 9, 2003, the Board held a general meeting. Ms. Chauhan presented a letter to the Board in which she states: I feel that you are using bullying tactics to try to intimidate me, a single senior woman. You have issued me with a First Notice for not complying with your solution and allowing you entrance into my home. My lawyer’s letter dated August 6th, advised you to consult with me prior to taking any action. You chose to ignore this letter. [47] Immediately after the general meeting, the Board, including Mr. Mayer, met in private. According to the minutes, all the Board members, including Mr. Mayer, agreed that the Board should delay sending a second letter to Ms. Chauhan until some piping was installed, to see if it corrected the problem. They also decided that the cost of the work would be billed to Ms. Chauhan. For her part, Ms. Chauhan noted that no one spoke to her about paying for the repair work. In her view, the venting systems in Cottonwood Manor are the responsibility of the Board. She did agree that at this point the Board was trying to fix the problem for both her and the Mayers by having repair work done. [48] In mid-October 2003, the Association installed an extension pipe to the kitchen exhaust for Ms. Chauhan’s residence to above the roofline of the building. It was Mr. Perry’s evidence that the extension did not fix the problem. According to him, the Association had done its best to deal with the infraction of the rules and regulations, but that its efforts had failed. [49] At about this time, Ms. Chauhan realized how serious the situation was, in that she was being threatened with eviction. She testified that she knew she could not afford to continue to pay her lawyer’s fees, and filed a human rights complaint on October 14, 2003. The Tribunal notified the Association of the complaint on October 28, 2003. [50] On October 27, 2003, Mr. Perry wrote Ms. Chauhan and recited the history of events from his point of view. He goes on to state that on October 23, 2003, he and Mr. Hoglund went to unit 428, where they both found a “very offensive odor” permeating the unit. He then writes: “We then went to your unit 328 and found clear evidence that the offensive odor was emitting from a cooking vessel on your stove”, which he describes as a clear violation of the rules and regulations of the strata. Ms. Chauhan stated in her evidence that on that day she was using lentils, onions, garlic, ginger, and chilli powder to cook dhal, a common food in India. [51] Mr. Perry goes on to state in his letter: It is my firm opinion that the duly elected Board of Directors of your Association, based on previous decisions relating to this serious problem, will move to terminate your Sub-Lease ... unless you immediately cease and desist creating the problem that is before us today. [52] Mr. Perry adds in his letter that there is a viable option open to both parties, arbitration pursuant to the *Commercial Arbitration Act*, R.S.B.C. 1996, c. 55. He then states: If it is your desire to proceed to arbitration rather than face the distinct possibility of having your Sub-Lease terminated, would you please notify the Board... [53] Mr. Perry stated that he expected that Ms. Chauhan and the Association would split the costs of the arbitration. There was no expectation on his part that the Mayers would be required to pay

any of the costs. When asked at the hearing how this approach balanced the interests of the Mayers and Ms. Chauhan, Mr. Perry replied that he had not used the phrase. Rather, it had been used by the Association's lawyer in his correspondence with Ms. Chauhan. [54] Mr. Perry closed his letter of October 27 by stating that if Ms. Chauhan did not request arbitration, the Board would have no choice but to "proceed under the Rules and Regulations ... to settle this dispute." The letter was copied to all the Board members, including Mr. Mayer. It made Ms. Chauhan feel threatened and nervous. On the same day, Ms. Chauhan wrote to the Mayers, proposing a solution to the problem. She states in her letter: As I do not cook my ethnic food everyday, I would like us to arrange a day and time, once a week, when I may do so without a complaint from you. I suggest Thursdays from 10 am – 1 pm if this is agreeable to you. [55] Ms. Chauhan goes on to state in her letter that she is taking steps to find out the cause of the poor ventilation system, and asks for their cooperation in her efforts to solve the problem. The Mayers replied on October 29, 2003, stating that as the matter was before the Board of Directors, they could not enter into any agreement with her. [56] At the hearing, Mr. Perry described Ms. Chauhan's proposal as being like an agreement to beat a person only occasionally. Further, the Association could not agree to a situation where the rules were breached, and that the rules themselves could only be changed by due process. In his evidence, Mr. Mayer stated that having Ms. Chauhan cook once a week would not solve the problem and that he and Ms. Mayer could not agree with the suggestion. [57] Another Board meeting was held on November 13, 2003, at which Mr. Perry presided. Mr. Mayer was not present. Mr. Perry notified the directors that Ms. Chauhan had filed a human rights complaint. Soon after, the Board voted to send a "second notice" to her regarding her violation of the rules and regulations of the strata. [58] The Board sent Ms. Chauhan the "second notice" on November 18, 2003. In an accompanying letter, the Board secretary states: It is with regret that the Association has been, by your own actions, left with no other alternative but ... to send you the attached "SECOND NOTICE" [59] Ms. Chauhan's understanding was that her first offence was refusing to let Mr. Perry and the others into her home on August 7, 2003. The second offence was in creating a "nuisance" by cooking dhal on October 23, 2003. Again, prior to the notice and letter being issued to Ms. Chauhan, no one from the Board spoke to her directly. [60] The letter closes by reminding Ms. Chauhan that failure to comply with the "cease and desist" directive in the second notice would lead to her sub-lease being terminated. A second letter from the Board of the same date advised Ms. Chauhan that the Board wanted to resolve the matter through arbitration, and invites her to participate. At the time the Board wrote the letter, it had already selected their nominee for the arbitration, William Anhorn, a founding member of the Association. [61] In the fall of 2003, Ms. Chauhan hired, at her own expense of \$572.45, Keen Engineering ("Keen"), to investigate the problems with the exhaust system in her unit. In a report dated November 24, 2003, Keen noted that the ductwork installed in October 2003, to vent Ms. Chauhan's range hood to the roof of the building, was improper and restricted the airflow by approximately 60% of the system's capacity. The report also notes that the range hood, in addition to being inefficient, was undersized for the size of Ms. Chauhan's kitchen. The report notes that if all the problems mentioned were corrected, it would not necessarily correct the problem with cooking odours, but would only bring the system up to current standards. [62] From January 28, 2003, through October 1, 2003, Ms. Chauhan obtained the signatures of eight of her immediate neighbours – on her floor as well as neighbours above and below her unit – on a document which states that none of them have any complaints about odours coming from her unit. [63] At the hearing, Mr. Mayer, who, it will be recalled, was the chairperson of the Association's maintenance committee for Cottonwood Manor, agreed with Ms. Chauhan's counsel that the problem appeared to be an isolated one, localized to units 328 and 428. He stated that, as far as he knew, the exhaust system in unit 328 might not be hooked up properly. He noted that checking that the work had been done correctly could entail opening the drywall along the entire length of the exhaust system, to confirm that it had been properly connected. He also noted that the kitchen exhaust fans in Cottonwood Manor are located on an interior wall of the units and the distance from the fan to the outside wall in Ms. Chauhan's unit is approximately 25 feet. Because of the design of the building, the ductwork would have to take at least three turns from the stove area to the outside wall. He agreed with the suggestion of Ms. Chauhan's counsel that a solution to the problem might have been found through a thorough investigation of the entire exhaust system. [64] Ms. Chauhan's lawyer sent a copy of the Keen report to the Association's arbitration nominee, Mr. Anhorn, asking that he act as mediator in the dispute, and that the arbitration be put off until the Board had a chance to review the report. Mr.

Anhorn declined to do as requested, and returned the report to the lawyer. [65] On December 2, 2003, Ms. Chauhan made an application to add Robert Perry and Walter Mayer as respondents in her human rights complaint. On December 5, 2003, the Board issued a termination notice for Ms. Chauhan's sub-lease, effective January 1, 2004. Mr. Mayer and Mr. Perry both voted in favour of the motion to terminate the lease. In his evidence, Mr. Mayer said he did not think it was appropriate for him to sign the notice, but that the "Board" said he should do so. The notice goes on to state that if Ms. Chauhan did not vacate the premises as required, her furniture and chattels would be put into storage at her expense and her sub-lease would be sold. When asked by counsel for Ms. Chauhan to confirm that the sole reason for the Board meeting on December 5, 2003 was to consider Ms. Chauhan's newly filed human rights complaint, Mr. Mayer hesitantly answered that he could not recall if it was the sole issue on the agenda. I conclude that it was an important reason for the meeting, if not the only reason. [66] On December 12, 2003, Ms. Chauhan appealed the decision of the Board, pursuant to s. 37 of the *Cooperative Association Act*, S.B.C. 1999, c. 28. Ms. Chauhan was extremely upset that she was being given notice of the termination of her sub-lease just before Christmas and had only until January 1, 2004 to move. Again, no one from the Board spoke to her personally about the notice. [67] On December 8, 2003, three days after issuing the termination notice, the Association sent a bill to Ms. Chauhan for all repairs done to units 428 and 328, in the amount of \$1,130.57. At the hearing, Mr. Perry stated that while the expenses were billed to Ms. Chauhan, the final decision as to whether a sub-lessee or the Association paid the costs of a repair was made only at the time the sub-lease is sold. It is not apparent from the bill that Ms. Chauhan's responsibility for paying it was conditional. [68] On December 15, 2003, Mr. Perry, on behalf of the Board, wrote to Ms. Chauhan's lawyer, stating that in order to conform to the requirements of the *Cooperative Association Act*, the termination notice sent to her on December 5 was null and void. The letter states: "We apologize for not allowing Mrs. Chauhan the opportunity to be involved in the decision making of the Board of Directors." A review of the *Cooperative Association Act* suggests the Board had failed to notify Ms. Chauhan of the meeting at which her eviction was to be discussed, pursuant to s. 36 of that Act. [69] Mr. Perry then gave Ms. Chauhan notice that a resolution to terminate her sub-lease would be considered by the Board on December 30, 2004. The letter goes on: We intend to use the provisions of the *Cooperative Association Act*, the Commercial Arbitration Act and the Rules and Regulations of the Disclosure Statement of the NorKam Seniors Housing Cooperative Association in order to effect the termination of Mrs. Chauhan's tenure in the Cooperative Association. [70] In what is described as an offer to settle the dispute, Mr. Perry makes the following proposal: The NorKam Seniors Housing Cooperative Association would set aside the Sub-Lease termination process, provided Mrs. Chauhan would cease and desist creating the offensive odour that causes a nuisance to her neighbour. [71] On December 29, 2003, Ms. Chauhan wrote the Board, suggesting that the difficulties were the result of improper ventilation systems and construction in the building. She notes that she had cooked her traditional foods in other units near 328 and 428, and that the people in the surrounding areas had smelled nothing. [72] Ms. Chauhan included in her letter a copy of the Keen report, and noted that the report suggests steps that could be taken in an attempt to alleviate the problem. She states that until the work suggested by the Keen report was done, she was willing to restrict the cooking of ethnic foods to once a week over a three hour period, at a mutually agreeable time. [73] At the hearing, Mr. Perry stated that in his view, Ms. Chauhan's suggestion was not a compromise. Later in his evidence, he stated that Ms. Chauhan had in fact never compromised her position, and that the Board had done far more than her to solve the problem. I do not find these assertions to be supported by the evidence. Ms. Chauhan, with the possible exception of the incident on the morning of August 7, 2003, cooperated in the efforts to solve the problem. Her repeated suggestion that she would cook on a specific day of the week, her cooking in other suites, and her commissioning of the Keen report were clear indications that she was earnestly interested in resolving the problem. [74] On December 30, 2003, at a special meeting of the Board called solely to deal with the dispute with Ms. Chauhan, a motion was passed to rescind the earlier motion to terminate Ms. Chauhan's sub-lease. A new motion to terminate the sub-lease was put forward, and Ms. Chauhan and her daughter were allowed to make presentations on the motion. No questions were asked of her or her daughter by the Board members. Immediately thereafter, a new motion to terminate the sub-lease was carried unanimously. Mr. Mayer did not attend the meeting. While Ms. Chauhan was limited to speaking for 15 minutes, Mr. Perry spoke, according to the minutes, "at length on the seriousness of the issue which must be resolved." [75] On December 31, 2003, the

Board notified Ms. Chauhan by letter that it had voted the day before to terminate her sub-lease, and that a General Membership Meeting would be held on January 19, 2004, to discuss and vote on the Board's decision, under the provisions of s. 37(1) of the *Cooperative Association Act*. On the same date, Ms. Chauhan's lawyer notified the Board that Ms. Chauhan was appealing their decision. Ms. Chauhan was horrified by the Board's position. She continued to believe that she had done nothing wrong. [76] On January 8, 2004, the Board advised Ms. Chauhan that, as per her request, the extension of her kitchen exhaust was to be removed. Ms. Chauhan had asked Mr. Hoglund to remove the exhaust extension as it was not correcting the problem. No mention was made in the letter from the Board of the other deficiencies set out in the Keen report. [77] On January 17, 2004, Mr. Perry, as President of the Board, wrote to all residents of Cottonwood Manor. He wrote that the only sensible way to resolve the dispute with Ms. Chauhan was through negotiation. He then goes on to urge the residents to attend the membership meeting called for January 19, 2004, to "support your elected Directors." A notice concerning the meeting sets out the rules of the Disclosure Statement that had, according to the notice, been violated: a. According to the sub-lease, a tenant acknowledges that he/she has read and understood the disclosure statement; b. The landlord has the right to install, among other things, ductwork; c. A tenant shall not create or permit the creation of a nuisance, and; d. The landlord may terminate the membership of a member who has engaged in conduct detrimental to the housing cooperative. [78] Counsel for Ms. Chauhan put it to Mr. Perry that the Notice for the General Meeting was deliberately drafted by him so that other residents would not know the true purpose of the meeting. He replied that this was not his view. In his cover letter, Mr. Perry does not mention the details of the dispute, saying "it has all been said." The letter goes on to state that the Association was willing to negotiate a settlement, and would not terminate a sub-lease while meaningful negotiations were going on. At the same time, the Association would use its legal powers if it had to. [79] The introductory letter suggests that the solution to the problem was negotiation. However, neither the notice nor the accompanying letter expressly state that the purpose of the meeting was to confirm the motion of the Board to terminate Ms. Chauhan's sub-lease. It appears that the Association was seeking confirmation of the termination notice to strengthen its hand when 'negotiating' with Ms. Chauhan. [80] Mr. Perry stated in his evidence that he did not care what Ms. Chauhan cooked as long as her cooking did not interfere with the comfort of other residents. He believed that the Association could not allow its rules to be broken, and that if strong leadership in this regard was a fault, he was guilty. In his view, once the Board received a written complaint, it was obligated to investigate and respond. [81] Ms. Chauhan presented her position at the January 19 meeting. Another speaker cautioned the meeting that a vote in support of the Board could be seen as a violation of s. 43 of the *Code*. [82] A case history of the conflict was also distributed. It stated that Ms. Chauhan had violated the rules of the Association, and that the Board had a duty to uphold those rules. Mr. Mayer signed the document, as a director of the Board, along with the eight other directors. It is on this point that I found Mr. Mayer's evidence contradictory. It is hard to reconcile his signing the document with his statement that his dispute was with the Association, not Ms. Chauhan. [83] Mr. Mayer spoke at the meeting and presented a written statement. In it he says: Rita mentions her rights but what about our rights? She reminds me of some Smokers. They want their rights to smoke but don't consider the rights other people that don't smoke. [Reproduced as written] At the hearing, he stated that if this complaint is resolved in a manner that allows the odours to continue, he and Ms. Mayer will have to move. [84] The results of the January 19, 2004 vote were as follows: 51 people voted to support the Board's decision to terminate Ms. Chauhan's sub-lease while 42 voted against. Two ballots were spoiled. [85] The motion passed by the Board stated that it would have no effect or power if Ms. Chauhan informed the Board, in writing, that she would cease and desist in her violation of the Association's rules. Shortly thereafter, Ms. Chauhan decided to agree to the "cease and desist" condition, as she did not want to be evicted. [86] In correspondence dated January 20, 2004, to Ms. Chauhan's new counsel, Mr. Perry stated that he was willing to agree to a 90-day cooling off period, proposed by Ms. Chauhan's counsel prior to the January 19, 2004 meeting, in hopes of settling the dispute. On January 22, 2004, Ms. Chauhan's counsel wrote to the Board, on a "with prejudice" basis, stating that Ms. Chauhan agreed not to cook her traditional ethnic foods unless authorized to do so by "law or agreement". The letter went on to state: Please take notice that Ms. Chauhan is consenting to your demands because she cannot afford to be evicted from her suite. She has not resiled from her position that the Respondent's actions are discriminatory and contrary to the *Human Rights Code*. [87] On January 23, 2004, Mr. Perry wrote counsel for

Ms. Chauhan to inform her that he had arranged for a video inspection of the duct work in Ms. Chauhan's suite in an effort to determine if it was malfunctioning. The contractor conducting the inspection was not able to complete it due to possibility of damage to the video equipment. [88] Inland Technical Services also performed inspection and repairs of the exhaust system. A memorandum from the company dated March 3, 2004, indicates that the airflow measurement was 266 cubic feet per minute at the range hood and 127 cubic feet per minute at the outdoor exhaust. These figures suggest that the exhaust system was working at approximately 50% efficiency and that there was significant leakage in the ductwork. [89] Ms. Chauhan stated at the hearing that the dispute with the Association had a major effect on her health. Her blood pressure had gone up, and she could no longer sleep without sleeping pills. She lost confidence in her own abilities, and was fearful of causing offence by her cooking. She described herself as mortified, humiliated, hurt and angry. She could not cook her ethnic foods because she might be evicted. **Legislation** [90] The applicable sections of the *Code* are: 2. Discrimination in contravention of this *Code* does not require an intention to contravene this *Code*. 4. If there is a conflict between this *Code* and any other enactment, this *Code* prevails. 8(1). A person must not, without a *bona fide* and reasonable justification, (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons. 43. A person must not evict, discharge, suspend, expel, intimidate, coerce, impose any pecuniary or other penalty on, deny a right or benefit to or otherwise discriminate against a person because that person complains or is named in a complaint, gives evidence or otherwise assists in a complaint or other proceeding under this *Code*.

Submissions of the Parties

Submissions on Behalf of Ms. Chauhan [91] Ms. Chauhan's counsel framed her submissions in the context of s. 8 of the *Code*. She argues Ms. Chauhan has met the evidentiary burden on her to establish a prima facie case of discrimination, and notes that she is not required to show that the Association intended to discriminate against her. [92] It is further argued that, in the circumstances of her complaint, the discrimination against her was both direct and indirect. The Board's determination of what cooking odours constitute a nuisance is totally subjective and ethno-centric. [93] Counsel cites *Fancy v. J and M Apartments Ltd.* (1991), 14 C.H.R.R. D/389 (B.C.C.H.R.D.), a decision of the former BC Human Rights Council. In that case, the respondents were found to have discriminated against prospective tenants on the basis of assumptions and stereotypes regarding cooking odours. The respondents refused to rent an apartment to the complainants, who were of East Indian origin, because the respondents feared the complainants would cook with curry. [94] Counsel for Ms. Chauhan also argues that the Association has not established a defence to the discriminatory conduct by establishing a *bona fide* and reasonable justification (BFRJ) for its conduct. She does not dispute that the prohibition against Ms. Chauhan cooking foods was rationally connected to the general purpose of addressing the concerns of the Mayers. [95] However, counsel for Ms. Chauhan says that the prohibition against cooking her ethnic food was not made in good faith. The bad faith of the respondents is exemplified by its "unreasonable and unbelievable denial" that the alleged offensive cooking odours were the aroma from Ms. Chauhan's cooking of curry. If the Association were acting in good faith, it would not have taken and maintained its position that it did not impose a ban on Ms. Chauhan cooking curry, but only on her creating a nuisance by cooking foods which it alleged created offensive cooking odours. Cooking ethnic foods in one's own home, according to counsel, is not the type of activity that ordinary Canadians would consider to be a tortious nuisance. [96] Counsel for Ms. Chauhan also argues that the standard adopted by the Association was not one reasonably necessary to accomplish its purposes and goals. The Association gave Ms. Chauhan only two options: stop cooking her ethnic foods or be evicted. [97] Counsel for Ms. Chauhan does not dispute that the Association needs to balance the competing rights and needs of those persons who reside in Cottonwood Manor. However, she argues that the Association did not make a fair and genuine attempt to do so. When its half-hearted efforts proved unsuccessful, it put the entire burden of remedying the problem on Ms. Chauhan. The Association made no effort to understand or

accommodate Ms. Chauhan's point of view. [98] On the issue of retaliation, counsel for Ms. Chauhan notes that at the Board meeting of November 13, 2003, immediately after Mr. Perry reported that Ms. Chauhan had filed a human rights complaint, a motion was made to send her a second notice, a step required in the termination process. The motion was made even though at the preceding Board meeting, it had been agreed to see if the pipe extension, added in October 2003, was effective. Counsel argues that her position is reinforced by the fact that the Mayers were likely not at home at the time of the meeting and that it was not until much later that the Association realized that the pipe extension was ineffective. [99] Ms. Chauhan made an application to add Mr. Mayer and Mr. Perry as respondents. This application was served on them on December 2, 2003 (and withdrawn several weeks later). On December 5, 2003, the Board held a special meeting during which a resolution was passed to terminate Ms. Chauhan's sub-lease, in a manner that violated the *Cooperative Association Act*. Ms. Chauhan's counsel argues that the Board's December 5, 2003 decision was an act of retaliation.

Submissions on Behalf of the Association [100] Counsel for the Association argues that it did not take steps to terminate Ms. Chauhan's membership in the cooperative, or evict her from her home, because she persisted in cooking ethnic foods. The Association was only responding to a valid complaint by the Mayers that the odours were causing them discomfort and disturbing their right to quiet enjoyment of their home. [101] Counsel further argues that there was no distinction drawn, intentionally or otherwise, between Ms. Chauhan and other members of the Association. Ms. Chauhan was subject to exactly the same rules of the Association as were all other members. The Board was dealing with a *bona fide* nuisance to the Mayers. [102] Counsel reviews the law of nuisance, and states that the intensity of the interference with the Mayers' property was quite severe and of long duration. He sets out an excerpt from *The Law of Torts*, 2nd ed. (2003) (QL), by Phillip H. Osbourne, Chapter 6, Nuisance, Part B, Private Nuisance, which states as follows: In order to prove a private nuisance, the plaintiff must show an interference that in all the circumstances of the case is unreasonable to the ordinary person. ... The circumstances relevant to deciding if the interference is unreasonable include the character of the neighbourhood, the intensity of the interference, the duration of the interference, the time of day and the day of the week of the interference, the zoning designation of the area, the utility of the defendant's activity, the nature of the defendant's conduct, and the sensitivity of the plaintiff. None of these factors is conclusive but they do deserve some further comment. [103] When faced with the situation brought to its attention by the Mayers, the Board did all it could do to find a remedy. It first attempted to resolve the situation, but when no mutual optimal solution could be reached, it had to enforce the rules and regulations of the Association. The issue for the Board is not, and has never been, curry. The issue for it is the smell complained of by the Mayers. [104] Counsel states that there is no authority for the proposition that a person interfering with a neighbour's use and quiet enjoyment of their property cannot constitute a nuisance if that activity has any indicia of race, culture, or place of origin. This would give persons who found themselves in the Mayers' situation no recourse where their property is being interfered with for those reasons. [105] Counsel argues that Ms. Chauhan had choices open to her in that she could have chosen to cook with her exhaust fan off, or she could have used less aromatic foods. On the other hand, the Mayers had no options open to them. This was the issue the Board was bound to resolve. That the issue was resolved against Ms. Chauhan is regrettable, but she is the one who contravened the rules. [106] Counsel then sets out his alternative argument that if the Association did discriminate against Ms. Chauhan, it had a *bona fide* and reasonable justification for doing so. The standard adopted was the prohibition against creating a nuisance, a standard Ms. Chauhan agreed to be bound by. In his view, the standard was adopted in good faith and was necessarily reasonable to accomplish the goal of maintaining order amongst the residents of the building. [107] The only way the Association could have accommodated Ms. Chauhan was to completely overhaul her suite and create a complete barrier between her suite and that of the Mayers. The cost of this would have been prohibitive and would have constituted undue hardship. Counsel argues that the Tribunal is without jurisdiction to order the Association to investigate and remedy any ventilation problems. As stated in the submissions, "To do so, would very well entail the expenditure of hundreds of thousands of dollars." [108] In his concluding remarks, counsel for the Association states: The Respondent has never alleged that Mrs. Chauhan bear the burden of accommodating Mrs. Mayer's disabilities. The Respondent has simply asked Mrs. Chauhan to act in consideration of her neighbours.

Findings of Fact [109] The decision in this complaint is largely confined to its unique factual background. A review of the evidence establishes the following. Ms. Chauhan was aware of the rules and regulations of the Association when she moved into her unit in 1998. I find it reasonable and necessary that the Association has enforceable rules to ensure its members quiet enjoyment of their homes. These rules and regulations allow the Association to terminate sub-leases and evict residents of Cottonwood Manor in appropriate circumstances. I also find that the threat of eviction from her home and prohibition against cooking certain types of food was extremely distressing to Ms. Chauhan. [110] I find that for almost five years, Ms. Chauhan regularly cooked a variety of foods in her home, including some that were common to her ethnic background, without complaint from other residents of Cottonwood Manor. Ms. Chauhan used a variety of spices and ingredients when she cooked her ethnic foods and, as with the cooking of any foods, the process produced odours. It was clearly only some cooking odours that led to the Mayers' complaint to the Association. In my view, it is immaterial as to exactly which ethnic foods and spices produced what odours. [111] After they moved in above Ms. Chauhan, the Mayers found the odours extremely offensive, to the point that it caused them discomfort. Ms. Mayer's medical condition was such that she found herself particularly sensitive to the odours. [112] The Mayers steadfastly refused to discuss the problem with Ms. Chauhan directly or cooperate with her in identifying exactly which cooking odours were a problem. As a result, Ms. Chauhan faced eviction from her home if she cooked foods the Mayers found offensive, but she received no assistance from the Mayers or the Association in identifying which foods those were. She had two options: she had to correctly guess which ethnic foods she could cook, or she had to refrain from cooking ethnic foods altogether. [113] For some, the odours produced by Ms. Chauhan's ethnic cooking would be aromatic. To the Mayers, and to Mr. Perry, the odours were an offensive nuisance. The former residents of unit 428 lived with the cooking odours for several years without complaint. This divergence in reaction strongly suggests that a person's reaction to cooking odours is highly subjective. Lifelong familiarity with the odours produced by ethnic cooking may determine whether they elicit a pleasant or unpleasant reaction. For example, Ms. Mayer may have found the odours inoffensive had she been raised in the Indian culture. [114] The Association took steps to solve the ventilation problem, albeit potentially at Ms. Chauhan's expense. At times, the Association conducted itself in a manner which can only be described as insensitive, rule-bound and heavy-handed. The immediate description of the odours produced by Ms. Chauhan's cooking as "very offensive" in the Association's letter of February 12, 2003, and the issuance of a flawed termination notice on December 5, 2003, effective January 1, 2004, are two examples of such conduct. [115] Ms. Chauhan was, with the possible exception of the incident at her door on the morning of August 7, 2003, cooperative, compromising, and conciliatory in her attempts to deal with the situation. For example, obtaining the Keen report went far beyond what was required of her. Mr. Perry's description of her as being uncompromising is without foundation. [116] Credible evidence was presented regarding the deficiencies in the ventilation system in Ms. Chauhan's unit. After reviewing this evidence, I find, on the balance of probabilities, that the ventilation system in Ms. Chauhan's unit was and is faulty, resulting in cooking odours from her unit entering the Mayer's unit through holes and cracks in their walls. I also find that the Association came to know that the system was faulty and realized that their efforts to fix it were unsuccessful. If the ventilation system were working properly, it is reasonable to conclude that cooking odours would not be emanating from wall openings around the Mayer's plumbing fixtures and through the venting of their clothes drier. It would likely be vented to the outside without permeating another unit in the building, as proved to be the case when Ms. Chauhan cooked ethnic foods in units other than her own.

Analysis

Nuisance [117] Counsel for the Association argues that this is not a human rights matter, but rather an issue of governance of the Association over a dispute founded in the tort of nuisance. The excerpt from *The Law of Torts*, set out in paragraph 102 above, is of assistance in identifying the considerations that go to defining a nuisance. The sentence missing from the quotation, as marked by the ellipsis, is as follows: No protection is given to fastidious or delicate sensibilities. [118] The text goes on to state: All citizens must tolerate a certain level of noise, odour, and pollution. In order to prove a private nuisance, the plaintiff must show an interference that in

all the circumstances of the case is unreasonable to the ordinary person. And later: The interference must be of sufficient intensity to be *intolerable to the ordinary Canadian citizen*. [Emphasis added] [119] As previously noted, the former residents of unit 428 never complained to Ms. Chauhan or the Association about cooking odours from Ms. Chauhan's home. Given the range of reactions to the odours produced by Ms. Chauhan's ethnic cooking – from enjoyment through indifference to discomfort – it is open to debate whether the “ordinary Canadian person” would find it a nuisance. Having said this, I note that the matter before me is not framed in nuisance, but in the context of s. 8 of the *Code*. *General Principles* [120] Pursuant to s. 4 of the *Code*, if there is a conflict between the *Code* and any other enactment, the *Code* prevails. This section applies to the laws and regulations of the province. However, private rules and regulations, such as those of the Association, are also subject to the provisions of the *Code*. [121] I also note that, in considering the complaint, I must keep in mind that the *Code* is to be applied in a broad, liberal and purposive manner: *O'Malley v. Simpson-Sears Ltd.*, (1985), 7 C.H.R.R. D/3102 (S.C.C.). *Does s. 8 of the Code apply?* [122] Under s. 8 of the *Code*, the initial burden is on Ms. Chauhan to establish, on a balance of probabilities, that the Association discriminated against her with respect to an accommodation, service or facility customarily available to the public because of the grounds alleged in her complaint. [123] In *Williams v. Strata Council 768*, 2003 BCHRT 17, this Tribunal made the following comment in regard to a dispute in a housing complex: The Respondent provides a variety of services to the Complainant as one of the owners of the strata property. Owners of a strata property are a subset of the general public referred to in section 8(a) of the *Code*. In *Williams*, it was determined that the provision of an intercom and entry system for residents was one such service. I find that in this complaint, the service to be provided to Ms. Chauhan by the Association is the quiet enjoyment of her residence, which includes the right to cook her ethnic foods in it without threat of eviction.

The Tests to be Applied to the Evidence [124] In this complaint, the onus is on Ms. Chauhan to establish that discrimination occurred, subject to the Association establishing a defence in law to the charge of discrimination. If Ms. Chauhan establishes a *prima facie* case of discrimination, then the Association bears the burden of proving that it had a *bona fide* and reasonable justification (BFRJ) for its actions and that it reasonably accommodated her to the point of undue hardship. In each step of the analysis, the standard of proof is the balance of probabilities. *Has Mrs. Chauhan established a Prima Facie case?* [125] A *prima facie* case of discrimination is made out if it is established that because of her ancestry, race, colour, or place of origin, Ms. Chauhan received differential treatment with respect to an accommodation, service or facility customarily available to the public. As stated in *Waters v. BC Medical Services Plan*, 2003 BCHRT 13, at para. 130, and in the cases cited therein, there needs to be an adverse impact resulting from that differential treatment. [126] I find that Ms. Chauhan has established a *prima facie* case of discrimination in regard to an accommodation, service or facility customarily available to the public. First, I find that Ms. Chauhan cooked foods in her home that were an expression of her ethnicity and ancestry. The preparation of these foods produced odours. Second, I find that Ms. Chauhan received differential treatment with respect to her tenancy as a result of her ethnicity and ancestry. Specifically, Ms. Chauhan was ordered to cease producing these odours or face eviction. Third, I find that the Association's prohibition against her producing cooking odours had a significant impact on her. As she stated, she was embarrassed, mortified, and hurt by the treatment she received. The right to express and enjoy one's ethnicity and ancestry is clearly central to one's identity.

Did the Association have a BFRJ for its conduct? [127] Having found that Ms. Chauhan has established a *prima facie* case of discrimination based on her ancestry, race, colour, or place of origin, the burden shifts to the Association to show that it had a BFRJ for its conduct. [128] In *British Columbia (Public Service Employee Relation Commission) v. British Columbia Ministry and Service Employees' Union*, [1999] 3 S.C.R. 3 (“*Meiorin*”), and *British Columbia (Superintendent of Motor Vehicles) v. British Columbia (Council of Human Rights)*, [1999] 3 S.C.R. 868 (“*Grismer*”), the Supreme Court of Canada established a three-stage analysis for determining whether a standard is a BFRJ: (*Grismer*, at para. 20). In order to establish this justification, the Association must prove that: a) it adopted the standard for a purpose or goal that is rationally connected to the function being performed; b) it adopted the standard in good faith, in the belief that it is necessary to the fulfilment of the purpose or goal; and

c) the standard is reasonably necessary to accomplish its purpose or goals, in the sense that the respondent cannot accommodate the complainant and others adversely affected by the standard without incurring undue hardship. [129] In this case, the “standard” at issue is the rule that allows the Association to ensure its members have quiet enjoyment of their homes in Cottonwood Manor. Those rules permit the eviction of member-residents in certain circumstances, including where the resident in question is creating a “nuisance”. I agree with Mr. Perry that the Association must necessarily have rules for the proper operation of its premises. [130] I am concerned that the rules of the Association were not applied in a manner that at all times indicated good faith on its part. I find that the position of the Association hardened significantly after it received word of Ms. Chauhan’s human rights complaint and her attempting to name Mr. Perry and Mr. Mayer as respondents. The Association went from a “wait and see” approach, in hopes that the repairs it had undertaken would solve the problem, to giving very short notice to Ms. Chauhan that she had to vacate her home. [131] The final consideration is whether the manner in which the rules were applied was reasonably necessary to accomplish its purposes and goals, in the sense that the Association could not accommodate Ms. Chauhan without incurring undue hardship. [132] Counsel for Ms. Chauhan asks that I order the Association to accommodate Ms. Chauhan by ordering that the ventilation system be repaired. Counsel for the Association argues that I have no jurisdiction to do so, and that could be prohibitively expensive in any event. However, in my opinion, repair of the ventilation system is not the issue here, as there would be no hardship to the Association if Ms. Chauhan were to resume cooking her ethnic foods immediately, even with the faulty ventilation system. There is, however, the possibility that her doing so could lead to a complaint of discrimination against the Association by the Mayers, particularly Ms. Mayer. She might allege that her human rights were being violated by the Association, under s. 8 of the *Code*, because of a physical disability, if the Association declines to repair its ventilation system. [133] Although not part of my order, I am of the view that neither Ms. Chauhan nor the Mayers would be responsible for the costs of such repairs. That responsibility would lie solely with the Association, as the problem is likely the result of a construction fault or failure of the system. Furthermore, Ms. Chauhan and the Mayers should not bear personal responsibility for the costs of the repairs to the ventilation system, beyond whatever proportionate share might be assessed against them and all other members of the Association. [134] Finally, as set out in paragraph 130, I find that there was a degree of retaliation in the actions of the Board, once it received word of the complaint and the application to add Mr. Perry and Mr. Mayer as respondents. [135] Upon a review of all the evidence and submissions, I conclude that the Association did discriminate against Ms. Chauhan because of her ancestry, race, colour, or place of origin, contrary to s. 8 of the *Code*, and did retaliate against her, contrary to s. 43 of the *Code*. Ms. Chauhan is entitled to prepare ethnic foods in her home without fear that the Association will attempt to evict her for doing so. Having reached these conclusions, I now will consider remedy.

Remedy [136] I have considered the submissions of the parties as to remedy. Having found that the Association has breached the provisions of the *Code*, I find the complaint of Ms. Chauhan against the Association is justified and I make the following orders: a. Pursuant to s. 37(2)(a), I order the Association to cease contravening the *Code* and refrain from committing the same or similar contravention in the future; b. Pursuant to s. 37(2)(b), I make a declaratory order that the conduct complained of is discriminatory; c. Pursuant to s. 37(2)(d)(iii), I order compensation for injury to dignity, feelings and self-respect in the amount of \$2,500. In determining this amount, I have taken into consideration the impact of the discrimination on Ms. Chauhan and the retaliatory nature of some of the acts of the Association; d. Pursuant to s. 37(2)(d)(ii), I order that the Association reimburse Ms. Chauhan for expenses incurred as a result of the discriminatory conduct, including legal fees of \$1,925, the fees paid by her to Keen Engineering of \$572.45, and \$73.97 for photocopying, postage, courier, etc.; and e. Supplemental to the orders for payment to Ms. Chauhan, I also order that Ms. Chauhan not be the subject of any special levy on the members of the Association for payment of the monetary awards set out in paragraphs c and d.

Kurt Neuenfeldt, Tribunal Member

▶▶▶ Not intended for distribution to the learners. ◀◀◀

Below are the details of the characters and the scenario for Case Study 2. The learners receive a description of the characters. They assemble the scenario through their shared information gathered from the jigsaw listenings.

These notes are not intended for distribution to the learners, but are offered here as background information for the instructor.

Mrs. Mabel Dorchester: Mrs. Dorchester is a 75-year-old widow of Afro-Caribbean ancestry. She has lived in the Donerovin complex in Nelson for two years. She enjoys the complex, is very friendly and outgoing and is considered a good neighbour by most of the others who live near her. The only complaint she has about Donerovin is that the food is quite bland. It appears to be cooked for people with Northern European palates. From time to time she likes to cook up some spicier food. She's very generous and shares this food with some of the other residents who also find the food in Donerovin a bit boring.

Ms. Selma Wong: Ms. Wong is a nurse's aid. She worked at Donerovin for 5 years and was very popular with the residents. She worked with Mrs. Dorchester, helping with small health care issues. When she became involved with the situation described in this case, she was transferred.

Mr. John Turner: Mr. Turner is a resident of Donerovin. He has the unit directly next to Mrs. Dorchester's. He is of English and Irish ancestry and likes the rather plain food that is served in the complex. He finds it very offensive when Mrs. Dorchester cooks her curries and other spicy food. He says that the smell comes into his apartment and prevents him from enjoying his time there.

Ms. Pam Futoni: Ms. Futoni is a relatively new supervisor at Donerovin. She enjoys her job and would like the residents to all be happy. As a new supervisor, she is rather uncomfortable with conflict and does what she can to minimize any disagreements that come up. Her motto is, deal with conflicts quickly and decisively and make it clear to your employees that they will be rewarded for promoting harmony.

The scenario

John Turner first complained to Selma Wong about the smell of cooking coming from Mabel Dorchester's room. Selma listened sympathetically, but explained to John that residents are allowed to cook in their units. In a multicultural country like Canada there will be many different forms of cooking and when people lived together they needed to learn to tolerate each other's differences.

John was not satisfied with Ms. Wong's response and took his complaint to Pam Futoni, the new staff supervisor at the Donerovin residence. He was very forceful in his complaint, rather overwhelming Pam. He said that he wanted the ethnic cooking stopped, and he wanted Selma disciplined because she did not deal seriously with his concerns. He said he expected to see action. Pam asked Selma to tell Mabel Dorchester to stop cooking her curries. When Selma didn't do this, because she felt it was inappropriate to tell residents what to cook, Pam told Mabel Dorchester herself. She reminded Mabel that one of the conditions of living in the Donerovin residence was that one respect the peaceful enjoyment of the facilities of all individuals. She explained that the curries were disturbing one of the residents.

When the next staffing schedule came out, Selma had been transferred to a different, slightly lower position at another care facility. When she spoke to Pam about this, Pam explained that she was sorry, but Selma was obviously not going to work out as a member of her team. She felt it was better to take this action now, rather than later. She also explained that she realized that there was a slight loss of pay for Selma because of the transfer. She didn't like that fact, but there was no identical position available at the other complexes.

To Selma, it didn't feel quite right, but she didn't know what to do about that. She didn't want any further conflict with Pam. She went to see her union rep, for advice. The union rep, Joan, became increasingly agitated as she heard the conversation, and explained that, by her estimation, Selma has been fired. Under BC labour law, when someone's position is substantially changed, without their consent and in a manner that would be considered a demotion, then they have been fired. Joan said that she will check this further with the union lawyers and get back to Selma.

Meanwhile, Mrs. Dorchester stewed about the limitations that had been put on her freedoms. She decided to contact her son, Howard, who is an architect in Vancouver. When his mother explained the situation to him, Howard suspected that this was a case of discrimination. He checked the BC Human Rights Tribunal webpage and discovered a Tribunal decision from December 2004 that sounded surprisingly similar to that of his mother: Chauhan versus Norkam Seniors Housing Cooperative Association.

Howard contacted that BC Human Rights Tribunal and was surprised that they were not permitted to give him any feedback or advice on the specific situation. He or his mother needed to submit a formal complaint, in writing, for the tribunal office to evaluate whether there was, indeed, a prima facie case of discrimination. Howard learned about the steps in the complaint process and appeared ready to encourage his mother to submit a written complaint.

While Ms. Futoni wished to maintain harmony in the Donerovin residence, her actions appear to have had exactly the opposite effect. At the point where the scenario ends, most of the staff are talking about the situation and two camps are forming: those who support Mabel and Selma and those who support Pam. Additionally, the residents are becoming involved. Many were very fond of Selma and miss her. Also, Mr. Turner is not a very popular resident because he is always demanding something. Some residents believe that Pam has too easily acquiesced to John Turner's request and has not tried to work out a compromise that considers Mrs. Dorchester's needs. Other residents think that Pam has taken the right action to ensure that the happy enjoyment of the complex is available to all. These individuals would say that when people live together they all have to modify their behaviour to be sure that they are all able to get along.

▶▶▶ Jigsaw listenings – not intended for distribution to the learners. ◀◀◀**Unscripted – Jigsaw listening 1**

Two nurse's aids, Stella and Peter, meet in the hall of the Donerovin assisted care living complex. They haven't seen each other for quite a while because one of them was laid off and has just been called back to work. He has been called back to work to replace Selma, whose been sent to another facility.

Conversation framework:

- delight and surprise to see each other
- info about where they've both been. Peter hasn't been at work for a while because he was laid off.
- He's back at work because Selma has been transferred.
- Place seems kind of tense.
- Residents seem agitated because of things going on. Lots of people asking questions.
- Neither is sure of the details, it's all rumour at this point. Seems that Selma had some kind of disagreement with Pam.
- Heard that there's some kind of team been called in to investigate the problems.
- Selma got transferred to an undesirable facility, nobody likes to work there because it's out of town, on a windy road.
- And Selma has to work at night. After all her years of service it must be horrible to be back working at night.
- And rumour has it she might have got a pay cut, cause as far as anyone knows there was no job at that facility paying as much as she was making at Donerovin (here).
- It's like a demotion.
- Stella says Pam sure doesn't like conflict. Her inexperience shows.
- Peter isn't so ready to criticize Pam. Says it's hard to balance everything. Selma shouldn't have stuck her neck out. She could have just gone along with things.
- Stella says she never liked Pam much. She was never an easy nurse to work with, can't imagine she'd be a great administrator. Not that she's unfriendly, but kind of a control freak.
- When it becomes apparent to both of these that they are heading into dangerous territory, that they have different opinions about the situation, they say they'll have to wait and see.

▶▶▶ Jigsaw listenings – not intended for distribution to the learners. ◀◀◀

Unscripted – Jigsaw listening 2

Ms. Dorchester's son calls the Human Rights Tribunal to ask for the forms to be sent. He's going to help his mother fill in the forms. He's sure she has a complaint.

Ms. Dorchester's son's name is Howard. He's angry. He's just absorbing what's happened to his mother. He's been to the tribunals website and is sure that his mother's case is just like the case 262, Chauhan versus Norkam Seniors Housing Cooperative Association.

The Human Rights Tribunal is very clear about not giving advice. They will explain the prohibited grounds for discrimination, but will not advise whether they think an individual has a case until they have submitted a written complaint.

Conversation framework:

- The Human Rights Tribunal receptionist answers the phone. Her name is Jane.
- Howard Dorchester introduces himself and starts to tell his mother's story. His mother lives in an assisted living cooperative and is of Afro-Caribbean ancestry. The facility is trying to stop her from cooking her ethnic food. Mr. Turner, one of the other residents, complained that he didn't like the smell of spicy food cooking, it bothers his sinuses.
- Jane politely, but firmly stops him from telling his story and explains that she isn't the person to hear the details of the case. Has he visited their website? He can get information there about the grounds that constitute Human Rights Code violations or she would be happy to explain them to him.
- Howard explains that he has been to the website and has seen a case that looks a lot like his mother's situation, almost identical in fact. A decision was rendered in Dec. 2004. It was case number 262, Chauhan versus Norkam.
- He hopes that he might speak to someone who will confirm that his mother has been discriminated against because of her ancestry.
- Again Jane confirms that she can't advise on a case, and that case managers are assigned once a complaint has been submitted and screened. Howard's mother is very welcome to submit a complaint.
- Howard asks what the process is.
- Jane explains that she will send Howard or his mother a package, with a complaint form.
- Once they have completed the form and returned it, it will be entered into the data base.
- It will then be screened and if it is found to be a possible case of discrimination under the protected categories it will be assigned to a case manager.
- The case manager will try to mediate the dispute, but if that is unsuccessful, there will be a hearing, done by counsel, in other words, by lawyers.
- Howard asks if he can submit on behalf of his mother.
- He can. That would usually happen if the mother was ill or not competent. He could also act as an agent for his mother. That's a different form, but it's still his mother's complaint. Howard understands and asks to have a package sent to his address. He gives his address:
 - 950 Raymur Road
 - Vancouver BC
 - V6A 3L5

Time line: If a complaint is straight forward, a few weeks. A complaint might need amendments or additional info. Running at 8 weeks turn around time for the average case.

▶▶▶ Jigsaw listenings – not intended for distribution to the learners. ◀◀◀

Unscripted – Jigsaw listening 3

Staff lunch room. Staff is discussing the case. Two people are talking; two or three others join them. The conversation is animated and fractured. People talk over top of each other and don't let each other finish sentences. People arriving late want to know what others were talking about.

Conversation framework:

- **Person one:** Pam is having trouble already as a manager.
- **Person two:** always thought she was the wrong person for the job.
- **Person three:** (just come in to the room). What you talking about? Pam? You should give her a chance; she's just started.
- **Person one:** Latest info is that someone talked with Mabel. Her son is investigating whether it's a human rights complaint.
- **Person two:** A human rights complaint. Ridiculous.
- **Person four:** (just come in) What's ridiculous?
- **Person two:** Explains
- **Person four:** Always found Mabel's cooking a little smelly, so can understand the concern.
- **Person three:** Great that Mabel takes the initiative to cook for herself, rather than just complain about the food.
- **Person two:** Wonders how cooking could be a human rights issue.
- **Person four:** Who complained about Mabel's cooking, everyone loves Mabel.
- **Person two:** John Turner complained.
- **Everyone groans cause they can't stand John Turner; he's a difficult old guy.**
- **Person two:** Mentions that John used to be a bank manager and is used to bossing people around.
- **Person three:** When Pam was a nurse she was always complaining about John and saying what a difficult character he was; they're amazed now that she's in a supervisory position that she's supporting him.
- **Person one:** Latest news: have they heard that Selma's gone. One of the residents was complaining about it cause everybody liked Selma. Selma took Mabel's side in this. She told John that he needed to learn to live with the smell. Pam felt this was inappropriate and has sent Selma to work somewhere else.
- **Nobody knows the details exactly.**
- **Person three:** Can't believe that Selma's not still around. Must be a misunderstanding.
- **Person one:** Selma has definitely been transferred, 'cause met the guy who's taking her place. Peter
- **Person four:** The topic changes to a discussion of the planned staff social for the next month: will it be a dance with live music like last year?
- **Person two:** The atmosphere at the social might be a bit bleak if people are getting transferred for disagreeing with the boss.
- **Person three:** Pam's doing a good job. She's just trying to keep a lid on things.
- **Person five:** Enters the staff room and changes the topic by asking if anyone knows anything about the new sleeping med (zipiclan) that's being used. Any contraindications?
- **Fade out**

▶▶▶ Jigsaw listenings – not intended for distribution to the learners. ◀◀◀

Unscripted – Jigsaw listening 4

Selma is meeting with her union rep to discuss the situation. She's at the union rep's office.

Conversation framework:

- Selma has never met the rep before. Introduces herself.
- Rep introduces herself: name Joan.
- Selma outlines her concerns about getting a bit less pay and it feels like her career is going backwards. So in her view, she's really come to the union rep to talk about her career being stalled, not sure if the union can help with that. Maybe they could intervene with management.
- Joan asks her to back up a bit and explain why she's been transferred.
- Selma explains, rather incoherently
- Joan says they need to start at the beginning. When did it all start. It's clear by this point that Joan is taking notes.
- Selma says that one of the residents, John Turner, complained to her about Mabel Dorchester's cooking. He asked her to get Mabel to stop. John is a complainer, always wants something different.
- Selma gave it some thought and then suggested to John that since residents were allowed to cook, it wasn't really her place to tell anyone what they could cook. She suggested a live and let live philosophy.
- John went to Pam and complained. Funny, cause Pam used to complain about how demanding John was when she was his nurse. Pam called Selma in and asked her to speak with Mrs. Dorchester and tell her to stop cooking her curries.
- Selma politely explained to Pam that she think that was the right approach to take.
- Pam seemed to struggle with that and ultimately said that if Selma couldn't support her, then she should not be on her team.
- Selma wasn't sure what that meant, but next thing she knew, when the next month's schedule came out, she was working in the Newtown residence, in the evening.
- Joan clarifies: so a change of shift and location. Was there notice?
- Selma says the schedule comes out about 10 days in advance, so yes, she had some notice.
- Did she object?
- No, she didn't object because she wasn't sure she wanted to continue to work with Pam if it was going to be contentious like that all the time.
- Joan verifies that Selma is now making less money, has a new location, a new shift time, less responsibility and authority. If that's all true, under BC labour law it sounds like Selma's been dismissed. The contract has very clear language about dismissal.
- Selma asks what Joan means when Joan says Selma's been dismissed.
- Joan explains again that if you demote someone, under BC labour law, you've fired them.
- Joan suggests that Selma have a look at the BC Employment Standards web page if that's unclear to her. Webpage is: <http://www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm>
- Joan has to met with someone else now, but she'll check with the union lawyer and think about what to do next.
- Selma's not sure she wants to make a fuss. It's not such a big deal
- Joan explains that the union has to do something, even if Selma doesn't want her to. The union can't let this go unchallenged.
- Joan will be in touch with Selma by phone.

Briefing Packet for Invited Panel Members including Feedback Forms for Teams (Activity 273)

For distribution to invited panel members for team presentations

Thank you very much for agreeing to be a member of the panel that will be observing the learners' team presentations. The purpose of this information packet is to clarify your role on the panel and to help you become familiar with the material that the teams have been dealing with in this case study.

This packet contains the following:	page
Where and when? Where do the presentations take place and when am I expected to be there?	1 (bottom of this page)
Panel process: What will I be doing as a member of the panel? What's the schedule? What's the time commitment? Why am I being asked?	2
Course outline: What is this course? What are the learners doing?	3
Case study information: What are the particulars of this case study? What are some key issues learners should identify and deal with?	4
Assessment and feedback: What have the learners been asked to do? How do I assess the learners' presentations?	8
Giving feedback: How high stakes is this for the learners? How honest should I be?	13
Panel member feedback form for the course instructor and curriculum developers	19

If you have questions that are not answered in this packet, by all means, please contact the course instructor(s). The contact information is below.

Thank you, again – for helping the instructors and learners with their professional development.

Where and when?

Where: TO BE COMPLETED BY THE INSTRUCTOR

When: TO BE COMPLETED BY THE INSTRUCTOR

Directions: TO BE COMPLETED BY THE INSTRUCTOR. You may want to include directions to the room and building where the presentations will take place, parking instructions and perhaps a map.

Contact information: TO BE COMPLETED BY THE INSTRUCTOR. You will want to include phone and email contact information for yourself and perhaps your organization/institution.

Panel Process: What will I be doing as a member of the panel?

As a member of the panel you will be asked to:

- Familiarize yourself with these materials before the presentations
- Observe all learner team presentations. Each presentation will last 10 to 15 minutes. The number of presentations will depend upon the class size, and will probably range from 3 to 6.
- Complete a feedback form (provided) for each presentation. (A sample blank form is on pages 9 to 12, and a sample completed form is on pages 14 to 18.)
- Discuss your assessment of the presentation with the other panel members and adjust your feedback as you wish, based on discussion. There is no expectation that you and other panel members will reach agreement about the quality of the presentations.
- Provide relevant written (criteria sheet) and oral feedback to the teams.

There are three members on the panel.

What's the schedule?

While individual instructors may vary the schedule, the basic structure is:

Time	Activity
15-20 minutes per team	Panel members view team presentations and fill in feedback forms while viewing
30-40 minutes	Panel members meet together in private and discuss presentations
5-10 minutes per team	Panel members meet with teams and provide oral feedback

Comments and examples of feedback are provided on pages 14 to 18 to assist you.

What's the time commitment?

The in-class time commitment should be three hours maximum, depending upon the class size. We also ask that you spend time familiarizing yourself with the materials in this 19-page packet.

Why am I being asked?

This course was created as professional development for internationally educated professionals. To enter the course learners need to be well trained, experienced professionals who bring considerable expertise from their first countries, and who will benefit from gaining communication skills, cultural knowledge and professional expectations for working in Canada. Throughout this course we have tried to link the learners to the real world of work. We don't want the course to be overly "protected", academic or artificial. We hope to prepare learners to enter the Canadian workforce.

You've been asked to be on the panel to provide learners with a perspective that is professional and frank. We believe it is a real motivator for the learners to receive honest feedback from professionals like themselves.

We also hope that participating on the panel will have benefits for you. We imagine that it will be an interesting experience and an opportunity for you to meet highly trained, professional immigrants from other countries and cultures. We anticipate giving feedback and insight to these individuals will be a chance to contribute to their integration into the Canadian workforce and be a benefit to the learners and to our economy as we better utilize the many skills and the rich international and intercultural experience these people bring to Canada.

Course outline – What is this course? What are the learners doing?

The ELSA for the Workplace 6/7 curriculum was designed to begin to address the language and cultural integration needs of immigrants looking for work in Canada. Research and anecdotal evidence suggest that many such immigrants are having difficulty transitioning in to the workplace, a setback for them and for Canada.

The curriculum is divided into five modules, listed below. It was designed to be delivered full time over 12 weeks; various providers have used different models and time frames for delivery.

When you observe the learners' group presentations, they are working on the final module: Communication and Teamwork. During this module, the learners grappled with a case study that focused on work safety, professional ethics and employment standards. During the second week the learners began work on the case study connected to the presentation you'll observe. The particulars of the case study are outlined on pages 4 to 7 of this packet. The project has encouraged them to reflect on and develop their teamwork and meeting skills, their oral communication and their problem solving.

The learners have been provided with a video model of a team presentation for the first case study (not the case study material provided here). You are very welcome to view this video and any other case study or teamwork materials used in the course. Just ask the instructor(s) or contact person. The learners have also been provided with the feedback on their presentations by the instructor(s) and their classmates. They have a copy of the feedback forms you will use to assess their presentations, so they are well aware of "how their work is being judged".

Below is a course overview outlining the five projects and the topic and skill threads developed throughout the course.

ELSA for the Workplace 6/7

Course Overview

1. Self Assessment

This module will prepare learners for this module-based professional development course. It will include language skills diagnostics and introduce other topics and skills that will be threaded throughout the course.

2. Language for an Informational Interview

In this module, learners will arrange, prepare, conduct and report on a job informational interview.

3. Language for Career Planning

In this module, learners prepare for getting a job in Canada.

4. Language and Culture in the Workplace

In this module, learners will identify the socio-cultural and linguistic features of a specific workplace. This will culminate in presentations where learners share the findings and skills that they believe will help them adapt to and be successful in any Canadian workplace.

5. Communication and Teamwork

In this four-week module, learners will use teamwork skills, critical thinking, leadership and their existing professional skills to solve problems. The module will culminate in group presentations to a panel of professionals.

Note: The following topics and skills will be threaded throughout the course:

- | | |
|---|---|
| <ul style="list-style-type: none">• professional level reading, writing, listening and speaking skills• intercultural awareness• reflective practice• teamwork• conflict resolution and assertiveness training• giving and receiving feedback• Essential Skills | <ul style="list-style-type: none">• professional level reading, writing, listening and speaking skills• intercultural awareness• reflective practice• teamwork• conflict resolution and assertiveness training• giving and receiving feedback• Essential Skills |
|---|---|

Case study information: What are the particulars of this case study?

Below are the details of the characters and the scenario for this case study. The learners receive a description of the characters. They assemble the scenario through their shared information –gathered from taped conversations (enacted dialogues). It is possible that different teams have different understandings of the tapes they have listened to and have focused on different aspects of the case.

The learners have observed a model presentation for the first case study in this project. They have also received input from their classmates and their instructor(s) on their presentation. They have seen the feedback form you will use to assess their presentation and have been encouraged to tailor their presentation to meet the criteria. The details of your assessment process have been shared with them.

Background to the case

The learners are told that they are part of a professional health care team that provides management advice to a network of assisted living facilities across BC. Their team is headquartered in Vancouver. Recently, they have been asked to intervene in a dispute that has arisen at a facility for seniors living in Nelson – the Donerovin. The facility is run as a cooperative with individual units sublet by the residents. An individual must be retired and over the age of 65 to live in the facility.

In this facility, each resident has his or her own unit or apartment, with basic cooking facilities, a bedroom, a small living/dining area and a bathroom. Additionally, the facility has a large dining hall, where meals are provided, and an activities room where residents can do art and various other activities. Assistance with daily living and medical help are also offered on a needs basis. Most of the residents are single, divorced or widowed, although there are also couples in the residence.

On-site management of the complex is conducted by a team of professionals including medical staff, caterers, activity facilitators and building maintenance support workers.

Because of labour shortages throughout the province, but especially in smaller communities, the facility is managed by relatively inexperienced individuals. The following events have unfolded and the tension has escalated; a more experienced management team might have diffused the situation. It is the team's responsibility to detail the basic facts or findings related to this case, suggest relevant laws and government policy related to these problems, and make recommendations to the management team and the Board, which together oversee this facility.

There is a clause in the cooperative charter that says that all residents of the complex will agree not to disturb the peaceful enjoyment of the residence by any other member. The residence management is finding it difficult to deal with the conflicting interpretations of "peaceful enjoyment".

Characters in the case study

Mrs. Mabel Dorchester – Mrs. Dorchester is a 75-year-old widow of Afro-Caribbean ancestry. She has lived in the Donerovin complex in Nelson for two years. She enjoys the complex, is very friendly and outgoing, and is considered a good neighbour by most of the others who live near her. The only complaint she has about Donerovin is that the food is quite bland. It appears to be cooked for people with Northern European palates. From time to time, she likes to cook up some spicier food. She's very generous and shares this food with some of the other residents who also find the food in Donerovin a bit boring.

Ms. Selma Wong – Ms. Wong is a nurse's aide. She worked at Donerovin for five years and was very popular with the residents. She worked with Mrs. Dorchester, helping with small health care issues. When she became involved with the situation described in this case, she was transferred.

Mr. John Turner – Mr. Turner is a resident of Donerovin. He has the unit directly next to Mrs. Dorchester's. He is of English and Irish ancestry and likes the rather plain food that is served in the complex. He finds it very offensive when Mrs. Dorchester cooks her curries and other spicy food. He says that the smell comes into his apartment and prevents him from enjoying his time there.

Ms. Pam Futoni – Ms. Futoni is a relatively new supervisor at Donerovin. She enjoys her job and would like the residents to all be happy. As a new supervisor, she is rather uncomfortable with conflict and does what she can to minimize any disagreements that come up. Her motto is: deal with conflicts quickly and decisively and make it clear to your employees that they will be rewarded for promoting harmony.

The scenario

John Turner first complained to Selma Wong about the smell of cooking coming from Mabel Dorchester's room. Selma listened sympathetically, but explained to John that residents are allowed to cook in their units. In a multicultural country like Canada, there will be many different forms of cooking and when people lived together, they needed to learn to tolerate each other's differences.

John was not satisfied with Ms. Wong's response and took his complaint to Pam Futoni, the new staff supervisor at the Donerovin residence. He was very forceful in his complaint, rather overwhelming Pam. He said that he wanted the ethnic cooking stopped and he wanted Selma disciplined because she did not deal seriously with his concerns. He said he expected to see action. Pam asked Selma to tell Mabel Dorchester to stop cooking her curries. When Selma didn't do this, because she felt it was inappropriate to tell residents what to cook, Pam told Mabel Dorchester herself. She reminded Mabel that one of the conditions of living in the Donerovin residence was that one respect the peaceful enjoyment of the facilities of all individuals. She explained that the curries were disturbing one of the residents.

When the next staffing schedule came out, Selma had been transferred to a different, slightly lower position at another care facility. When she spoke to Pam about this, Pam explained that she was sorry, but Selma was obviously not going to work out as a member of her team. She felt it was better to take this action now, rather than later. She also explained that she realized that there was a slight loss of pay for Selma because of the transfer. She didn't like that fact, but there was no identical position available at the other care facilities.

To Selma, it didn't feel quite right, but she didn't know what to do. She didn't want any further conflict with Pam. She went to see her union rep for advice. The union rep, Joan, became increasingly agitated as she heard the scenario and explained that, by her estimation, Selma has been fired. Under BC labour law, when someone's position is substantially changed without their consent and in a manner that would be considered a demotion, then they have been fired. Joan said that she would check this further with the union lawyers and get back to Selma.

Meanwhile, Mrs. Dorchester brooded on the limitations that had been put on her freedoms. She decided to contact her son, Howard, who is an architect in Vancouver. When his mother explained the situation to him, Howard suspected that this was a case of discrimination. He checked the BC Human Rights Tribunal webpage and discovered a Tribunal decision from December 2004 that sounded surprisingly similar to that of his mother: Chauhan versus Norkam Seniors Housing Cooperative Association.

Howard contacted that BC Human Rights Tribunal and was surprised that they were not permitted to give him any feedback or advice on the specific situation. He or his mother needed to submit a formal complaint in writing for the tribunal office to evaluate whether there was, indeed, an apparent case of discrimination. Howard learned about the steps in the complaint process and appeared ready to encourage his mother to submit a written complaint.

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What are some key issues learners should identify and deal with?

The learners have been told to imagine that they are external consultants brought in by management. They are to identify key issues and investigate these. They are then to make recommendations to management. The presentations you are viewing are the culmination of their work.

The case study requires the learners to learn about labour law and human rights. Members of the curriculum advisory committee have suggested that it is particularly important for internationally educated professionals to learn about the importance of human rights legislation in a Canadian work context.

This case is based on a BC human rights decision from 2004. It is this dense, legal document that the learners need to locate and analyze to do a good job on this case study. For that reason, the case study includes few other threads.

There is no expectation that you or the learners are, or will, become experts in the areas of the BC Human Rights Code or BC labour regulations. By the end of the case studies, it's hoped the learners have become aware of the importance of, and how to find out more about human rights and the BC labour law.

BC Human Rights Tribunal

The human rights decision on which this case is based can be found at the following website.

<http://www.bchrt.bc.ca/decisions/2004/index.htm> (Do a "Find on this page" search for "Chauhan v. Norkam")

Chauhan v. Norkam Seniors Housing Cooperative Association (Decision – Grounds: Ancestry, Race, Colour, Place of Origin – Areas: Section 8 – Service, Section 10 – Tenancy) **2004 BCHRT 262** (156KB) December 2004.

To summarize the human rights case, Ms. Chauhan is of Indo-Canadian origin and liked to cook spicy Indian food in her apartment in the multi-unit housing cooperative, Cottonwood Manor, where she lived. One of her neighbours complained to the board of the coop that the spicy food was causing an allergic reaction. Ms. Chauhan made many attempts to cooperate in finding a solution. The Board made some attempts to remedy the situation, but ultimately served an eviction notice to Mrs. Chauhan because she continued to cook her spicy food one day a week. Mrs. Chauhan took the matter to the BC Human Rights Tribunal, who found in her favour. The Tribunal found that there was discrimination against Ms. Rita Chauhan in regard to an accommodation service or facility customarily available to the public because of her ancestry, race, colour or place of origin. The coop Board was ordered to reimburse Mrs. Chauhan for her legal and other expenses related to the case and to pay damages. The Tribunal found that the Board had not acted in good faith in attempting to accommodate Ms. Chauhan's rights to cook her ethnic food.

The purpose of including this problem in the case is to illustrate the importance of the BC Human Rights Code in the workplace. Learners don't need to be experts on the Human Rights Code; they do need to know where to go to get accurate information.

BC Employment Standards

In this case study the location, responsibility, wage rate and authority of Ms. Selma Wong's position have been changed by the employer. Under BC labour law, she has been demoted and this constitutes a severance of employment. In the scenario, Ms. Wong's union representative or shop steward will arrive at this same conclusion after investigating the situation. As Ms. Wong is a union member, she will have a contract or collective agreement.

All contracts have language about severance and these provisions will come into play. It appears unlikely that the inexperienced management realized they were severing Ms. Wong's employment when they demoted her.

The purpose of including this problem in the case is to illustrate the importance of knowing BC labour law. Learners don't need to be experts on BC employment standards; they do need to know where to go to get accurate information.

Details of the BC Employment Standards Act are available at the government's website. Google: "BC Employment Standards Act" to find the most current website.

Assessment and feedback: What have the learners been asked to do?

To begin, it's probably a good idea to let you see what the learner teams have been asked to do. Below are the presentation guidelines the learners have received.

Presentation Guidelines distributed to learners:

- Each presentation should be 10 minutes long.
- Each of the four team members should speak for about two and a half minutes. The presentation should be well rehearsed and timed to make sure that it falls within these time limits, and to be sure that each team member speaks for the required time.
- The presentation must be memorized by the presenters. No notes are to be used.
- There should be a team leader who introduces the team members.
- There should be one person responsible for controlling the PowerPoint slides.
- There should be a PowerPoint slide presentation of 8 to 10 slides.
- The slides should include some visuals.
- The individuals should face the audience, speak to the audience and clearly understand what they are talking about.
- It is very important to speak to the slides but not read the slides.
- There should be smooth transitions between the presenters.
- The second, third and fourth presenters should refer to comments and/or content of the earlier presenters
- After the 10 minutes is up, the presenters should deal with questions and clarification from the panel and the audience. Allow about 5 to 7 minutes for questions. Do not allow the question period to last longer than 10 minutes.
- The team leader should coordinate the question period and should divide the questions equally among the team members.

How do I assess the learners' presentations?

The feedback form on the following page is an example of the three-page form you will be asked to complete for each team. Note that the first page covers the overall presentation, while the second and third pages cover the performance of individual team members.

The names of the individual team members should have been filled in on pages 2 and 3 for you. If they have not been filled in, you can complete the form based on the order the learners present.

An example of a completed form follows, on pages 14 to 18.

Team presentation – feedback form for panel members

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)		
The team leader greets the panel, audience Introduces self, team members		
Team well-groomed and appropriately dressed		
Transitions and continuity: Smooth transition between team members Team members refer to points made by earlier team members		
Questions: Audience and panel given time to think of questions Questions answered promptly and confidently		
Equal time for all team members		
Thanks panel and audience		
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		
Presentation framework: Team has a framework for their presentation and conveys this to the audience.		
Team communicates as they pass milestones in the presentation.		
Team provides necessary documents, assumptions and definitions.		
Visuals: Clear and well labeled		
During presentation, PowerPoint slides are not read but are commented on, summarized or paraphrased.		
Slides contain appropriate amount of information		
Content	✓	Notes
Presentation begins with overview followed by summary, findings, recommendations and rationale, conclusion and time for questions		
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language		
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language		

Scoring (for panel)

20 = highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed.

15 = professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities.

10 = developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement.

5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.

Individual Feedback – one table below for each team member

Presenter 1's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 2's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 3's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 4's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Giving feedback: How honest should I be?

Panel members sometimes wonder what is expected related to feedback, both written and oral. While we usually think of “saving face” as a feature of some Asian cultures, it is quite important in dominant Canadian culture also. Many of us feel rather uncomfortable offering feedback that might seem too frank or discouraging. This can become especially challenging when offering feedback to non-native speakers of English who may not be familiar with the subtleties of communication in this culture.

What often happens is that no one in the workplace ever clearly signals to an internationally trained professional that, for example, he or she has poor pronunciation. Or, as another example, no one ever lets him/her know that flat delivery sends the message that he/she is not very engaged with or enthusiastic about the topic he/she is discussing. While we don't suggest that you be as scathing as Simon Cowell on American Idol, most learners say that they crave feedback – even evaluation, from Canadian professionals.

We suggest being as concrete as possible in your feedback, so that the individuals involved understand the behaviour or the content that needs to change. If possible and appropriate, a suggestion for improvement is also helpful.

For example: A learner has good content but very weak pronunciation.

Feedback: The content of your section of the presentation was very specific, insightful and practical. At the same time, it was a lot of work for me to understand you, and sometimes I couldn't. Your words seemed very choppy, almost like you were speaking another language. When you spoke, I couldn't follow your ideas because your emphasis wasn't clear. I recommend that you focus on your oral communication skills.

For example: A learner has good communication skills but seems too casual.

Feedback: Your pronunciation and delivery are very clear and easy to follow. It's great how confident and friendly you appear. Your manner seemed more casual and conversational than is normal in a professional setting. I suggest that you maintain your friendliness but be slightly more reserved and controlled to increase the professionalism of your manner.

If you have more questions about what kind of feedback to give, you might want to chat with your contact person and the course instructor(s).

How high stakes is this for the learners?

Like any of us, the learners will be nervous giving these presentations. Different cultures place different value and importance on oral abilities and so, for some learners, it will feel particularly uncomfortable to be expected to perform orally. As well, in some cultures, status is ascribed and it is unusual for professionals to be judged. Finally, as we all know, some people are more comfortable speaking publicly than others. Having said all that, this presentation is only one of many ways that the learners are given feedback in this course. It is not a high stakes exercise in terms of marks.

Your feedback and the marks you give learners (on a scale of 20) will NOT be used to pass or fail learners. Your feedback to the learners will be used as a useful reality check. In all cases, you don't need to worry that a learner's academic future rests in your hands. If you have any questions or concerns or would like more clarify about how the instructors will be using your feedback, please feel free to discuss this with them.

EXAMPLE OF COMPLETED FORM

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)	✓	
The team leader greets the panel, audience Introduces self, team members	✓	<i>Friendly professional manner</i>
Team well-groomed and appropriately dressed	✓	<i>Yes, but men seemed more formally dressed than women in this team.</i>
Transitions and continuity: Smooth transition between team members Team members refer to points made by earlier team members		<i>Transitions were awkward. Team didn't seem to be coordinated. It felt like each person had written their own presentation without discussion with other members.</i>
Questions: Audience and panel given time to think of questions Questions answered promptly and confidently	✓	<i>Pretty good. Rather a long wait between the question and the answer. Questions are a challenge for anyone.</i>
Equal time for all team members	✓	
Thanks panel and audience	✓	
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		<i>Problems with the equipment. Perhaps more rehearsal needed</i>
Presentation framework: Team has a framework for their presentation and conveys this to the audience.	✓	<i>First person referred to framework and it was evident, but was not referred to by other presenters. It's useful to keep us on track.</i>
Team communicates as they pass milestones in the presentation.		<i>No, milestones were not noted, although there was a structure to the presentation.</i>
Team provides necessary documents, assumptions and definitions.	✓	
Visuals: Clear and well labeled	✓	<i>Very nice. Wonderful graphics. Did you create those yourself?</i>
During presentation, PowerPoint slides are not read but are commented on, summarized or paraphrased.	✓	<i>Good work. Slides complemented the presentation without overwhelming it.</i>
Slides contain appropriate amount of information	✓	<i>Yes. Very concise slides. Just the highlights. Good work.</i>

Content	✓	Notes
Presentation begins with overview followed by summary, findings, recommendations and rationale, conclusion and time for questions	✓	<i>Yes, everything was there.</i>
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language	✓	
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language	✓	<i>Your recommendations don't seem to show much understanding of BC Human Rights. The Employment Standards content was good.</i>
Scoring (for panel) 20 = highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed. 15 = professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities. 10 = developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement. 5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.	Total team score (0 -20) 13 <i>Overall, a good presentation, but the lack of coordination and the difficulty understanding one of the speakers due to a strong accent means the professional minimum standard is within reach, but not quite there.</i>	

EXAMPLE OF COMPLETED FORM

Individual Feedback – one table below for each team member

Presenter 1's name: Chu	✓	Notes
<p>Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately</p>		<p><i>The burden on the listener was quite high. The strong accent made it very hard for me to understand some of what you said. Keep practising and it'll improve. Of course, when you are nervous, your accent probably gets stronger.</i></p>
<p>Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big</p>	✓	<p><i>Your body language was open and confident. Some of your gestures seemed small or reserved compared with what I'm used to in Canadian culture.</i></p>
<p>Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation</p>	✓	<p><i>You were very friendly and professional. You appeared very well-rehearsed and engaged in what you were saying.</i> <i>You also did a good job of introducing your team and taking on the leadership role.</i></p>
<p>Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points</p>	✓	<p><i>You were very quick and professional with your answer to the one question you answered.</i></p>

Presenter 2's name: Sara	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately	✓	<i>Your pronunciation was very good and clear. You spoke a little quickly but it didn't place too much of a burden on the listener.</i>
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big	✓	<i>Great. Your gestures were large but not too large, and they added to the viewer interest.</i>
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation	✓	<i>Your demeanor was very friendly and well-rehearsed. You seem very interested in what you are discussing and this really added to the presentation.</i>
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points	✓	

Presenter 3's name: Mohammed	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		<i>Your pronunciation was good. Sometimes your volume was a little low and I had to strain on occasion to hear you.</i>
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		<i>Your body language was a bit stiff and didn't really add to the communication. It seemed like you might be a little nervous.</i>
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation	✓	<i>Friendly. Well-rehearsed. You were a little formal in your style. This is not a problem, but it was different in style from your team mates.</i>
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		<i>You didn't answer any questions, so it is not possible to assess this.</i>

Presenter 4's name: Roni	✓ Notes
<p>Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately</p>	<p>✓ <i>Very good. Your use of pauses to emphasize certain points and to give the listener time to read the slides was helpful.</i></p>
<p>Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big</p>	<p>✓ <i>You seemed relaxed and your body language helped communicate your overall professionalism.</i></p>
<p>Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation</p>	<p>✓ <i>Confident and relaxed. I felt at ease watching and listening to you.</i></p>
<p>Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points</p>	<p>✓ <i>You only gave a brief answer to the question you answered, but it was clear and sufficient.</i></p>

Panel member feedback form for the course instructor

Any input and feedback you can offer about participating as a panel member for these case study presentations is truly appreciated. Thank you very much.

Please submit this to your contact person or the course instructor.

	Please circle one 1= strongly disagree 5= strongly agree
1. The information packet prepared me for this role.	1 2 3 4 5
Comments:	
2. I enjoyed participating on this panel.	1 2 3 4 5
Comments:	
3. I was able to offer something useful and relevant to learners.	1 2 3 4 5
Comments:	
4. The feedback form was clear and useful.	1 2 3 4 5
Comments:	
5. The time commitment expectation was reasonable for me, as a volunteer.	1 2 3 4 5
Comments:	
6. The content of the case study was relevant for professionals.	1 2 3 4 5
Comments:	
7. The learners offered quality presentations.	1 2 3 4 5
Comments:	
8. The teachers had prepared the learners for the presentations.	1 2 3 4 5
Comments:	
9. I learned something from being part of this panel.	1 2 3 4 5
Comments:	
10. I would be willing to participate in such a panel in the future.	1 2 3 4 5
Comments:	
11. The logistics of participating in the panel went smoothly (e.g., ample lead time to prepare, communication, location, parking, scheduling, etc.)	1 2 3 4 5
Comments:	

Activity Plan 220

Lesson 1	Expressions for Working with Others	
	30 MINUTES	HANDOUT(S): 2
<p>Set-up Stage3 min</p> <ul style="list-style-type: none"> • Explain to learners that they are going to learn some common expressions used when working with others. • Place learners into pairs. • Distribute Handout 1. <p>Introduction Stage 15 min</p> <ul style="list-style-type: none"> • In pairs, learners take turns reading the contexts in Handout 1 out loud. • After reading each context out loud, ask learners to match the expressions in the box at the bottom of the page with the correct context. • The instructor elicits learners' ideas and provides the correct meaning of each expression. <p>Application Stage 12 min</p> <ul style="list-style-type: none"> • Distribute Handout 2. • In pairs, learners take turns reading the scenarios out loud. • After each scenario, learners match the correct expression to the scenario. • The instructor elicits learners' ideas and provides the correct expression for each scenario. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Only focus on five of the expressions. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Have learners describe their own work situations where these expressions applied. • As a whole group or in pairs, allow learners to identify expressions about working with others from their own culture or language (e.g., in Japanese: The nail that sticks up gets hammered down). • Encourage learners to think of their own scenarios where these expressions would be appropriate to use, or even encourage them to create short role play dialogues using these expressions. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 and 2 ✓ Make overheads of handouts if desired <p>Purpose</p> <ul style="list-style-type: none"> • Becoming familiar with expressions used when working with others • Improving colloquial vocabulary 	

Expressions for Working with Others: Introduction to Expressions

- Work with a partner and read the contexts below out loud.
- Match the expression in the box below with the correct context by writing the letter in the space provided.

In the following context:

1. Someone works well on a team. He/she is easy to work with and his/her actions help to make the team successful. _____
2. Someone isn't doing the work they should be doing. He/she is not contributing equally to the work the team needs to do. _____
3. Someone does more than what was asked of him/her. _____
4. You can't be sure of someone's feelings about you or your work. It is difficult to know if he/she is angry or happy about something you did. _____
5. You don't want to do something that will cause other problems. The situation at work is currently not problematic, and you are afraid your actions may upset the balance. _____
6. Someone is really easy to work with. _____
7. Someone has great enthusiasm and energy for the group. They encourage the group and work hard to keep a positive feeling about the work that the group is doing. _____
8. Something in the office needs to get done, but no one wants to do it because the work is difficult, tedious and/or unrewarding. _____
9. Something your team is working on is too challenging. It requires skills you may not have in order to successfully complete it. _____
10. Someone is trying to get something done, but someone else makes it difficult to complete. This person keeps creating barriers and makes it difficult for the worker to move forward. _____

Use these expressions:

- | | |
|--|---|
| A. He's a good team player. | B. Don't wanna rock the boat. |
| C. Working with them is a piece of cake. | D. We're in over our heads. |
| E. She isn't pulling her weight. | F. There's real team spirit. |
| G. Nobody wants to do the grunt work. | H. You never know where you stand with him. |
| I. She's gone above and beyond (the call of duty). | J. I feel like I'm banging my head against a wall with him. |

Expressions for Working with Others: Application of Expressions

- Work with a partner and read the scenarios below out loud.
- Match the correct expression from the box in Handout 1 with each scenario by writing the expression in the space provided.

Scenarios:

1. I'm having a tough time working with Tim. Every time I make a suggestion of how to proceed, he says no. I keep telling him we need to move forward, but he's preventing us from doing that.

Expression: _____

2. Betty baked us cookies for our meeting today. She walked in to the meeting and told us how proud she was of our hard work. Her encouragement really makes everyone feel like we can get this done!

Expression: _____

3. We really needed to have a meeting this past weekend to talk about our project. Jim had plans to go out, but he cancelled them so that we could have our meeting.

Expression: _____

4. I don't think we made the right decision about our project yesterday. Everything has been going well up to this point, and we're getting a lot of work done, so I don't know if I want to say anything.

Expression: _____

5. Sandy went home from work early on Friday. She and her partner hadn't finished their report yet, but she left anyways, and let her partner finish it alone.

Expression: _____

6. On Friday, our boss asked Kate to type up the minutes from our meeting. Kate did that, but she also made copies, put the pages into coloured folders, and placed them into everyone's mail folders on Monday morning.

Expression: _____

7. I have no problems working with Peter and John. They are very easy-going and things always go smoothly.

Expression: _____

8. I find it difficult to work with Brad. I can't read his emotions very easily. I can't tell if he's mad or happy about something I did. It's hard to know how he feels about my work.

Expression: _____

9. I'm not sure that we're the right team for this task. I don't know if we have the skills needed to be able to do the job right; all of us find the job very challenging. None of us feel confident at all.

Expression: _____

10. Nobody in the office wants to empty the recycling bin, but someone has to do it.

Expression: _____

Expressions for Working with Others: Introduction to Expressions

- Work with a partner and read the contexts below out loud.
- Match the expression in the box below with the correct context by writing the letter in the space provided.

In the following context ...

1. Someone works well on a team. He/she is easy to work with and his/her actions help to make the team successful. **A**
2. Someone isn't doing the work they should be doing. He/she is not contributing equally to the work the team needs to do. **E**
3. Someone does more than what was asked of him/her. **I**
4. You can't be sure of someone's feelings about you or your work. It is difficult to know if he/she is angry or happy about something you did. **H**
5. You don't want to do something that will cause other problems. The situation at work is currently not problematic, and you are afraid your actions may upset the balance. **B**
6. Someone is really easy to work with. **C**
7. Someone has great enthusiasm and energy for the group. They encourage the group and work hard to keep a positive feeling about the work that the group is doing. **F**
8. Something in the office needs to get done, but no one wants to do it because the work is difficult, tedious and/or unrewarding. **G**
9. Something your team is working on is too challenging. It requires skills you may not have in order to successfully complete it. **D**
10. Someone is trying to get something done, but someone else makes it difficult to complete. This person keeps creating barriers and makes it difficult for the worker to move forward. **J**

Use these expressions.

- | | |
|--|---|
| A. He's a good team player. | B. Don't wanna rock the boat. |
| C. Working with them is a piece of cake. | D. We're in over our heads. |
| E. She isn't pulling her weight. | F. There's real team spirit. |
| G. Nobody wants to do the grunt work. | H. You never know where you stand with him. |
| I. She's gone above and beyond (the call of duty). | J. I feel like I'm banging my head against a wall with him. |

Expressions for Working with Others: Application of Expressions

- Work with a partner and read the scenarios below out loud.
- Match the correct expression from the box in Handout 1 with each scenario by writing the expression in the space provided.

Scenarios:

1. I'm having a tough time working with Tim. Every time I make a suggestion of how to proceed, he says *no*. I keep telling him we need to move forward, but he's preventing us from doing that.

Expression: *I feel like I'm banging my head against a wall with him.*

2. Betty baked us cookies for our meeting today. She walked into the meeting and told us how proud she was of our hard work. Her encouragement really makes everyone feel like we can get this done!

Expression: *There's real team spirit.*

3. We really needed to have a meeting this past weekend to talk about our project. Jim had plans to go out, but he cancelled them so that we could have our meeting.

Expression: *He's a good team player.*

4. I don't think we made the right decision about our project yesterday. Everything has been going well up to this point and we're getting a lot of work done, so I don't know if I want to say anything.

Expression: *Don't wanna rock the boat.*

5. Sandy went home from work early on Friday. She and her partner hadn't finished their report yet, but she left anyways, and let her partner finish it alone.

Expression: *She isn't pulling her weight.*

6. On Friday, our boss asked Kate to type up the minutes from our meeting. Kate did that, but she also made copies, put the pages into coloured folders, and placed them into everyone's mail folders on Monday morning.

Expression: *She's gone above and beyond the call of duty.*

7. I have no problems working with Peter and John. They are very easy going and things always go smoothly.

Expression: *Working with them is a piece of cake.*

8. I find it difficult to work with Brad. I can't read his emotions very easily. I can't tell if he's mad or happy about something I did. It's hard to know how he feels about my work.

Expression: *You never know where you stand with him.*

9. I'm not sure that we're the right team for this task. I don't know if we have the skills needed to be able to do the job right, and all of us find the job very challenging. None of us feel confident at all.

Expression: *We're in over our heads.*

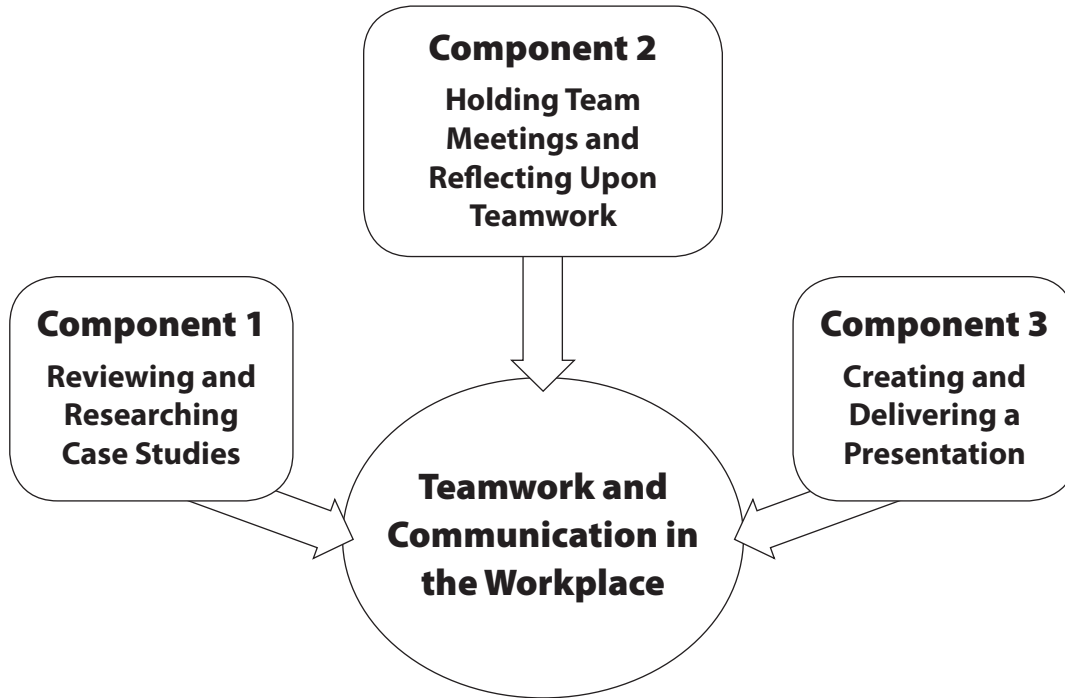
10. Nobody in the office wants to empty the recycling bin, but someone has to do it.

Expression: *Nobody wants to do the grunt work.*

Activity Plan 221

Lesson 1	Learners' Module Overview	
	30 MINUTES	HANDOUT(S): 1
<p>Discussion Stage 30 min</p> <ul style="list-style-type: none"> • Distribute Handout 1: Learners' Module Overview. • Go over Handout 1 to alert learners to explain the objectives, components, timeline, assessed tasks and rubrics of this module. • Take up any questions learners may have about this module. <p>NOTE: For this module, it is very difficult if all team members do not attend all classes. However, realistically, it is unlikely that everyone will always be there. It is each team's responsibility to deal with absent team members. You may want to have a discussion on how teams will do this.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 (Learners' Module Overview) <p>Purpose</p> <ul style="list-style-type: none"> • Presenting a clear model of the module and the places where assessment will occur • Emphasizing the importance of team participation 	

**Learners' Overview of Module 5:
Teamwork and Communication in the Workplace**



Learners' Module Overview

Communication and Teamwork in the Workplace is a three-week module. Through the activities, you will learn about the importance of working effectively in a team in a workplace. Throughout the module you will work together in teams, using all four skill areas – reading, listening, speaking and writing – to effectively communicate and ultimately create a presentation.

The three main components in this module are listed below:

(1) Reviewing and Researching Case Studies

- There are two case studies in this module, done back to back.
- Each member of the team learns about one aspect of a case study.
- Teams share their information.
- Teams discuss the case study.
- Teams research more information about the case that will allow them to make a recommendation for resolving the case.

(2) Holding Team Meetings and Reflecting upon Teamwork

- Learners work with their team to hold meetings.
- During their meetings, teams need to discuss how to proceed in order to complete various tasks associated with researching the case study and preparing their presentation.
- Teams reflect upon their own and their teammates' teamwork skills.

(3) Creating and Delivering a Presentation

- Teams create a presentation using PowerPoint slides.
- The presentation summarizes the findings from the case study, the research about the case study and presents recommendations for resolving the case study.
- The presentation is practised several times with feedback from peers, the instructor and a panel.

Module: Teamwork and Communication in the Workplace
Component 1: Reviewing and Researching Case Studies

In this module, you will be introduced to **two case studies**. The case studies present background information on people who work together and are involved in some kind of problematic situation for which they are seeking a resolution through third party mediation. Your team is going to **research** as much information about the situation as possible to be able to **recommend a fair and suitable resolution** to the workplace issue.

Learners' Component 1 Overview

- a) The first case study is a kind of **practice round** for your team to become familiar with the process of learning about the situation and then deciding as a team how to proceed with research that will help you recommend a resolution. The second case study has a similar process but culminates in a **team presentation** of the case study and the recommended resolution.
- b) All parts of the case study component require **teamwork**. Each team member has to **gather one part** of the information about the case study and share it with their team. Each team member hears only one piece of information about the case, so it is crucial that team members communicate effectively, so that everyone on the team understands the important information from each piece of the study. Only then can your team accurately decide what kind of research needs to be done to find a fair resolution to the situation.
- c) Each team member has to **research one aspect** of the case study and present their findings to their team. Again, it is crucial that each person communicates effectively about the information they've found so that the team can make an informed decision about how to proceed.
- d) Each team member has to **present one part** of the team's final presentation. Again, your team is counting on you to clearly explain the information in your part of the presentation – so that the whole thing flows well and makes sense to the audience.

Module: Teamwork and Communication in the Workplace
Component 2: Holding Team Meetings and Reflecting upon Teamwork

In this module, you will **work together in a team** for the majority of activities. Your team must work together to be able to complete the tasks in this module. This requires communicating and making decisions as a team. This will take place during team meetings. The team meetings are important in order for you to get the work done, but **the process** of holding the meetings and working as a team is also important. It will teach you how important teamwork is and will give you insight into how to effectively work on a team. As this is one of the objectives of this component, there is also lots of time for self and group **reflection** upon the teamwork process.

Learners' Component 2 Overview

- a) At the very beginning of the module, you will be placed into **teams**. You'll work with this team for most of the activities throughout this module.
- b) **Team meetings** begin quite quickly into the module. Holding a meeting is crucial because it enables the team to make decisions about how to proceed to be able to get the tasks done that are related to resolving the case study and the preparation of the presentation. In order to hold an effective team meeting, you will learn how to create an **agenda** to ensure that your team identifies, discusses and focuses on the most important decisions that need to be made in order to move forward on the tasks.
- c) In order for all members of the team to participate equally and to add to the learning objective of this module, all members will take turns serving one of four "**roles**" during team meetings – Discussion Leader, Recorder, Reporter, File Manager/Observer (these roles will be discussed later in Lesson 1).
- d) Because one of the objectives of this module is to learn from the process of working with a team, there is lots of time for **teamwork reflection**. This will be done both on your own and with your team. The goal is to learn about how you participate in the team, how this contributes to the success and frustrations of working on a team, and what you can do to become a better team player. While it is important to work as a team to complete the task of resolving a case study and create a presentation, the insight into the importance of teamwork and how to improve this skill is equally important in this module.
- e) Because so much of this module relies on how well you work or don't work with your team, there may be times when you or your teammates are frustrated and feel like you aren't moving forward or in the right direction. Your tendency may be to look to your instructor to bail you out of difficult situations. One of the goals of this module, however, is to gain insight into your teamwork skills; as a result, your instructor will be working more as a **facilitator** – guiding and encouraging you through the process, and not necessarily giving you the right answer. You may feel uncomfortable at times, but remember the process is meant to teach you something about yourself and to help you improve your workplace team skills.

Module: Teamwork and Communication in the Workplace
Component 3: Creating and Delivering a Presentation

As a team, you will work together to **create and deliver a presentation** based on Case Study 2, your research findings and your team's recommendations for a resolution. Every team member must contribute equally to the process of creating the presentation and presenting the information. Teams will create their presentations using **PowerPoint presentations**.

Learners' Component 3 Overview

- a) Your team's presentation will be approximately **15 to 20 minutes long**. Each member should contribute equally to the development of the presentation and to the presentation of the information.
- b) Your presentation will contain the following components:
 - I. **Summary:** Your team needs to summarize the most important points from the case study.
 - II. **Your Approach:** Your team needs to summarize the approach or philosophy you use in order to deal with the case.
 - III. **Findings:** Your team needs to summarize the key facts you discovered about the case through the research your team did.
 - IV. **Recommendations:** Your team needs to recommend what the company may want to do in order to resolve the case study issue. This must include rationale, or supporting facts, that indicate why you feel this would be an appropriate course of action.
- c) Your presentation will be created using **PowerPoint**. Your instructor will give you more information on using PowerPoint if you are unfamiliar with it.
- d) You will have plenty of class time in which to **create** your presentations, **revise** them and **practise** them. You will receive both **formal and informal feedback** on your speaking and presentation skills from your classmates, your instructor, and possibly speakers outside your class, too.
- e) You and your team will deliver your presentation in one of the final days of this module to a **panel**. Your instructor will decide who the panel will be; it may be other classmates or it may be English speakers from outside of the classroom. The panel will be able to give you feedback – not only on the information in your presentation, but also on your skills of working as a team, speaking and making a presentation.
- f) You will also have a chance to **listen to your classmates' presentations**. You will practise your listening skills when you are the audience, and you will also be expected to **give constructive feedback** on their presentation and speaking skills. Additionally, you will be expected to **ask questions** to the presenters at the end of their presentation. It will be interesting for you to see how other teams deal with the same case study as you, probably in a very different way.

Learner's Assessed Task Overview

Unlike other modules, the assessed tasks are not based upon components, but upon skills in the Teamwork and Communication in the Workplace module. There is one assessed task each – for reading, listening, speaking and writing.

1. The assessed reading task is completed in **Activity 238**, through a series of comprehension questions found in that activity.
2. The assessed listening task is done in **Activity 253**, through a series of comprehension questions found in that activity which are based on the learners' ability to effectively listen to important information from other team members.
3. The assessed speaking task is done in **Activity 268**, through the Speaking Skills – Team Presentation rubric (shown on page 106).
4. The assessed writing task is done in **Activity 275**, through the Writing Skills – Teamwork Reflection Report rubric (shown on page 107).

NAME: _____ CLASS: _____

RUBRIC for Speaking Skills: Team Presentation

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Presentation	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated; supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations (presentation). Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)
	Indicator 1 Speaking IV	Gives detailed presentation. Gives information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex topic. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based upon research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
Analytic Criteria	Linguistic	Attempts to use accurate grammatical and syntactic structures.	Adequately uses accurate grammatical and syntactic structures with few mistakes .	Effectively uses accurate grammatical and syntactic structures with no mistakes .	No mistakes in grammar or syntax, and uses abstract, technical and idiomatic language to enhance clarity.	
	Textual On Slides	Uses main ideas and some supporting details.	Identifies main ideas and a variety of levels of subordinate ideas with some use of discourse indicators between the two.	Applies main ideas and a variety of levels of subordinate ideas in a clear manner using clear discourse indicators.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Attempts to use typical discourse formats for formal workplace presentation.	Adequately uses typical discourse formats for formal workplace presentation.	Effectively uses typical discourse formats for formal workplace presentation.	Language and discourse formats relating to specific formal workplace situations (presentation).	
	Socio-Cultural	Attempts to use body language and other visual clues in presentation.	Adequately uses body language and other visual clues in presentation correctly .	Effectively uses body language and other visual clues correctly .	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Attempts to use reporting and describing in oral discourse.	Adequately uses reporting and describing in oral discourse.	Effectively uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic expressions appropriate to the context or purpose.	
	Pronunciation	Attempts to use loudness, pitch, speech rate, stress patterns.	Adequately uses loudness, pitch, speech rate, stress patterns.	Effectively uses loudness, pitch, speech rate, stress patterns.	Pronunciation errors rarely impede communication; natural loudness, pitch, speech rate, stress patterns.	

COMMENTS:

NAME: _____ CLASS: _____

RUBRIC for Writing Skills: Teamwork Reflection Report

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Overall Report	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	Adequate organization of ideas; develops topic. Main ideas are clearly conveyed and supported with details. Appropriate amount of information to suit the length of the task.	CLB = (holistic criteria)
	Indicator 1: Writing IV	Briefly summarizes an experience. Uses notes to summarize key points, with some expansion of details.	Adequately expands on experience using notes, with some details in sequence.	Effectively expands on experience with details in sequence and with connective words and phrases.	Expands fully to write a coherent report with main points and expansion using supporting details in sequence, connective words and phrases and complex structures that strengthen clarity.	
Analytic Criteria	Functional: Sharing Information	Shares some information from experience to create a report.	Adequately shares and reduces some information from experience to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.	
	Textual: Design	Developing Design: Adequate length; some issues with paragraph construction.	Adequate Design: Adequate length and paragraph construction.	Fluent Design: Adequate length and well developed paragraphs. Conveys a sense of audience in language format and content.	Advanced Design: Adequate length and well developed paragraphs. Synthesizes and integrates multiple pieces of information into a coherent text.	
	Socio-Cultural	Attempts to convey a sense of audience in format and content.	Adequately conveys a sense of audience in format and content with some directness and formality.	Effectively conveys a sense of audience in format and content with some directness and formality.	Fluently conveys a sense of audience in format and content with appropriate directness and formality	
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis (report).	Adequate Reflection: Employing critical thinking and comparative analysis (report).	Fluent Reflection: Employing critical thinking and comparative analysis (report).	Advanced Reflection: Employing critical thinking and comparative analysis (report).	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures. Good control of spelling, punctuation and format.	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

Activity Plan 222

Lesson 1	Introduction to Teamwork: Part 1	
	35 MINUTES	HANDOUT(S): 4
<p>Set-up Stage 3 min</p> <ul style="list-style-type: none"> Assign learners to teams of four. As the learners will work in these teams for the next three weeks, you will want to give some thought to the best combinations of people using your professional judgment. If your class does not divide evenly into four, make teams of three as needed. On teams of three, the Participation Facilitator and Time Keeper roles should be combined. Teams of five are also possible, although there will be less work for everyone to do. Some of the jigsaw listening activities in this module will be harder with a team of three. You will need to have teams work together or find another way to make sure that all teams have all the information from the jigsaw listenings. <p>Presentation Stage 10 min</p> <ul style="list-style-type: none"> Use an overhead of Handout 1 to review the basic concepts of formal group work. You may wish to bring the work of Alice Macpherson to the attention of the learners. Two key points: <ol style="list-style-type: none"> Working in teams is one of the essential work place skills identified by the Conference Board of Canada; Teamwork is particularly important for solving complex problems. Direct learners to spend a few minutes getting each person in the group to adopt a role (Roles are described on page 2 of Handout 1). Call the File Managers up to receive the file folders. <p>Discussion Stage 20 min</p> <ul style="list-style-type: none"> File Manager opens the file and gives Handout 2 to the Team Leader and gives Handout 1 and Handout 3 to the Recorder. The Team Leader uses Handout 2 to get agreement/disagreement/discussion from the group. The Recorder fills in the teamwork roles and keeps a record using the notes template (Handout 3). Ask the Reporters, one by one, to give the most highly agreed upon statement from the assertions. Then ask for the next most highly valued, etc. Go through as many as you have time for and star or note the overlaps among the groups. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Four file folders of different colours, each of which contains one copy of: <ul style="list-style-type: none"> ✓ Handouts 1 to 4 Make an overhead of handouts, if desired Bring flipchart or board to write on <p>Purpose</p> <ul style="list-style-type: none"> Learning about formal aspects of teamwork Practising team roles Examining communication approaches 	

Wrap-up 2 min

- Ask the Observers to fill in the observation chart (Handout 4). Ask the File Managers to collect the documents and return them to the folders. Have them deliver the folders or collect them as you walk around the room.
- **Note:** It's quite likely that Observers will award their group perfect marks on the feedback sheets (group function sheet). Not to worry; there will be more work on feedback later in the module in **Activity 231**.

Ways to Add Support

- The instructor acts mainly as a facilitator in this module. Learners may feel anxious and want to get 'one right' answer. Encourage them in the process of discussion. If they are stuck, help them by pointing them towards the best next step or a strategy of how to best proceed.

Ways to Add Challenge

- If groups complete their tasks ahead of time, encourage them to share their own experiences of when they have acted in one of the Teamwork roles. They can share what was successful or challenging about their experience.

Acknowledgement

Macpherson, A. (2000). *Cooperative Learning Group Activities for College Courses – A Guide for Instructors*. Kwantlen University College.

Introduction to Teamwork

Group Name: _____

Group Members: 1. _____
 2. _____
 3. _____
 4. _____

Rationale

- Working in teams is one of the essential work place skills identified by the Conference Board of Canada. Teamwork is particularly important for solving complex problems.

Purpose

- Provide encouragement and support to group members.
- Share and keep information regarding:
 - ✓ Homework
 - ✓ Class projects
 - ✓ Test schedules
- Provide information and copies of worksheets and other items to group members who have been absent.

Process

- Meet and exchange class/work schedules and telephone numbers.
- Meet at the beginning of each class to:
 - ✓ Share information from the previous class.
 - ✓ Check homework completion.
 - ✓ Distribute assignments and materials that have been placed in the group folder.
 - ✓ Collect completed assignments and place in group folder for instructor to collect.

Group Roles

In order to function efficiently, each group will assign roles to its members. The roles will be changed periodically so that each group member has a chance to perform each of the roles.

Discussion leader: Leads group through the tasks each day. Asks questions and verifies responses. Ensures the participation of each member.

Recorder: Makes the written comments and notes needed to complete documents for the file.

Reporter: Reports verbally to the whole class.

File Manager/Observer: Oversees collection of homework and distribution of documents. Collects homework, distributes handouts and makes sure that the material for those absent is kept in the file. Observes the group function and completes observation tasks.

	Period 1	Period 2
Leader		
Recorder		
Reporter		
File Manager/Observer		

Communication Assertions (For Team Leader)

Directions: The Team Leader should read the general comments to the whole group. Then he or she should ask each member, in turn, to state their thoughts about each one. Let each group member comment on the same assertion before moving to the next assertion.

Consider these communication strategies. Do you use them? If so, when do you use them? Are they always appropriate? Are they sometimes inappropriate?

1. I give my opinion as honestly as I can, even when the listener might be upset.
2. If I don't agree with someone, I usually say so.
3. I consider my opinion carefully if I know the listener has a different opinion.
4. If I don't agree with someone, I often remain silent.
5. When I feel strongly, I raise my voice.
6. When I feel strongly, I become quieter.

Notes for Communication Assertions (For Recorder)

Recorder: Notes the response from the group for each of the assertions. Note how many say this is a strategy they use. Don't worry if there are inconsistent responses.

1. I give my opinion as honestly as I can, even when the listener might be upset.

2. If I don't agree with someone, I usually say so.

3. I consider my opinion carefully if I know the listener has a different opinion.

4. If I don't agree with someone, I often remain silent.

5. When I feel strongly, I raise my voice.

6. When I feel strongly, I become quieter.

Teamwork Group Report (For Observer)

Observer: Evaluate your group using the scale: 1 = least; 4 = most

1. Our group used the roles assigned consistently.

1 2 3 4

2. Each member contributed to the discussion.

1 2 3 4

3. The team leader kept the group going without problems.

1 2 3 4

4. The group members made an effort to remember each other's names

1 2 3 4

5. Group members listened to each other well.

1 2 3 4

Activity Plan 223

Lesson 1	Learning about Meeting Agendas	
	40 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 3 min</p> <ul style="list-style-type: none"> Let learners know that they will be learning about following and creating an agenda for a meeting in this activity. Learners discuss the following questions in pairs, small groups, or as a whole class. The instructor should write the following questions on the board: <ol style="list-style-type: none"> 1) What kind of information do you think an agenda for a meeting might have on it? 2) Why do you think it is helpful or important to use an agenda during a meeting? 3) Have you ever been in a business meeting where an agenda was handed out? What did the agenda look like? Was it helpful? Why or why not? Distribute Handout 1. <p>Reading Comprehension Stage 15 min</p> <ul style="list-style-type: none"> Give learners a few minutes to look through the agendas on Handout 1 and answer the comprehension questions on their own. Put learners into pairs to discuss their answers for five minutes. <p>Re-organization Stage 5 min</p> <ul style="list-style-type: none"> Put learners in pairs. Distribute Handout 2. Instruct learners to put the scrambled items into the correct order; to reconstruct an accurate agenda by writing 1 to 6 in the space provided before each item. The instructor can put up an overhead of Handout 2 Answer Key and review the correct order. <p>Writing Stage 14 min</p> <ul style="list-style-type: none"> Ask learners to stay with the same partner, or put them with a new partner. Distribute Handout 3. Ask pairs to write their own meeting agenda based on the information in the handout. Pairs can work together to share their agendas and check on their formatting. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1, 2, 3 Make overheads of handouts and Answer Keys, if desired. <p>Purpose</p> <ul style="list-style-type: none"> Becoming familiar with what a meeting agenda is and why it is useful Becoming familiar with the format of a meeting agenda Becoming familiar with writing meeting agendas 	

Activity Plan 223
Learning about Meeting Agendas

(page 2 of 2)

Wrap-up 3 min

- The instructor can put up an overhead of Handout 3 Answer Key to demonstrate a sample of an effective agenda.
- As a whole group, discuss the differences between the sample agenda (Handout 3 Answer Key) and what the learners may have written.

Ways to Add Support

- If learners need more time familiarizing themselves with agendas, you may choose to omit doing Handout 2.

Ways to Add Challenge

- If learners seem to understand agendas very well and are able to get through the activities quickly, suggest that they write an agenda for one of their past classes. They can think of the activities they did during that class as a kind of agenda item that needed to get done.

Learning About Meeting Agendas

Meeting Agenda A

Meeting Chair: Timothy

Meeting Notes: Karen

Meeting Time Keeper: Patty

Participation Facilitator: Mark

Total Meeting Time: 20 minutes

Agenda Item	Time	Who?
1. Welcoming everyone to the meeting.	2 minutes	Chair
2. Look at the sales numbers from last month.	7 minutes	Barbara (Head of Sales Dept.)
3. Brainstorm in small groups what we could do to raise sales this month. Share ideas as a whole group.	10 minutes	Everyone
4. Closing remarks.	1 minute	Chair

Meeting Agenda B

Meeting Chair: Michelle

Meeting Notes: Marie

Meeting Time Keeper: Peter

Total Meeting Time: 20 minutes

Agenda Item	Time	Who?
1. Amendments and additions to the agenda.	1 minute	Chair
2. Share survey information (what do our colleagues like about our workspace, what would they like to change).	8 minutes	John
3. Identify top three things colleagues would like to change.	3 minutes	Everyone
4. Discuss one thing we can do to move forward on each of those three points.	8 minutes	Everyone

Meeting Agenda C

Meeting Chair: <u>Joann</u>		
Meeting Notes: <u>Mark</u>		
Meeting Time Keeper: <u>Christine</u>		
Total Meeting Time: <u>30 minutes</u>		
Agenda Item	Time	Who?
1. Welcome and any amendments to the agenda.	1 minute	Chair
2. Present feedback from the boss about our project timeline (estimated finish date).	6 minutes	Charles
3. Discuss which parts of the project are taking the most amount of time.	8 minutes	Everyone
4. Brainstorm what can be done to reduce the amount of time spent on those parts of the project.	10 minutes	Everyone
5. Come up with a new timeline to present to the boss.	5 minutes	Everyone

Questions

Meeting Agenda A

1. How many items are on the agenda? _____
2. Who is the Chair? _____
3. How many items is the Chair responsible for speaking about in the meeting? What are the items?

4. How long will the meeting take? _____

Meeting Agenda B

1. What does Peter do? _____

2. How long was given to talk about item 2? Do you think this is a reasonable amount of time to give to discuss this item? Why or why not? _____

3. What is John responsible for talking about in the meeting? _____

4. Why do you think everyone is responsible for talking about items 3 and 4 in the agenda? _____

Meeting Agenda C

1. Who is taking the meeting minutes? What does 'taking meeting minutes' mean? _____

2. Why do you think only Charles is talking about item 2? _____

3. Which item on the agenda is going to take the shortest time to discuss? Why do you think it will not take long to discuss? _____

4. Which item on the agenda is going to take the longest time to discuss? Why do you think it will take a long time to discuss? _____

Learning About Meeting Agendas

Questions

Meeting Agenda A

1. How many items are on the agenda? **Four**
2. Who is the Chair? **Timothy**
3. How many items is the Chair responsible for speaking about in the meeting? What are the items?
Two – Welcoming Everyone to the Meeting and Closing Remarks
4. How long will the meeting take? **20 minutes**

Meeting Agenda B

1. What does Peter do?
Keeps the time (watches to make sure they stay on time)
2. How long was given to talk about item 2? Do you think this is a reasonable amount of time to give to discuss this item? Why or why not?
Eight minutes; this seems like a reasonable amount of time because they are only sharing comments from a survey about the workspace, not discussing it.
3. What is John responsible for talking about in the meeting?
Sharing the survey information
4. Why do you think everyone is responsible for talking about items 3 and 4 in the agenda?
These items need everyone's input since they are discussion based and the result needs to reflect the team's opinion (not an individual's).

Meeting Agenda C

1. Who is taking the meeting minutes? What does 'taking the meeting minutes' mean?
Joann – she records what's said during the meeting
2. Why do you think only Charles is talking about item 2?
He might have had a one-on-one meeting with the boss because he was the team's representative to talk to the boss.
3. Which item on the agenda is going to take the shortest time to discuss? Why do you think it will not take long to discuss?
Welcome and amendments to the agenda. This won't take long if there are no changes to the agenda and welcoming the group doesn't take long because there is no discussion.
4. Which item on the agenda is going to take the longest time to discuss? Why do you think it will take a long time to discuss?
Brainstorm what can be done to reduce the amount of time spent on those parts of the project. This takes time because there needs to be time to let people's ideas come out and let one idea influence another idea. It's an important step in finding a good solution so needs time.

Learning About Meeting Agendas

- Work with a partner
- Look at the following agenda
- The items of the agenda are out of order
- Place them in the correct order by writing 1-6 in the space provided

Meeting Chair: Deborah

Meeting Notes: Bob

Meeting Time Keeper: Richard

Total Meeting Time: 40 minutes

Agenda Item	Time	Who?
Review the findings from the last meeting regarding customer service	10 min.	Chair
Closing Remarks	3 min.	Chair
Choose the top three ideas for improving customer service	5 min.	Everyone
Brainstorm ideas for improving customer service	10 min.	Everyone
Welcome and amendments and additions to the agenda	2 min.	Chair
Create an action plan for how to implement the top three ideas	10 min.	Chair/Everyone

Learning About Meeting Agendas

- Work with a partner
- Look at the following agenda
- The items of the agenda are out of order
- Place them in the correct order by writing 1-6 in the space provided

Meeting Chair: _____ Deborah _____			
Meeting Notes: _____ Bob _____			
Meeting Time Keeper: _____ Richard _____			
Total Meeting Time: _____ 40 minutes _____			
	Agenda Item	Time	Who?
1.	Welcome and amendments and additions to the agenda	2 min.	Chair
2.	Review findings from the last meeting regarding customer service	10 min.	Chair
3.	Brainstorm ideas for improving customer service	10 min.	Everyone
4.	Choose the top three ideas for improving customer service	5 min.	Everyone
5.	Create an action plan for how to implement the top three ideas	10 min.	Chair/Everyone
6.	Closing Remarks	3 min.	Chair

Creating an Agenda

- Work with a partner.
- Look at the list of things that need to be done in today’s meeting about designing a new work space.
- Create an agenda by filling in the blank agenda below with hypothetical agenda items.
- Be sure to include a time limit for each agenda item and who will be in charge of talking about that agenda item.
- Share your agenda with another pair.

To Do in today’s meeting:

- We have a maximum of 20 minutes for today’s meeting.
- Julia needs to share the information she learned in Friday’s meeting with the design decorator regarding recommendations for furniture for our work space.
- Together, we need to decide which tables and chairs we’ll choose.
- Everyone should have a chance to discuss any other design issues for the work space.
- By the end of the meeting, it should be clear what the next step will be regarding the design of our work space.

Meeting Chair: _____		
Meeting Notes: _____		
Meeting Time Keeper: _____		
Total Meeting Time: _____		
Agenda Item	Time	Who?
1.		
2.		
3.		
4.		
5.		
6.		

Creating an Agenda

This is one possible example of an agenda for today’s meeting. There may be many variations.

- Work with a partner.
- Look at the list of things that need to be done in today’s meeting about designing a new work space.
- Create an agenda by filling in the blank agenda below with hypothetical agenda items.
- Be sure to include a time limit for each agenda item and who will be in charge of talking about that agenda item.
- Share your agenda with another pair.

To Do in today’s meeting:

- We have a maximum of 25 minutes for today’s meeting.
- Julia needs to share the information she learned in Friday’s meeting with the design decorator regarding recommendations for furniture for our work space.
- Together, we need to decide which tables and chairs we’ll choose.
- Everyone should have a chance to bring up any other design issues for the work space.
- By the end of the meeting, it should be clear who is going to meet with the designer and what they are going to say.

Meeting Chair: <u>Stephanie</u>		
Meeting Notes: <u>Marilyn</u>		
Meeting Time Keeper: <u>Isabelle</u>		
Total Meeting Time: <u>25 minutes</u>		
Agenda Item	Time	Who?
1. Welcome	2 min	Chair
2. Report on recommendations from Friday’s meeting	8 min	Julia
3. Vote on which recommended tables and chairs we’ll choose	3 min	Everyone
4. Open floor to bring up of any other design issues	5 min	Everyone
5. Summary of item 3 and 4 and selecting a volunteer to meet with the designer about these items	5 min	Chair/Everyone
6. Closing Remarks	2 min	Chair

Activity Plan 224

Lesson 1	Introduction to a Case Study	
	40 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Let learners know that in this activity, they will be introduced to what a case study is. As a warm-up, put learners in pairs and ask them the following question: <ol style="list-style-type: none"> <i>Have you or someone you know ever been in a problematic situation at work? If yes, describe the situation to your partner.</i> <i>How did you decide how to resolve the problem? (i.e., Did you talk to your boss, or ask a friend for advice?)</i> <p>Reading Stage 25 min</p> <ul style="list-style-type: none"> Distribute Handout 1. Put learners into their teams (set up in Activity 222). Instruct learners to read through the short case study and answer the comprehension questions. In their teams, learners should discuss their answers and then do the team discussion questions. Encourage learners to brainstorm as many ideas as possible for the questions. <p>Wrap-up 10 min</p> <ul style="list-style-type: none"> Distribute Handout 2. Tell learners that they will be looking at two case studies throughout this module. Go through the handout, discussing the steps necessary to complete a case study: <ul style="list-style-type: none"> familiarizing themselves with the case conducting team meetings to discuss the information and approach doing research about the case with the goal of providing an approach to resolving the situation conducting another meeting to discuss the research; agree upon recommendations for the case developing a presentation, practising and presenting the recommendations that the group came up with reflecting on the process <p>Ways to Add Support</p> <ul style="list-style-type: none"> If learners need support, put them in pairs to answer the comprehension questions from Handout 1 (not just checking their answers in pairs). Suggest that learners use highlighters to find the information needed to answer the comprehension questions. This helps them to focus and check their answers more easily. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> Give learners less time for the reading stage to challenge their reading skills. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1, 2, 3 Make overheads of handouts if desired. <p>Purpose</p> <ul style="list-style-type: none"> Becoming familiar with what a case study looks like Becoming familiar with how to approach resolving the case study as a team 	

Introduction to a Case Study

In the following activity, you are going to read a short case study. A case study is a short summary of a problematic situation. It briefly discusses the development of the problem, the context of the situation and the result of the problem. Your job is to look carefully at the situation, ask questions and come up with possible ways to resolve the situation.

- Read through the following case study.
- Answer the comprehension questions below.
- Work with your team from **Activity 222** to discuss your answers.

Case Study

This case takes place in an accounting company and deals with a human rights issue. It is not based on a real case.

Main characters:

Sabine Deschamps: a talented accountant. She graduated from university five years ago with a degree in business and a CGA designation. After graduating, she immediately got a job at one of the top accounting firms in the city and has worked there for the past four years. Sabine is friendly, but doesn't often spend time with her co-workers. She is very conscientious and works hard to get her work done during regular office hours. She is newly married and is considering having kids soon.

Matt Lister: a new young accountant. He graduated from university a few months ago with a degree in business and a CGA designation. While in university, he did a short six-month internship with an accounting firm here in the city. While there, Matt was a friendly co-worker and liked going for drinks with his colleagues. He often worked late and on the weekends to try to prove his talent. He is not married.

The situation:

Sabine and Matt both applied for the same job at a big accounting firm. Both applicants were interviewed, but in the end, Matt was hired and Sabine was not. Sabine was very upset. She felt that she had more experience than Matt and so she should have been hired instead of him. Sabine feels that she was not hired because of more serious issues. She feels that the hiring was unjust and she has taken the issue to a human rights tribunal for moderation.

Your team has been called in to give advice and recommendations to the human rights tribunal to help them deal with the difficult situation that has arisen.

Comprehension Questions:

1. What degree did Sabine get?

2. What degree did Matt get?

3. How much work experience has Sabine had?

4. How much work experience has Matt had?

5. What kind of worker is Sabine?

6. What kind of worker is Matt?

7. What is Sabine's relationship status?

8. What is Matt's relationship status?

9. Who was hired for the job?

10. Why did Sabine feel she should have been hired?

11. Who does Sabine talk to about this issue?

Team Discussion Questions:

- Work with your team.
- Discuss the questions below.
- Brainstorm as many answers as possible.

1. Why do you think Sabine was not hired?

-
-
-
-
-

2. What do you think would be a good solution to this problem?

-
-
-
-
-

3. What kind of additional information would you need to make a more informed and clear recommendation for this problem?

-
-
-
-
-

Case Team Problem Solving Process

Below are the steps we recommend for the case team problem-solving process. Are there any steps that you don't understand? Are there any more steps that you would add?

1. Familiarize yourself with the information provided.
2. Do research.
3. Develop a meeting agenda and hold a meeting with your team; write team meeting notes.
4. Develop presentation.
5. Practise presentation.
6. Present recommendation to a panel of judges.
7. Reflect on presentation and consider learning (What can I do now that I couldn't do before) and future challenges (What would I like to learn next related to presentations?).

Activity Plan 225-EXT

LESSON 1	Preparing for an Assessed Reading; Vocabulary Practice: Phrasal Verbs for Teamwork	
	75 MINUTES	HANDOUT(S): 4
<p>Assignment 1</p> <p>Preparing for an Assessed Reading</p> <ul style="list-style-type: none"> Distribute Handout 1. You do not need to explain the reading other than to let learners know that it will be assessed in Activity 238. Learners should do whatever is necessary (e.g., use bilingual dictionaries; discuss with classmates) to have a thorough understanding of this chart on team formation. <p>Assignment 2</p> <p>Vocabulary Practice</p> <ul style="list-style-type: none"> To review: Elicit information: what is a phrasal verb? What is an idiom? Introduce the vocabulary for teamwork. Explain that in this extension, learners will be reading individually about 12 phrasal verbs related to teamwork and working through questions that will aid in understanding. They may work with a partner at the instructor's discretion. Distribute Handout 2 and have learners read through the examples. Distribute Handout 3. Have learners fill in the blanks in the sample dialogue with the phrasal verbs they learned and check with a partner when they are done. Learners can read through the gap fill dialogue with a partner if there is time. Distribute Handout 4. Have learners write a conversation using the phrasal verbs and idioms from Handout 2. Learners can use Handout 3 as a model. Instructor will give feedback on the dialogue. If time, encourage learners to check a partner's conversation and practise reading it out loud. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 (assessed reading) ✓ Handout 2, 3, 4 <p>Purpose</p> <ul style="list-style-type: none"> Preparing reading for comprehension assessment in Activity 238 Practising phrasal verbs and idioms that are commonly used and might be heard or used when talking about teamwork Encouraging learners to read independently and ask questions when necessary Encouraging learners to consider use the phrasal verbs and idioms in a written conversation 	

Stages of Team Development

Stage 1 “Forming”	Stage 2 “Storming”	Stage 3 “Norming”	Stage 4 “Performing”
<p>individuals are not clear on what they’re supposed to do</p> <p>the mission isn’t owned by the group</p> <p>wondering where we are going</p> <p>no trust yet</p> <p>high learning</p> <p>no group history; unfamiliar with members</p> <p>norms of the team are not established</p> <p>people check one another out</p> <p>people are not committed to the team</p>	<p>roles and responsibilities are articulated</p> <p>agendas are displayed</p> <p>problem solving doesn’t work well</p> <p>people want to modify the team’s mission</p> <p>trying new ideas</p> <p>splinter groups form</p> <p>people set boundaries</p> <p>anxiety abounds</p> <p>people push for position and power</p> <p>competition is high</p> <p>cliques drive the team</p> <p>little team spirit</p> <p>lots of personal attacks</p> <p>level of participation by members is at its highest (for some) and its lowest (for some)</p>	<p>success occurs</p> <p>team has all the resources for doing the job</p> <p>appreciation and trust build</p> <p>purpose is well-defined</p> <p>feedback is high, well-received and objective</p> <p>team confidence is high</p> <p>leader(s) reinforce team behaviours</p> <p>members self-reinforce team norms</p> <p>hidden agendas become open</p> <p>team is creative</p> <p>more individual motivation</p> <p>team gains commitment from all members on directions and goals</p>	<p>team members feel very motivated</p> <p>individuals defer to team needs</p> <p>no surprises</p> <p>little waste – very efficient team operations</p> <p>team members have objective outlooks</p> <p>individuals take pleasure in the success of the team’s big wins</p> <p>“we” versus “I” orientation</p> <p>high pride in the team</p> <p>high openness and support</p> <p>high empathy</p> <p>high trust in everyone</p> <p>superior team performance</p> <p>okay to risk confrontation</p>

Action Steps “Forming” to “Storming”	Action Steps “Storming” to “Norming”	Action Steps “Norming” to “Performing”
<p>set a mission</p> <p>set goals</p> <p>identify how communication will occur</p> <p>establish roles needed by the group</p> <p>recognize need to move out of “forming” stage</p> <p>identify the team, its tools and resources</p> <p>leader(s) need to give direction</p> <p>identify ways to build trust (not demand it)</p> <p>define a reward structure</p> <p>take some risks</p> <p>bring group together to work on common tasks</p> <p>assert individual power</p> <p>decide completely to be on the teams</p>	<p>leader(s) must ask for and expect results</p> <p>team members should actively support and reinforce team behaviour, facilitate the group for wins, create positive environment</p> <p>recognize and publicize team wins</p> <p>agree on individuals’ roles and responsibilities</p> <p>buy into objectives and activities</p> <p>listen actively to each other</p> <p>set and take team time together</p> <p>have the vision “we can succeed!”</p> <p>request and accept feedback</p> <p>build trust by honouring commitments and being trustworthy</p>	<p>maintain positive traditions</p> <p>praise and support each other</p> <p>self-evaluate without fuss</p> <p>recognize and reinforce “synergy” team behaviour</p> <p>share leadership role in team based on who does what the best</p> <p>provide opportunities for learning</p> <p>share rewards for successes</p> <p>communicate clearly all the time</p> <p>share responsibility</p> <p>delegate freely within team</p> <p>commit time to the team</p> <p>keep raising the bar for new and higher goals</p> <p>be selective of new team members; train to maintain the team spirit (this will take you back to the beginning but movement to performing will be quicker)</p>

Macpherson, A. (2000). *Cooperative Learning Group Activities for College Courses – A Guide for Instructors*. Richmond, BC: Kwantlen University College.

Phrasal Verbs: Meanings and Explanations

1. to pitch in	7. to look ahead
2. to pull together*	8. to check in
3. to work out*	9. to come up against
4. to get behind	10. a joint effort
5. to deal with	11. to try out*
6. to keep up with	12. to pool resources*

*SEPARABLE: A separable phrasal verb can have a noun or pronoun between the verb and the other parts of the phrasal verb.

1. **To pitch in:** We use **to pitch in** to describe making a contribution of something (could be an idea, supplies, money, time) to a common cause.

For example:

- *The department decided to pitch in and clean up the staff kitchen. It was getting really disgusting.*
- *Mohamed agreed to pitch in and stay late to finish the project in time for the deadline.*
- *When doing the fundraiser, Jennifer called all their suppliers and asked if they would pitch in something for the cause.*

2. **To pull together:** We use **to pull together** to describe when a group of people work together as a team, especially when something difficult is happening.*

For example:

- *The construction crew really pulled together when the accident happened. They all worked together to rescue the trapped builders.*
- *If we are going to get this report done by the end of the week we are really going to need to pull together.*
- *The manager was frustrated because the team was not pulling together the way she had hoped. Everyone seemed unaware what everyone else was doing.*
- *Come on people! Let's pull it together!*

3. **To work out:** We use **to work out** to describe the action of trying to figure out a solution to a problem or a difficult situation. *

For example:

- *Let's leave this problem for now and we can get back to it later and try and work it out.*
- *How are we going to work out the fact that there is no one to cover my shift on Monday?*
- *Janet told Dave that she would get back to him with an estimate after she worked out what the cost of the project would be.*

4. **To get behind:** We use **to get behind** to show support for an idea, a suggestion or a solution to a problem.

For example:

- *I am not sure I can get behind taking on another project right now. I'll have to think it over.*
- *Colin stated that he couldn't get behind the merger with the Extent Electrical. It seemed too risky.*
- *Catherine's encouraging all of us to get behind the new Fitness in the Workplace initiative.*

5. **To deal with:** We use **to deal with** to indicate how we cope with, or manage, or handle something.

For example:

- *We have been dealing with complaints from customers all day about the customer service at Gary's till.*
- *Due to the economic downturn we are all going to have to deal with making some sacrifice to save money.*
- *Oh no, here comes Helen. I simply can't deal with her negativity today. She is such a downer.*

6. **To keep up with:** We use **to keep up with** to describe maintaining a matched pace with something or someone. To be able to follow a person closely and catch what they mean when they speak and share ideas.

For example:

- *If we are going to stay viable in the marketplace we are going to need to keep up with our competitors.*
- *To keep the meeting short, I will be covering these points rather quickly, so try to keep up. I'll take questions at the end.*
- *Stephen decided to buy more recycling bins to keep up with the demand for building a greener workplace.*

7. **To look ahead:** We use **to look ahead** when we are referring to actions or events that will take place in the future.

For example:

- *John, could you please tell us what you see financially when you look ahead to the fourth quarter?*
- *Looking ahead, I see a great future for you in this company.*
- *It is impossible to expand and develop your career without spending some time looking ahead.*

8. **To check in:** We use **to check in** idiomatically to make brief contact with people to see if they are doing ok or not (we use it both professionally and personally). This is often used at the beginning of meetings or sometimes during 'small talk'.

For example:

- *Before we move on the agenda items, I wonder if we can go around the table and check in with everyone. Is there anything you want to say or add to the order of things?*
- *I'm very angry that you didn't check in with me before giving that customer a free night's stay. You really should have consulted me or another supervisor.*
- *Hey Ros, I just wanted to check in with you. I haven't seen you since your son was born. How's everything going?*

9. **To come up against:** We use **to come up against** to refer to the times when we come into contact with or run into problems or difficulties.

For example:

- *We have come up against a few challenges. The first major one is funding and the other is this group's inability to work together as a team.*
- *Not to worry folks, we have come up against problems like this before. It will be okay.*

10. **A joint effort:** We use **a joint effort** to talk about a job that is done as a combined, a group, or a team project.

For example:

- *Thanks, but I didn't do it all myself. It was a joint effort.*
- *The website was launched on time and under budget as a result of the joint efforts of the designers, the writers and the programmers.*
- *Without us banding together in a joint effort, I don't see how this is going to get done on time.*

11. **To try out:** We use **to try out** to describe the use of a new product, service, or way of doing things.

For example:

- *We are going to try out this new schedule and see if it works, but still be sure to arrive 10 minutes before your shift.*
- *Our supplier has sent us some new products to try out on the line. Let us know what you think of them. Your feedback is appreciated.*
- *We are trying out a new guy in on the site today. Be sure to keep an eye on him and don't let him get into any trouble.*

12. **To pool resources:** We use **to pool resources** to express combining ideas talent supplies and money for a common end or purpose.

For example:

- *The contract is huge! We will have to pool our resources to be sure we get it.*
- *If Corbin and Emilio pooled their resources, I bet they could start a great catering company.*
- *Shawna has decided to pool her recourses with her sister and build the doggy daycare she has always wanted.*

Phrasal Verbs: Practice

Fill in the blanks in the following short conversations using the 12 phrasal verbs or idioms from this unit. **Be careful. You might need to change the phrasal verb or idiom to make it fit the grammar of the sentence.** For example, you may need to add *-s*, or *-ed*, or *-ing*.

A. Context: Colleagues are gathered for a meeting at a small company.

Dan: Okay, I think everyone is here. Let's get started shall we? Let's quickly _____ (1) around the table and see how everyone is doing.

Austin: I'll start, if you like. I was really happy with the way everyone _____ (2) and helped with the fundraiser. It was great to see everyone _____ (3). So, thanks!

Dan: I agree it's amazing what we can do when there is a cause we can really _____ (4) like the cancer ward at the children's hospital. Those kids have so much to _____ (5) already. My heart goes out to them.

B. Context: During the same meeting as above, the group is discussing an agenda item related to a new project.

Dan: Okay, so _____ (6) to the fall, it looks as though we are going to go forward with the Penske Project. Even though there are still a few problems to _____ (7) I feel confident in saying that we are moving forward with that venture.

Robin: Do you anticipate _____ (8) any obstacles from the city?

Dan: No, they seem to be fully in agreement that the project is good. They even suggested we _____ (9) with the city parks department to make the grounds look nice.

Robin: Hey, that's great! Maybe they will let me _____ (10) one of their riding lawn mowers! No one will be able to _____ (11) me on that thing! They're fast!

Dan: Okay, Robin, back to business now. As mentioned before, the Penske Project will be a _____ (12) between our marketing department and the product development people, but the changes and growth will affect everyone.

Make Your Own Conversations

(Activity to hand in to the instructor)

Now you try!

During the extension time, write short conversations that use all of the 12 phrasal verbs or idioms in this unit. The topic of your conversation should be related to teamwork or teambuilding in the workplace, if possible.

Write your conversations on a piece of lined paper that you can give your instructor. He or she will collect your work, correct it and give you feedback.

1. check in
2. pulled together / pitched in
3. pitched in / pulled together
4. get behind
5. deal with
6. looking ahead
7. work out
8. coming up against
9. pool resources
10. try out
11. keep up with me
12. joint effort

Activity Plan 226

Lesson 2	Vocabulary: Review and Practise Phrasal Verbs	
	20 MINUTES	HANDOUT(S): 1
Review 20 min		Advanced Preparation
<ul style="list-style-type: none">• Distribute Handout 1.• Review the phrasal verbs and idioms that were introduced yesterday.• Check separable and inseparable phrasal verbs.• Learners complete Handout 1. Explain how to fill in the sentences on page 2.• Review conversations that the learners wrote for homework. Practise if you have time.		<ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1
Ways to Add Support		Purpose
<ul style="list-style-type: none">• Put learners in pairs so that they can help each other.		<ul style="list-style-type: none">• Reviewing and practising vocabulary from Activity 225-EXT• Introducing separable and not-separable phrasal verbs• Encouraging learners to use vocabulary from the lesson by practising their written conversations
Ways to Add Challenge		
<ul style="list-style-type: none">• Decrease the time that the learners have to complete the task.• Ask learners to create their own phrases using the phrasal verbs. Check to ensure that they've used them in the correct context.		

Separable and Inseparable Phrasal Verbs

By now, you know that a phrasal verb is usually made of a verb and a preposition, and that sometimes you can put the object of such verbs between the verb and the preposition. These phrasal verbs are called **separable**. In the list of phrasal verbs, there is an asterisk (*) next to these kinds of verbs. Some phrasal verbs are inseparable, which means that they cannot be separated. Sometimes a phrasal verb has several different meanings and only some of the meanings are separable.

Let's look again at this list of phrasal verbs and idioms for this module.

1. <i>to pitch in</i>	7. <i>to look ahead</i>
2. <i>to pull together*</i>	8. <i>to check in</i>
3. <i>to work out*</i>	9. <i>to come up against</i>
4. <i>to get behind</i>	10. <i>a joint effort</i>
5. <i>to deal with</i>	11. <i>to try out*</i>
6. <i>to keep up with</i>	12. <i>to pool resources*</i>

A. Fill in the boxes below with the words from the list above.

Separable phrasal verbs	Inseparable phrasal verbs	Idioms

B. Fill in the blanks in the following sentences using the object provided. Put the object between the two parts of the verb, if possible.

1. *Why don't we get together and _____ to clean the store room?*

Verb: *pitch in*

Object: *our efforts*

2. *You need to _____ who is on the phone with a complaint.*

Verb: *deal with*

Object: *the customer*

3. *Did you remember to _____ in the printer? I think it will be great.*

Verb: *try out*

Object: *the new recycled paper*

4. *We don't expect to _____ from upper management.*

Verb: *to come up against*

Object: *any objections*

5. *I asked my co-workers _____ in the marathon.*

Verb: *to pull together*

Object: *to put a team*

6. *Janice thinks we need to consider _____ so we can stop obsessing about this one.*

Verb: *to look ahead*

Object: *to the next project*

7. *I sometimes have trouble _____ as she speaks really quickly.*

Verb: *to keep up with*

Object: *Carla*

Separable and Inseparable Phrasal Verbs

- Numbers 1, 4, 10 and 11 have an asterisk (*) next to them. These phrasal verbs are separable.
- Numbers 5, 6 and 7 are not separable and do NOT have an asterisk (*).
- Numbers 2, 3, 8, 9 and 12 are idioms. They are NOT phrasal verbs.

Activity Plan 227

Lesson 2	Introduction to the Case Study Process: Meeting Roles	
	40 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> Remind learners that they are going to be going over two case studies and discussing what they learn together as a team. To facilitate this process, each person in the group will take on a different role. Today, they are going to be introduced to the kind of language that the person in each role may say. Assign learners to teams of four. These should be the same teams as in Activity 222. If your class does not divide evenly into four, make teams of three as needed. On teams of three, the Participation Facilitator and Time Keeper roles should be combined. Teams of five are also possible, although there will be less work for everyone to do. Distribute Handout 1. Allow the learners a few minutes to scan the handout. Distribute Handouts 2 and 3 and explain that the learners will practise the language associated with the different roles. They may not get a chance today to practise all of the roles, but during the course of the project they will have that chance. <p>Practice Stage 25 min</p> <ul style="list-style-type: none"> Learners should follow the agenda in Handout 2 to hold a practice meeting. As this is their first meeting with an agenda, it may be awkward and artificial. If there is time, the learners should change roles. <p>Feedback Stage 10 min</p> <ul style="list-style-type: none"> As the learners are practising, the instructor can monitor and notice which phrases they are using incorrectly and on which phrases they are missing the correct emphasis and stress. Model and drill learners on emphasis and stress <p>**Note: For the next while, learners may want to bring Handout 1 to the class as a guide to the roles and the language to use during meetings.</p> <p>Ways to Add Support</p> <ul style="list-style-type: none"> Encourage learners to use as many of the given phrases as possible, but if it is too challenging, suggest they focus on two or three only. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> Encourage learners to think more carefully about their pronunciation and speaking skills, focusing on the areas of emphasis and stress when practising the phrases in the handouts. Encourage learners to use their own phrases if they have an idea of another way of saying similar information. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1, 2, 3 ✓ Make overheads of handouts if desired <p>Purpose</p> <ul style="list-style-type: none"> Becoming familiar with the team roles for meeting in this project Becoming familiar with meeting agendas Becoming familiar with meeting notes template Learning and practising language for each role 	

 **Instructor Alert!**

You will need to familiarize yourself with the two case studies used in this project. Background notes from both and tape scripts for the jigsaw listenings are included in the introductory notes for this module. They are called Backgrounder Case Study 1 and Backgrounder Case Study 2.

In the final week of this module, you may want to have a three-member panel of professionals to observe the final group presentations, score them and give feedback. You will want to begin the process of selecting and inviting this panel as soon as possible. There is an information packet to give to each panel member. It's available in the introductory notes and is called Guest Panel Briefing.

Socio-cultural Language – Team Roles

In the Case Study component, you will work with a team of four people. At each team meeting, you will have a role. There are four roles. Below are descriptions of each of the roles and examples of typical things that people in these roles might say. Handout 2 is a meeting agenda. Practise holding a meeting with each member of the team, practising language connected to their role.

The Roles

Meeting Chair

Note Taker

Time Keeper

Participation Facilitator

Meeting Chair: The role of the chair is to keep the team focused and on task. The chair is not the leader, in the sense that she/he does not make decisions about assigning jobs or giving feedback. The chair needs to be careful not to fall into the role of trying to answer every question that the group members raise.

Below are some phrases that can be useful when you are chairing a meeting:

- Can I ask everyone to get seated so that we can get going?
- Does everyone have a copy of the agenda?
- So xxx, you're taking minutes today, right?
- All right, let's get started.
- We've got a very full agenda, so I'd like to get started.
- Our first (second) item is our agenda. Anything that you think we should add, or any changes?
- To summarize what I'm hearing ...
- The group seems to need more time to think about this, so I suggest ...
- As chair, I need to say that it seems like we're going around in circles. We're heard from everyone and I think it's time we made a decision.
- Okay, we're getting a bit off-track here.
- This discussion is very interesting, but I think we're getting ahead of ourselves. Our agenda item says ...
- Xxxx and xxxx, it's a great discussion you're having, but I am not sure that the whole team needs to be part of it. I don't mean to be heavy-handed, but would you be able to continue your discussion after the meeting and we'll move on to the next agenda item?
- Xxxx, do you have anything to add to that?
- Okay, that's our meeting for today. See you all back here tomorrow.

Note Taker: The role of the note taker is to keep a record of the most important decisions made at a meeting. The note taker often needs to write down everything and to decide, as the meeting progresses, what things are important and what can be edited out. The note taker should not be shy about asking the group to slow down or to repeat important points. The note taker needs to be careful not to get so involved in taking notes that he/she forgets, or to add his/her opinions and suggestions to the meeting.

- I'm taking notes at this meeting. I might need to clarify things from time to time.
- Sorry, I need to check that I got this right. Xxxxxx is going to take care of looking into the human resources angle and xxxxx is going to meet with the company president?
- Can we back up a little? I didn't quite catch all of those decisions.
- Whoa, whoa, whoa. Hold on a minute. What were those details?
- How much of that do you want me to take down?
- Xxxxx, maybe you could just give me your notes.
- So ... let me just check ... how does this sound? (reads out what she/he has written)
- Okay, I've assumed that we don't want this recorded in the notes.
- Okay, I'm not writing this part down.
- Okay, how should I record our decision in the notes?
- How should I record that in the notes?
- Do we want any of that in the notes?
- I'm not sure how much detail to put in the notes.
- Okay, these notes are going to take me a little while to write up. I can have them to you all by tomorrow morning. I'll send them as an email attachment.

Time Keeper: The role of the time keeper is to help the team get through all of the items on the meeting agenda. The role overlaps with that of the Chair to some degree, although the time keeper focuses exclusively on the time. At the beginning of the meeting, the time keeper should let people know how he/she would like to operate. For example, if you are the time keeper, you might tell everyone that when there is one minute left for an item, you will call out "One minute."

- Okay, I'm time keeper at this meeting. What I'd like to do is put up my hand when there is one minute left.
- At the last meeting, I noticed that people kept talking after the time keeper had said that time was up. We can't get through all of our agenda items if you do that. Can I ask that you all respect the time limits we've agreed to for each item? If we need more time for an item, we should discuss and agree on that.
- Just to give you a one minute warning, we're almost at the limit of the time we allocated for this.
- Our time for this item is all used up. Do we want to allocate an additional chunk of time to it?
- We've gone overtime on this.
- We've already gone overtime on this.
- Xxxxx, you're the lead person on this item. Could you make it brief 'cause we're running a bit behind.
- Time's up folks.
- As the time keeper, I'm super aware of the time. We've gone a lot over.
- Thank you everyone, for helping us get through all of the items on the agenda. I didn't think we'd make it on time, but we did.

Participation Facilitator: The role of the participation facilitator is to make sure that all members of the team have a chance and are encouraged to participate. It is the responsibility of all team members to consider important items and to contribute. The participation facilitator observes who is talking too much and who is not talking enough. He or she asks the person who is talking a lot to wait until those who have spoken less have contributed something. This often slows down the whole decision making process. Interestingly, the less confident team members often bring a refreshing and unexpected perspective that improves the functioning of the whole team.

- Xxxxx, we haven't heard from you. What do you think?
- I've got a speaker's list going. Next is xxxxx, then xxxxx, and then xxxx. Oh, and I'd like to add my two cents worth, so I guess we all want a turn to speak.
- Xxxxxx, I know you're busy writing notes, but we haven't heard from you on this topic.
- Xxxxx, you're being very quiet? What do you think we should do at this point?
- Xxxxx, can I ask you to hold that thought until we've heard from a few others?
- Okay, can I suggest that we make an agreement that no one talk for more than one minute?
- Okay, can I suggest that we agree that none of us speak more than once and then we wait until everyone has spoken before we speak again?
- I'm a little worried that some people are discussing things very openly and others are much quieter. Could we include group participation on our next agenda?
- Oh, hold that thought xxxxxx. Xxxx, you were about to say something.
- Xxxx, you had a point ...
- Xxxx, we cut you off there. Did you want to say something?
- Xxxx, I'm not sure that you're with us. You seem absent. Is there something we can do to help you stay focused on our team effort?

Socio-cultural Language – Team Roles

Below is a meeting agenda. The purpose of this activity is to practise using the various phrases in Handout 1.

Decide who will take on each role. There is a handout (Handout 3) for the note taker.

The column titled: “**Who?**” indicates who has suggested each agenda item (topic). In this case, because the agenda was already prepared for you, the Chair has been assigned as the person responsible for leading the discussion around each item. This will not usually be the case.

Your instructor will tell you how much time you have. Adjust the times as needed.

Meeting Agenda

Meeting Chair: _____ Meeting Notes: _____ Meeting Time Keeper: _____ Participation Facilitator: _____ Total Meeting Time: <u>20 minutes</u>		
Agenda Item	Time	Who?
1. Discuss why human rights are important.	6 minutes	
2. Discuss and summarize any concerns or questions about this project.	6 minutes	Chair
3. Discuss what you think is most important to be a good team player.	6 minutes	Chair
4. What are we each eating for lunch?	2 minutes	Chair

Note Taker: This is a template that you can use for recording your meeting notes. Most people will find it works best to fill in the top part at the beginning of the meeting and the bottom part at or near the end of the meeting. During the meeting, you will want to keep rough notes in any language that you like, to record the major points and decisions.


Action Notes

Team:		Date:	
Members Present:			
Chair			
Note Taker			
Time Keeper			
Participation Facilitator			

Points of Agreement/Actions	Person/People Responsible	Due by
1.		
2.		
3.		
4.		

Additional Notes	

Activity Plan 228

Lesson 2	 Jigsaw Listening and Team Meeting: Begin Case Study 1	
	70 MINUTES	HANDOUT(S): 3*
<p>Set-up Stage 20 min</p> <ul style="list-style-type: none"> Let learners know that they are beginning to look at Case Study 1 in this activity. Distribute Handout 1. Give learners about 10-15 minutes to read the case study and complete the short comprehension task. Go over answers for Handout 1. <p>Prediction Stage 3 min</p> <ul style="list-style-type: none"> Ask learners to predict what situations they might hear in the listenings. <p>Listening Stage 22 min</p> <ul style="list-style-type: none"> Divide the learners into teams. There will be four groups and four different listenings. The groups should contain one member from each of the teams you set up in Activities 222 and 227. In other words, learners are not with their team for the rest of this activity. In Activity 229, the learners will return to their original teams and share the information from their listening. If you have some teams of three, these teams will need to “borrow” a member of another team during the information sharing. Two teams could work together at this point. Distribute jigsaw listening questions for each of the four groups. Each group will listen to a different tape and have different questions to answers. Learners listen and answer questions. <p>Meeting Stage 25 min</p> <ul style="list-style-type: none"> Learners remain in their listening groups. Distribute Handout 2. Throughout this project, learners will hold meetings to discuss the strategy, progress and recommendations for Case Study 1. Now they need to meet to discuss the information they heard at their listening station. The agenda has been done for the learners for this meeting, but as the project progresses, learners will have more and more responsibility for preparing the meeting agendas. Each group needs to quickly decide on a Meeting Chair, Time Keeper, Note Taker and Participation Facilitator. They have already done this for Activity 227, so it’s not new to them. There will be many meetings during this project, and all learners must take on the different roles at different times during the project. As per the meeting agenda, the learners compare their answers within their group. Distribute answer keys for learners to check answers. 	<p>*Note: Each learner will have three handouts, but there are six handouts. For the jigsaw listening, there are four different handouts, one for each listening. Learners only receive the handout for their own listening.</p> <p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare Activity 228 Listening Book listening lab or four tape/CD players Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1 and 2 ✓ Jigsaw Listenings 1, 2, 3, 4. Only copy enough of each listening exercise for the members of that group. The learners will be divided into four even groups. ✓ Listening Answer Keys 1, 2, 3, 4 (learners will be divided into four even groups and EACH GROUP will received a copy of one of the jigsaw listening answer keys relevant to their listening) <p>Purpose</p> <ul style="list-style-type: none"> Listening practice Gaining case study background information Beginning the process of dealing with a case study Developing a meeting agenda Considering and practising roles during a team meeting 	

Activity Plan 228
Jigsaw Listening and Team Meeting

(page 2 of 2)

Ways to Add Support

- Suggest that learners use highlighters to help identify the information that helps them to answer the reading comprehension questions.
- Instructors may decide to hand out the transcripts from the jigsaw listening and allow learners to look through them during the extension period.

Ways to Add Challenge

- Encourage learners to use the phrases designated for their role in **Activity 227**.

****Note:** Additional information and website addresses are included in the materials for the instructor's background information, and are not for distribution to the learners. The main websites that the learners will need to visit to complete or solve this case are given, though it is assumed that learners will have sufficient background information and the necessary skills to discover these websites on their own.

Practice Case Study

Following are the details of the practice case study. This is an opportunity for your team to become familiar with the team problem-solving process.

Practice Case Study – Opening Summary

This case study has been checked for verisimilitude by the Chair of Electronics and Computer Engineering at Camosun College, Victoria, BC. There has also been input from WorkSafeBC. It is not based on a real case.

This case takes place on a construction site in Prince George. All individuals involved work for Condo Construction, a large construction company.

Main characters:

Ester Proust – an electrical engineer trained in Eastern Europe. She has worked for this large construction company in British Columbia for seven months as an electrical supervisor. She immigrated to Canada three years ago. She speaks English very well and is very confident and talented. She is still unfamiliar with some aspects of Canadian labour laws, although she is nervous about letting anyone know this.

Sam Ho – an electrical engineer trained in South East Asia and Australia. He is Ester’s boss at the construction company and his title is Senior Electrical Supervisor. Like Ester, he immigrated to Canada about three years ago. He speaks English quite well. He aims to be a strong boss, and when his authority is questioned, he can become very defensive. He is a bit insecure about working with Canadians and suspects that Canadian labour laws and human rights might be too liberal.

Paul Jones – an electrician who works at the construction company. Paul was born and raised in Canada. Sam is his supervisor, although he occasionally is supervised by Ester. Paul likes both Sam and Ester, but sometimes he doesn’t understand “where they are coming from”. At first, he just thought this was because they were too educated for their own good, but now he thinks there are cultural differences. Ester speaks great English, but she can seem a little cold at times. Sam is very friendly, but sometimes his English is hard to understand.

The situation:

Your team has been called in to give advice and recommendations to management – to help them deal with the difficult interpersonal situation that has arisen.

Ester came across Paul, a company electrician who was performing a task on an old power pole. She told him it looked unsafe. Paul immediately stopped work and reported the unsafe conditions to his supervisor, Sam. Sam felt that his supervisory authority had been undermined by Ester and that Paul had disobeyed a directive. Paul’s done this same work before without mishap. Sam contacted Ester and told her she was fired. He also suspended Paul for not following orders.

The mine site is abuzz now with rumours. Paul’s union is getting involved; Sam is asking senior management to support his decision; Ester feels that her professional reputation and her rights to free speech have been impeded.

Next Steps

Your team will need to investigate and consider the legal and ethical aspects of the case. You will present your findings and recommendations to the construction company's management team.

The next step in your process is to complete the short reading comprehension exercise below. Once this is complete, the instructor will divide you into four groups to listen to a conversation related to this case. This group is NOT your team.

Comprehension Check for Case Study Opening Summary

1. What is the next step after completing this comprehension?
2. Is this case based on a real story or situation? Is it realistic? How do you know?
3. Where do Ester, Paul and Sam work? Where were Ester, Sam and Paul educated? How old do you think that each one of these individuals is? Which of them is male and which is female? Who do you think makes the most money? Who has the most responsibility?
4. Which of the characters in the case do you think is feeling angry at the moment? Why?
5. Why is the construction site abuzz with rumours?
6. What is your team's role in this situation?
7. Who are the members of your team?

Comprehension Check for Case Study Opening Summary

1. What is the next step after completing this comprehension?

The next step will be to check the answers (really part of completing this comprehension) and then each person will be part of one of four groups. Each group will listen to a different conversation that will provide additional information about the case.

2. Is this case based on a real story or situation? Is it realistic? How do you know?

It's not based on a real case. Input from electrical engineers and from WorkSafeBC has been used to create a case that is realistic.

3. Where do Ester, Paul and Sam work? Where were Ester, Sam and Paul educated? How old do you think that each one of these individuals is? Which of them is male and which is female? Who do you think makes the most money? Who has the most responsibility?

All three work for a construction company.

Ester – educated in Eastern Europe. Age? Anywhere from 30 up. Female.

Sam – educated in South East Asia and Australia. Age? Anywhere from about 30 up. Male. Probably makes the most money and probably has the most responsibility (responsibility = higher salary).

Paul – educated in Canada. Age? Anywhere from 22 up. Male.

4. Which of the characters in the case do you think is feeling angry at the moment? Why?

All three are probably angry.

Ester – Angry because she has been punished for being professional. Angry because Sam has tried to control and silence her.

Sam – Angry because his authority seems to have been questioned by both Ester and Paul.

Paul – Angry because he seems to be caught in some sort of power struggle between Ester and Sam. Angry because he has tried to follow safety procedures and is being punished for doing this.

5. Why is the construction site abuzz with rumours?

Because interpersonal conflict and power struggles are always interesting for people who work together.

6. What is your team's role in this situation?

The team has been called in to give management advice (findings and recommendations) on dealing with this situation.

7. Who are the members of your team?

At this point learners don't know who will be their team members.

Setting up a Meeting to Share Information from Jigsaw Listenings

After all members of your group have completed their listening, you will need to have a meeting to compare answers.

Below is a sample agenda for your meeting to compare answers. Decide on who will be meeting chair and who will be time keeper.

The meeting chair: this person keeps the meeting on track. She or he speeds up discussion, focuses the group, summarizes points being made and generally makes sure things move forward.

The meeting time keeper: this person watches the time allocated to each item and lets the meeting chair or the whole group know when the time allocated to an item is used up.

The first item on the agenda is the agenda itself. Change the agenda to suit your group. Adjust the time as needed.

Meeting Agenda

Meeting Chair: _____ Meeting Minutes: _____ not applicable (n/a) _____ Meeting Time Keeper: _____ Total Meeting Time: _____ 20 minutes _____		
Agenda Item	Time	Who?
1. Amendments and additions to the agenda	1 minute	Chair
2. Check/share answers for jigsaw listening	8 minutes	
3. Discuss and highlight any disagreements, concerns or questions	3 minutes	Chair
4. Gain answer key from instructor and check answers	5 minutes	Chair
5. What questions are raised by this listening and where will we look to find answers?	3 minutes	

Case Study – Jigsaw Listening 1

1. Who do you think is talking?

2. What are they talking about and why?

3. What people do they specifically mention? How do they feel about the people they mention?

4. One of the women talking says, "**Ester? It must be a mistake. They love her.**"
 - What does she mean when she says "**It must be a mistake**"?

 - She says, "**They love her.**" Who is the "**they**" she is referring to?

5. One of the women says, "**See if you read this the same as me.**" What is she really saying?

6. One of the women says, "**Hold on.**" What is another way of saying this?

7. What "inside" information do they have (each one of them knows something that may not be general knowledge)?

8. What is the web address that the two women visit?

9. Why exactly do they go there?

10. What do they find out?

Case Study – Jigsaw Listening 1

1. Who do you think is talking?

Two secretaries at the construction company where our scenario takes place.

2. What are they talking about and why?

They are talking about the events that have been unfolding at the company with Paul, Ester and Sam. It's big news when someone gets fired and there's interpersonal conflict.

3. What people do they specifically mention? How do they feel about the people they mention?

They mention Paul, Ester and Sam. We can guess that they like Ester and Paul. It's not as clear that they like Sam. One of the speakers says that he's a good guy, while the other speaker isn't as sure of what to make of him.

4. One of the women talking says, "Ester? It must be a mistake. They love her."

- What does she mean when she says "It must be a mistake"?

She can't believe that they would fire Ester because she is a well-respected employee.

- She says, "They love her." Who is the "they" she is referring to?

"They" refers to the managers, those with power in the company.

5. One of the women says, "See if you read this the same as me." What is she really saying?

She wants the other woman to confirm her understanding of the information she is reading on the web page.

6. One of the women says, "Hold on." What is another way of saying this?

Wait.

7. What "inside" information do they have (each one of them knows something that may not be general knowledge)?

One of them knows that the locks are being changed on Ester's office, which will prevent her from using the office.

The other woman knows that Paul has not been suspended because the union has gone to bat for him. In any case, the suspension would have been illegal (see WorkSafe website OHS information).

8. What is the web address that the two women visit?

www.labour.gov.bc.ca/esb/facshts/termination.htm

9. Why exactly do they go there?

One of the women wants to check to see if they can fire Ester without giving her notice or pay in lieu of notice. She seems to be particularly interested in protecting Ester's interests.

10. What do they find out?

They find out that someone who has worked at a company for 12 months requires two weeks' notice. (**Note: Esther has been with the company for seven months, so she should receive one week's notice.)

Case Study – Jigsaw Listening 2

1. Why is the first question that the woman at WorkSafeBC asks – if they are dealing with an emergency situation?
2. From his voice, how do you think that Sam is feeling when he makes this call?
3. Why do you think that the woman at WorkSafeBC doesn't ask Sam what his name is?
4. Sam says, "***If it's a job they've done before without any problems.***"
 - What is his point in mentioning this?
 - The woman says that the fact the person has done the work before without safety concerns is ***a bit of a red herring***. When she uses this idiom, what do you think she means?
5. What do you imagine Sam is thinking when he learns that there can be no reprisals for refusing to do work that you believe is unsafe?
6. Sam would like a brochure to explain the process. Where does the WorkSafeBC woman advise that he look? (Give the specific address.)
7. What do you guess that OHS stands for?
8. What is the first step in the process of refusing unsafe work?
9. The WorkSafeBC woman says, "***It's all spelled out there.***" What does this idiom mean in this context?
10. Why are inspectors seldom needed when people follow the steps in the process?
11. What is 1-888-621-7233?
12. Why do you think that the WorkSafeBC woman gives Sam the address for the Employers' Advisers office? What is the address for that office?

Case Study – Jigsaw Listening 2

1. Why is the first question that the woman at WorkSafeBC asks – if they are dealing with an emergency situation?
They sometimes have to deal with emergency situations and it is important to find out if this is such a situation as quickly as possible because people's lives and well-being may depend on quick action.
2. From his voice, how do you think that Sam is feeling when he makes this call?
He's nervous.
3. Why do you think that the woman at WorkSafeBC doesn't ask Sam what his name is?
She may recognize that he's nervous. In any case, she wants him to feel secure about getting information while remaining anonymous.
4. Sam says, "If it's a job they've done before without any problems."
 - What is his point in mentioning this?
Sam believes that because Paul has worked in this situation in the past without incident, it can't be deemed an unsafe work situation. He is clarifying what a worker's rights are in deciding when a work situation is unsafe.
 - The woman says that the fact the person has done the work before without safety concerns is ***a bit of a red herring***. When she uses this idiom, what do you think she means?
She means that it is irrelevant; it's not information that should be used to determine whether the worker's concerns are legitimate.
5. What do you imagine Sam is thinking when he learns that there can be no reprisals for refusing to do work that you believe is unsafe?
He is probably realizing that he's made a big mistake. He shouldn't have told Paul that he was suspended, because Paul was actually following the correct procedure by informing his supervisor (Sam) of a potentially unsafe work situation. He's probably also realizing that he shouldn't have fired Ester.
6. Sam would like a brochure to explain the process. Where does the WorkSafeBC woman advise that he look? (Give the specific address.)
She suggests that he look at the WorkSafeBC site. The address is www.worksafebc.com.
7. What do you guess that OHS stands for?
Occupational Health and Safety
8. What is the first step in the process of refusing unsafe work?
Don't do the work and report your concerns to your supervisor.

9. The WorkSafeBC woman says, "***It's all spelled out there.***" What does this idiom mean in this context?

"It's all spelled out" means that the specific steps are clearly described.

10. Why are inspectors seldom needed when people follow the steps in the process?

The issue of safety is usually resolved by following the steps of the process described in section 3.12 – without the need of an inspector.

11. What is 1-888-621-7233?

It's the number of the Richmond office of WorkSafeBC's prevention office.

12. Why do you think that the WorkSafeBC woman gives Sam the address for the Employers' advisers office? What is the address for that office?

She may have realized that Sam is management and would benefit from talking to an employer's adviser. The address is www.labour.gov.bc.ca/eao.

Case Study – Jigsaw Listening 3

1. Where do you think this conversation takes place?
2. What is the relationship between the two people that are talking?
3. What is David's connection to Sam?
4. David says, "***It's busy and not busy, if you know what I mean.***"
 - Does the woman he's with know what he means?

 - In your own words, what does he mean?
5. What does David think about Sam?
6. Why did Ester's actions create a bit of a conflict for Sam?
7. What do you think it means when David says that Sam is ***old school?***
8. Sam has told Ester that she's fired. Can he do this?
9. What is APEG?
10. Why would Ester complain to APEG?
11. Has David talked to Sam? Why or why not?
12. David says that Sam is ***a bit of a hot head.*** What's that?

Case Study – Jigsaw Listening 3

1. Where do you think this conversation takes place?

In a restaurant

2. What is the relationship between the two people that are talking?

They are husband and wife, or partners.

3. What is David's connection to Sam?

David works with Sam and he seems to be an engineer, although it's not really clear if they work in the same department or what their exact work relationship is.

4. David says, "***It's busy and not busy, if you know what I mean.***"

- Does the woman he's with know what he means?

No, she doesn't understand.

- In your own words, what does he mean?

He means that there's lots of energy in the office, lots of tension and everyone seems very focused, but they are not really concentrating on their work. They are thinking about and talking about what's happened with Sam, Ester and Paul.

5. What does David think about Sam?

He thinks he's a good guy and a good engineer.

6. Why did Ester's actions create a bit of a conflict for Sam?

Ester seemed to question Sam's authority, which Sam found threatening.

7. What do you think it means when David says that Sam is ***old school***?

Old school means a bit old-fashioned, a bit formal, a bit conservative. In most work situations in Canada, informality is valued, and those who are more formal will often be considered behind the times.

8. Sam has told Ester that she's fired. Can he do this?

It's not at all that clear that he can fire Ester. He has threatened to quit if the upper management doesn't back him on this firing.

9. What is APEG?

BC Association of Professional Engineers and Geoscientists.

10. Why would Ester complain to APEG?

She would complain because it appears that Sam has not followed the association's code of ethics.

11. Has David talked to Sam? Why or why not?

David hasn't talked to Sam because it feels too awkward or uncomfortable to bring it up with him.

12. David says that Sam is ***a bit of a hot head***. What's that?

A "hot head" is someone who loses their temper easily and takes action based on their anger.

Case Study – Jigsaw Listening 4

1. Who is talking in this listening?
2. When are they talking?
3. What two things have upset Ester?
4. Is Ester worried about her job? Why or why not?
5. Of the two things that happened to Ester on this day, which one upset her the most?
6. Who is Sam's boss and what agreement has he made with Ester?
7. What two examples of human rights issues does Ester mention?
8. Where does Ester's friend find out about everything?
9. What does Ester's friend suggest that Ester look up to find out about her human rights in British Columbia?
10. Is everyone protected under BC human rights legislation?
11. Does Ester understand what her friend means when she says: ***you need to be a member of certain groups to be protected***? What does she say to show that she understands or doesn't understand?
12. Who do you think that Joe is?

Case Study – Jigsaw Listening 4

1. Who is talking in this listening?

Ester and a friend.

2. When are they talking?

At the end of the day, when Ester was fired.

3. What two things have upset Ester?

She is upset that she was fired and that her free speech rights were violated.

4. Is Ester worried about her job? Why or why not?

She's not happy to have been fired, but she's not really worried because she was going to leave at the end of the month anyway. She has signed a new contract with an employer in Alberta.

5. Of the two things that happened to Ester on this day, which one upset her the most?

She is most upset at the idea that her right to free speech, to say her opinion, has been violated. She feels this way because Sam has told her that she shouldn't have talked to Paul about her perception that his work situation was unsafe.

6. Who is Sam's boss and what agreement has he made with Ester?

Sam's boss is Jack. He is aware that Ester is going to work somewhere else. He seems to have agreed to pay her until the end of the month because he realizes that Sam did not have the right to fire her.

7. What two examples of human rights issues does Ester mention?

Ester refers to same-sex marriage and duty to accommodate handicapped workers as two examples of human rights in Canada.

8. Where does Ester's friend find out about everything?

Ester's friend looks things up on the web, the Internet.

9. What does Ester's friend suggest that Ester look up to find out about her human rights in British Columbia?

She suggests that she look up British Columbia human rights code.

10. Is everyone protected under BC human rights legislation?

Yes and no. You are protected if you are a member of a protected group and have been discriminated against because of membership in that group.

11. Does Ester understand what her friend means when she says: ***you need to be a member of certain groups to be protected?*** What does she say to show that she understands or doesn't understand?

Ester doesn't understand what her friend means. She says: I'm not really following you.

12. Who do you think that Joe is?

It's not clear from the dialogue, but Joe might be someone that Ester is romantically involved with.

▶▶▶ **Not for distribution to the class.** ◀◀◀

Background Information for Instructor – Case Study 1

The following pages provide information relevant to the case study. This information is for the instructor's use and is not intended for distribution to the learners.

The case study requires the learners to investigate and learn about work safety, labour law, professional ethics and human rights. Members of the curriculum advisory committee have suggested that it is necessary for internationally educated professional to learn about the importance of these areas in a Canadian work context.

You may want to read the following pages to inform yourself about the areas that learners will be investigating. There is no expectation that you or the learners will become experts in any of these areas. By the end of the case studies, it's hoped the learners will have become aware of the importance of and how to find out more about human rights, labour law, and professional ethic and work safety in the Canadian workplace.

The last page includes the main websites that learners will need to find and read in order to understand the legal and ethical issues involved in this case.

This case study will be challenging for the learners, and will require information gathering skills at a professional level.

What does an electrical engineer do? (Information from the University of Saskatchewan website)

Electrical Engineering (from the University of Saskatchewan website)

Design integrated circuits and electronic equipment. Develop digital communication systems and optical networks. Improve the reliability and performance of power generation and transmission systems. Build intelligence into automobiles and appliances with embedded microcontrollers. These opportunities and more are available to you when you choose to major in Electrical Engineering at the University of Saskatchewan.

What is Electrical Engineering?

Electrical Engineering is the design and analysis of any device or system that uses electricity or electro-magnetic radiation, including computers and the networks that connect them, consumer electronic goods like MP3 players, power generation and transmission systems, cellular and line-based telephone networks, integrated circuits and electronic devices, electric motors and actuators, MRI and other medical instruments, radio and satellite television, and more. Much of our modern way of life depends on electrical engineering.

Electrical engineers are the masters of electricity. They know how to manipulate electricity and use it for useful purposes including: how to produce and measure currents and voltages, how to produce and manipulate electric fields, magnetic fields and electro-magnetic waves, how electricity flows in metals and semiconductors, and how to use this knowledge to produce components, circuits and devices. Electrical engineers know how to integrate devices into complex electrical systems.

A Stepping Stone...

Graduates of the Electrical Engineering program can pursue Master's and Ph.D. studies in power systems, computers and electronics, or communications.

Career Opportunities

Electrical engineers are in strong demand by industrial, governmental and research employers. A survey of recent U of S electrical engineering graduates found that 95% were employed, 3% were pursuing graduate study, 79% were hired while still in school or immediately after graduation and 96% stated a university degree was a requirement for their job.

Employment opportunities are available in:

The computer industry at companies that design computer systems, make computer peripherals, produce graphics and virtual reality systems, manufacture medical imaging devices, or develop CAD-CAM, e-commerce, e-education and Internet applications.

The electronics field at companies that design and manufacture integrated circuits, build instruments for agriculture, mining, traffic control, and many other fields, produce consumer electronic goods, develop computer systems, or create sensors for sounds, chemicals, light, x-rays and bio-molecules.

Communications at companies that develop wireless networks, manufacture wireless personal devices, operate telecommunication networks, provide Internet service or operate cable, broadcast or satellite TV systems.

Electric power at electric utilities such as SaskPower, electric equipment manufacturers, automobile manufacturers, mining and metal refining companies, heavy industry or the military.

Relevant info re: refusing unsafe work. Google: "WorkSafeBC" to find the current website.

3.12 Procedure for refusal

- (1) A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
- (2) A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
- (3) A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
 - (a) ensure that any unsafe condition is remedied without delay, or
 - (b) if in his or her opinion the report is not valid, must so inform the person who made the report.
- (4) If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
 - (a) a worker member of the joint committee,
 - (b) a worker who is selected by a trade union representing the worker, or
 - (c) if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.
- (5) If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

3.13 No discriminatory action

- (1) A worker must not be subject to discriminatory action as defined in section 150 of Part 3 of the *Workers Compensation Act* because the worker has acted in compliance with section 3.12 or with an order made by an officer.
- (2) Temporary assignment to alternative work at no loss in pay to the worker until the matter in section 3.12 is resolved is deemed not to constitute discriminatory action.

Note: The prohibition against discriminatory action is established in the *Workers Compensation Act* Part 3, Division 6, sections 150 through 153.

Relevant info re: electrical safety. Google: "WorkSafeBC" to find the current website.

General Electrical Requirements

- [Policies](#)
- [Guidelines](#)
- [Search](#)
- [Top](#)

19.2 Electrical qualifications

Repealed. [B.C. Reg. 312/2003, effective October 29, 2003.]

* Statutes or regulations covered by other jurisdictions apply to electrical qualifications.

19.3 Poles and structures

- (1) Before a worker climbs or is supported by a pole or structure, or before any work is done that will affect its stability,
 - (a) the pole or structure must be tested for soundness and stability, and
 - (b) if there is any doubt as to soundness or stability, the pole or structure must be effectively supported before any wires or cables are changed, and the supports must be left in place until workers are clear of the pole or structure.
- (2) A worker must not climb or be on a pole or structure supported laterally by pike poles only.

19.4 Obstructions on poles

- (1) Mailboxes, signs, clotheslines, or other obstructions are prohibited on or close to poles on which workers are required to work.
- (2) Tags authorized by the owner which are placed on a pole for identification purposes must be less than 1.7 m (5.5 ft) above grade, on the side of the pole which a climbing worker will face.

19.5 Informing workers

A worker must be informed of the potential electrical hazards before being permitted to do work in proximity to energized electrical conductors or equipment.

Note: If excavating near underground utilities, refer to the excavation requirements in [Part 20 \(Construction, Excavation and Demolition\)](#).

19.6 Service rooms

If practicable, service rooms and electrical vaults must be used only for the purpose for which they were intended.

19.7 Space around equipment

- (1) Passageways and working space around electrical equipment must be kept clear of obstructions, be arranged so as to give authorized persons ready access to all parts requiring attention, and not be used for storage.
- (2) Flammable material must not be stored or placed close to electrical equipment.

19.8 Testing equipment

- (1) Electrical testing equipment may be used if it meets the requirements of
 - (a) *CSA Standard C22.2 No. 160-M1985 (Reaffirmed 1992), Voltage and Polarity Testers, or*
 - (b) *CSA Standard CAN/CSA-C22.2 No. 231 Series-M89, CSA Safety Requirements for Electrical and Electronic Measuring and Test Equipment.*
 - (c) Repealed. [B.C. Reg. 312/2003, effective October, 29, 2003.]
 - * See section 4.4 of the OHS Regulation.
- (2) Electrical testing equipment not meeting a standard specified in subsection (1) may be used if it has
 - (a) fusing or circuitry designed to protect the operator in the event of a fault resulting from inadvertent misuse of the meter, or a fault on the circuit being tested,
 - (b) clearly and unambiguously marked measurement ranges,
 - (c) lead wire insulation rated to the maximum voltage reading of the meter,
 - (d) lead wires that are not cracked or broken, and having a current carrying capacity (ampacity) that meets or exceeds the maximum current measurement of the meter, and
 - (e) a minimum exposure of metal on lead wire probes.
- (3) Appropriate safe work procedures must be established and followed for testing electrical equipment and circuits.

19.9 Insulated aerial device

- (1) An insulated aerial device must be dielectrically tested at least annually in accordance with *CSA Standard CAN/CSA-C225-M88 Vehicle Mounted Aerial Devices* and its insulating capability certified by the testing agency.
- (2) An insulated aerial device which has not passed the testing required by subsection (1) must be considered noninsulated and any markings or identification on the device indicating insulated capability must be removed or effectively covered over and the user informed of the noninsulated status of the device.

[Amended by B.C. Reg. 312/2003, effective October 29, 2003.]

* See also section 4.4 of the OHS Regulation.

Professional engineers general information and code of ethics from their website:

BC Association of professional engineers and geoscientists: (To find their current website, type the association's name into a Google search.)

APEGBC Overview

The Association of Professional Engineers and Geoscientists of BC is the regulatory body for two professions: engineering and geoscience. The Association's primary duties are to uphold and protect the public interest respecting the practices of professional engineering and professional geoscience; to exercise its powers and functions, and perform its duties, under the [Engineers and Geoscientists Act](#); and to enforce the Act.

In addition, where there is no conflict with the primary duties, the Association will uphold and protect the interests of its members and licensees; establish, maintain and enforce standards for the qualifications and practice of its members and licensees; and promote the professions of professional engineering and professional geoscience. For more information see the Association's [Strategic Plan](#) which defines the vision, mission, values and goals of the organization.

All members of the Association are bound by a [Code of Ethics](#) which outlines the principles of ethical conduct. Under the Code of Ethics, BC's Professional Engineers and Geoscientists are expected to act at all times with fairness, courtesy and good faith to their associates, employers, employees and clients. Professional Engineers use the title P.Eng. and Professional Geoscientists use the title P.Geo. In addition, some people are allowed to practice as licensees or under a non-resident licence, and these people are also bound by the Code of Ethics.

If you're concerned about a member's conduct or competence, you can file a complaint with the Association, and it will be investigated. If it is found that the Code of Ethics has been breached or a member is not practising competently, the member will be sanctioned. Depending on the nature and severity of the problem, sanctions range from remedial education to a suspension of membership, including the right to practice as a professional and to use the relevant title.

Act, Bylaws and Code of Ethics

The purpose of the Act, Bylaws and Code of Ethics is to:

- a. define the Association's mandate;
- b. outline its governing powers with respect to members and non-members alike; and
- c. provide general statements regarding principles of ethical conduct to prepare Professional Engineers and Geoscientists for the fulfillment of their duty to the public, the profession and fellow APEGBC members.

To View the current [Act](#) and [Bylaws](#) (PDF document).

Code of Ethics

Professional Engineers and Geoscientists shall at all times act with fairness, courtesy and good faith to their associates, employers, employees and clients, and with fidelity to the public needs. They shall uphold the values of truth, honesty and trustworthiness, and safeguard human life and welfare, as well as the environment. In keeping with these basic tenets, Professional Engineers and Geoscientists shall:

1	Hold paramount the safety, health and welfare of the public, the protection of the environment and the promotion of health and safety within the workplace.
2	Undertake, and accept responsibility for, professional assignments only when qualified by training or experience.
3	Provide an opinion on a professional subject only when it is founded upon adequate knowledge and honest conviction.
4	Act as faithful agents of their clients or employers, maintain confidentiality and avoid conflicts of interest but, where such conflict arises, fully disclose the circumstances without delay to the employer or client.
5	Uphold the principles of appropriate and adequate compensation for the performance of engineering and geoscience work.
6	Keep informed to maintain competence, strive to advance the body of knowledge within which they practice and provide opportunities for the professional development of their associates.
7	Conduct themselves with fairness, courtesy and good faith with respect to clients, colleagues and others; give credit where it is due; and accept, as well as provide, honest and fair professional comments.
8	Clearly present to employers and clients the possible consequences of overruled or disregarded professional decisions or judgments.
9	Report to the Association, or other appropriate agencies, any hazardous, illegal or unethical professional decisions or practices made by engineers, geoscientists or others.
10	Extend public knowledge and appreciation of engineering and geoscience, and protect the profession from misrepresentation and misunderstanding.

Information about the BC Human Rights Code (from their website)

BC Human Rights Tribunal (To find their current website, type the company name into Google.)

Human Rights Code

Discrimination and intent

2. Discrimination in contravention of this Code does not require an intention to contravene this Code.

Purposes

3. The purposes of this Code are as follows:
 - (a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia;
 - (b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights;
 - (c) to prevent discrimination prohibited by this Code;
 - (d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code;
 - (e) to provide a means of redress for those persons who are discriminated against contrary to this Code.

Code prevails

4. If there is a conflict between this Code and any other enactment, this Code prevails.

Education and information programs

5. The minister is responsible for developing and conducting a program of public education and information designed to promote an understanding of this Code.

Research and public consultations

6. The minister may
 - (a) conduct or encourage research into matters relevant to this Code, and
 - (b) carry out consultations relevant to this Code.

Discriminatory publication

7. (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
- (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
 - (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.
- (2) Subsection (1) does not apply to a private communication or to a communication intended to be private.

Section 13 on discrimination in employment

Discrimination in employment

13. (1) A person must not
- (a) refuse to employ or refuse to continue to employ a person, or
 - (b) discriminate against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.
- (2) An employment agency must not refuse to refer a person for employment for any reason mentioned in subsection (1).
- (3) Subsection (1) does not apply
- (a) as it relates to age, to a bona fide scheme based on seniority, or
 - (b) as it relates to marital status, physical or mental disability, sex or age, to the operation of a bona fide retirement, superannuation or pension plan or to a bona fide group or employee insurance plan.
- (4) Subsections (1) and (2) do not apply with respect to a refusal, limitation, specification or preference based on a bona fide occupational requirement.

Termination of Employment Fact Sheet from the Ministry of Labour and Citizens' Services



Termination of Employment Fact Sheet

[PDF format in English \[305KB\]](#)

Also available in Chinese, French, Punjabi, Spanish, Filipino

The *B.C. Employment Standards Act* does not take away an employer's right to terminate an employee with or without cause. The Act requires that employees who are terminated receive compensation based on length of service.

Compensation Eligibility

An employee who is terminated may be eligible for compensation based on the following formula:

After three consecutive months of employment – one week's pay. After 12 consecutive months of employment – two weeks' pay

After three consecutive years – three weeks' pay, plus one week's pay for each additional year of employment to a maximum of eight weeks.

A week's pay is calculated by:

Totalling the employee's wages, excluding overtime, earned in the last eight weeks in which the employee worked normal or average hours, and dividing the total by eight.

The sale, lease or transfer of a business does not typically interrupt an employee's period of continuous employment.

No compensation required with working notice

No compensation is required if an employee is given advance written notice of termination equal to the number of weeks for which the employee is eligible. Please note that this notice **MUST** be in writing.

An employee can also be given a combination of written notice and compensation equal to the number of weeks' pay for which the employee is eligible.

An employee cannot be on vacation, leave, temporary layoff, strike or lockout, or be unavailable for work due to medical reasons during the notice period.

If employment continues after the notice period ends, the notice is of no effect.

Once written notice has been given, the employer may not alter any condition of employment, including the wage rate, without the employee's written consent.

Notice or compensation is not required if:

The employee has not completed three consecutive months of employment.

The employee quit or retired.

The employee was dismissed for just cause.

The employee worked on an on-call basis doing temporary assignments, which he or she could accept or reject.

The employee was employed for a definite term.

The employee was hired for specific work to be completed in 12 months or less.

It was impossible to perform the work because of some unforeseeable event or circumstance (other than bankruptcy, receivership or insolvency).

An employer whose principal business is construction employed the employee at one or more construction sites.

The employee refused reasonable alternative employment.

The employee was a teacher employed by a board of school trustees.

If a definite term or specific work is extended for at least three months past its scheduled completion, the definite term and specific work exceptions described above would not apply.

Temporary Layoff

An employer is not required to give notice of termination or pay compensation if an employee is laid off temporarily.

A week of layoff is a week in which an employee earns less than 50 percent of his or her weekly wages at the regular rate, averaged over the previous eight weeks.

When a temporary layoff becomes a termination, the last day worked is the termination date and the employee's entitlement to compensation for length of service is based on that date.

A temporary layoff becomes a termination when:

A layoff exceeds 13 weeks in any period of 20 consecutive weeks, or

A recall period for an employee covered by a collective agreement has been exceeded.

A layoff other than a temporary layoff is considered a termination.

Group Terminations

Where an employer intends to terminate 50 or more employees at a single location within a two-month period, the employer must give written notice of group termination to each employee affected. The employer must also notify the Minister of Labour and Citizens' Services, and any trade union that represents the employees. The length of notice depends on the number of employees affected.

If the amount of written notice is less than the required termination pay, employees must be paid the difference.

Group termination requirements are in addition to individual termination requirements. The individual and group notice periods may not coincide.

Branch may deem employment terminated

If an employer substantially alters a condition of employment, the Branch may determine that a person's employment has been terminated. In such a case, the termination provisions of the Act apply.

Wrongful Dismissal

"Wrongful dismissal" is different than termination under the Employment Standards Act. Employees may wish to sue their ex-employers in the courts for wrongful dismissal. Anyone considering this option would need to seek independent legal advice.

If an Employee Quits

Employees who voluntarily terminate their employment are not entitled to written notice of termination or compensation pay. Final wages, including any outstanding wages such as annual vacation pay, statutory holiday pay and overtime either worked or in a time bank, must be paid to the employee within six days after the employee's last day of work. The Act does not require the employee to give notice to the employer.

Employees Covered by Collective Agreements

If a collective agreement does not contain group termination benefits equal to or greater than that provided in the Act, then the Employment Standards Act applies.

Questions about the application of these sections to employees under a collective agreement must be addressed through the grievance procedure. (See Factsheet: [Collective Agreements](#))

Ministry of Labour and Citizens' Services
Employment Standards Branch
Province of British Columbia

This factsheet has been prepared for general information purposes. It is not a legal document. Please refer to the *Employment Standards Act and Regulation* for purposes of interpretation and application of the law. July 2002

For more information, please [contact the Employment Standards Branch](#)

Websites relevant to this case study:

WorkSafeBC – safe working conditions and right to refuse work
(To find their current website, type the company name into Google.)

BC Association of Professional Engineers and Geoscientists – code of ethics, safety of workers
(To find their current website, type the company name into Google.)

BC Human Rights Tribunal – protection of human rights
(To find their current website, type the company name in to Google.)

BC Ministry of Labour and Citizens' Services – employment standards, termination without cause, notice
(To find their current website, type the company name into Google.)

▶▶▶ Jigsaw listenings – tape scripts (not intended for distribution to the learners, unless desired). ◀◀◀

Tape Script – Jigsaw Listening 1

1. Two secretaries talking about the firing.
 - A** Did you hear about Ester?
 - B** Tell me.
 - A** A memo just went across my desk saying she was fired and not to let her in her office. They're changing the locks.
 - B** Ester? It must be a mistake. They love her. She's so capable and ...
 - A** Sam's kind of insecure around her.
 - B** Hmm.
 - A** How long has she been here?
 - B** I think she was hired last October. Why?
 - A** You know, I don't think they can fire her without notice. I'm just gonna check something.
 - B** Labour code?
 - A** Okay, go to ... www.labour.gov.bc.ca/esb/facshts/termination.htm. See if you read this the same as me. I think they have to give her notice. At least one week ...
 - B** Hold on. What's that site again?
 - A** Did you spell labour with a u? l..a..b..o..u..r?
 - B** Yeah. Okay, I got it now.
 - A** So under compensation eligibility.
 - B** Okay. Hold on ... Yeah, 12 months ... equals two weeks' notice. But is that really the point anyway? How can they fire her for protecting someone's safety?
 - A** Do you know if they fired that electrician? What's his name? You know him don't you?
 - B** A little. Him and his girlfriend used to live in the same trailer park as me. I think Sam tried to fire him or no, it was a suspension, he tried to suspend him, but the union got involved.
 - A** That's good.
 - B** Yeah, he's a nice guy. Anyway, he was just following safety procedures. What do you think of Sam anyway?
 - A** You know, he's a good guy, believe it or not. I think he might just be a bit in over his head. Where he used to work before, I don't think people felt so confident to question the boss. It kind of panics him.
 - B** Oh, gotta go. Boss is coming. Later, eh?
 - A** Okay, lunch?
 - B** Sounds good. Bye.
 - A** Bye.

Tape Script – Jigsaw Listening 2

2. Sam on the phone to WorkSafeBC.

Sandra WorkSafeBC. Prevention. Sandra speaking.

Sam I have some questions I'd like to ask.

Sandra Certainly. Can I just verify that this isn't an emergency situation?

Sam No, no it's not an emergency.

Sandra Okay. Good. How may I help you?

Sam Well, I'm just wondering about unsafe work situations.

Sandra Yes, do you believe that you are being asked to work in an unsafe work situation?

Sam Well ... I'm not really clear about the rights a worker has when he or she believes that a work situation is unsafe. If it's a job they've done before without any problems ...

Sandra Good question. The fact that someone has done the work before is a bit of a red herring. If they now believe the work is unsafe, well, they need to act on that new appraisal of things.

Sam But what if it isn't unsafe?

Sandra But you said that the worker believes it might be unsafe.

Sam Yes, yes that's true.

Sandra And you don't need to worry. The law is very clear that you can't be punished for refusing work that you believe is unsafe. There can be no reprisals.

Sam Oh.

Sandra There is a process in place with clear steps.

Sam Okay. Is there somewhere I can read about the process? Could you send me a brochure?

Sandra Well, I think the best place to look is on our website. It's all posted there and is quite straight forward. Do you have web access?

Sam Yes, yes of course. Can you give the website address?

Sandra Have you got a pen handy?

Sam Yes.

Sandra It's www.worksafebc.com. Are you in front of a computer now? I can walk you through the site if that helps.

Sam Yeah, I'm online now. I'm on the site.

Sandra Okay. You see the vertical menu on the left-hand side of the screen? Under Quick links, you see Occupational Health and Safety, umm, OHS Regulation.

Sam Okay, I'm with you.

Sandra Open that page and under 3.12, you see the procedure for refusal of unsafe work. It's all spelled out there. First, the worker reports it to his supervisor and then the whole process unfolds. If it can't be resolved informally, then an inspector can be called in, but things can usually be resolved informally just by going through the steps.

Sam Right. Well, thank you.

Sandra Was there a particular area of safety that you were inquiring about? I might be able to help with that too.

Sam With our power grid.

Sandra So, electrical?

Sam Yes.

Sandra Well, on the same OHS regulations page, if you go to section 19 – Electrical Safety, you see all the basic rules for electrical safety.

Sam I see, yes.

Sandra Good. It might be useful for you to have the toll free number for our Richmond office. The number's 1-888-621-7233. You can always talk to an information officer there.

Sam Got that.

Sandra You know, I'm just wondering ... There're also Employers' Advisers available. It's an independent office. I'll give you're their web address, just in case.

Sam Thank you.

Sandra It's www.labour.gov.bc.ca/eao. Labour is with a u.

Sam Thanks a lot. You've been very helpful.

Sandra My pleasure. Please call if you have any more questions or if anything on the website is unclear. My name's Sandra.

Sam Thanks Sandra.

Sandra Bye now.

Sam Bye.

Tape Script – Jigsaw Listening 3

3. David, another engineer at the company, is having lunch with his wife.

David Hi hon. Glad you could make it.

Wife Hi dear. How long have we got?

David Things are busy and not busy, if you know what I mean.

Wife Not really, David. What do you mean?

David Well, there's been all this trouble with Sam and so the office is very tense, and everyone's keeping their head down, but I don't think a lot of work is actually getting done.

Wife You quite like Sam don't you?

David He's a great guy. Really good at his job.

Wife Remind me what the problem is again. Something about him firing someone for refusing work?

David No, not exactly. Remember Ester, the young woman we had around to dinner a couple of months ago?

Wife The one dating Joe?

David Well, that's ended, but yes, that one. Well, she saw some electrician working on the power lines. She thought the situation was unsafe and she told him.

Wife Okay. So she was watching out for this guy.

David Created a bit of a conflict though, cause Sam, well, you know how proud he is. A bit old-school. He's such a good engineer, but his people skills sometimes leave something to be desired.

Wife I'm not following you.

David Well, this electrician was doing work that Sam had told him to do. Stuff he's done before. Sam was so upset that Ester interfered that he fired her on the spot.

Wife Can he do that?

David Good question. He's told the big guys that if they don't stand behind him, he'll quit. It's all a bit messy.

Wife I'll say. Does Sam realize the minefield he's walking into?

David I'm worried about that. I don't think he realizes the can of worms he's opening up. Ester might approach APEG.

Wife Who?

David BC Association of Professional Engineers and Geoscientists. APEG for short.

Wife APEG?

David Yeah.

Wife So what have they got to do with this?

David Well, as a professional engineer, Sam has to follow our code of ethics. The code says you can't put anyone in an unsafe work situation. If Ester takes a complaint out against him ...

Wife What ...?

David Well, if the complaint is successful, Sam would have his membership in APEG suspended or even revoked.

Wife Would that actually happen? Would Ester do that?

David Good question. I'm not sure. She might if she loses her job.

Wife Maybe you worry too much. Is Sam worried?

David I don't know. I didn't want to ask him about this, cause, well it's kind of awkward.

Wife Yeah, I can see why it would be. No wonder things are tense. How does Sam get into these situations?

David Under his mild mannered exterior, I guess he's a bit of a hot head. Damned good engineer though.

Wife Can we order some lunch, do you think?

David Sorry of course ... What do you feel like?

Wife I wouldn't mind some fish ...

David Yeah, fish is always fresh here.

FADE OUT

Tape Script – Jigsaw Listening 4

4. Ester discussing her situation with a friend.

Friend Hey Ester. How you doing?

Ester Pretty bad day actually.

Friend Why? What happened?

Ester I got fired and, to top things off, I think my human rights were violated.

Friend First things first ... what do you mean you got fired.

Ester Oh, that hot head Sam says I'm fired cause I worried about a worker's safety.

Friend You were going to quit anyway, weren't you? You told me you think you've found a better job in Alberta.

Ester Yeah, but they don't know that.

Friend So you're not really upset about being fired.

Ester Who likes to get fired? But I've already signed a contract with the other place. I'm fine. I'm getting a bit of an unexpected vacation before I start with the new place.

Friend Does Sam know any of this?

Ester No, but Jack, Sam's boss knows that I was going to be leaving at the end of the month in any case. He hasn't told Sam, but he's going to pay me until then anyway.

Friend So what's this about human rights?

Ester Well, Canadians are always talking about human rights. You know ... the same-sex marriage stuff and the duty to accommodate handicapped people. Seems like such a big deal here.

Friend Right.

Ester Well, it covers free speech doesn't it? I think Sam's violated my right to free speech. That's what's got me really angry. He told me I shouldn't have talked to the electrician guy, Paul, about the unsafe working conditions.

Friend Free speech? I don't know if that's covered under human rights.

Ester It must be. How can I find out?

Friend I find everything on the web.

Ester So what would I look up?

Friend I don't know. I guess the BC Human Rights code.

Ester And it will tell me about my free speech rights?

Friend It'll tell you who's protected under BC human rights legislation.

Ester Who's protected? I thought everyone was protected.

Friend Yeah, but I seem to remember that you need to be a member of certain groups to be protected.

Ester I'm not really following you. Anyway, let's talk about something else. I'll check into this when we get off the phone.

Friend Right. So tell me what happened with Joe.

Ester Joe, well that's a totally different kind of story.

FADE OUT

Activity Plan 229

Lesson 2	Meeting to Share Jigsaw Listening Notes	
	40 MINUTES	HANDOUT(S): 2
<p>Meeting 40 min</p> <ul style="list-style-type: none"> • Learners return to their teams of four. • Distribute Handout 1, the meeting agenda. • Following the meeting agenda, learners share what they have learned about the case from their jigsaw listenings. • Give each group a copy of Handout 2, the action notes template. They complete the action notes. In Activity 230-EXT, they will receive a copy of sample action notes and an exercise to look at these more closely. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> • See the Introductory Notes for more information on ways to add Support and Challenge in this module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1 and 2 <p>Purpose</p> <ul style="list-style-type: none"> • Sharing information from the jigsaw listenings • Practising working on a team • Practising holding a meeting and following an agenda 	

Meeting to Share Information from Jigsaw Listenings

Below is a sample agenda for your meeting – to share the information from the jigsaw listenings. The first item on the agenda is the agenda itself. Change the agenda to suit your team.

You will also need to keep action notes using Handout 2. Use this to record what happened at the meeting and any decisions.

Meeting Agenda

Meeting Chair: _____ Meeting Minutes: _____ Meeting Time Keeper: _____ Total Meeting Time: 30 minutes _____		
Agenda Item	Time	Who?
1. Amendments and additions to the agenda	1 minute	Chair
2. Share information from jigsaw listening 1	5 minutes	
3. Share information from jigsaw listening 2	5 minutes	
4. Share information from jigsaw listening 3	5 minutes	
5. Share information from jigsaw listening 4	5 minutes	
6. Summarize what you know so far.	4 minutes	

Team Meeting Notes

(Your instructor can give you an electronic copy of this template)

Team:		Date:	
Members Present:			
Chair			
Note Taker			
Time Keeper			
Participation Facilitator			

Points of Agreement/Actions	Person/People Responsible	Due by
1.		
2.		
3.		
4.		
5.		

Additional Notes	

Activity Plan 230-EXT

Lesson 2	Working on Action Notes	
	75 MINUTES	HANDOUT(S): 2
Assignment 1 Working on Action Notes <ul style="list-style-type: none">Distribute Handout 1 and 2. This is a chance for learners to see a model of action notes. This will be taken up in Activity 233. Answer Key Handout 2 is available and you may use it in Activity 233 (not now).	Advanced Preparation <ul style="list-style-type: none">Prepare photocopies of:<ul style="list-style-type: none">✓ Handouts 1 and 2 Purpose <ul style="list-style-type: none">Reflecting on teamwork and giving team feedbackFamiliarizing themselves with action notes taken from a meeting	

Example: Action Notes

(Your instructor can give you an electronic copy of this template)

Team:	<i>Four Square Team</i>	Date:	Dec. 3, 2007
Members Present:	<i>Jim Hu, Sampadi Thali, Tim Curzedo, Hun Wong</i>		
Chair	<i>Hun Wong</i>		
Note Taker	<i>Tim Curzedo</i>		
Time Keeper	<i>Jim Hu</i>		
Participation Facilitator	<i>Sampadi Thali</i>		

Points of Agreement/Actions	Person/People Responsible	Due by
<i>1. Research Canadian cultural norms related to smoking with friends and colleagues</i>	<i>Jim</i>	<i>Dec. 5</i>
<i>2. Research BC labour laws about working on statutory holidays</i>	<i>Sampadi</i>	<i>Dec. 5</i>
<i>3. Research union responsibility to its members (labour law?)</i>	<i>Hun</i>	<i>Dec. 5</i>
<i>4. Research Health Canada and BC law on smoking in workplaces</i>	<i>Tim</i>	<i>Dec. 7</i>
<i>5. Research dangers of second hand smoke in the workplace</i>	<i>Tim</i>	<i>Dec. 7</i>

Additional Notes	
<p><i>As a group, we agreed that our responsibility on this project is to investigate the situation and decide on who behaved badly and who did a good job. We will then give recommendations to the company on who they should promote and who they should fire. Some of the problems in this case may not be based on problems with one individual. In that case, we point out to management what they did wrong and suggest better work practices to management.</i></p>	

Action Notes Questions

1. How many different areas has this team decided they need to research in order to complete this case study? What are they?
2. Of the areas that the team has decided to research, without knowing anything about the case study, which one looks odd or different from the other areas or topics?
3. Which one of the areas do you think will be the most difficult to research?
4. The team has decided on different deadlines for the work to be completed. Why do you think this is?
5. What step in the case study process would have come before the meeting that these notes record?
6. What are the next steps in the process for this team after they have completed their research?
7. How would you summarize – in two or three words – the purpose or meaning of the additional notes in the box at the bottom of the page?
8. These are a good example of meeting notes. It is not a good example of an approach to giving recommendations. Based upon your professional experience, what are some of the problems with the approach the team has described in the box at the bottom of the page?

Action Notes Questions

1. How many different areas has this team decided they need to research in order to complete this case study? What are they?

Six areas: Canadian cultural norms on smoking, BC labour laws on working on statutory holidays, union responsibility to members, health Canada rules or info on smoking in the workplace, BC laws on smoking in the workplace, dangers of second hand smoke

2. Of the areas that the team has decided to research, without knowing anything about the case study, which one looks odd or different from the other areas or topics?

The second area on working on statutory holidays seems unrelated to the others, which can all be related to smoking in the workplace. Some learners may suggest that the union responsibility topic is unrelated, but one can suppose that it might involve workplace smoking.

3. Which one of the areas do you think will be the most difficult to research?

The first topic, Canadian norms related to smoking with friends and colleagues will probably be the most difficult to research because it's unlikely to be widely covered on websites.

4. The team has decided on different deadlines for the work to be completed. Why do you think this is?

A good guess would be that Tim has agreed to do the research described in four and five because all of the areas are related, because he owes the team somehow, wants extra challenge, has time to kill, or for some other reason. Because he is researching more than any of the others, they probably thought it was reasonable to give him a later deadline.

5. What step in the case study process would have come before the meeting that these notes record?

The learners would have shared the information they each had on the details of the case study. They would have then decided which areas they should research to be able to make recommendations for the case study. The notes are from that step in the process.

6. What are the next steps in the process for this team after they have completed their research?

They will meet, share their research findings and develop findings and recommendations.

7. How would you summarize – in two or three words – the purpose or meaning of the additional notes in the box at the bottom of the page?

The team approach or the team responsibility.

8. These are a good example of meeting notes. It is not a good example of an approach to giving recommendations. Based upon your professional experience, what are some of the problems with the approach the team has described in the box at the bottom of the page?

They are setting themselves up as judges, attributing blame and evaluating individuals' abilities. This will create a very negative work environment, since it will put everyone on edge and make management look bad. It's more useful to take an approach which notes educational gaps and suggests ways of addressing those gaps.

Activity Plan 231

Lesson 3	ES Working with Others, Giving and Receiving Feedback ♦	
	45 MINUTES	HANDOUT(S): 6
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • If learners have completed the Interview module, elicit from them what they remember about the difference between criticism and feedback, which they covered in that module. If the Interview module has not been completed, these will be new questions for the learners; you may want to spend more time on the Set-up Stage. • Ask learners to work in pairs and discuss what they remember about why it's important to be able to give and receive feedback at work. • Remind learners of the goals: 1) Increased ability to give people feedback and to listen and respond to difficult information, and 2) increased comfort level. <p>Presentation Stage 15 min</p> <ul style="list-style-type: none"> • Ask two learners to perform scripted role play (Handout 1) of an ineffective conversation. Analyze why interaction was unsuccessful. Notice nonverbal language e.g., posture, eye contact, etc. • Ask two learners to perform scripted role play (Handout 2) of an effective conversation. Focus on giving feedback by asking learners to fill in Giving Feedback Checklist (Handout 3). Emphasize importance of active listening skills. • Review Handout 4 – <i>Guidelines for Receiving Feedback</i>. Expand language by eliciting alternate ways of expressing the same idea. • Ask two learners to perform scripted role play again (Script 2), this time focusing on receiving feedback. Learners fill out <i>Receiving Feedback Checklist</i> (Handout 5). <p>Practice Stage 20 min</p> <ul style="list-style-type: none"> • Model role play from Handout 6 using Scenario 1. The instructor takes the role of giving feedback and a learner volunteer takes the receiving feedback role. Using checklists (Handouts 3 and 5) as a guide, learners discuss observations. • Have learners practise language in groups of three (Handout 6). <p>Wrap-up 5 min</p> <ul style="list-style-type: none"> • Ask learners about their comfort level in giving and receiving feedback. Ask learners what role they think feedback will play in a teamwork module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1 to 6 • Make overhead of: <ul style="list-style-type: none"> ✓ Any handouts you will want to discuss as a group • If the instructor still has the flip chart paper from the Interview module where these ideas were written, bring this to class and post it on the wall. Otherwise, you may wish to write ideas on a new piece of flip chart paper. • Bring tape • Bring felt pens <p>Purpose</p> <ul style="list-style-type: none"> • Increasing ability to listen and respond to difficult information • Increasing ability to tell people difficult things • Increasing comfort in giving and receiving feedback 	

Activity Plan 231
Learning about Meeting Agendas

(page 2 of 2)

Ways to Add Support

- Give all learners a chance to read through the role plays to familiarize themselves with pronunciation before they are performed.
- Allow learners to write down some ideas for their role plays from Handout 6 before performing them.

Ways to Add Challenge

- Encourage learners to think more carefully about their pronunciation and speaking skills, focusing on the areas of emphasis and stress when practising their role plays.

Acknowledgement

Adapted from *Conflict Resolution for ESL Learners – Two Workshops*, Susan Morris and Robin Russell (No additional materials available). Faculty members at Kwantlen University College, Richmond, BC, TESL Canada Conference in Winnipeg, Manitoba. October 21, 2006.

Scripted Role Play (Ineffective feedback)

In this role play, two learners take the parts of colleagues who are members of a team. Susan is the group leader.

Role Play 1

Susan: I need to talk to you about our group meetings. You always arrive late and everyone is getting frustrated because we're falling behind.

John: I'm not always late. I was on time yesterday. If we're not going to meet the deadline, I'm sure I'm not the reason.

Susan: The meetings are important and you need to be on time. When we have to wait for you, we lose valuable time. It's disrespectful to the group to make everyone wait for you.

John: Why don't you start without me?

Susan: (sighs) Just be on time.

Scripted Role Play (Effective Feedback)

In this role play, two learners take the parts of colleagues who are members of a team. Susan is the group leader.

Role Play 2

Susan: John, do you have minute? I need to talk to you about our group meetings. Is this a good time?

John: Sure.

Susan: You're an important part of the team and we really rely on your expertise in marketing.

John: Okay.

Susan: Our meetings are every Monday morning at 9:00, and for three of the four meetings, you have been half an hour late.

John: I have been late a few times. I'm really busy.

Susan: I'm concerned because we are falling behind on the project and these meetings are an important part of getting the work done. I feel like we are losing valuable time when we don't have everyone working together. Is there anything I can do to make it easier for you to be on time?

John: Well, Monday mornings at 9:00 am is a difficult time for me. I have to check my email before the meeting and after the weekend I have more than the usual number.

Susan: Yes, I understand. That is difficult. Would it work better for you if we met a bit later in the morning?

John: Yes, that would work for me.

Susan: I'll check with the group and get back to you. Thanks for listening to my concern.

John: I'm glad you came to me. Monday mornings are a bit stressful. This will help.

Giving Feedback

Checklist for Observer

“What I saw was _____”

- arms, legs and eyes neutral
- checks to see if it is an appropriate time
- listens without interruption
- starts with something positive
- focuses on the specific behaviour
- uses “I” statements
- acknowledges
- clarifies
- explains
- offers a suggestion or solution
- thanks the person

Guidelines for Receiving Feedback

- Breathe!!
 - Keep your body language open.
 - Listen closely and wait until the person finishes.
- 1) Acknowledge the person.
 - **“You seem upset by this.”**
 - 2) Ask for clarification.
 - **“When you say _____, what do you mean?”**
 - **“What is it that *causes* you concern?”**
 - 3) Agree with any part that’s true.
 - 4) If the person seems “ready”, ask for permission to tell what was happening for you.
 - **“Can I tell you what was going on for me?”**
 - 5) Invite the other person to offer you suggestions.
 - **“What would you *prefer*?”**
 - **“What would work for you?”**
 - 6) Thank the person for coming to you and letting you know.
 - **“I’m glad you came to me and we had a chance to clear this up.”**

Receiving Feedback Checklist for Observer

“What I saw was _____”

- breathes slowly
- arms, legs and eyes neutral
- listens without interruption
- acknowledges
- clarifies
- agrees
- explains
- invites suggestions
- thanks the person

Giving Feedback

In groups of three, practise giving feedback using the three scenarios. Learner 1 will use the information to give feedback to learner 2. Learner 3 will fill out the observer checklist and discuss it with learners 1 and 2.

Scenarios

1. Your colleague makes it a habit to stop by your desk to complain about other people in the office. You are uncomfortable with gossip and don't want this to continue. You decide to speak to your colleague.
2. During an important oral presentation, your partner did most of the talking and gave you very little opportunity to speak. Although the presentation went very well, you want to let her know that you were upset about her taking over the presentation.
3. You are giving your opinion at a staff meeting. When you are finished, a colleague looks at you and says, "Well, it appears you don't understand the issue. You are not the only person in this department." You decide to speak to him after the meeting.

Activity Plan 232

Lesson 3	Discovering Some Aspects of Teamwork and Setting Standards	
	45 MINUTES	HANDOUT(S): 3
<p>Vocabulary Stage 10 min</p> <ul style="list-style-type: none"> • Distribute Handout 1. • Put learners into pairs. • Give pairs a few minutes to circle the appropriate vocabulary for each aspect of teamwork. • The instructor can take up the answers or put up an overhead of the Handout 1 Answer Key. <p>Discussion Stage 30 min</p> <ul style="list-style-type: none"> • Have learners sit with their teams of four. • They are going to set standards for what success in their teams means. • Learners work on Handout 2 to define their team’s definitions and expectations around each topic or category. • Go over the examples on Handout 2 so that learners understand how to fill in the chart. <p>Informal Teamwork Report 5 min</p> <ul style="list-style-type: none"> • Have learners discuss the questions at the bottom of Handout 2 as a kind of preliminary and informal teamwork report. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Allow learners to use a dictionary for the words that are new to them in the Vocabulary stage. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • For the Vocabulary stage, do not allow learners to use a dictionary. Instead, direct them to make good guesses. Then, for the words that are new to learners, have them indicate why they feel the word is positive or negative. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2 • Prepare overheads of the Handout 1 Answer Key and Handout 2, if you wish <p>For instructor:</p> <ul style="list-style-type: none"> ✓ Handout 3 – You may choose to show this to the learners <p>Purpose</p> <ul style="list-style-type: none"> • Identifying skills that promote good teamwork • Practising discussion and defining team expectations • Receiving teamwork report, a reflective activity that will be handed in and assessed at the end of this project 	
<p>Acknowledgement</p> <p>Macpherson, A. (2000). <i>Cooperative Learning Group Activities for College Courses – A Guide for Instructors</i>. Richmond, BC: Kwantlen University College</p>		

Five Aspects of Teamwork – Vocabulary

- Work with a partner.
- Consider the five aspects of teamwork below.
- Circle the vocabulary words that would be appropriate to describe someone who is successful in this area of teamwork and someone who is not successful.

1. Responsibility/Dependability

When someone is successful in this area, which words could you use?

gets things done you can count on them slacks off shirks their duties diligent

When someone is not successful in this area, which words could you use?

gets things done you can count on them slacks off shirks their duties diligent

2. Adaptability/Versatility

When someone is successful in this area, which words could you use?

stuck on one way of doing it easily goes from one thing to another handles change well immovable open to change

When someone is not successful in this area, which words could you use?

stuck on one way of doing it easily goes from one thing to another handles change well immovable open to change

3. Quality of Work

When someone is successful in this area, which words could you use?

their work is top notch poor effort first rate work low quality thorough and detailed insufficient

When someone is not successful in this area, which words could you use?

their work is top notch poor effort first rate work low quality thorough and detailed insufficient

4. Initiative/Attitude

When someone is successful in this area, which words could you use?

a real go-getter	puts a negative spin on things	a naysayer	lacks initiative	takes initiative	a positive outlook
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When someone is not successful in this area, which words could you use?

a real go-getter	puts a negative spin on things	a naysayer	lacks initiative	takes initiative	a positive outlook
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5. Communication

When someone is successful in this area, which words could you use?

a poor communicator	doesn't say what heshe really thinks	communicates effectively	clearly expresses their ideas	mumbles	participates openly
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When someone is not successful in this area, which words could you use?

a poor communicator	doesn't say what heshe really thinks	communicates effectively	clearly expresses their ideas	mumbles	participates openly
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Five Aspects of Teamwork – Vocabulary

- Work with a partner
- Consider the five aspects of teamwork below
- Circle the vocabulary words that would be appropriate to describe someone who is successful in this area of teamwork and someone who is not successful

1. Responsibility/Dependability

When someone is successful in this area, which words could you use?

gets things done/ you can count on them/ slacks off/ shirks their duties/ diligent/

When someone is not successful in this area, which words could you use?

gets things done/ you can count on them/ slacks off/ shirks their duties/ diligent/

2. Adaptability/Versatility

When someone is successful in this area, which words could you use?

stuck on one way of doing it/ easily goes from one thing to another/ handles change well/ immovable/ open to change/

When someone is not successful in this area, which words could you use?

stuck on one way of doing it/ easily goes from one thing to another/ handles change well/ immovable/ open to change/

3. Quality of Work

When someone is successful in this area, which words could you use?

their work is top notch/ poor effort/ first rate work/ low quality/ thorough and detailed/ insufficient/

When someone is not successful in this area, which words could you use?

their work is top notch/ poor effort/ first rate work/ low quality/ thorough and detailed/ insufficient/

4. Initiative/Attitude

When someone is successful in this area, which words could you use?

a real go-getter/ puts a negative spin on things/ a naysayer/ lacks initiative/ takes initiative/ a positive outlook/

When someone is not successful in this area, which words could you use?

a real go-getter/ puts a negative spin on things/ a naysayer/ lacks initiative/ takes initiative/ a positive outlook/

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When someone is successful in this area, which words could you use?

a poor communicator/ doesn't say what he/she really thinks/ communicates effectively/ clearly expresses their ideas/ mumbles/ participates openly/

When someone is not successful in this area, which words could you use?

a poor communicator/ doesn't say what he/she really thinks/ communicates effectively/ clearly expresses their ideas/ mumbles/ participates openly/

Setting Team Standards

- You are going to work with your team to set team standards.
- Discuss what it means to be successful in these areas of teamwork.
- Fill in each row of this chart.

Expectations	What are your standards? What do we have to do to be successful in this category? What kinds of behaviour would be unsuccessful in this category?
Responsibility / Dependability	<p>Example</p> <p>Successful: Do what you say you are going to do and finish on time.</p> <p>Unsuccessful: Leave when the work is not finished.</p> <p>Successful:</p> <p>Unsuccessful:</p>
Adaptability / Versatility	<p>Successful:</p> <p>Unsuccessful:</p>
Quality of Work	<p>Successful:</p> <p>Unsuccessful:</p>
Initiative / Attitude	<p>Successful:</p> <p>Unsuccessful:</p>
Communication	<p>Successful:</p> <p>Unsuccessful:</p>

Work with your team and discuss the following questions:


- 1) Which areas have you been successful in so far? Give examples of where your actions have helped the team achieve success in the different areas.
- 2) Which areas have you been unsuccessful in so far? Give examples of where your actions have contributed to the lack of success in the different areas.

(Adapted from Macpherson, A. (2000). *Cooperative Learning Group Activities for College Courses – A Guide for Instructors*. Richmond, BC: Kwantlen University College)

Activity Plan 233

Lesson 3	Action Notes Comparison	
	15 MINUTES	HANDOUT(S): 0
<p>Comparison and Discussion of Action Notes 15 min</p> <ul style="list-style-type: none"> • Learners work in their assigned teams. • Ask learners to compare their answers for the comprehension questions about Action Notes from Activity 230-EXT. • Ask learners to discuss answers in any method that you find effective. • We are using the term “<i>action notes</i>” rather than “<i>meeting minutes</i>” in this module because this is an approach often used in business. A formal record of what was discussed and decided upon is less important than a record of what actions are to be taken. The template for the action notes was adapted from two models, both found online on well-known business schools’ web pages (Harvard and London School of Economics). <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> • See the Introductory Notes for more information on ways to add Support and Challenge in this module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • The answer key for this activity is included with the materials for Activity 230-EXT (Answer Key Handout 1) <p>Purpose</p> <ul style="list-style-type: none"> • Checking action notes questions and dealing with any questions 	

Activity Plan 234

Lesson 3	 Gap Fill Listening: Team Meeting	
	70 MINUTES	HANDOUT(S): 2**
<p>Gap Fill Listening 35 min</p> <ul style="list-style-type: none"> • Divide the class into two equal-sized groups and distribute Gap Fill A to half the class and Gap Fill B to the other half of the class. Each gap fill has 20 words missing. The two gap fills are not the same. • Learners listen to the taped meeting and fill in the missing words on their own. • Once they have completed their gap fill, they compare their answers with someone who has the other gap fill. (Gap Fill A contains all the words that B will need to fill in; Gap Fill B contains all the words that A will need to fill in.) <p>Comprehension Questions 35 min</p> <ul style="list-style-type: none"> • The learners now have an accurate tape script of the team meeting. Distribute Handout 1, the comprehension questions. This is a reading activity. • Learners complete the questions and compare answers when finished. • Go over the answers with the learners. <p>**Note: The purpose of this activity is to provide a model for learners of an animated, complicated, meeting. They are likely to have to cope with such meetings at work. In Activity 237, learners will have a meeting similar to the one they heard during this activity. They now have a written script to help with various lines. You might want to suggest that they try using some of the phrases that they see in the tape script (their gap fill).</p> <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Suggest that learners use a highlighter to help them identify the answers in the tape script. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • If learners have time, suggest that they role play the dialogue in the tape script. 		<p>**Note: Learners receive either an A or B copy of the listening gap fill, not both.</p> <p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare 234 Listening • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Gap Fill A for half the class ✓ Gap Fill B for half the class. ✓ Handout 1 ✓ Overheads of Handout 1 if desired <p>It's useful to prepare these two gap fills on different coloured paper, e.g., Gap Fill A on green paper and Gap Fill B on pink paper. This way it's easy to see that you have equal distribution of the different gap fills and to have learners match up for their answers with someone with a different colour paper, e.g., "If you have a green paper, sit with someone with a pink paper."</p> <p>Purpose</p> <ul style="list-style-type: none"> • Listening and reading practice • Modeling of a team meeting for developing an action plan • Modeling of language used for different team roles

Gap Fill A

The meeting is already in progress. The members of the team have all presented their findings from the jigsaw listening. Now they are discussing what they need to investigate.

1) Chair	Okay, so let's see what we have so far. Ummm ... Then we can _____ (1) what we need to research.
2) Time Keeper	Just to remind everybody, we've got 10 minutes _____ (2) to do this.
3) Participation Facilitator	All right.
4) Chair	Okay, so let's get at it. What do we know already?
5) Note Taker	We know that Sam messed up. He didn't know Canadian labour law or work safety law when he _____ (3) Ester and Paul.
6) Participation Facilitator	Right. And Ester's got another job, so it's her not her job she's worried about. It's fairness. Right? She thinks it's a human rights issue.
7) Note Taker	You know, Sam might be in trouble with his professional _____ (4), too.
8) Chair	Okay, so Sam needed to know about labour law, work safety, professional ethics and I guess _____ (5) stuff, too.
9) Participation Facilitator	Right. Hey, Bob, I know you're watching the time for us, but we haven't heard from you yet. What's your idea on this?
10) Time Keeper	Well, I think Sam really didn't know about union stuff either. He could really make some enemies of the unionized workforce which would be serious.
11) Participation Facilitator	Yeah, right, that's for sure.
12) Note Taker	Yeah, yeah, he's got some cultural _____ (6) going on too I think.
13) Time Keeper	I'm not following you.
14) Note Taker	Well, like, where he comes from, it's hard for somebody to stand up and, and say what they have to _____ (7) um ...
15) Participation Facilitator	To a superior or something?
16) Note Taker	Yeah, yeah. Here we have the support of the union so we don't have to be intimidated, but he's in a place where, he comes from a place where that's not the case.
17) Participation Facilitator	Okay. He wouldn't even think of doing that. That's not even a possibility.
18) Note Taker	Yeah.
19) Time Keeper	I see.
20) Participation Facilitator	Okay, so we've got I _____ (8), human rights, what else? Work safety ...
21) Note Taker	Culture ...
22) Participation Facilitator	Culture, unions ...

23) Chair	Ethics ...
24) Participation Facilitator	Ethics, professional associations ...
25) Note Taker	Professional association. Yeah.
26) Participation Facilitator	Okay, anything else?
27) Time Keeper	That's enough I think.
28) Participation Facilitator	Yeah you're right. That's a lot.
29) Chair	Okay, so we need to find out more about all these things, right?
30) Note Taker	Yeah, yeah, so I'm, I'm not sure like ...
31) Participation Facilitator	About what?
32) Note Taker	What I should _____ (9) ... This is just, it's just a case study really, too. I mean it's pretend, isn't it?
33) Chair	Yeah ...
34) Note Taker	So, I don't know how we find out stuff about things that are pretend. Like, where do I look at? What do I look at? Every union's different ...
35) Participation Facilitator	Right ...
36) Note Taker	Do you follow me?
37) Time Keeper	Good point. I was thinking the same thing about culture. It's so big ... Maybe, maybe I need to get clearer on exactly what we have to do. We don't have to " _____ (10)" this case, like it's a mystery or a puzzle, right? We need to make recommendations to make things better.
38) Chair	I'm not really following you. Can you say a bit more? I mean, we do need to solve this case, I think.
39) Time Keeper	Well, do we? What are our _____ (11)? I think we can suggest ways to make the situation better, but we don't have to have all the answers. Like, the people involved need to do the hard work, then work around change.
40) Chair	For example?
41) Time Keeper	Okay, an example. We can say as one of our recommendations that Sam needs to learn more about human rights.
42) Participation Facilitator	Well, that's if this is even a human rights case.
43) Time Keeper	Yeah. If Sam's _____ (12) someone's human, human rights, then we can recommend that he do a course on human rights. We don't have to say he was bad, get rid of him and we don't really need to be legalistic about how he violated their rights.
44) Note Taker	Like what? Legal what?
45) Time Keeper	Legalistic. You know, looking at things from a strict legal perspective.
46) Note Taker	Oh, I see.
47) Time Keeper	It's my hundred dollar word.

Activity 234
Gap Fill A

(page 3 of 4)

48) Note Taker	I see. It's a good word. I guess we're not really lawyers.
49) Participation Facilitator	Hey, but I am.
50) Note Taker	Oh, oh, sorry ...
51) Chair	Okay, hang on, ummm ... we need to get things _____ (13). We need to figure out first what we need to know more about. Then we need to make recommendations to improve the situation, rather than punish anyone or assign blame.
52) Time Keeper	Yeah ... that captures the idea.
53) Participation Facilitator	Okay, so, everybody agrees the course we're taking?
54) Chair and Time Keeper	Yeah, so far.
55) Participation Facilitator	And Lucy how about you? Are you with us on the, on this?
56) Note Taker	So far so good. It sounds all right to me, but to be honest, I'm still not really sure what I'm supposed to be writing down. Have we actually _____ (14) anything yet?
57) Participation Facilitator	Well, I think we've decided two things. Right? We've decided on the areas that we need more information on. Right? And, although there was some discussion about if we should investigate them all – like should we investigate the union stuff and ...
58) Time Keeper	And the same with the culture stuff ...
59) Participation Facilitator	Right and the culture stuff as well.
60) Chair	Okay. And we've also decided and I, I think we've decided, on an _____ (15) that we're not going to be judges here, we're going to make recommendations to fill any educational gaps, to make the workplace better for everyone, ummm, everything clearer and safer for everyone. Right?
61) Note Taker	Yeah, so what should I write down?
62) Chair	Well, why don't you start listing the areas that we want more information on and our approach? Then we'll figure out who does what.
63) Note Taker	Okay.
64) Chair	How's that?
65) Note Taker	Good. So, _____ (16): human rights, BC labour law, professional ethics ...
66) Participation Facilitator	Work safety?
67) Note Taker	Yeah. Culture?
68) Participation Facilitator	Yup.
69) Time Keeper	But I already said that culture shouldn't be in there.
70) Chair	Okay, hang on, hang on. Just, wait till she's _____ (17).
71) Time Keeper	Sorry, okay, go ahead.

72) Note Taker	Woo. Okay, so our approach, our approach will be educational rather than assigning _____ (18).
73) Chair	Yeah, that sounds good. Except I'm okay with taking culture out of there, though. Unless, ummm, well you see the thing is from a, from an educational _____ (19). I guess we could suggest that Sam take a course in Intercultural communication or something.
74) Participation Facilitator	Like this course.
75) Chair	Right.
76) Time Keeper	Just _____ (20) everyone. We're almost out of time on this. We've got one minute left.
77) Chair	Okay we might have to go a couple of minutes over.
78) Time Keeper	Okay, two minutes.
79) Chair	Okay, so, okay who is going to investigate what?
80) Note Taker	Well, I don't mind investigating the Work safety stuff ... the website address was in my listening this morning.
81) Chair	Okay. Who wants to check into human rights? (Fades out)

Gap Fill B

The meeting is already in progress. The members of the team have all presented their findings from the jigsaw listening. Now they are discussing what they need to investigate.

1) Chair	Okay, so let's see what we have so far. Ummm ... Then we can figure out what we need to research.
2) Time Keeper	Just to remind everybody, we've got 10 minutes max to do this.
3) Participation Facilitator	All right.
4) Chair	Okay, so _____ (1). What do we know already?
5) Note Taker	We know that Sam _____ (2). He didn't know Canadian labour law or work safety law when he fired Ester and Paul.
6) Participation Facilitator	Right. And Ester's got another job, so it's her not her job she's worried about. It's _____ (3). Right? She thinks it's a human rights issue.
7) Note Taker	You know, Sam might be in trouble with his professional association, too.
8) Chair	Okay, so Sam needed to know about labour law, work safety, professional ethics, and I guess interpersonal stuff, too.
9) Participation Facilitator	Right. Hey Bob, I know you're watching the time for us, but we haven't _____ (4) from you yet. What's your idea on this?
10) Time Keeper	Well, I think Sam really didn't know about union stuff either. He could really make some enemies of the unionized _____ (5) which would be serious.
11) Participation Facilitator	Yeah, right, that's for sure.
12) Note Taker	Yeah, yeah, he's got some cultural disconnect going on, too, I think.
13) Time Keeper	I'm not following you.
14) Note Taker	Well, like where he comes from it's hard for somebody to _____ (6) and, and say what they have to say um ...
15) Participation Facilitator	To a _____ (7) or something?
16) Note Taker	Yeah, yeah. Here we have the support of the union so we don't have to be _____ (8), but he's in a place where, he comes from a place where that's not the case.
17) Participation Facilitator	Okay. He wouldn't even think of doing that. That's not even a possibility.
18) Note Taker	Yeah.
19) Time Keeper	I see.
20) Participation Facilitator	Okay, so we've got labour law, human rights, what else? Work safety ...
21) Note Taker	Culture ...
22) Participation Facilitator	Culture, unions ...
23) Chair	Ethics...

Activity 234
Gap Fill 5

(page 2 of 4)

24) Participation Facilitator	Ethics, professional associations ...
25) Note Taker	Professional association. Yeah.
26) Participation Facilitator	Okay, anything else?
27) Time Keeper	That's enough, I think.
28) Participation Facilitator	Yeah, you're right. That's a lot.
29) Chair	Okay, so we need to find out more about _____ (9) these things, right?
30) Note Taker	Yeah, yeah, so I'm, I'm not sure like ...
31) Participation Facilitator	About what?
32) Note Taker	What I should write down ... This is just, it's just a case study really, too. I mean its _____ (10), isn't it?
33) Chair	Yeah ...
34) Note Taker	So, I don't know how we find out stuff about things that are pretend. Like, where do I look at, what do I look at, every union's different ...
35) Participation Facilitator	Right ...
36) Note Taker	Do you follow me?
37) Time Keeper	_____ (11). I was thinking the same thing about culture. It's so big ... Maybe, maybe I need to get clearer on exactly what we have to do. We don't have to "solve" this case, like it's a mystery or a puzzle, right? We need to make _____ (12) to make things better.
38) Chair	I'm not really following you. Can you say a bit more? I mean, we do need to solve this case, I think.
39) Time Keeper	Well, do we? What are our responsibilities? I think we can suggest ways to make the situation better, but we don't have to have all the answers. Like, the people involved need to do the hard work, the work around change.
40) Chair	For example?
41) Time Keeper	Okay, an example. We can say as one of our recommendations that Sam needs to _____ (13) more about human rights.
42) Participation Facilitator	Well, that's if this is even a human rights case.
43) Time Keeper	Yeah. If Sam's violated someone's human, human rights, then we can recommend that he do a course on human rights. We don't have to say he was bad, get rid of him and we don't really need to be legalistic about how he violated their rights.
44) Note Taker	Like what? Legal what?
45) Time Keeper	Legalistic. You know, looking at things from a strict legal perspective.
46) Note Taker	Oh, I see.
47) Time Keeper	It's my hundred-dollar word.
48) Note Taker	I see. It's a good word. I guess we're not really _____ (14).

49) Participation Facilitator	Hey, but I am.
50) Note Taker	Oh, oh, sorry ...
51) Chair	Okay, hang on, ummm ... we need to get things back on track. We need to figure out first what we need to know more about. Then we need to make recommendations to improve the situation rather than punish anyone or assign blame.
52) Time Keeper	Yeah ... that captures the idea.
53) Participation Facilitator	Okay, so, everybody agrees the course we're taking?
54) Chair and Time Keeper	Yeah, so far.
55) Participation Facilitator	And Lucy how about you? Are you with us on the, on this?
56) Note Taker	_____ (15). It sounds all right to me, but to be honest, I'm still not really sure what I'm supposed to be writing down. Have we actually decided anything yet?
57) Participation Facilitator	Well, I think we've decided two things. Right? We've decided on the _____ (16) that we need more information on. Right? And, although there was some discussion about if we should investigate them all – like should we investigate the union stuff and ...
58) Time Keeper	And the same with the culture stuff ...
59) Participation Facilitator	Right, and the culture stuff as well.
60) Chair	Okay. And we've also decided and I, I think we've decided on an approach that we're not going to be judges here, we're going to make recommendations to fill any _____ (17), to make the workplace better for everyone, ummm, everything clearer and safer for everyone. Right?
61) Note Taker	Yeah, so what should I write down?
62) Chair	Well, why don't you start listing the areas that we want more information on and our approach? Then we'll figure out who does what.
63) Note Taker	Okay.
64) Chair	How's that?
65) Note Taker	Good. So, I've written down: human rights, BC labour law, professional ethics ...
66) Participation Facilitator	Work safety?
67) Note Taker	Yeah. Culture?
68) Participation Facilitator	Yup.
69) Time Keeper	But I already said that culture shouldn't be in there.
70) Chair	Okay _____ (18). Just, wait till she's finished.
71) Time Keeper	Sorry, okay, go ahead.
72) Note Taker	Woo. Okay, so our approach, our approach will be educational rather than assigning blame.

73) Chair	Yeah, that sounds good. Except I'm okay with taking culture out of there, though. Unless, ummm, well, you see the thing is from a, from an educational perspective, I guess we could suggest that Sam take a course in _____ (19) communication or something.
74) Participation Facilitator	Like this course.
75) Chair	Right.
76) Time Keeper	Just a heads up everyone. We're almost out of time on this. We've got one minute left.
77) Chair	Okay we might have to go a couple of minutes _____ (20) .
78) Time Keeper	Okay, two minutes.
79) Chair	Okay, so, okay who is going to investigate what?
80) Note Taker	Well, I don't mind investigating the Work safety stuff ... the website address was in my listening this morning.
81) Chair	Okay. Who wants to check into human rights? (Fades out)

Listening Questions

Use the numbers in the first column on your tape script (Gap fill A or B) to answer questions that ask for the line numbers.

Questions about Roles

1. How many times does the time keeper do his job? (i.e., remind people of timing issues)
 - List the line numbers
2. How many times does the Chair summarize the meeting to that point?
 - List the line numbers
3. How many times does the Chair bring the group back on track because it is off task?
 - List the line numbers
4. How many times does the Chair ask someone to wait their turn? Who? Why?
 - List the line numbers
5. How many times does the Chair take on a leadership role, giving direction to the group?
 - List the line numbers
6. How many times does the participation facilitator encourage someone to participate?
 - List the line numbers
7. How many times does the note taker ask for help and clarification related to her role?
 - List the line numbers

Interaction Questions

The first seven questions asked about the roles of the four team members. These questions ask about the method or significance of different interactions.

8. In line 13, the time keeper says: *I'm not following you.*
 - What is another way he could have said the same thing?

9. In line 15, the participation facilitator says: *To a superior or something?*
 - What is she doing when she says this?

10. In line 27, the time keeper says: *That's enough, I think.*
 - Why do you think he said this?

11. What is the time keeper doing in lines 37 (all four lines of dialogue)?
 - Why is this so important?

12. In line 38, the Chair indicates that she doesn't really agree with the time keeper. How does she soften this message?

13. In line 40, the Chair asks for an example. Why?

14. In line 44, the note taker says: *Legal what?* Why does she phrase her question this way?

15. In line 72, the note taker begins with: *Woo.* Why does she say this?

Listening Questions

Use the numbers in the first column on your tape script (Gap fill A or B) to answer questions that ask for the line numbers.

Questions about Roles

1. How many times does the time keeper do his job? (i.e., remind people of timing issues)

3 times

- List the line numbers **2, 76, 78**

2. How many times does the Chair summarize the meeting to that point?

3 times

- List the line numbers **8, 51, 60**

3. How many times does the Chair bring the group back on track because it is off task?

Once

- List the line numbers **51**

4. How many times does the Chair ask someone to wait their turn? Who? Why?

Once, Bob the time keeper, because he interrupted Lucy, the note taker.

- List the line numbers **70**

5. How many times does the Chair take on a leadership role, giving direction to the group?

7 times

- List the line numbers **1, 4, 29, 51, 62, 73, 79**

6. How many times does the participation facilitator encourage someone to participate?

Twice, Bob and Lucy

- List the line numbers **9, 55**

7. How many times does the note taker ask for help and clarification related to her role?

7 times

- List the line numbers **30, 34, 36, 56, 61**

Interaction Questions

The first seven questions asked about the roles of the four team members. These questions ask about the method or significance of different interactions.

8. In line 13, the time keeper says: *I'm not following you.*
 - What is another way he could have said the same thing?
I don't understand what you mean.
9. In line 15, the participation facilitator says: *To a superior or something?*
 - What is she doing when she says this?
She is clarifying her own understanding, by adding additional details.
10. In line 27, the time keeper says: *That's enough, I think.*
 - Why do you think he said this?
Probably he is worried that the group is taking on too much.
11. What is the time keeper doing in lines 37 (all four lines of dialogue)?
He's clarifying the task the group is to complete.
 - Why is this so important?
Without being clear on the task, it is very easy for any team to get off track and waste a lot of time on irrelevant research. A good team frequently clarifies the group understanding of the task.
12. In line 38, the Chair indicates that she doesn't really agree with the time keeper. How does she soften this message?
She softens this message by saying she doesn't understand, rather than saying that she doesn't agree with Bob. She makes it even softer by saying I'm not *really* following you and can you say *a bit* more. The use of *really* and *a bit* are softeners.
13. In line 40, the Chair asks for an example. Why?
She is still not sure that she agrees with the time keeper's point and probably she is not clear on what he is saying. She hopes that an example will make his meaning more concrete and clearer. We also ask for an example as a way of indicating frustration with something that seems too abstract. It can also be a tactic when arguing, since the speaker may struggle to give an example, which is often seen as a weakness in their argument.
14. In line 44, the note taker says: *Legal what?* Why does she phrase her question this way?
She's indicating which word she didn't understand and she's indicating that she understood a part of the word, but not all of it.
15. In line 72, the note taker begins with: *Woo.* Why does she say this?
She indicating that she was a bit taken aback by the assertiveness or aggressiveness of Bob when he interrupted her.

Tape Script – NOT FOR DISTRIBUTION TO LEARNERS (THEY DON'T NEED THIS, AS THEY WILL HAVE A COPY OF THE TAPE SCRIPT ONCE THEY HAVE COMPLETED THE GAP FILL)

The meeting is already in progress. The members of the team have all presented their findings from the jigsaw listening. Now they are discussing what they need to investigate.

1) Chair	Okay, so let's see what we have so far. Ummm ... Then we can figure out what we need to research.
2) Time Keeper	Just to remind everybody, we've got 10 minutes max to do this.
3) Participation Facilitator	All right.
4) Chair	Okay, so let's get at it. What do we know already?
5) Note Taker	We know that Sam messed up. He didn't know Canadian labour law or work safety law when he fired Ester and Paul.
6) Participation Facilitator	Right. And Ester's got another job, so it's her not her job she's worried about. It's fairness. Right? She thinks it's a human rights issue.
7) Note Taker	You know, Sam might be in trouble with his professional association, too.
8) Chair	Okay, so Sam needed to know about labour law, work safety, professional ethics, and I guess interpersonal stuff, too.
9) Participation Facilitator	Right. Hey, Bob, I know you're watching the time for us, but we haven't heard from you yet. What's your idea on this?
10) Time Keeper	Well, I think Sam really didn't know about union stuff either. He could really make some enemies of the unionized workforce which would be serious.
11) Participation Facilitator	Yeah, right, that's for sure.
12) Note Taker	Yeah, yeah, he's got some cultural disconnect going on, too, I think.
13) Time Keeper	I'm not following you.
14) Note Taker	Well, like where he comes from it's hard for somebody to stand up and, and say what they have to say um ...
15) Participation Facilitator	To a superior or something?
16) Note Taker	Yeah, yeah. Here we have the support of the union so we don't have to be intimidated, but he's in a place where, he comes from a place where that's not the case.
17) Participation Facilitator	Okay. He wouldn't even think of doing that. That's not even a possibility.
18) Note Taker	Yeah.
19) Time Keeper	I see.
20) Participation Facilitator	Okay, so we've got labour law, human rights, what else? Work safety ...
21) Note Taker	Culture ...

22) Participation Facilitator	Culture, unions ...
23) Chair	Ethics...
24) Participation Facilitator	Ethics, professional associations ...
25) Note Taker	Professional association. Yeah.
26) Participation Facilitator	Okay, anything else?
27) Time Keeper	That's enough, I think.
28) Participation Facilitator	Yeah, you're right. That's a lot.
29) Chair	Okay, so we need to find out more about all these things, right?
30) Note Taker	Yeah, yeah, so I'm, I'm not sure like ...
31) Participation Facilitator	About what?
32) Note Taker	What I should write down ... This is just, it's just a case study really, too. I mean it's pretend, isn't it?
33) Chair	Yeah ...
34) Note Taker	So, I don't know how we find out stuff about things that are pretend. Like, where do I look at, what do I look at, every union's different ...
35) Participation Facilitator	Right ...
36) Note Taker	Do you follow me?
37) Time Keeper	Good point. I was thinking the same thing about culture. It's so big ... Maybe, maybe I need to get clearer on exactly what we have to do. We don't have to "solve" this case, like it's a mystery or a puzzle, right? We need to make recommendations to make things better.
38) Chair	I'm not really following you. Can you say a bit more? I mean, we do need to solve this case, I think.
39) Time Keeper	Well, do we? What are our responsibilities? I think we can suggest ways to make the situation better, but we don't have to have all the answers. Like, the people involved need to do the hard work, the work around change.
40) Chair	For example?
41) Time Keeper	Okay, an example. We can say as one of our recommendations that Sam needs to learn more about human rights.
42) Participation Facilitator	Well, that's if this is even a human rights case.
43) Time Keeper	Yeah. If Sam's violated someone's human, human rights, then we can recommend that he do a course on human rights. We don't have to say he was bad, get rid of him and we don't really need to be legalistic about how he violated their rights.
44) Note Taker	Like what? Legal what?
45) Time Keeper	Legalistic. You know, looking at things from a strict legal perspective.
46) Note Taker	Oh, I see.

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Tape Script**(page 3 of 4)**

47) Time Keeper	It's my hundred-dollar word.
48) Note Taker	I see. It's a good word. I guess we're not really lawyers.
49) Participation Facilitator	Hey, but I am.
50) Note Taker	Oh, oh, sorry ...
51) Chair	Okay, hang on, ummm ... we need to get things back on track. We need to figure out first what we need to know more about. Then we need to make recommendations to improve the situation rather than punish anyone or assign blame.
52) Time Keeper	Yeah ... that captures the idea.
53) Participation Facilitator	Okay, so, everybody agrees the course we're taking?
54) Chair and Time Keeper	Yeah, so far.
55) Participation Facilitator	And Lucy how about you? Are you with us on the, on this?
56) Note Taker	So far so good. It sounds all right to me, but to be honest, I'm still not really sure what I'm supposed to be writing down. Have we actually decided anything yet?
57) Participation Facilitator	Well, I think we've decided two things. Right? We've decided on the areas that we need more information on. Right? And, although there was some discussion about if we should investigate them all – like should we investigate the union stuff and ...
58) Time Keeper	And the same with the culture stuff ...
59) Participation Facilitator	Right, and the culture stuff as well.
60) Chair	Okay. And we've also decided and I, I think we've decided, on an approach that we're not going to be judges here, we're going to make recommendations to fill any educational gaps, to make the workplace better for everyone, ummm, everything clearer and safer for everyone. Right?
61) Note Taker	Yeah, so what should I write down?
62) Chair	Well, why don't you start listing the areas that we want more information on and our approach? Then we'll figure out who does what.
63) Note Taker	Okay.
64) Chair	How's that?
65) Note Taker	Good. So, I've written down: human rights, BC labour law, professional ethics ...
66) Participation Facilitator	Work safety?
67) Note Taker	Yeah. Culture?
68) Participation Facilitator	Yup.
69) Time Keeper	But I already said that culture shouldn't be in there.
70) Chair	Okay, hang on, hang on. Just, wait till she's finished.
71) Time Keeper	Sorry, okay, go ahead.
72) Note Taker	Woo. Okay, so our approach, our approach will be educational rather than assigning blame.

73) Chair	Yeah, that sounds good. Except I'm okay with taking culture out of there, though. Unless, ummm, well, you see the thing is from a, from an educational perspective, I guess we could suggest that Sam take a course in Intercultural communication or something.
74) Participation Facilitator	Like this course.
75) Chair	Right.
76) Time Keeper	Just a heads up everyone. We're almost out of time on this. We've got one minute left.
77) Chair	Okay we might have to go a couple of minutes over.
78) Time Keeper	Okay, two minutes.
79) Chair	Okay, so, okay who is going to investigate what?
80) Note Taker	Well, I don't mind investigating the Work safety stuff ... the website address was in my listening this morning.
81) Chair	Okay. Who wants to check into human rights? (Fades out)

Activity Plan 235-EXT

Lesson 3	Reflecting on Conflict	
	75 MINUTES	OVERHEAD(S): 1
Discussion <ul style="list-style-type: none">Put the following topic questions on the board, an overhead, a bulletin board or send to all learners' email accounts. This relates to work they will do the following day.You can ask learners to think about these questions and then discuss them, or you can ask them to write down their answers and hand them in (or both). Questions: <ol style="list-style-type: none">What are your feelings about conflict at work? Is it always bad? Can you think of some times when it is necessary?Can you share one situation where you were involved in a conflict at work? Only share as much as feels comfortable.What has been your usual approach to conflict at work? (Do you easily get angry? Do you try to make peace? Do you avoid conflict? Do you enjoy a lengthy, passionate discussion? Do you have strong opinions?)What are the limitations of your usual approach to conflict?What is the usual way the people in your culture deal with conflict? For example, in some cultures people get angry very easily and then forget about the conflict. In other cultures people try to never show their anger.	Advanced Preparation <ul style="list-style-type: none">Prepare Overhead 1, if desired	

Questions:

1. What are your feelings about conflict at work? Is it always bad? Can you think of some times when it's necessary?
2. Can you share one situation where you were involved in a conflict at work? Only share as much as feels comfortable.
3. What has been your usual approach to conflict at work? (Do you easily get angry? Do you try to make peace? Do you avoid conflict? Do you enjoy a lengthy, passionate discussion? Do you have strong opinions?)
4. What are the limitations of your usual approach to conflict?
5. What is the usual way the people in your culture deal with conflict? For example, in some cultures people get angry very easily and then forget about the conflict. In other cultures people try to never show their anger.

Activity Plan 236

Lesson 4	Conflict Resolution Styles Diagnostic	
	50 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • Discuss conflict with the learners. Why is it important to deal with conflict at work? When there is a conflict, how do they usually deal with it? • The reading will explore five different patterns of dealing with conflicts. <p>Reading Stage 30 min</p> <ul style="list-style-type: none"> • Learners read Handout 1 and answer the questions. <p>Discussion Stage 15 min</p> <ul style="list-style-type: none"> • Discuss possible answers with the group. There will be some differences of opinion about the best ways to deal with conflict. Some learners will want to avoid all conflicts. This can be personal or cultural. Conflicts are often an opportunity for improving interpersonal relationships, especially if they are approached from a collaborative perspective. It's probably not healthy to be avoiding all conflict situations. On the other hand, if certain individuals find that they are frequently in conflict, they might consider why this is, and whether they are using conflict as a way of bullying others into getting their own way. • The homework in Activity 235-EXT asked learners to reflect on conflict and what they are realizing about their own tendencies in this regard. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Take up challenging vocabulary or phrases from the reading that the learners may find difficult. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Ask learners to share examples of interactions that they have had with people who have different conflict resolution styles. Discuss how that style affected the outcome of the situation. • Make page 1 of Handout 1 into a jigsaw reading activity – where learners have to ask each other questions to fill in the information to create a complete reading. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 • Make Answer Key Handout 1 available. <p>Purpose</p> <ul style="list-style-type: none"> • Considering issues related to assertiveness and conflict • Learning to recognize one's own and others' preferred conflict styles • Expanding repertoire of conflict styles 	

Conflict Resolution Styles – Reading and Discussion Activity

Situations where two people have different desires, concerns or beliefs can lead to conflict. Conflict is very common in a work situation. For example, a supervisor may believe that the best way to solve a problem is (A) while the person who actually has to do the work believes that the best approach is (B).

We all have patterns of behaviour for dealing with conflict. These patterns are learned from our life experiences, our family, our culture and our religion. Learning to recognize our own and others' behaviours for dealing with conflict can help us to resolve conflicts more productively.

Two experts in conflict resolution, Kenneth Thomas and Ralph Kilman, have developed a model which defines five conflict styles (copyright 1974 by Xicom, Incorporated). The five styles are described below.

1. **Competing** – When a person uses the competing style of conflict resolution, they see a conflict as a contest and attempt to win. They put their own concerns ahead of the other person's concerns. This is a power-oriented mode of conflict resolution; you use whatever power you have to attempt to win. This power might take the form of arguing your position, using your power within the company, punishing someone who disagrees, or being rude and unfriendly to someone with another perspective.
2. **Accommodating** – This style is the opposite of competing. You ignore your own concerns and try to satisfy the concerns of another person. You may do this because you want to please the other person or because you don't think that the issue is that important. You might accommodate by being selfless, by obeying someone's orders though you don't want to, or by telling someone that their perspective is better than yours.
3. **Avoiding** – With this style of conflict resolution, you try to keep from addressing the conflict. You may diplomatically ignore the issue, postpone an issue until a later time, leave the immediate situation where the conflict is happening, or ignore an email or a phone call that brings up a concern. This style can be more uncooperative than it appears at first. If you avoid conflict, you refuse to acknowledge that there is a difference of perspectives, meaning that neither your needs nor the needs of the other person are addressed.
4. **Collaborating** – This is the opposite of avoiding. In this style of conflict resolution, you attempt to work with the other person to find a solution that addresses their concerns and your own. It can be a lot of work because it requires exploring the real issues under the solutions that both sides may have put forward. Collaborating might include exploring differences of opinion to understand the other person's perspective or trying to create a new kind of solution to an interpersonal problem.
5. **Compromising** – This style of conflict resolution attempts to find a midway point between your desires and the other person's. Each person gets a little of what they wanted and some of what they did not want. Compromising might mean splitting the difference, trading concessions or looking for a position midway between the two opposing solutions.

Identifying Conflict Styles

Below are some examples of solutions to a conflict. Put a number next to the example to describe their style.

- A. _____ He wanted \$100 dollars. I wanted to give him \$50. After discussion, we agreed on \$75.
- B. _____ He wanted \$100 dollars. I wanted to give him \$50. I didn't want to talk about it, so I left him an envelope with \$50 in his mailbox.
- C. _____ She wanted to plant flowers in front of the hotel. I wanted to plant grass. After discussion, we realized that she felt flowers would attract more customers, while I was more concerned about my men's workload. She agreed to take responsibility for choosing and having the flowers planted. Her staff will take care of the flowers and my men will help her only when some heavy lifting is required.
- D. _____ She wanted to plant flowers in the front of the hotel. I wanted to plant grass. I convinced her that flowers were too much trouble. I'm a better arguer than her.
- E. _____ She wanted to plant flowers. I wanted to plant grass. I had the grass planted while she was away on vacation. She gets back tomorrow. I'm a little nervous, but won't bring the issue up if she doesn't.
- F. _____ He installed new accounting software on my computer. I told him before that I didn't want that software. I was upset, but I told him not to worry about it. I'm letting it go because he's a very moody guy. It's easier to just go with the flow than deal with his sulking.
- G. _____ My boss wanted me to complete the report by tomorrow. This was unrealistic and so I stood up for my rights. I told her that her request was unreasonable and that I would contact the union if she tried to force me to stay late to complete the report.

Your Conflict Style

- Which conflict style do you think you use most often at work? Is this different from your conflict style with your family?
- Which style of conflict resolution do you seldom or never use?
- What advantages and disadvantages can you see for each style?
- Which style is most common in your country of origin?
- Do you think one style is more common with men and another style more common with women?

Conflict Resolution Styles – Reading and Discussion Activity

Answers – for instructor use

Below are some possible answers. The activity can generate a lot of discussion and learners may come up with **good arguments to support different answers. The main purpose of this activity is to start applying an awareness** of different conflict resolution styles.

- A. He wanted \$100 dollars. I wanted to give him \$50. After discussion, we agreed on \$75.

Answer: 5. Compromising. They split the difference. Compromising is often seen as a good way to solve conflicts, and in a situation as straight forward as this, it is probably the best. The danger with compromising is that neither individual gets what they want (it's not win-win) and the underlying issues have not been explored. (There may be little to explore in this situation; that's not so true in the following problems.)

- B. He wanted \$100 dollars. I wanted to give him \$50. I didn't want to talk about it, so I left him an envelope with \$50 in his mailbox.

Answer: 3. Avoiding. Note that the person describing the problem got what he/she wanted, but will have annoyed the other person (its passive-aggressive behaviour). If the other person lets him/her get away with this, then that individual will have taken an accommodating approach to the conflict and will not have asserted his/her needs.

- C. She wanted to plant flowers in front of the hotel. I wanted to plant grass. After discussion, we realized that she felt flowers would attract more customers, while I was concerned about my men's workload, and also, I don't know much about flowers. She agreed to take responsibility for choosing and having the flowers planted. Her staff will take care of the flowers and my men will help her only when some heavy lifting is required.

Answer: 4. Collaborating. This sort of solution is usually considered the most productive. The issue has been explored, and rather than getting stuck on their positions or solutions, they have each identified the underlying causes for the concerns expressed. They have arrived at a solution that is respectful of both individual's concerns.

- D. She wanted to plant flowers in the front of the hotel. I wanted to plant grass. I convinced her that flowers were too much trouble. I'm a better arguer than her.

Answer: 1. Competing. This is not a win-win solution. The woman who wanted to plant flowers may well be resentful and will have a score to settle. She won't feel that she has been heard or respected.

- E. She wanted to plant flowers. I wanted to plant grass. I had the grass planted while she was away on vacation. She gets back tomorrow. I'm a little nervous, but won't bring up the issue if she doesn't.

Answer: 3. Avoiding. This isn't pure avoidance, since the individual has gone ahead and done what he wanted, rather than totally ignore the problem. There is an element of competing here as well.

- F. He installed new accounting software on my computer. I told him before that I didn't want that software. I was upset, but I told him not to worry about it. I'm letting it go because he's a very moody guy. It's easier to just go with the flow than deal with his sulking.

Answer: 2. Accommodating. The individual has ignored her/his own needs, perhaps because the cost of dealing with the problem seems too high. The person installing the software may be using his moodiness as a way of getting what he wants; a passive aggressive technique and a form of bullying. As long as it works, he'll keep doing it.

- G. My boss wanted me to complete the report by tomorrow. This was unrealistic, and so I stood up for my rights. I told her that her request was unreasonable and that I would contact the union if she tried to force me to stay late to complete the report.

Answer: 1. Competing. When one person has more power, such as a boss, individuals may resort to finding other sources of power to level the playing field. If the boss uses her power to exert her will, than the employee may have to use the union lever to not be exploited. If possible, in this situation, it would be useful to suggest to the boss that there are other ways of solving these kinds of problems, such as collaborating.

Activity Plan 237

Lesson 4	Team Meeting	
	60 MINUTES	HANDOUT(S): 2
<p>Application Stage 60 min</p> <ul style="list-style-type: none"> • This is an opportunity for learners to hold a meeting similar to the meeting they heard in Activity 234. Note that the meeting in Activity 234 was not complete because it did not include the development of an agenda, nor the final assigning of different tasks to different people. • Learners should spend a few minutes developing an agenda. By the end of the meeting, they need to have decided what they are going to investigate online (or use another method, if they so choose), and who is going to do each piece of research. There will be time in Activity 242 for Internet research (60 minutes), but they may wish to begin during the extension. • By the end of the meeting, the learners should have produced or be ready to produce action notes from the meeting. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • The instructor’s role here is as a facilitator. Teams should take control of this meeting themselves. Walk around, encouraging teams on what they are doing well. If they are really stuck, guide them to the next step. See the Introductory Notes for more information on Ways to Add Support in this module. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Remember that the instructor’s role here is as a facilitator. If not all team members are participating equally in the meeting, one member is dominating, or something is not going well, encourage learners to discuss what they might do to work better as a team. See the Introductory Notes for more information on Ways to Add Challenge in this module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1 and 2 (templates for meeting agendas and action notes) <p>Purpose</p> <ul style="list-style-type: none"> • Building a meeting agenda • Practising team roles • Summarizing, clarifying, assertion • Considering main elements of the case study and development of an action plan • Practising preparation of team action notes 	



Action Notes

Team:		Date:	
Members Present:			
Chair			
Note Taker			
Time Keeper			
Participation Facilitator			

Points of Agreement/Actions	Person/People Responsible	Due by
1.		
2.		
3.		
4.		
5.		

Additional Notes	

Activity Plan 238

Lesson 4	 Assessed Reading	
	65 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> In Activity 225-EXT, learners received a copy of Stages of Team Development. They were told to prepare this reading for an assessment in Activity 238. They can (and should) bring their copy of the reading. They can write anything they want on it, including translations of vocabulary items into their first language. They will use this handout for an assessed reading. Go over the criteria that learners will be assessed on in this task. Distribute Assessed Reading Task. Encourage learners to read directions carefully. <p>Assessment 55 min</p> <ul style="list-style-type: none"> Learners work independently to complete the reading assessment questions (based on the reading from Activity 225-EXT. Set up class so that learners cannot see others' papers, or do whatever you feel is necessary to discourage learners from helping each other. Instructors can decide on an appropriate amount of time for the assessment: 40-50 minutes is recommended. At the end of the time limit, collect all papers. Instructor marks the reading comprehension questions. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> There are no supports or challenges because this is an assessment. Learners should do the best they can – working on their own. <p> Instructor Alert!</p> <p>Please do not distribute the answer key to the learners, and please retain the test papers after reviewing the answers with the learners. Tests and answer keys must not be retained by the learners, in order to maintain the validity of these tests.</p> <p>Also note that no time has been allocated for returning the tests and going over the answers. This can be done during extension time.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Assessed Reading Task ✓ You should probably make some extra copies of the reading, Activity 225-EXT Handout 1, in case any learners forget to bring theirs. <p>Purpose</p> <ul style="list-style-type: none"> Assessing learners' ability to understand and use information provided in developmental chart format Assessing learners' ability to analyze and reflect on the uses of such a chart Assessing learners' ability to prepare for a reading assessment when the reading sample is provided in advance Further developing learners' awareness around team formation Promoting team growth 	

Assessed Reading Task

This assessed reading task checks your comprehension of the details and purpose of the reading “Stages of Team Development”. This reading was distributed by your instructor as **Activity 225-EXT**, as homework. A pass mark on this reading task is 80% or 24/30.

General Overview Questions:

1. Describe the chart, both in terms of its **layout** and its **content**.

/5

2. How is this chart useful? In other words, why has it been included in this curriculum? **Include 5 important points**.

/5

Details on Stages

For each of the sentences below, identify in which of the four (4) stages this behaviour or attitude is most likely to occur **for the first time**. One mark for each correct answer.

	Your Answer
EXAMPLE: Members of the team are unlikely to have faith in each other yet.	Stage 1
3. Members of the team probably break off into little sub-teams.	
4. Members of the team have a sense of identity that places the group at the centre, rather than the individual.	
5. Members of the team are having power struggles with each other, little contests and conflicts.	
6. The team is inventive and is coming up with original ideas.	
7. Members of the team don't really know what they should be doing.	
8. Members of the team are happy to receive feedback from each other.	
9. Some members of the team have become very clear about what they will and will not do and when.	
10. Some members of the team had secret plans or goals or desires about what the team would do. These plans are no longer secret.	
11. There are no longer unexpected outbursts and hiccups for the team. Things follow a predictable path.	
12. Some team members feel overwhelmed because there is so much knowledge and so many skills to acquire and not enough time.	
Total Mark out of 10	/10

Details on Action Steps

For each of the action steps below, identify what steps it would help us move from and to. One mark for each correct answer

	Your Answer
EXAMPLE: Members of the team start to take some chances, even though they are aware that this might lead to conflict in the team.	Moving from stage 1 to stage 2
13. The chair of the team meeting will not accept excuses when work is not done and demands that the team start producing.	Moving from stage ____ to stage ____
14. The members of the team have started to really pay attention to each other when any member talks.	Moving from stage ____ to stage ____
15. The team has set its aims and purpose	Moving from stage ____ to stage ____
16. The team is consciously and explicitly providing chances for members to acquire new skills and discover hidden talents and abilities.	Moving from stage ____ to stage ____
17. The team recognizes the need to plan for and spend time together.	Moving from stage ____ to stage ____
18. Team members have started pointing out to members when they have done something well and are offering encouragement when a team member is nervous and unsure.	Moving from stage ____ to stage ____
19. The team members are not satisfied with just doing well; they continue to challenge themselves to do better than they thought was possible.	Moving from stage ____ to stage ____
20. When someone on the team is successful and this leads to praise, that member is quick to communicate the praise to the whole team.	Moving from stage ____ to stage ____
21. Members of the team ask for feedback from each other.	Moving from stage ____ to stage ____
22. The team develops a sense of itself that includes a commitment to flourishing and doing its tasks well.	Moving from stage ____ to stage ____
Total Mark out of 10	/10

Grand Total for test /30

Pass = 24/30

Assessed Reading Task

TO MAINTAIN THE VALIDITY OF THIS ASSESSMENT, PLEASE DO NOT DISTRIBUTE THIS ANSWER KEY TO THE LEARNERS. PLEASE RETAIN THE TEST PAPERS AFTER GOING OVER THE ANSWERS WITH THE LEARNERS.

General Overview Questions:

1. Describe the chart, both in terms of its **layout** and its **content**.

The chart consists of two horizontal rows. In the top/first row, there are four boxes, and in the second row there are three boxes.

The top/first row of the chart describes the predictable behavioural and attitudinal patterns as a team forms. A high functioning team moves from unsureness to a period of conflict and storming. This is followed by a norming (or standardizing) of the team members' behaviours, and finally, high level performing.

The second row of the chart has three boxes which show the behaviours, approaches and beliefs that will help to move the team from one stage to the next.

/5

2. How is this chart useful? In other words, why has it been included in this curriculum? **Include 5 important points.**

This chart is useful because:

It explains a process for forming a strong team.

It indicates that the lack of team spirit and conflict are a normal part of team development process, thus normalizing these feelings and problems.

It helps a team measure how it is developing.

It provides language for discussing challenges and supports for a team.

It provides examples of behaviours that will help the team move from a lower to a higher stage.

It explains some of the surprising and unnerving behaviours that appear as a team grows stronger.

It provides a way of giving feedback to team members and to a whole team.

It provides a model to aim for if your team is not functioning well.

It shows areas where a team can get stuck and suggests way so of getting unstuck.

It is a jumping off point for discussing cultural differences in approaches to teamwork and being a team member. In collectivist cultures, it is unlikely that this model is the norm.

It shows the struggles and dynamics of team development.

It acknowledges negative feelings that work against team building.

It details a gradual change process towards trust building and positive team interaction.

It offers suggestions for actions to promote trust building and positive interactions.

(Many other ideas possible.)

/5

Details on Stages

For each of the sentences below, identify in which of the four (4) stages this behaviour or attitude is most likely to occur **for the first time**. One mark for each correct answer.

	Your Answer
EXAMPLE: Members of the team are unlikely to have faith in each other yet. (On the chart it says: no trust yet)	Stage 1
3. Members of the team probably break off into little sub-teams. (on chart it says: splinter groups form)	Stage 2
4. Members of the team have a sense of identity that places the group at the centre, rather than the individual. (on chart it says: we versus I orientation)	Stage 4
5. Members of the team are having power struggles with each other, little contests and conflicts. (on chart it says: people push for position and power)	Stage 2
6. The team is inventive and is coming up with original ideas. (on chart it says: team is creative.)	Stage 3
7. Members of the team don't really know what they should be doing. (on chart it says: individuals are not clear on what they're supposed to do)	Stage 1
8. Members of the team are happy to receive feedback from each other. (on chart it says: feedback is high, well received, and objective)	Stage 3
9. Some members of the team have become very clear about what they will and will not do and when. (on chart it says: people set boundaries)	Stage 2
10. Some members of the team had secret plans or goals or desires about what the team would do. These plans are no longer secret. (on chart it says: hidden agendas become open)	Stage 3
11. There are no longer unexpected outbursts and hiccups for the team. Things follow a predictable path. (on chart it says: no surprises)	Stage 4
12. Some team members feel overwhelmed because there is so much knowledge and so many skills to acquire, and not enough time. (on chart it says: high learning)	Stage 1
Total Mark out of 10	/10


Details on Action Steps

For each of the action steps below, identify what steps it would help us move from and to. One mark for each correct answer

	Your Answer
EXAMPLE: Members of the team start to take some chances, even though they are aware that this might lead to conflict in the team. (On the chart it says: take some risks)	Moving from stage 1 to stage 2
13. The chair of the team meeting will not accept excuses when work is not done and demands that the team start producing. (On the chart it says: leader(s) must ask for and expect results)	Moving from stage <u>2</u> to stage <u>3</u>
14. The members of the team have started to really pay attention to each other when any member talks. (On the chart it says: listen actively to each other)	Moving from stage <u>2</u> to stage <u>3</u>
15. The team has set its aims and purpose. (On the chart it says: set a mission, set goals)	Moving from stage <u>1</u> to stage <u>2</u>
16. The team is consciously and explicitly providing chances for members to acquire new skills and discover hidden talents and abilities. (On the chart it says: provide opportunities for learning)	Moving from stage <u>3</u> to stage <u>4</u>
17. The team recognizes the need to plan for and spend time together. (On the chart it says: set and take team time together)	Moving from stage <u>2</u> to stage <u>3</u>
18. Team members have started pointing out to members when they have done something well and offering encouragement when the team member is nervous and unsure. (On the chart it says: praise and support each other)	Moving from stage <u>3</u> to stage <u>4</u>
19. The team members are not satisfied with just doing well; they continue to challenge themselves to do better than they had thought possible. (On the chart it says: Keep raising the bar for new and higher goals)	Moving from stage <u>3</u> to stage <u>4</u>
20. When someone on the team is successful and this leads to praise, that member is quick to communicate the praise to the whole team. (On the chart it says: share rewards for success)	Moving from stage <u>3</u> to stage <u>4</u>
21. Members of the team ask for feedback from each other. (On the chart it says: request and accept feedback)	Moving from stage <u>2</u> to stage <u>3</u>
22. The team develops the image of itself as a group that is capable of accomplishing its goals. (On the chart it says: the team has the vision "we can succeed.")	Moving from stage <u>2</u> to stage <u>3</u>
Total Mark out of 10	/10

Grand Total for test /30

Activity Plan 239-EXT

Lesson 4	 Research and Teamwork Report	
	75 MINUTES	HANDOUT(S): 0
Research <ul style="list-style-type: none">• Learners should begin research for the case study, as planned in Activity 237. You can let them know that there will be more time provided for research.• Let them know when the research must be completed (check your overall schedule).• Internet research and search skills are covered in Module 3; if you are doing this module ahead of Module 3, then learners may find the Internet search component daunting. See the additional background information and website addresses provided in Activity 228. If you wish to provide additional guidance to learners, you could give them the main websites that they will need to visit to complete or solve this case study, which are listed there. At this stage, it is anticipated that learners will NOT need this additional support. It will be your professional judgment call.	Purpose <ul style="list-style-type: none">• Learning how to effectively research• Using the Internet	

Activity Plan 240

Lesson 5	Socio-cultural Warmer: Giving a Colleague Feedback on Their Participation in a Team Meeting ♦	
	30 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • Discuss with learners the need to give each team member an opportunity to practise the four different team roles: Meeting Chair, Note Taker, Time Keeper and Participation Facilitator. • Elicit from learners – why it might be important to practise the meeting roles that you are not very skilled at. Possible answers might include: <ul style="list-style-type: none"> ✓ It helps you to learn the language of meetings, not just to understand it, but to actually use it. ✓ It helps you to develop new skills. ✓ It helps to make sure that everyone is contributing to the meeting. ✓ It helps to divide up the work equally, particularly if one role requires more work or is more difficult. • Elicit from learners: What can you do when one person is having difficulty taking on their role? <ul style="list-style-type: none"> ✓ Give them feedback. • Indicate to learners that they will look at a culture map of one person giving feedback to another person about their meeting role. • Pre-teach by eliciting from the learners the meaning of <i>domineering</i> and <i>reticent</i>. <p>Practice Stage 20 min</p> <ul style="list-style-type: none"> • Learners practise in pairs – the dialogue in Handout 1. They should exchange roles part way through. • As a follow up activity, learners can edit the culture map so that it focuses on providing feedback to someone who is <i>reticent</i> when in the role of Meeting Chair. • If learners are not already aware, you may want to emphasize that the phrases “<i>We need to talk; Can we talk</i>” are used to signal that the topic is difficult or challenging in some way, and often involves giving feedback. <p>Feedback Stage 5 min</p> <ul style="list-style-type: none"> • As the learners are practising, the instructor can monitor and notice which phrases they are using incorrectly and which phrases they are missing the correct emphasis and stress. • Model and drill learners on emphasis and stress. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • If learners are uncomfortable with the format in the dialogue, allow them to discuss why and what they can do to overcome their fears. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Encourage learners to think about their pronunciation and focus on thought groups while practising the dialogue. • Suggest that learners run through the dialogue twice, changing the scenario to someone who is <i>reticent</i>. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Negotiating the expectations of team roles • Practising giving someone feedback on how they are fulfilling their meeting role 	

Culture Map – Giving a Colleague Feedback on their Participation in Team Meetings

Scenario: Your team has met several times now. At these meetings, the team has decided who would take each of the following roles: meeting chair, note taker, time keeper and participation facilitator. You have been the participation facilitator and you have noticed that one team member is very reticent and another team member is very domineering, no matter what role they are in. You have tried to get the team members to participate equally, but this is not working. You decide you need to discuss your observations about participation with the individuals, one-on-one. You choose to talk to Sally first about how she takes control of the meetings, even when she is the note taker or time keeper.

A. (Approaching)

Participation facilitator: Take time to prepare your thoughts but don't postpone approaching the person either. Choose a time when the meeting is finished and when you can talk privately to Sally. Prepare to acknowledge what Sally is doing well and prepare to address your concern too.

B. (Bridging)

Participation facilitator: Make eye contact and walk up to Sally with open body language. You may need to touch Sally's arm to get her attention, as she is busy packing up her things in order to catch the bus. You choose language to indicate that the topic is going to be serious or difficult. You also acknowledge that Sally is in a hurry.

*"Sally, I KNOW you NEED to CATCH the **BUS** SOON, but can we **TALK** for a **MOment** a**BOUT** your par**Tlci**PA**Tion** in the **MEET**ings?"*

Sally: You are busy packing your bag. You feel a little alarmed at this communication and you do need to catch the bus soon. On the other hand, you are trying to be open to receiving feedback.

*"OKay ... I can **ALways** **CAT**ch the **NEXT** **BUS**."*

C. (Communicating Message)

Participant facilitator: You choose a private place to sit down. Sally follows your lead and sits down as well. Maintain friendly and relaxed body language and eye contact. Be careful not to be too assertive. Try to keep neutral (not too excited, not too relaxed).

*"I **WANTED** to **LET** you **KNOW** that **WHEN** you're **CHAIR**ing the **MEET**ings you **REAL**ly **HELP** us **MOVE** through our a**GEN**da ef**FI**ciently. You **DO** a **GREAT** **JOB** of this."*

Sally: You are pleased to receive this compliment but you are also still anxious because you know there is a difficult topic coming soon.

*"**THANKS**. I have **QUITE** a **BIT** of ex**PER**ience and it feels **GOOD** to be **ABLE** to con**TRi**bute **THAT** to the **GROUP**."*

Participation facilitator: Communicate your observations in a neutral way. State what you see and the result. Avoid phrases that describe personal qualities, such as “You take over. You are too domineering.”

*“The THING IS ... I’ve NOTiced that when you have the ROLE of TIME KEEPer or NOTE KEEPer, you ALso TAKE the **CHAIR** ROLE as WELL. It MEANS that JOHN and Lily DON’T REally HAVE a CHANCE to PRACTice BEing **CHAIR**. It ALso MEANS that SOMETimes we DON’T STAY on **TIME** or have VEry GOOD **NOTES** on those DAYS.”*

Sally feels like defending herself, but she remembers to first check that she has understood the feedback, so she takes a deep breath and paraphrases what she heard:

*“OH ... so you MEAN ... I take CHARGE of RUNning the MEETing Even when that’s NOT my **ROLE** and I forGET to DO my **TASKS**?”*

Participation facilitator: YES, that’s **RIGHT**.

Sally: You are surprised at this feedback as you thought you were really helpful to the group. You also are worried that the team is not getting through the agenda. Try not to react defensively.

*Hmmm. I hadn’t REalised **THAT**. I THOUGHT I was **HEL**ping. But NOW that you **MENT**ion it, I can **SEE** that I’m **WOR**ried about GETting THROUGH the aGENda. We have a LOT to DO on this PROJect and I THINK that’s when I TEND to TAKE OVER the **CHAIR** ROLE.*

D. (Developing Closure)

Participation facilitator: You want to offer a suggestion and at the same time, give Sally an opportunity to comment.

*“Would a reMInder during the MEETing **HELP**? I could SAY SOMEHing like “Can you **HOLD** THAT THOUGHT, Sally?”*

Sally: You need some time to absorb this feedback and you really need to catch the bus. You also want to let the participant facilitator know that you appreciate getting the feedback.”

*“THAT could WORK. LISten you’ve Glven me some VEry USEful **FEED**BACK to THINK about but I REally NEED to CATCH the **BUS** now. Can WE CHECK IN **BRI**efly toMORrow?”*

Participation facilitator: SURE ... JUST beFORE the **MEET**ing?

Sally: **PER**fect. See you **THEN**

Participation facilitator: See you **THEN**. Good **NIGHT**.

Activity Plan 241

Lesson 5	Vocabulary: Speaking Practice for Teamwork	
	30 MINUTES	HANDOUT(S): 1
<p>Preparation Stage 5 min</p> <ul style="list-style-type: none"> Review the phrasal verbs and idioms that were introduced in this module. <p>Speaking Stage 25 min</p> <ul style="list-style-type: none"> Distribute Handout 1. Learners read the questionnaire and think about how they would answer the questions for themselves. Learners interview different classmates and summarize their answers using the vocabulary from this module and the phrasal verbs learned this week. If time, do a check-in of the whole class. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare a review activity of vocabulary from yesterday <p>Purpose</p> <ul style="list-style-type: none"> Reviewing and practising vocabulary from this module Encouraging learners to use the vocabulary from the lesson by speaking with each other 	

Vocabulary Teamwork: Speaking Practice


- Read each question and ask your instructor if you don't understand any of them.
- First, spend some time thinking about how you would answer these questions
- Use the seven questions to talk to seven different people.
- Summarize their answers. Talk about them as a class.

Question	Name of the person you asked	Summary of answer
1. <i>Many of us do things at work that go beyond our job descriptions. How do you pitch in at work?</i>		
2. <i>What is a problem that you have come up against recently at work?</i>		
3. <i>Is there a charity or a community event that you have gotten behind or that you would like to get behind? What is it, and why?</i>		
4. <i>When you have a problem at work, how do you deal with it?</i>		
5. <i>Looking ahead to your future, where do you see yourself in five years? Ten years?</i>		
6. <i>What are ways the people in your workplace pull together? Is it ever a problem getting your co-workers to pitch in?</i>		
7. <i>Work-life balance is important to most people in Canada. What is a sport or a hobby that you would like to try out in your free time?</i>		


Useful Language for Speaking Activities:

- *Would you mind if I asked you a question?*
- *May I ask you a question?*
- *By the way, can you tell me your name again? And how do you spell that?*
- *I'm sorry, would you mind repeating that?*
- *Sorry? Could you say that again, please?*

Activity Plan 242

Lesson 5	 Case Study Research	
	85 MINUTES	HANDOUT(S): 0
<p>Research 85 min</p> <ul style="list-style-type: none"> At this point, learners should have developed an action plan and begun the necessary case study research for an assignment to deal with the case study they learned about in Lesson 2. This time is provided for them to continue the research. It will need to be completed for the next day. It is assumed that the learners will have realized, from personal experience as well as earlier program activities, that they can probably find everything they need on the web. You will want to monitor this, because learners might take this research in surprising directions – directions that might be great or not. Of course, if learners have not developed an action plan, let them struggle with this and their time problems. The stakes are not particularly high at this point, since learners are not assessed in any way on their product for this case study. <p>**Note: It is to be expected that teams will be struggling, feeling angry and frustrated with the other members; confused and unsure of what is expected of them, etc. The following example illustrates a typical scenario and possible instructor response:</p> <p>Scenario: A learner contacts his instructor by email and asks what the team is supposed to be doing. He says that they have received a lot of papers and a lot of information, but that they are arguing amongst themselves and are unsure of what they are supposed to be doing.</p> <p>Possible instructor response: Try not to rescue, but rather approach the learner as if you were his employer. Comment (gently) on how his email did not seem particularly professional, and that it did not build confidence in his abilities.</p> <p>Learner feedback on this activity indicates that by the end of the first case study, learners on this same team felt much more confident.</p> <p>“Now I understand what we are supposed to be doing. We got used to having everything clearer, but now I see that this is how it will be at work. We need to get out of the learner role and act like the professionals that we are.”</p> <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. See the additional background information and website addresses provided to the instructor in Activity 228. If you wish to provide additional guidance to learners, you could give them the main websites that they will need to visit to complete or solve this case study. At this stage, it is anticipated that learners will NOT need this additional support. It will be your professional judgment call. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Book the computer lab <p>Purpose</p> <ul style="list-style-type: none"> Practising Internet research Practising teamwork Practising intensive reading 	

Activity Plan 243

Lesson 5	 Develop Agenda for Next Meeting	
	30 MINUTES	HANDOUT(S): 1
<p>Check-in 15 min</p> <ul style="list-style-type: none"> Learners briefly share their progress in their research to date. <p>Agenda Writing 15 min</p> <ul style="list-style-type: none"> In the next class, learners share the information they have located, which will help with solving the case study. In their team, they should spend about 15 minutes planning the agenda for this important meeting in the next class. Planning the agenda in advance is meant to heighten awareness of the need to be finished all of the research by this point. It should be a chance for the team to reorganize its planning around the case study and refocus its energy. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 (template of agenda) <p>Purpose</p> <ul style="list-style-type: none"> Building an agenda Practising teamwork Helping the team organize its planning around completing the Internet research 	

Activity Plan 244-EXT

Lesson 5	Research for Case Study 1	
	75 MINUTES	HANDOUT(S): 0
Research <ul style="list-style-type: none">Learners complete the research necessary to write findings and recommendations at their next meeting on the next day of class.	Purpose <ul style="list-style-type: none">Practising Internet researchPractising teamwork	

Activity Plan 245

Lesson 6	Vocabulary: Common Mistakes	
	30 MINUTES	HANDOUT(S): 0
Preparation Stage 10 min		Advanced Preparation
<ul style="list-style-type: none">Review the phrasal verbs and idioms that were introduced in this module.		<ul style="list-style-type: none">Prepare examples of common errors with the phrasal verbs and idioms taught in this module.
Exercise Stage 20 min		Purpose
<ul style="list-style-type: none">Show some erroneous uses of the vocabulary and see if the learners can catch the mistakes; introduce some common errors.Vocabulary error analysis.		<ul style="list-style-type: none">Reviewing and practising vocabulary from this moduleTroubleshooting and looking at fossilized errors

Activity Plan 246

Lesson 6	Team Meeting: Preparing Presentation Notes – Wrapping up Case Study 1	
	100 MINUTES	HANDOUT(S): 2
<p>In this activity, teams wrap up Case Study 1 by summarizing the case, their findings and their recommendations about how to handle the case.</p> <ul style="list-style-type: none"> In their teams, learners developed an agenda for this meeting in Activity 243. They have 80 minutes now to share findings, fill in the presentation notes, and finally, in the last 15 minutes of the class, compare their notes with those prepared for the presentation which they will see in Activity 251. <p>Finalizing Agenda* 5 min</p> <ul style="list-style-type: none"> Team should assign roles. <p>Meeting to Share Findings and Develop Presentation Notes 80 min</p> <ul style="list-style-type: none"> Learners share the information they found through their research. Using Handout 1, learners prepare presentation notes that outline a summary of the case, the approach taken by the team, the findings, the recommendations and the rationale for those recommendations. Instructors may wish to hand out a copy of Handout 2 Sample Presentation Notes for groups to look at, but impress upon them not to copy from the sample. Also, do not let them spend too long examining the handout because they need to have enough time to fill in their own notes on Handout 1. In Activity 258, they will look more carefully at Handout 2. <p>*Note: Although the teams have prepared their own meeting agenda for this activity, the instructor will want to encourage the team to move to the note preparation activity as quickly as possibly since this will be a time consuming activity.</p> <p>Comparison Stage 15 min</p> <ul style="list-style-type: none"> In Activity 251, learners will see a video of a group presentation based on this case study. During the final 15 minutes of this class, distribute the presentation notes that go with the video (Handout 2). The team can then compare the presentation notes which they prepared with those prepared for the taped presentation. They should not expect that their notes will match those of the team presenting on the video tape. Handout 2 will serve as a valuable model of presentation notes for the second case study. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. 		<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of : <ul style="list-style-type: none"> ✓ Handouts 1 and 2 ✓ Overheads of Handout 2, if desired. <p>Purpose</p> <ul style="list-style-type: none"> Agenda building and meeting practice Modeling team presentation notes Practising writing summaries, findings, recommendations and rationales Practising discussing and agreeing to findings, recommendations and rationales

Presentation Notes Template

Work with your team to complete the following presentation notes template.

Summary: In the box below, summarize the case in 100 to 125 words.

Our Approach: In the box below, summarize the approach or philosophy that your team used in dealing with this case 50 to 75 words.

Findings: Next to each number below, write one or two sentences that describe a key fact that you have found out about this case. Be sure to use modals such as *may* or *might* or expressions such as *appears to* or *seems to* when describing anything that is alleged, but not proven. You will probably have 10 to 15 findings. The first two have been done for you as models.

1. The electrical supervisor was within her legal rights to suggest that the electrician not perform the work that she believed was unsafe. In fact, she was required by Occupational Health and Safety (OHS) Regulation and her professional code of ethics (APEGBC) to do what she did.
2. The working conditions may have violated section 19.3 b of the OHS Regulation as the power poles may not have been secure.
- 3.
- 4.

Findings (continued)

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Recommendations: Next to the numbers below, write one-sentence recommendations for the company. The sentences are written to complete the sentence: "We recommend that ..." (i.e., no final -s on the verb). Write 4 to 7 recommendations and rationales (or more if you like). The first recommendation has been offered as an example and a suggestion. You may use it if you wish, in which case you will need to write a rationale for it.

In the box, write a 50- to 75-word rationale to explain why you have made this recommendation.

Begin this section with an introductory sentence such as: *The company may wish to consider the following recommendations. Each recommendation is followed with a brief rationale.*

1. The company inspects the safety of all of its electrical power pools.

Rationale:

2.

Rationale:

3.

Rationale:

4.

Rationale:

5.

Rationale:

6.

Rationale:

7.

Rationale:

Sample Presentation Notes

Below are the notes that go with the model presentation that you will see next in **Activity 251**. Compare these notes with your teams' notes. It is natural that there will be considerable difference between what you have written and the model.

Summary

On the morning of November 17, 2008, Ms. Ester Proust, an electrical supervisor employed by Condo Construction on a large construction site in Prince George, observed a company electrician, Mr. Paul Jones, working on a power pole that appeared old and potentially unsafe. She advised Mr. Jones of her opinion and he stopped work and reported the situation to his supervisor, Mr. Sam Ho, senior electrical supervisor. Mr. Ho was also Ms. Proust's supervisor. Mr. Ho responded by terminating both Ms. Proust and Mr. Jones. Mr. Ho believed that Ms. Proust had undermined his supervisory authority and that Mr. Jones was refusing a direct order to perform a particular task.

Our team was asked to investigate this case and prepare findings and recommendations.

Our Approach

In investigating this case, our team has taken a remedial rather than a judicial approach. In other words, our findings may indicate some shortcomings on the part of both employees and the employer. We have focused on the steps necessary to improve the situation, rather than on assigning blame.

Findings:

1. The electrical supervisor acted correctly when she recommended that the electrician not perform a task she believed was unsafe. In fact, she was required to do that by Occupational Health and Safety (OHS) Regulation and her professional code of ethics (APEGBC).
2. The working conditions may have violated section 19.3 b of the OHS Regulation, as the power poles may not have been secure.
3. Under OHS Regulation, section 3.12, a person may refuse to do work or may advise another not to do work that they reasonably believe to be unsafe.
4. The electrical supervisor did not follow the correct procedures for refusal to do work, as outlined in section 3.12 of the OHS Regulations. She should have informed the senior electrical supervisor that she had spoken with the electrician about the potentially unsafe working conditions and that he had ceased work.
5. The electrician followed the correct OHS Regulation procedures, as outlined in section 3.12, by informing his supervisor about his concerns about the work situation.
6. The senior electrical supervisor was not familiar with the OHS Regulation related to an employee's right to refuse unsafe work. He did not follow procedures.
7. The senior electrical supervisor appears to have not followed OHS Regulation in firing the electrical supervisor and suspending the electrician, since under section 3.12, there is to be no retribution for refusing work perceived to be unsafe.
8. The BC Employment Standards Act requires at least one week's notice when terminating the employment of someone who has worked for three months, but less than a year. While the electrical supervisor should not have been fired for advising the electrician to not work in conditions she perceived as unsafe, her rights appear to have also been violated by not giving her one week's notice or payment in lieu of notice.
9. The senior electrical supervisor did not appear to be aware of the BC Association of Professional Engineers and Geoscientists code of ethics, the first principle of which required him to promote workplace safety.

10. The electrical supervisor can file a complaint against the senior electrical supervisor for apparent violation of the APEGBC professional code of ethics, and if the senior electrical supervisor is found to have violated the code of ethics, the consequences for him could be significant.
11. The electrical supervisor believes that her human rights were violated, but it does not appear that she was discriminated against because of her membership in any of the protected groups under the BC Human Rights Code. This legislation protects against discrimination based on: race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person, or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person. If she wishes to pursue this matter, she could file a complaint with the BC Human Rights Tribunal.

Recommendations

The company may wish to consider the following recommendations. Each recommendation is followed by a brief rationale.

1. The company inspect the safety of all of its electrical power poles.

Our rationale for this is that workers' safety must be paramount. By taking this action the company will also be signaling to all workers that it listens to and values them and their safety.

2. The company acknowledge that mistakes were made and rectify as necessary.

Both Ms. Proust and Mr. Jones have been through a difficult situation. These two individuals should not carry the burden of everyone's learning. They both put employee safety first and we advise that the company congratulate them for this and acknowledge the difficulties they have been through. The company can rectify any financial penalties that either of these two individuals has suffered.

3. The company ensure that all employees are familiar with and are complying with any professional codes of ethics or codes of conduct related to their fields of expertise.

The reputation of the company rests largely on the professionalism of its employees. We recommend that as part of the hiring process and on a regular basis, there be mechanisms to encourage all employees to remain current with the code of ethics and other issues of their trade and professional associations.

4. The company institute WorkSafeBC training for all employees, especially with regard to refusing work related to unsafe working conditions.

Our rationale for this is again workers' safety. The sense of a work team will be enhanced and productivity could well-increase when all team members are clear about the procedures for refusing unsafe work and know that they are working for an employer who places great importance on protecting worker safety.


5. The company institute BC Employment Standards and Human Rights training for all supervisors.

It appears that knowledge of BC Employment Standards has not been valued by this company in the past. Condo Construction would be well-advised to institute training in this area for all supervisors. While this scenario does not appear to include a violation of the BC Human Rights Code, it appears that supervisors might not be aware of the intent of this legislation and this would also be an important area for future supervisor training.

6. The company consider training supervisors in interpersonal and intercultural communication skills in a Canadian multicultural workplace.

Interpersonal communication skills are not innate, but can be learned. Furthermore, the Canadian labour force is multicultural and this rich cultural mix can increase the communication challenges. Training in interpersonal and intercultural communication will assist all supervisors to communicate more effectively.

Activity Plan 247

Lesson 6	 Jigsaw Listening: Begin Case Study 2	
	45 MINUTES	HANDOUT(S): 1
<p>In this activity, teams begin gathering information about Case Study 2.</p> <p>This case study team meeting process is continued in Activity 250.</p> <ul style="list-style-type: none"> • Activity 247 - Background will help familiarize the instructor with the finer legal points of this case. • Activity 247 - Jigsaw Notes will give the instructor background information on the jigsaw listenings and the “story.” • Please do not give the learners access to either of these sets of notes. • In Case Study 1, learners had a structured jigsaw listening. This time, the structure of the activity is up to them. As before, there are four jigsaw listenings. This time, however, there is far less information provided in written form (understanding the jigsaw listenings is, thus, even more important). Also, there are no questions to focus the listening and draw attention to important points. In this way, the listenings are more like the situation they will face at work where they need to listen and understand without questions to guide their listening. • The learners may decide to divide into four groups, as they did for the jigsaw listening in Case Study 1, or they may want to remain in their teams. In any case, they will need to decide very quickly how they are going to deal with this task, as they have only 25 minutes access to the four recordings. • In cases where there are three per team, give these teams 35 minutes. However, if a team member is absent on that day, no adjustment should be made. The team needs to figure out how to manage the absence. • The assessment on Activity 253 assumes the learners have not had more than 25 minutes access to the four listenings. In other words, the listenings should NOT be available for the learners to listen to after class or during extension time. The four listenings are a total of 17 ½ minutes in length. <p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Distribute Handout 1. Allow them to read the information to prepare them for their listening. Let them know that they will have only 25 minutes access to the four jigsaw listenings. This is an important feature of the listening, because it compels the learners to work together to share information, to summarize, to check understanding. • Inform learners that in Activity 253 they will be assessed on how successfully they have dealt with the task of sharing the information in the listenings. They will not have access to the listenings at the time they write the test. They can make notes and bring those to the assessment. The assessment asks for quite specific information, so they will want to record the most accurate information possible and share this. 		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Book language or computer lab • Prepare 247 Listening • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>**Note: The listenings should not be made available after this activity: There will be a listening comprehension assessment in Activity 253 based on this activity and thus, part of what is being encouraged and assessed is sharing of the information. This builds team trust and encourages genuine communication.</p> <p>Purpose</p> <ul style="list-style-type: none"> • Practising a high stakes listening activity • Furthering teamwork and problem solving development in higher stress situation • Listening practice • Practising sharing information including summarizing, paraphrasing, discussion

Activity Plan 247
Jigsaw Listening – Beginning Case Study 2

(page 2 of 2)

Listening 25 min

- Learners decide on the best method to tackle the listening task and proceed. The four listenings are a total of 17 ½ minutes in length. The lengths of the four listenings are listed on their handout.
- When the 25 minutes are over, take the listenings off line.

Sharing Information 10 min

- If the learners have not already started to do so, they now share the information from the jigsaw listenings. They may take notes and bring these notes to the assessment.
- Learners move directly from processing the jigsaw listening information to developing a research plan and beginning the research, in **Activity 250**.

Ways to Add Support and Challenge

- See the Introductory Notes for more information on ways to add Support and Challenge in this module.

 **Instructor Alert!**

You may want to let learners know that they will use the information gathered in this activity for a jigsaw listening assessment in **Activity 253**.

Case Study 2 – Opening Summary

This scenario is based in part on a real case.

You are part of a professional health care team that provides management advice to a network of assisted living facilities across BC. Your team is headquartered in Vancouver. Recently you have been asked to intervene in a dispute that has arisen at a facility for seniors living in Nelson, the Donerovin. The facility is run as a cooperative with individual units sublet by the residents. An individual must be retired and over the age of 65 to live in the facility.

In this facility, each resident has his or her own unit or apartment, with basic cooking facilities, a bedroom, a small living/dining area and a bathroom. Additionally, the facility has a large dining hall, where meals are provided, and an activities room where residents can do art and various other activities. Assistance with daily living and medical help are also offered, on a needs basis. Most of the residents are single, divorced, or widowed, although there are also couples in the residence.

On-site management of the complex is conducted by a team of professionals including medical staff, caterers, activity facilitators and building maintenance support workers.

Because of labour shortages throughout the province, but especially in smaller communities, the facility is managed by relatively inexperienced individuals. The following events have unfolded and the tension has escalated; a more experienced management team might have diffused the situation. It is your team's responsibility to detail the basic facts or findings related to this case, suggest relevant laws and government policy related to these problems and make recommendations to the management team and the Board, which together oversee this facility.

There is a clause in the cooperative charter that says that all residents of the complex will agree not to disturb the peaceful enjoyment of the residence by any other member. The residence management are finding it difficult to deal with the conflicting interpretations of "peaceful enjoyment".

Main characters:

Mrs. Mable Dorchester: Mrs. Dorchester is an 84-year-old widow of Afro-Caribbean ancestry. She has lived in the Donerovin complex in Nelson, BC for two years. She enjoys the complex, is very friendly and outgoing and is considered a good neighbour by most of the others who live near her. The only complaint she has about Donerovin is that the food is quite bland. It appears to be cooked for people with Northern European palates. From time to time she likes to cook up some spicier food. She's very generous and shares this food with some of the other residents who also find the food in Donerovin a bit boring.

Ms. Selma Wong: Ms. Wong is a nurse's aid. She worked at Donerovin for 5 years and was very popular with the residents. She worked with Mrs. Dorchester, helping with small health care issues. When she became involved with the situation described in this case, she was transferred.

Mr. John Turner: Mr. Turner is a resident of Donerovin. He has the unit directly next to Mrs. Dorchester's. He is of English and Irish ancestry and likes the rather plain food that is served in the complex. He finds it very offensive when Mrs. Dorchester cooks her curries and other spicy food. He says that the smell comes into his apartment and prevents him from enjoying his time there.

Ms. Pam Futoni: Ms. Futoni is a relatively new supervisor at Donerovin. She enjoys her job and would like the residents to all be happy. As a new supervisor, she is rather uncomfortable with conflict and does what she can to minimize any disagreements that come up. Her motto is, deal with conflicts quickly and decisively and make it clear to your employees that they will be rewarded for promoting harmony.

Next steps

Your team will need to listen to the four jigsaw listenings. It is up to you how to divide this task. You have only 25 minutes to listen to the to the conversations. You may decide to deal with the four conversations in a similar manner to the first case study, working with members of other teams, divided into four separate groups, with a member of each team in each group, or you may deal with this in some other manner. The key thing is to be sure that you get all the information available in the conversation within the limited time available.

Here are the locations and lengths of the four listenings:

Listening 1: A conversation in the hall of Donerovin, between two nurses aids. (3 ½ minutes)

Listening 2: A conversation on the phone between Mrs. Dorchester's son and the office of the BC Human Rights Tribunal. (5 ½ minutes)

Listening 3: A conversation in the staff room at Donerovin between 4 or 5 different employees. (2 ½ minutes)

Listening 4: A conversation in the union office between a union representative and Selma Wong. (6 minutes)

There are no comprehension questions during this activity. You will have an assessed comprehension test in **Activity 253**. You will not be able to listen to the recordings again, but you can bring notes into the test. Make sure you have as much information as possible and that you have specific details as the listening assessment asks for specific information. **Make sure that you know as much as possible about the apparent relationships and attitudes of the different people on the tapes. In other words, what do the different people FEEL about situations and colleagues.**

Once your team has assembled the information from the jigsaw listenings, you will need to consider which areas you need to investigate. As your investigation unfolds, you will need to consider the legal and ethical aspects of the case.

You will present your findings and your recommendations in a group presentation to a panel. Your presentation will be judged according to the group presentation criteria you are going to be given in **Activity 251**.

▶▶▶ **Not for distribution to the class.** ◀◀◀

Background Information for Instructor, Case Study 2

The following pages provide information relevant to Case Study 2. This information is for the instructor's use and is not intended for distribution to the learners.

The case study requires the learners to investigate and learn about labour law and human rights, as well as consider what they have already learned about conflict resolution and teamwork. Members of the curriculum advisory committee have suggested that it is particularly important for an internationally educated professional to learn about the importance of human rights legislation in a Canadian work context.

This case is based on a BC human rights decision from 2004, a summary of which is provided below. Additionally, the BC Human Rights Tribunal decision is attached. It is this dense, legal document that the learners will need to locate and analyze to do a good job on this case study. For that reason, the case study includes fewer other threads. Understanding the human rights case will take most of the teams effort.

There is no expectation that you or the learners will become experts in the team's two areas of the BC *Human Rights Code* or BC Labour regulation. By the end of the case studies, it's hoped the learners will have become aware of the importance of and how to find out more about human rights and BC labour law.

Page 6 lists the main websites that the learners will need to find and read in order to understand the legal issues involved in this case.

For this case study the learners have been provided with less guidance and support than in the first case study. For example, the initial reading that introduces the case study does not include comprehension questions. Comprehension questions in the first case study ensured that all members of the team had a similar understanding of the case. They also helped guide learners towards those issues which were important. You might watch how the learners cope with the materials provided and you may need to intervene if it appears that learners are not functioning well as a team with this less structured approach.

The human rights decision on which this case is based can be found at the following website. It is also included in this file and is available as a PDF file on the website and at the end of this word document (with altered formatting).

To find the PDF file on the website, go to: <http://www.bchrt.bc.ca/decisions/2004/index.htm> and do a “Find on this page” search (Edit menu) for “Chauhan v. Norkam”, or go straight to the file at: http://www.bchrt.bc.ca/decisions/2004/pdf/Chauhan_v_Norkam_Seniors_Housing_Cooperative_Association_2004_BCHRT_262.pdf

Chauhan v. Norkam Seniors Housing Cooperative Association
(Decision – Grounds: Ancestry, Race, Colour, Place of Origin – Areas: Section 8 – Service, Section 10 – Tenancy)
2004 BCHRT 262 (156KB)

December 2004

The BC Human Rights Tribunal found that there was discrimination against Ms. Rita Chauhan in regard to an accommodation service or facility customarily available to the public because of her ancestry, race, colour or place of origin.

To summarize the case, Ms. Chauhan is of Indo-Canadian origin and liked to cook spicy Indian food in her apartment in the multi-unit housing cooperative, Cottonwood Manor, where she lived. One of her neighbours complained to the board of the coop that the spicy food was causing an allergic reaction. Ms. Chauhan made many attempts to cooperate in finding a solution. The Board made some attempts to remedy the situation but ultimately served an eviction notice to Mrs. Chauhan because she continued to cook her spicy food one day a week. Mrs. Chauhan took the matter to the Human Rights Tribunal, who found in her favour. The coop Board was ordered to reimburse Mrs. Chauhan for her legal and other expenses related to the case and to pay damages. The Tribunal found that the Board had not acted in good faith in attempting to accommodate Ms. Chauhan’s rights to cook her ethnic food.

The text of the Human Rights Tribunal decision is included at the end of this document.

BC Employment Standards

In this case Ms. Wong has been dismissed under BC Labour Law. The location, responsibility, wage rate, authority of her position have been changed by the employer. She has been demoted. Under BC labour law this constitutes a severance of employment. Ms. Wong’s union representative or shop steward should arrive at this same conclusion after investigating the situation. At this point any contract provisions about severance will come into play. It appears unlikely that the inexperienced management realized they were severing Ms. Wong’s employment.

The purpose of including this in the case is to illustrate the importance of knowing BC labour law.

The details of the Act are as follows and are taken from:
<http://www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm>

Interpretation Guidelines Manual
British Columbia *Employment Standards Act* and Regulations
Employment Standards Act Part 8, Termination of Employment

ESA Section 66 – Director may determine employment has been terminated

Contents:

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[Policy Interpretation](#)

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Summary

This section explains the director's authority in determining when employment has been terminated due to a substantial alteration of employment conditions. This concept is referred to in common law as "constructive dismissal".

Text of Legislation

66. If a condition of employment is substantially altered, the director may determine that the employment of an employee has been terminated.

Policy Interpretation

Under s.66 if a condition of employment is substantially altered, the employee's employment may be deemed by the Director of Employment Standards to be terminated.

In order to find a contravention of this section of the Act, it must be shown that the employer unilaterally made a substantial change in the nature of the employment duties or in compensation. This change, in effect, creates a new employment relationship with substantially different terms. In this situation, the Director may consider that there has been a termination of employment under s.66 of the Act.

It should be noted that a "week of layoff" as defined in s.62 of the Act is "a week in which an employee earns less than 50% of regular weekly earnings averaged over the previous 8 weeks". A person on temporary layoff cannot be deemed to have been terminated under s.66 of the Act.

Factors to consider when applying s.66

In order for there to be a termination for purposes of this section, it must be proven that the employer has made a **fundamental** change to an employee's terms and conditions of employment without providing the employee with reasonable notice of the change. It must be shown that the change made by the employer places the employee in a position of having to accept as a condition of continued employment, changes to wages, working conditions or benefits which an objective, reasonable person would find to be unfair, unreasonable and unacceptable.

It is not necessary to show that the employer's intent was to encourage the employee to leave their employment.

If a substantial adverse change is made unilaterally by an employer and as a result of this change the employee makes the decision to quit, either immediately or within a reasonable period, it could still be considered that the ending of the employment relationship was the result of the employer's actions and the employee would be considered to have been termination for purposes of this section. Some of the factors to consider include:

- reduction of wage rate
- change in geographic location
- limiting of authority
- demotion
- change in responsibilities, imposed solely by the employer

If the director determines that the employee is terminated under this section of the Act, s.63 and s.65 would apply.

Below is information taken from the Office of the Assisted Living Registrar, within the BC Ministry of Health. While the office can help with complaints and concerns related to health and safety within an assisted living facility, it does not deal with either of the two concerns raised by this case: human rights and labour law. In that sense, it is something of a red herring.



Assisted Living Home	
<p>Search Assisted Living</p> <p><input type="text" value="Search"/> Help</p> <p>Contents</p> <ul style="list-style-type: none"> • Home • What is Assisted Living? • A New Era for Assisted Living • Role of the Assisted Living Registrar • Registration • Health and Safety Standards for Assisted Living Residents • Complaint Resolution Process • Assisted Living Centre of Excellence • Consultation Documents • Consultation Responses • Timetable • FAQ's • Mental Disorders and/or Substance Use Disorders • Contact the Registrar <p>Other Links</p> <ul style="list-style-type: none"> • Health Authorities • Independent Living BC • Home and Community Care • Community Care and Assisted Living Act • Community Care Facilities Licensing 	<p>What is Assisted Living?</p> <p>Assisted living residences provide housing and a range of supportive services, including personalized assistance, for seniors and people with disabilities who can live independently but require regular help with day-to-day activities. The following gives an overview of assisted living services.</p> <p>Housing</p> <p>Accommodation ranges from private, lockable rooms to private, self-contained suites. Residences typically have ensuite bathrooms and may have private cooking facilities. They include common dining and recreational space and amenities that assist occupants with day-to-day living. An occupancy agreement describing the occupant's and operator's obligations is usual.</p> <p>Hospitality Services</p> <p>Assisted living operators provide meal services, housekeeping, laundry, social and recreational opportunities and a 24-hour emergency response system.</p> <p>Personal Assistance</p> <p>Personal assistance services are designed to promote maximum dignity and independence for occupants and involve family and friends. Personalized assistance offered by assisted living operators can be routine, such as help with dressing, or intensive, such as administering medications (higher level care services are called "prescribed services"). A cornerstone of assisted living is that personal assistance must be respectful of and responsive to occupants' preferences, needs and values. Examples of personal assistance services include:</p> <ul style="list-style-type: none"> • help with activities of daily living, such as eating, dressing, bathing, grooming or mobility; • assistance with medications, such as reminders or help to take medications; • support to maintain healthy eating by providing nutritious meals or modified diets as required; and • assistance with purchases or paying bills, with regular reporting to the occupant or a designate of how the funds were spent. <p>Staffing</p> <p>Residence staff will be appropriately trained. Staff providing assistance with activities of daily living have a college home support/resident care aide certificate or an equivalent combination of education and experience. Professional supervision is provided for tasks delegated by a professional to a non-professional. As an example, although registered nurses are not usually on site 24 hours a day, a registered nurse could come into the residence to supervise a personal care aide responsible for checking if medications have been taken.</p> <p>For a PowerPoint presentation about assisted living given to the Health Care Leaders' Association on March 1, 2004, please click here (PPT 1.6MB).</p> <p>To return to the Web site at any time during the presentation please use the ESC key on your keyboard.</p> <p>Last Revised: November 24, 2006</p>

Four Listenings:

The four jigsaw listenings are described in detail in **Activity 209 - Jigsaw Notes** and are composed of the following:

Impromptu hall meeting – Two nurse’s aids meet in the hall and have an impromptu discussion about the case that is unfolding. They are concerned that Selma has been transferred and demoted. They wonder what all this means. What does it mean to undermine supervisory authority? Can’t you complain about what your boss does? They also agree that her food is smelly for some.

Telephone call (2 people) Human Rights Tribunal and Mrs. Dorchester’s son Howard. They are discussing the human rights complaint process and similar cases.

Staff lunch room – see the ripple effect of the incident

Meeting with union rep – employee finds out what union rep can do

Research Areas and Websites

- BC Human Rights Tribunal, including the 2004 case of Chauhan versus Norkam Senior Housing Cooperative Association
<http://www.bchrt.bc.ca/decisions/2004/index.htm>
- Office of Assisted Living Registrar under the Ministry of Health of the province of British Columbia
http://www.healthservices.gov.bc.ca/assisted/what_is_al.html
- Employment Standards Act
For general access to the employment standards act:
<http://www.labour.gov.bc.ca/esb/igm/igm-toc.htm>
For access to the specific section which details termination through substantial change in work conditions:
<http://www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm>

Following is the text of the Human Rights Tribunal decision on which Case Study 2 is based. It is also available as a PDF file on the BC Human Rights Tribunal website. The text below has been copied from the PDF file, although the formatting has not been retained.

To find the PDF file online, go to: <http://www.bchrt.bc.ca/decisions/2004/index.htm> and do a "Find on this page" search (Edit menu) for "Chauhan v. Norkam", or go straight to the file at: http://www.bchrt.bc.ca/decisions/2004/pdf/Chauhan_v_Norkam_Seniors_Housing_Cooperative_Association_2004_BCHRT_262.pdf

Issued: December 13, 2004 File: 1095

Indexed as: Chauhan v. Norkam Seniors Housing Cooperative Association, 2004 BCHRT 262 IN THE MATTER OF THE *HUMAN RIGHTS CODE* R.S.B.C. 1996, c. 210 (as amended) AND IN THE MATTER of a complaint before the British Columbia Human Rights Tribunal

BETWEEN: Rita Chauhan *COMPLAINANT* and: Norkam Seniors Housing Cooperative Association

RESPONDENT REASONS FOR DECISION Tribunal Member: Kurt Neuenfeldt Counsel for the Complainant: Judith Doulis Counsel for the Respondent: Rod McLeod Dates of Hearing: Final Submissions: June 28, 29 and 30, 2004 July 20, 2004

Introduction [1] Rita Chauhan alleges that the Norkam Seniors Housing Cooperative Association (the "Association") discriminated against her in regard to an accommodation, service or facility customarily available to the public, and a tenancy, because of her ancestry, race, colour, and place of origin, contrary to s. 8 and s. 10 of the *Human Rights Code*. She also alleges that the Association retaliated against her for filing her complaint, contrary to s. 43 of the *Code*. At the hearing, she did not pursue the complaint under s. 10. [2] The issue to be determined in this complaint is whether Ms. Chauhan has the right, within the context of the *Code*, to prepare ethnic foods, characteristic of her ancestry, in her home, located in a multi-unit housing cooperative (the "Cottonwood Manor"), and operated by the Association. *Witnesses* [3] Credibility is not a major issue in this complaint. However, when assessing credibility, I have been mindful not only of such factors as a witness's demeanour, powers of observation, opportunity for knowledge, judgment, memory, and ability to describe clearly what was seen and heard, but also whether the evidence of the witness is in "harmony with the preponderance of the probabilities which a practical and informed person would readily recognize as reasonable in that place and in those conditions": *Faryna v. Chorny*, [1952] 2 D.L.R. 354 (B.C.C.A.) at 357. I have also kept in mind that I can accept some, none, or all of a witness's testimony. [4] Ms. Chauhan gave evidence on her own behalf. For the Association, I heard from Robert Perry, president of Association's nine member board of directors (the "Board"); Dwight Høglund, manager for the Association; Walter Mayer, a member of the Board; and Clare Mayer. Except for Mr. Høglund, all the witnesses are residents of Cottonwood Manor. I found Ms. Chauhan, Ms. Mayer, and Mr. Høglund to be generally credible. I also found Mr. Mayer to be generally credible, although one aspect of his evidence appeared to be contradictory. I found Mr. Perry to be a strong-willed and, at times, an argumentative witness. A great deal of documentary evidence was also filed at the hearing. *Procedural Background* [5] I dealt with the two preliminary applications at the commencement of the hearing. Mr. and Ms. Mayer wanted the Tribunal to designate them as intervenors. In their application, they stated that they wanted the Tribunal to order Ms. Chauhan to cease cooking foods that produced "obnoxious odours" or to order Ms. Chauhan or the Association to install a proper ventilation system in Ms. Chauhan's unit. They argued that they should be granted intervenor status because issues being considered in the complaint could have a direct economic impact on them. After considering the position of the parties, I declined to allow the application for intervenor status for two reasons: first, the Tribunal does not have the jurisdiction to make remedial orders against a complainant; second, adding Mr. and Ms. Mayer as intervenors would have taken the litigation away from the parties. Intervenor status is intended to allow non-parties to provide argument or evidence that would be helpful to the Tribunal in determining the issues before it. They often bring an objective and different perspective to the issues. Mr. and Ms. Mayer did not propose to fill that role. Their information was more appropriately delivered by way of giving evidence for a party, which they did. In light of my decision, I also dismissed the Association's application to adjourn the hearing because of the intervenor application.

Background [6] Rita Chauhan was born and raised in Bombay (now Mumbai), India. In 1964, she immigrated to Canada with her family, and worked as a teacher in Kamloops until her retirement in 1998. Her children are grown and her husband is deceased. Ms. Chauhan describes herself as being of East Indian ancestry and is a woman of colour. [7] In April 1998, Ms. Chauhan purchased a life sub-lease for a unit in Cottonwood Manor, the Association's 144 unit cooperative seniors housing facility. Its residents come from a wide variety of nationalities and ethnicities. According to Mr. Perry, no one has ever been denied residency in Cottonwood Manor because of their race. [8] As part of the purchasing process, Ms. Chauhan reviewed the rules and regulations of the Association. She knew that she was agreeing to abide by the terms and conditions of the Disclosure Statement of the Association, and that the rules were intended to protect the interests of the people living in Cottonwood Manor. [9] The following section of the rules and regulations, set out in the sub-lease, is relevant to the complaint: 5. The Subtenant and persons occupying the Strata Unit and the Tenant's guests, visitors or servants shall not create or permit the creation of, or continuation of any noise or nuisance, which in the opinion of the Landlord, or the Landlord's manager, may or does disturb the comfort and /or quiet enjoyment of the other Tenants, their guests, visitors, servants and persons occupying other Strata Units with them. [10] The Association took pains to ensure that all sub-lessees were aware of its rules and regulations. As Mr. Perry stated in his evidence, Rule 5 is a strong rule, but the Association could not operate without it. [11] Ms. Chauhan read and understood the offer to sub-lease and obtained independent legal advice before entering into it. Soon after she purchased the sub-lease, Ms. Chauhan moved into unit 328. [12] Ms. Chauhan understood that she was not to create a nuisance in Cottonwood Manor. Her evidence was that she believed that a nuisance included things such as parties and loud music, but never thought that her cooking could be categorized as a nuisance. [13] For almost five years, Ms. Chauhan cooked both "western" and "Indian" food in her residence without complaint from the other residents. The Indian foods included curries and other savoury dishes, prepared for herself, her family and friends. [14] The first inkling of a problem arose shortly after the 2002 holiday season. Ms. Chauhan was on the elevator at Cottonwood Manor with the Mayers who reside in unit 428. Unit 428 is directly above Ms. Chauhan's residence. Ms. Chauhan asked the Mayers if they had had a pleasant holiday season. According to Ms. Chauhan, Ms. Mayer replied that it would have been fine, except for the awful smells. When Ms. Chauhan asked what smells she was referring to, Ms. Mayers replied that it was the smells from Ms. Chauhan's cooking. According to the Mayers, it was Mr. Mayer who made the comment. In my view little, if anything, turns on who made the statement. Ms. Chauhan described herself as hurt, offended, and taken aback. [15] Mr. Mayer gave evidence that he and Ms. Mayer first moved into Cottonwood Manor in June 1997. On May 24, 2002, they moved from unit 420 to unit 428. They say they noticed the odours in unit 428 from the time they moved in. The smell, which Mr. Mayer described as pungent and long lasting, was noticeable on a sporadic basis. Sometimes they could smell the odour once or twice a week; sometimes the intervals would be longer or shorter. They stated that they discussed the odours with the previous residents, who told them that they would turn on the exhaust fans in unit 428 when they occurred, and that the odours were not too bad. [16] The worst time for the Mayers was the holiday season at the end of 2002. The smells were noticeable on a daily basis. The smells were particularly strong around the drier exhaust ductwork in the unit's laundry room and around the drain outlets for the sinks in the kitchen and two bathrooms. Mr. Mayer stated in his evidence that the odour made him lose his appetite and upset his stomach. [17] On January 25, 2003, Ms. Chauhan received a copy of a letter from the Mayers to the Board. In the letter, the Mayers state that they have experienced "very offensive odors" from time to time since they moved into the unit. They go on to state that they were registering a formal complaint with the Association, because they had reached the conclusion that the odours were "created" in unit 328. They note that the complaint was being made pursuant to the Association's rules and regulations, which specify that the tenants of the strata shall not create, permit, or continue a nuisance. [18] Ms. Mayer authored the letter of complaint. At the hearing, she stated that she did not speak to Ms. Chauhan directly about the problem because she and Mr. Mayer belonged to a cooperative and needed to follow the proper procedure. Mr. Mayer was asked if he did not think Ms. Chauhan would be hurt by the letter. He replied that he felt he was in a very awkward position, and that for him to approach Ms. Chauhan directly would be wrong. He wanted a third party to deal with the problem. When asked why he did not simply speak with Ms. Chauhan, he replied that he did not want to get involved. It is of note that, as well as being a Board member, Mr. Mayer was also chairperson of its

maintenance committee. [19] Mr. Høglund, the building manager, recalled in his evidence having a discussion with the Mayers sometime before January 25 about the odours coming into their suite. He did not consider those discussions to be a complaint. Mr. Mayer gave evidence that Mr. Høglund told him that the only way the Mayers could complain was under the nuisance provision of the rules. [20] Mr. Mayer testified that the odour was more of a problem for Ms. Mayer than him. Ms. Myers stated in her evidence that she has a medical condition known as fibromyalgia, as well as asthma, and that as a result, she is very sensitive to smells, sounds and light. The odour made her nauseous and gave her headaches. On occasion, it made her vomit. Generally, the Mayers felt the odour interfered with their enjoyment and pride they had in their home, and the odour caused them embarrassment when friends came to visit. Ms. Mayer confirmed that when she moved into Cottonwood Manor, she told no one about her sensitivities. [21] Throughout the dispute with Ms. Chauhan, neither the Association nor the Mayers said that the problems with the cooking odours were related to Ms. Chauhan's ancestry, race, colour, or place of origin. Throughout the hearing, the Association's witnesses took pains to avoid agreeing that they knew Ms. Chauhan was cooking curry or that the term curry was used when discussing the problem. For their part, Mr. Perry and Mr. Mayer testified they knew little about cooking and did not know what ingredients Ms. Chauhan used. [22] Ms. Chauhan replied to the Board's letter on January 28, 2003. She stated she had lived in the strata for almost five years without complaint, but as she wished to be a good neighbour, she would like to define what they meant by an offensive odour, and why they felt it was coming from her unit. She received no response to her inquiries. [23] On February 18, 2003, the Board replied to the Mayers' complaint. In its letter, the Board set out the following points: a. The odours permeating unit 428 were "offensive"; b. Mr. Høglund had identified a similar offensive odour in unit 328; c. A resident creating a nuisance should take positive steps to correct it, and it appeared Ms. Chauhan had taken those steps, as there had been no further complaints; d. The board would "do all that it can to alleviate the problem" by obtaining the services of a qualified person to inspect all areas where such odours may be able to enter unit 428; and e. If the odour occurred again, the Mayers were to immediately contact the manager or board members "in order to enter unit 328 in an effort to pin-point the cause of the offense (sic) odors." [24] In his evidence, Mr. Mayer stated that he attempted to absent himself from Board discussion about the problem, but at Mr. Perry's insistence, he would from time to time take part in the Board's deliberations. Mr. Perry was of the opinion that the matter was not "personal". For his part, Mr. Mayer was of the view that his dispute was not with Ms. Chauhan, but rather with the Association. It was a problem the Association had to solve. [25] There were no further complaints from the Mayers until April 23, 2003, although Ms. Chauhan did continue to regularly cook Indian foods. In the Mayers' second written complaint to the Board, Mr. Mayer states that he and Ms. Mayer were again bothered by an offensive cooking odour, despite steps taken by a contractor to alleviate the problem. According to the evidence, a contractor had sealed some gaps around wall fixtures in their unit in an attempt to stop the odours. [26] The complaint letter states: I would like to see this problem corrected as it is very offensive to us. It makes my wife ill. I don't think we should have our home invaded by this odour. [27] Upon receiving this letter, Ms. Chauhan was very upset and did not know what to do. In her cooking, she uses condiments and ingredients such as onions, cloves, cumin, cinnamon, turmeric, cardamom, coriander, and chilli. She did not know what it was she was not supposed to use. She did agree with counsel for the Association that there is nothing in the complaint letter to suggest that the motivation of the Mayers was discriminatory. [28] On May 15, 2003, Ms. Chauhan wrote to Mr. Høglund, stating that it appeared the odours the Mayers smelled occurred only when she turned on the kitchen exhaust fan in her unit. She notes that when she cooked curry without using the exhaust fan, she received no complaints. She goes on to state: I suggest that perhaps the problem lies in a faulty connection of the outlet of the vent above my stove during the installation. This area should have been checked in the very beginning. I hope this problem is solved soon by an independent professional. These complaints are annoying and harassing to me personally. [29] In her evidence, Ms. Chauhan stated that it made no sense that the cooking smells were a problem only when she used her fan, as it seemed the exhaust system was doing just the opposite of what it was intended to do. Ms. Chauhan noted that as an experiment, she made arrangements to cook Indian foods in the unit below her own. She turned the exhaust fan in the unit on full, and there was no problem with odours seeping into adjacent units. This led her to believe that the problem could be with the exhaust system piping between her unit and the Mayers'. In his evidence, Mr. Høglund stated that the odours in the Mayers' unit were particularly strong near their clothes drier.

[30] Mr. Perry was asked by counsel for Ms. Chauhan whether he agreed that the Board did not address the concerns she raised in her letter of May 15. He responded that he did not agree or disagree with the comment because he did not know all the facts. I found this answer evasive, as Mr. Perry was intimately familiar with the details of the dispute. [31] Mr. Hogleund confirmed in his evidence that he brought in a number of contractors in an attempt to solve the problem. For example, on June 19, 2003, a plumbing and heating contractor inspected the kitchen exhaust fan in Ms. Chauhan's unit, to see if it was venting properly. A new, more powerful range hood was installed. A short time afterwards, Ms. Chauhan gave a building maintenance person access to her residence to install a two foot extension of the kitchen fan exhaust pipe to the outside of her residence, in an attempt to carry the odours away from the building. Ms. Chauhan thought that his attempt was unsafe, and asked him to stop. Mr. Hogleund later agreed that she was correct in putting a stop to the work. Ms. Chauhan also told Mr. Hogleund that she objected to the proposed modification because it would be unsightly and would provide a perch for birds. [32] On August 5, 2003, Ms. Chauhan received a letter from the Board, advising her that: ... personnel from the Association will be entering your unit at approximately 10:00 am on Thursday, August 7, 2003, to install an extension to the exhaust pipe leading from your range hood exhaust fan to the exterior of the building, in an effort to disperse the offensive odors, before they reach Unit 428. [33] The letter concludes with the following passage: If this extension fails to disperse the offensive odors the Association will have no option but to proceed with further action under the provisions of the rules of the Association. [34] On August 6, 2003, a lawyer representing the Association wrote Ms. Chauhan. The letter concerns "cooking odors emanating from your premises." The lawyer states that "the cooperative has to balance the enjoyment of each individual tenant in their respective units with the peaceful enjoyment of the development generally by all tenants." Counsel for Ms. Chauhan asked Mr. Perry how the Association was balancing Ms. Chauhan's interests with those of the Mayers. He answered that the question would have to be put to the lawyer who wrote the letter. I found this answer glib. The Association's lawyer was acting on the instructions of the Association and Mr. Perry was the president of its Board. When pressed on the issue, Mr. Perry replied that, as Ms. Chauhan broke the rules of the Association, she was the one who had to make amends for the situation. [35] The Association's lawyer goes on to state in his letter that due to the fact that Association's request to put on an extension had been rebuffed by Ms. Chauhan, he was now giving formal notice that representatives of the Association intended to enter the premises in order to put an extension on the exhaust duct. [36] Ms. Chauhan took the letter to her lawyer, and told him that she had already told the maintenance worker at Cottonwood Manor that an extension would be unsightly. According to Ms. Chauhan, the lawyer faxed a letter to the Board on August 6, 2003, asking that the extension not be installed. Ms. Chauhan asked her lawyer to write the letter because she felt the Board was forcing a solution on her without consulting her. She agreed in her testimony that the Association had a right to enter her suite to effect necessary repairs to the building. She added, however, that as a courtesy, they should have consulted with her first. [37] On August 7, 2003, Mr. Perry, John Cheetham, a Board member, and Mr. Hogleund came to Ms. Chauhan's door with a ladder and some pipe, in order to install an extension to the kitchen exhaust. Ms. Chauhan asked them if they had received the letter from her lawyer. They replied they had not. According to Ms. Chauhan, Mr. Perry inserted the ladder in the door and told Ms. Chauhan that the three men were going to install an extension on the kitchen fan exhaust pipe. Ms. Chauhan replied that if they were going to force their way into her residence she would call the police. She stated she was frightened by Mr. Perry's attempt to enter her home. According to Mr. Perry, Ms. Chauhan became belligerent, but he never crossed the threshold himself or with the ladder he was carrying. [38] In his evidence, Mr. Hogleund recalled Mr. Perry taking a step into the doorway. He also recalled Ms. Chauhan asking Mr. Perry if he had not received the letter from her lawyer and that stating she would call the police if they attempted to enter her home. I prefer the evidence of Ms. Chauhan and Mr. Hogleund to that of Mr. Perry on the issue of whether he attempted to enter the suite. However, in my view, little turns on this aspect of the incident. [39] Mr. Perry was asked at the hearing why he did not sit down with Ms. Chauhan and discuss the situation with her. He replied that the question should be asked of the Board, as he does what the Board tells him to do. Again, I found this answer glib. As president of the Board, Mr. Perry was clearly the person in charge. In any event, he confirmed that at no time did any Board member speak to Ms. Chauhan directly about the problem. [40] Later the same day, Ms. Chauhan contacted Mr. Hogleund, who came to her unit to further discuss the addition of venting. In the discussion, Ms. Chauhan seemed to be suggesting he was lying

about the Association not receiving the letter from her lawyer. In the end, Ms. Chauhan agreed to allow the installation of an extension to the vent pipe and it was put in place. [41] Ms. Chauhan confirmed in her evidence that she had refused entry into her residence on this one occasion, but had otherwise allowed plumbers, maintenance staff, Mr. Hoglund, and others into her residence in regard to the ventilation problem. [42] On August 19, 2003, at the urging of a friend, Ms. Chauhan completed an "Occurrence Report" with the Kamloops RCMP, stating that on August 7, 2003, there was an "attempted entry on her home" by members of the Board of Directors, including the president of the Board. The police refused to take a complaint from Ms. Chauhan after she told them that no one had actually entered her suite. [43] Ms. Chauhan's view was that she was being harassed by phone calls and persons coming to her residence asking her if she was cooking her foods and coming into her home to smell what she was cooking. This included Mr. Hoglund and Mr. Tyson, another Board member. She, on the other hand, was never allowed to enter the Mayers' residence to identify what they smelled. She asked Mr. Hoglund if she could investigate the odours in the Mayers' unit, but he told her that they would not allow it. [44] On September 16, 2003, the Board sent Ms. Chauhan a letter stating that, as a result of her own actions, the Board was forced to send her a first notice of the termination of her sub-lease. The notice states that if a second notice is issued within a six-month period, for any violation of the regulations, her sub-lease could be terminated. Mr. Perry stated in his evidence that the notice was issued because Ms. Chauhan had refused entry to her apartment on August 7, 2003. [45] Ms. Chauhan's lawyer wrote the Association's lawyer on September 22, 2003, stating that Ms. Chauhan disputed the validity of the September 16 notice. He goes on to say that Ms. Chauhan would like to arrange access to her unit by the Association so that the exhaust vent from her unit could be extended to the roof of the building, something she had suggested some time before. [46] On October 9, 2003, the Board held a general meeting. Ms. Chauhan presented a letter to the Board in which she states: I feel that you are using bullying tactics to try to intimidate me, a single senior woman. You have issued me with a First Notice for not complying with your solution and allowing you entrance into my home. My lawyer's letter dated August 6th, advised you to consult with me prior to taking any action. You chose to ignore this letter. [47] Immediately after the general meeting, the Board, including Mr. Mayer, met in private. According to the minutes, all the Board members, including Mr. Mayer, agreed that the Board should delay sending a second letter to Ms. Chauhan until some piping was installed, to see if it corrected the problem. They also decided that the cost of the work would be billed to Ms. Chauhan. For her part, Ms. Chauhan noted that no one spoke to her about paying for the repair work. In her view, the venting systems in Cottonwood Manor are the responsibility of the Board. She did agree that at this point the Board was trying to fix the problem for both her and the Mayers by having repair work done. [48] In mid-October 2003, the Association installed an extension pipe to the kitchen exhaust for Ms. Chauhan's residence to above the roofline of the building. It was Mr. Perry's evidence that the extension did not fix the problem. According to him, the Association had done its best to deal with the infraction of the rules and regulations, but that its efforts had failed. [49] At about this time, Ms. Chauhan realized how serious the situation was, in that she was being threatened with eviction. She testified that she knew she could not afford to continue to pay her lawyer's fees, and filed a human rights complaint on October 14, 2003. The Tribunal notified the Association of the complaint on October 28, 2003. [50] On October 27, 2003, Mr. Perry wrote Ms. Chauhan and recited the history of events from his point of view. He goes on to state that on October 23, 2003, he and Mr. Hoglund went to unit 428, where they both found a "very offensive odor" permeating the unit. He then writes: "We then went to your unit 328 and found clear evidence that the offensive odor was emitting from a cooking vessel on your stove", which he describes as a clear violation of the rules and regulations of the strata. Ms. Chauhan stated in her evidence that on that day she was using lentils, onions, garlic, ginger, and chilli powder to cook dhal, a common food in India. [51] Mr. Perry goes on to state in his letter: It is my firm opinion that the duly elected Board of Directors of your Association, based on previous decisions relating to this serious problem, will move to terminate your Sub-Lease ... unless you immediately cease and desist creating the problem that is before us today. [52] Mr. Perry adds in his letter that there is a viable option open to both parties, arbitration pursuant to the *Commercial Arbitration Act*, R.S.B.C. 1996, c. 55. He then states: If it is your desire to proceed to arbitration rather than face the distinct possibility of having your Sub-Lease terminated, would you please notify the Board... [53] Mr. Perry stated that he expected that Ms. Chauhan and the Association would split the costs of the arbitration. There was no expectation on his part that the Mayers would be required to pay

any of the costs. When asked at the hearing how this approach balanced the interests of the Mayers and Ms. Chauhan, Mr. Perry replied that he had not used the phrase. Rather, it had been used by the Association's lawyer in his correspondence with Ms. Chauhan. [54] Mr. Perry closed his letter of October 27 by stating that if Ms. Chauhan did not request arbitration, the Board would have no choice but to "proceed under the Rules and Regulations ... to settle this dispute." The letter was copied to all the Board members, including Mr. Mayer. It made Ms. Chauhan feel threatened and nervous. On the same day, Ms. Chauhan wrote to the Mayers, proposing a solution to the problem. She states in her letter: As I do not cook my ethnic food everyday, I would like us to arrange a day and time, once a week, when I may do so without a complaint from you. I suggest Thursdays from 10 am – 1 pm if this is agreeable to you. [55] Ms. Chauhan goes on to state in her letter that she is taking steps to find out the cause of the poor ventilation system, and asks for their cooperation in her efforts to solve the problem. The Mayers replied on October 29, 2003, stating that as the matter was before the Board of Directors, they could not enter into any agreement with her. [56] At the hearing, Mr. Perry described Ms. Chauhan's proposal as being like an agreement to beat a person only occasionally. Further, the Association could not agree to a situation where the rules were breached, and that the rules themselves could only be changed by due process. In his evidence, Mr. Mayer stated that having Ms. Chauhan cook once a week would not solve the problem and that he and Ms. Mayer could not agree with the suggestion. [57] Another Board meeting was held on November 13, 2003, at which Mr. Perry presided. Mr. Mayer was not present. Mr. Perry notified the directors that Ms. Chauhan had filed a human rights complaint. Soon after, the Board voted to send a "second notice" to her regarding her violation of the rules and regulations of the strata. [58] The Board sent Ms. Chauhan the "second notice" on November 18, 2003. In an accompanying letter, the Board secretary states: It is with regret that the Association has been, by your own actions, left with no other alternative but ... to send you the attached "SECOND NOTICE" [59] Ms. Chauhan's understanding was that her first offence was refusing to let Mr. Perry and the others into her home on August 7, 2003. The second offence was in creating a "nuisance" by cooking dhal on October 23, 2003. Again, prior to the notice and letter being issued to Ms. Chauhan, no one from the Board spoke to her directly. [60] The letter closes by reminding Ms. Chauhan that failure to comply with the "cease and desist" directive in the second notice would lead to her sub-lease being terminated. A second letter from the Board of the same date advised Ms. Chauhan that the Board wanted to resolve the matter through arbitration, and invites her to participate. At the time the Board wrote the letter, it had already selected their nominee for the arbitration, William Anhorn, a founding member of the Association. [61] In the fall of 2003, Ms. Chauhan hired, at her own expense of \$572.45, Keen Engineering ("Keen"), to investigate the problems with the exhaust system in her unit. In a report dated November 24, 2003, Keen noted that the ductwork installed in October 2003, to vent Ms. Chauhan's range hood to the roof of the building, was improper and restricted the airflow by approximately 60% of the system's capacity. The report also notes that the range hood, in addition to being inefficient, was undersized for the size of Ms. Chauhan's kitchen. The report notes that if all the problems mentioned were corrected, it would not necessarily correct the problem with cooking odours, but would only bring the system up to current standards. [62] From January 28, 2003, through October 1, 2003, Ms. Chauhan obtained the signatures of eight of her immediate neighbours – on her floor as well as neighbours above and below her unit – on a document which states that none of them have any complaints about odours coming from her unit. [63] At the hearing, Mr. Mayer, who, it will be recalled, was the chairperson of the Association's maintenance committee for Cottonwood Manor, agreed with Ms. Chauhan's counsel that the problem appeared to be an isolated one, localized to units 328 and 428. He stated that, as far as he knew, the exhaust system in unit 328 might not be hooked up properly. He noted that checking that the work had been done correctly could entail opening the drywall along the entire length of the exhaust system, to confirm that it had been properly connected. He also noted that the kitchen exhaust fans in Cottonwood Manor are located on an interior wall of the units and the distance from the fan to the outside wall in Ms. Chauhan's unit is approximately 25 feet. Because of the design of the building, the ductwork would have to take at least three turns from the stove area to the outside wall. He agreed with the suggestion of Ms. Chauhan's counsel that a solution to the problem might have been found through a thorough investigation of the entire exhaust system. [64] Ms. Chauhan's lawyer sent a copy of the Keen report to the Association's arbitration nominee, Mr. Anhorn, asking that he act as mediator in the dispute, and that the arbitration be put off until the Board had a chance to review the report. Mr.

Anhorn declined to do as requested, and returned the report to the lawyer. [65] On December 2, 2003, Ms. Chauhan made an application to add Robert Perry and Walter Mayer as respondents in her human rights complaint. On December 5, 2003, the Board issued a termination notice for Ms. Chauhan's sub-lease, effective January 1, 2004. Mr. Mayer and Mr. Perry both voted in favour of the motion to terminate the lease. In his evidence, Mr. Mayer said he did not think it was appropriate for him to sign the notice, but that the "Board" said he should do so. The notice goes on to state that if Ms. Chauhan did not vacate the premises as required, her furniture and chattels would be put into storage at her expense and her sub-lease would be sold. When asked by counsel for Ms. Chauhan to confirm that the sole reason for the Board meeting on December 5, 2003 was to consider Ms. Chauhan's newly filed human rights complaint, Mr. Mayer hesitantly answered that he could not recall if it was the sole issue on the agenda. I conclude that it was an important reason for the meeting, if not the only reason. [66] On December 12, 2003, Ms. Chauhan appealed the decision of the Board, pursuant to s. 37 of the *Cooperative Association Act*, S.B.C. 1999, c. 28. Ms. Chauhan was extremely upset that she was being given notice of the termination of her sub-lease just before Christmas and had only until January 1, 2004 to move. Again, no one from the Board spoke to her personally about the notice. [67] On December 8, 2003, three days after issuing the termination notice, the Association sent a bill to Ms. Chauhan for all repairs done to units 428 and 328, in the amount of \$1,130.57. At the hearing, Mr. Perry stated that while the expenses were billed to Ms. Chauhan, the final decision as to whether a sub-lessee or the Association paid the costs of a repair was made only at the time the sub-lease is sold. It is not apparent from the bill that Ms. Chauhan's responsibility for paying it was conditional. [68] On December 15, 2003, Mr. Perry, on behalf of the Board, wrote to Ms. Chauhan's lawyer, stating that in order to conform to the requirements of the *Cooperative Association Act*, the termination notice sent to her on December 5 was null and void. The letter states: "We apologize for not allowing Mrs. Chauhan the opportunity to be involved in the decision making of the Board of Directors." A review of the *Cooperative Association Act* suggests the Board had failed to notify Ms. Chauhan of the meeting at which her eviction was to be discussed, pursuant to s. 36 of that Act. [69] Mr. Perry then gave Ms. Chauhan notice that a resolution to terminate her sub-lease would be considered by the Board on December 30, 2004. The letter goes on: We intend to use the provisions of the *Cooperative Association Act*, the Commercial Arbitration Act and the Rules and Regulations of the Disclosure Statement of the NorKam Seniors Housing Cooperative Association in order to effect the termination of Mrs. Chauhan's tenure in the Cooperative Association. [70] In what is described as an offer to settle the dispute, Mr. Perry makes the following proposal: The NorKam Seniors Housing Cooperative Association would set aside the Sub-Lease termination process, provided Mrs. Chauhan would cease and desist creating the offensive odour that causes a nuisance to her neighbour. [71] On December 29, 2003, Ms. Chauhan wrote the Board, suggesting that the difficulties were the result of improper ventilation systems and construction in the building. She notes that she had cooked her traditional foods in other units near 328 and 428, and that the people in the surrounding areas had smelled nothing. [72] Ms. Chauhan included in her letter a copy of the Keen report, and noted that the report suggests steps that could be taken in an attempt to alleviate the problem. She states that until the work suggested by the Keen report was done, she was willing to restrict the cooking of ethnic foods to once a week over a three hour period, at a mutually agreeable time. [73] At the hearing, Mr. Perry stated that in his view, Ms. Chauhan's suggestion was not a compromise. Later in his evidence, he stated that Ms. Chauhan had in fact never compromised her position, and that the Board had done far more than her to solve the problem. I do not find these assertions to be supported by the evidence. Ms. Chauhan, with the possible exception of the incident on the morning of August 7, 2003, cooperated in the efforts to solve the problem. Her repeated suggestion that she would cook on a specific day of the week, her cooking in other suites, and her commissioning of the Keen report were clear indications that she was earnestly interested in resolving the problem. [74] On December 30, 2003, at a special meeting of the Board called solely to deal with the dispute with Ms. Chauhan, a motion was passed to rescind the earlier motion to terminate Ms. Chauhan's sub-lease. A new motion to terminate the sub-lease was put forward, and Ms. Chauhan and her daughter were allowed to make presentations on the motion. No questions were asked of her or her daughter by the Board members. Immediately thereafter, a new motion to terminate the sub-lease was carried unanimously. Mr. Mayer did not attend the meeting. While Ms. Chauhan was limited to speaking for 15 minutes, Mr. Perry spoke, according to the minutes, "at length on the seriousness of the issue which must be resolved." [75] On December 31, 2003, the

Board notified Ms. Chauhan by letter that it had voted the day before to terminate her sub-lease, and that a General Membership Meeting would be held on January 19, 2004, to discuss and vote on the Board's decision, under the provisions of s. 37(1) of the *Cooperative Association Act*. On the same date, Ms. Chauhan's lawyer notified the Board that Ms. Chauhan was appealing their decision. Ms. Chauhan was horrified by the Board's position. She continued to believe that she had done nothing wrong. [76] On January 8, 2004, the Board advised Ms. Chauhan that, as per her request, the extension of her kitchen exhaust was to be removed. Ms. Chauhan had asked Mr. Hogle to remove the exhaust extension as it was not correcting the problem. No mention was made in the letter from the Board of the other deficiencies set out in the Keen report. [77] On January 17, 2004, Mr. Perry, as President of the Board, wrote to all residents of Cottonwood Manor. He wrote that the only sensible way to resolve the dispute with Ms. Chauhan was through negotiation. He then goes on to urge the residents to attend the membership meeting called for January 19, 2004, to "support your elected Directors." A notice concerning the meeting sets out the rules of the Disclosure Statement that had, according to the notice, been violated: a. According to the sub-lease, a tenant acknowledges that he/she has read and understood the disclosure statement; b. The landlord has the right to install, among other things, ductwork; c. A tenant shall not create or permit the creation of a nuisance, and; d. The landlord may terminate the membership of a member who has engaged in conduct detrimental to the housing cooperative. [78] Counsel for Ms. Chauhan put it to Mr. Perry that the Notice for the General Meeting was deliberately drafted by him so that other residents would not know the true purpose of the meeting. He replied that this was not his view. In his cover letter, Mr. Perry does not mention the details of the dispute, saying "it has all been said." The letter goes on to state that the Association was willing to negotiate a settlement, and would not terminate a sub-lease while meaningful negotiations were going on. At the same time, the Association would use its legal powers if it had to. [79] The introductory letter suggests that the solution to the problem was negotiation. However, neither the notice nor the accompanying letter expressly state that the purpose of the meeting was to confirm the motion of the Board to terminate Ms. Chauhan's sub-lease. It appears that the Association was seeking confirmation of the termination notice to strengthen its hand when 'negotiating' with Ms. Chauhan. [80] Mr. Perry stated in his evidence that he did not care what Ms. Chauhan cooked as long as her cooking did not interfere with the comfort of other residents. He believed that the Association could not allow its rules to be broken, and that if strong leadership in this regard was a fault, he was guilty. In his view, once the Board received a written complaint, it was obligated to investigate and respond. [81] Ms. Chauhan presented her position at the January 19 meeting. Another speaker cautioned the meeting that a vote in support of the Board could be seen as a violation of s. 43 of the *Code*. [82] A case history of the conflict was also distributed. It stated that Ms. Chauhan had violated the rules of the Association, and that the Board had a duty to uphold those rules. Mr. Mayer signed the document, as a director of the Board, along with the eight other directors. It is on this point that I found Mr. Mayer's evidence contradictory. It is hard to reconcile his signing the document with his statement that his dispute was with the Association, not Ms. Chauhan. [83] Mr. Mayer spoke at the meeting and presented a written statement. In it he says: Rita mentions her rights but what about our rights? She reminds me of some Smokers. They want their rights to smoke but don't consider the rights other people that don't smoke. [Reproduced as written] At the hearing, he stated that if this complaint is resolved in a manner that allows the odours to continue, he and Ms. Mayer will have to move. [84] The results of the January 19, 2004 vote were as follows: 51 people voted to support the Board's decision to terminate Ms. Chauhan's sub-lease while 42 voted against. Two ballots were spoiled. [85] The motion passed by the Board stated that it would have no effect or power if Ms. Chauhan informed the Board, in writing, that she would cease and desist in her violation of the Association's rules. Shortly thereafter, Ms. Chauhan decided to agree to the "cease and desist" condition, as she did not want to be evicted. [86] In correspondence dated January 20, 2004, to Ms. Chauhan's new counsel, Mr. Perry stated that he was willing to agree to a 90-day cooling off period, proposed by Ms. Chauhan's counsel prior to the January 19, 2004 meeting, in hopes of settling the dispute. On January 22, 2004, Ms. Chauhan's counsel wrote to the Board, on a "with prejudice" basis, stating that Ms. Chauhan agreed not to cook her traditional ethnic foods unless authorized to do so by "law or agreement". The letter went on to state: Please take notice that Ms. Chauhan is consenting to your demands because she cannot afford to be evicted from her suite. She has not resiled from her position that the Respondent's actions are discriminatory and contrary to the *Human Rights Code*. [87] On January 23, 2004, Mr. Perry wrote counsel for

Ms. Chauhan to inform her that he had arranged for a video inspection of the duct work in Ms. Chauhan's suite in an effort to determine if it was malfunctioning. The contractor conducting the inspection was not able to complete it due to possibility of damage to the video equipment. [88] Inland Technical Services also performed inspection and repairs of the exhaust system. A memorandum from the company dated March 3, 2004, indicates that the airflow measurement was 266 cubic feet per minute at the range hood and 127 cubic feet per minute at the outdoor exhaust. These figures suggest that the exhaust system was working at approximately 50% efficiency and that there was significant leakage in the ductwork. [89] Ms. Chauhan stated at the hearing that the dispute with the Association had a major effect on her health. Her blood pressure had gone up, and she could no longer sleep without sleeping pills. She lost confidence in her own abilities, and was fearful of causing offence by her cooking. She described herself as mortified, humiliated, hurt and angry. She could not cook her ethnic foods because she might be evicted. **Legislation** [90] The applicable sections of the *Code* are: 2. Discrimination in contravention of this *Code* does not require an intention to contravene this *Code*. 4. If there is a conflict between this *Code* and any other enactment, this *Code* prevails. 8(1). A person must not, without a *bona fide* and reasonable justification, (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons. 43. A person must not evict, discharge, suspend, expel, intimidate, coerce, impose any pecuniary or other penalty on, deny a right or benefit to or otherwise discriminate against a person because that person complains or is named in a complaint, gives evidence or otherwise assists in a complaint or other proceeding under this *Code*.

Submissions of the Parties

Submissions on Behalf of Ms. Chauhan [91] Ms. Chauhan's counsel framed her submissions in the context of s. 8 of the *Code*. She argues Ms. Chauhan has met the evidentiary burden on her to establish a prima facie case of discrimination, and notes that she is not required to show that the Association intended to discriminate against her. [92] It is further argued that, in the circumstances of her complaint, the discrimination against her was both direct and indirect. The Board's determination of what cooking odours constitute a nuisance is totally subjective and ethno-centric. [93] Counsel cites *Fancy v. J and M Apartments Ltd.* (1991), 14 C.H.R.R. D/389 (B.C.C.H.R.D.), a decision of the former BC Human Rights Council. In that case, the respondents were found to have discriminated against prospective tenants on the basis of assumptions and stereotypes regarding cooking odours. The respondents refused to rent an apartment to the complainants, who were of East Indian origin, because the respondents feared the complainants would cook with curry. [94] Counsel for Ms. Chauhan also argues that the Association has not established a defence to the discriminatory conduct by establishing a *bona fide* and reasonable justification (BFRJ) for its conduct. She does not dispute that the prohibition against Ms. Chauhan cooking foods was rationally connected to the general purpose of addressing the concerns of the Mayers. [95] However, counsel for Ms. Chauhan says that the prohibition against cooking her ethnic food was not made in good faith. The bad faith of the respondents is exemplified by its "unreasonable and unbelievable denial" that the alleged offensive cooking odours were the aroma from Ms. Chauhan's cooking of curry. If the Association were acting in good faith, it would not have taken and maintained its position that it did not impose a ban on Ms. Chauhan cooking curry, but only on her creating a nuisance by cooking foods which it alleged created offensive cooking odours. Cooking ethnic foods in one's own home, according to counsel, is not the type of activity that ordinary Canadians would consider to be a tortious nuisance. [96] Counsel for Ms. Chauhan also argues that the standard adopted by the Association was not one reasonably necessary to accomplish its purposes and goals. The Association gave Ms. Chauhan only two options: stop cooking her ethnic foods or be evicted. [97] Counsel for Ms. Chauhan does not dispute that the Association needs to balance the competing rights and needs of those persons who reside in Cottonwood Manor. However, she argues that the Association did not make a fair and genuine attempt to do so. When its half-hearted efforts proved unsuccessful, it put the entire burden of remedying the problem on Ms. Chauhan. The Association made no effort to understand or

accommodate Ms. Chauhan's point of view. [98] On the issue of retaliation, counsel for Ms. Chauhan notes that at the Board meeting of November 13, 2003, immediately after Mr. Perry reported that Ms. Chauhan had filed a human rights complaint, a motion was made to send her a second notice, a step required in the termination process. The motion was made even though at the preceding Board meeting, it had been agreed to see if the pipe extension, added in October 2003, was effective. Counsel argues that her position is reinforced by the fact that the Mayers were likely not at home at the time of the meeting and that it was not until much later that the Association realized that the pipe extension was ineffective. [99] Ms. Chauhan made an application to add Mr. Mayer and Mr. Perry as respondents. This application was served on them on December 2, 2003 (and withdrawn several weeks later). On December 5, 2003, the Board held a special meeting during which a resolution was passed to terminate Ms. Chauhan's sub-lease, in a manner that violated the *Cooperative Association Act*. Ms. Chauhan's counsel argues that the Board's December 5, 2003 decision was an act of retaliation.

Submissions on Behalf of the Association [100] Counsel for the Association argues that it did not take steps to terminate Ms. Chauhan's membership in the cooperative, or evict her from her home, because she persisted in cooking ethnic foods. The Association was only responding to a valid complaint by the Mayers that the odours were causing them discomfort and disturbing their right to quiet enjoyment of their home. [101] Counsel further argues that there was no distinction drawn, intentionally or otherwise, between Ms. Chauhan and other members of the Association. Ms. Chauhan was subject to exactly the same rules of the Association as were all other members. The Board was dealing with a *bona fide* nuisance to the Mayers. [102] Counsel reviews the law of nuisance, and states that the intensity of the interference with the Mayers' property was quite severe and of long duration. He sets out an excerpt from *The Law of Torts*, 2nd ed. (2003) (QL), by Phillip H. Osbourne, Chapter 6, Nuisance, Part B, Private Nuisance, which states as follows: In order to prove a private nuisance, the plaintiff must show an interference that in all the circumstances of the case is unreasonable to the ordinary person. ... The circumstances relevant to deciding if the interference is unreasonable include the character of the neighbourhood, the intensity of the interference, the duration of the interference, the time of day and the day of the week of the interference, the zoning designation of the area, the utility of the defendant's activity, the nature of the defendant's conduct, and the sensitivity of the plaintiff. None of these factors is conclusive but they do deserve some further comment. [103] When faced with the situation brought to its attention by the Mayers, the Board did all it could do to find a remedy. It first attempted to resolve the situation, but when no mutual optimal solution could be reached, it had to enforce the rules and regulations of the Association. The issue for the Board is not, and has never been, curry. The issue for it is the smell complained of by the Mayers. [104] Counsel states that there is no authority for the proposition that a person interfering with a neighbour's use and quiet enjoyment of their property cannot constitute a nuisance if that activity has any indicia of race, culture, or place of origin. This would give persons who found themselves in the Mayers' situation no recourse where their property is being interfered with for those reasons. [105] Counsel argues that Ms. Chauhan had choices open to her in that she could have chosen to cook with her exhaust fan off, or she could have used less aromatic foods. On the other hand, the Mayers had no options open to them. This was the issue the Board was bound to resolve. That the issue was resolved against Ms. Chauhan is regrettable, but she is the one who contravened the rules. [106] Counsel then sets out his alternative argument that if the Association did discriminate against Ms. Chauhan, it had a *bona fide* and reasonable justification for doing so. The standard adopted was the prohibition against creating a nuisance, a standard Ms. Chauhan agreed to be bound by. In his view, the standard was adopted in good faith and was necessarily reasonable to accomplish the goal of maintaining order amongst the residents of the building. [107] The only way the Association could have accommodated Ms. Chauhan was to completely overhaul her suite and create a complete barrier between her suite and that of the Mayers. The cost of this would have been prohibitive and would have constituted undue hardship. Counsel argues that the Tribunal is without jurisdiction to order the Association to investigate and remedy any ventilation problems. As stated in the submissions, "To do so, would very well entail the expenditure of hundreds of thousands of dollars." [108] In his concluding remarks, counsel for the Association states: The Respondent has never alleged that Mrs. Chauhan bear the burden of accommodating Mrs. Mayer's disabilities. The Respondent has simply asked Mrs. Chauhan to act in consideration of her neighbours.

Findings of Fact [109] The decision in this complaint is largely confined to its unique factual background. A review of the evidence establishes the following. Ms. Chauhan was aware of the rules and regulations of the Association when she moved into her unit in 1998. I find it reasonable and necessary that the Association has enforceable rules to ensure its members quiet enjoyment of their homes. These rules and regulations allow the Association to terminate sub-leases and evict residents of Cottonwood Manor in appropriate circumstances. I also find that the threat of eviction from her home and prohibition against cooking certain types of food was extremely distressing to Ms. Chauhan. [110] I find that for almost five years, Ms. Chauhan regularly cooked a variety of foods in her home, including some that were common to her ethnic background, without complaint from other residents of Cottonwood Manor. Ms. Chauhan used a variety of spices and ingredients when she cooked her ethnic foods and, as with the cooking of any foods, the process produced odours. It was clearly only some cooking odours that led to the Mayers' complaint to the Association. In my view, it is immaterial as to exactly which ethnic foods and spices produced what odours. [111] After they moved in above Ms. Chauhan, the Mayers found the odours extremely offensive, to the point that it caused them discomfort. Ms. Mayer's medical condition was such that she found herself particularly sensitive to the odours. [112] The Mayers steadfastly refused to discuss the problem with Ms. Chauhan directly or cooperate with her in identifying exactly which cooking odours were a problem. As a result, Ms. Chauhan faced eviction from her home if she cooked foods the Mayers found offensive, but she received no assistance from the Mayers or the Association in identifying which foods those were. She had two options: she had to correctly guess which ethnic foods she could cook, or she had to refrain from cooking ethnic foods altogether. [113] For some, the odours produced by Ms. Chauhan's ethnic cooking would be aromatic. To the Mayers, and to Mr. Perry, the odours were an offensive nuisance. The former residents of unit 428 lived with the cooking odours for several years without complaint. This divergence in reaction strongly suggests that a person's reaction to cooking odours is highly subjective. Lifelong familiarity with the odours produced by ethnic cooking may determine whether they elicit a pleasant or unpleasant reaction. For example, Ms. Mayer may have found the odours inoffensive had she been raised in the Indian culture. [114] The Association took steps to solve the ventilation problem, albeit potentially at Ms. Chauhan's expense. At times, the Association conducted itself in a manner which can only be described as insensitive, rule-bound and heavy-handed. The immediate description of the odours produced by Ms. Chauhan's cooking as "very offensive" in the Association's letter of February 12, 2003, and the issuance of a flawed termination notice on December 5, 2003, effective January 1, 2004, are two examples of such conduct. [115] Ms. Chauhan was, with the possible exception of the incident at her door on the morning of August 7, 2003, cooperative, compromising, and conciliatory in her attempts to deal with the situation. For example, obtaining the Keen report went far beyond what was required of her. Mr. Perry's description of her as being uncompromising is without foundation. [116] Credible evidence was presented regarding the deficiencies in the ventilation system in Ms. Chauhan's unit. After reviewing this evidence, I find, on the balance of probabilities, that the ventilation system in Ms. Chauhan's unit was and is faulty, resulting in cooking odours from her unit entering the Mayer's unit through holes and cracks in their walls. I also find that the Association came to know that the system was faulty and realized that their efforts to fix it were unsuccessful. If the ventilation system were working properly, it is reasonable to conclude that cooking odours would not be emanating from wall openings around the Mayer's plumbing fixtures and through the venting of their clothes drier. It would likely be vented to the outside without permeating another unit in the building, as proved to be the case when Ms. Chauhan cooked ethnic foods in units other than her own.

Analysis

Nuisance [117] Counsel for the Association argues that this is not a human rights matter, but rather an issue of governance of the Association over a dispute founded in the tort of nuisance. The excerpt from *The Law of Torts*, set out in paragraph 102 above, is of assistance in identifying the considerations that go to defining a nuisance. The sentence missing from the quotation, as marked by the ellipsis, is as follows: No protection is given to fastidious or delicate sensibilities. [118] The text goes on to state: All citizens must tolerate a certain level of noise, odour, and pollution. In order to prove a private nuisance, the plaintiff must show an interference that in

all the circumstances of the case is unreasonable to the ordinary person. And later: The interference must be of sufficient intensity to be *intolerable to the ordinary Canadian citizen*. [Emphasis added] [119] As previously noted, the former residents of unit 428 never complained to Ms. Chauhan or the Association about cooking odours from Ms. Chauhan's home. Given the range of reactions to the odours produced by Ms. Chauhan's ethnic cooking – from enjoyment through indifference to discomfort – it is open to debate whether the “ordinary Canadian person” would find it a nuisance. Having said this, I note that the matter before me is not framed in nuisance, but in the context of s. 8 of the *Code*. *General Principles* [120] Pursuant to s. 4 of the *Code*, if there is a conflict between the *Code* and any other enactment, the *Code* prevails. This section applies to the laws and regulations of the province. However, private rules and regulations, such as those of the Association, are also subject to the provisions of the *Code*. [121] I also note that, in considering the complaint, I must keep in mind that the *Code* is to be applied in a broad, liberal and purposive manner: *O'Malley v. Simpson-Sears Ltd.*, (1985), 7 C.H.R.R. D/3102 (S.C.C.). *Does s. 8 of the Code apply?* [122] Under s. 8 of the *Code*, the initial burden is on Ms. Chauhan to establish, on a balance of probabilities, that the Association discriminated against her with respect to an accommodation, service or facility customarily available to the public because of the grounds alleged in her complaint. [123] In *Williams v. Strata Council 768*, 2003 BCHRT 17, this Tribunal made the following comment in regard to a dispute in a housing complex: The Respondent provides a variety of services to the Complainant as one of the owners of the strata property. Owners of a strata property are a subset of the general public referred to in section 8(a) of the *Code*. In *Williams*, it was determined that the provision of an intercom and entry system for residents was one such service. I find that in this complaint, the service to be provided to Ms. Chauhan by the Association is the quiet enjoyment of her residence, which includes the right to cook her ethnic foods in it without threat of eviction.

The Tests to be Applied to the Evidence [124] In this complaint, the onus is on Ms. Chauhan to establish that discrimination occurred, subject to the Association establishing a defence in law to the charge of discrimination. If Ms. Chauhan establishes a *prima facie* case of discrimination, then the Association bears the burden of proving that it had a *bona fide* and reasonable justification (BFRJ) for its actions and that it reasonably accommodated her to the point of undue hardship. In each step of the analysis, the standard of proof is the balance of probabilities. *Has Mrs. Chauhan established a Prima Facie case?* [125] A *prima facie* case of discrimination is made out if it is established that because of her ancestry, race, colour, or place of origin, Ms. Chauhan received differential treatment with respect to an accommodation, service or facility customarily available to the public. As stated in *Waters v. BC Medical Services Plan*, 2003 BCHRT 13, at para. 130, and in the cases cited therein, there needs to be an adverse impact resulting from that differential treatment. [126] I find that Ms. Chauhan has established a *prima facie* case of discrimination in regard to an accommodation, service or facility customarily available to the public. First, I find that Ms. Chauhan cooked foods in her home that were an expression of her ethnicity and ancestry. The preparation of these foods produced odours. Second, I find that Ms. Chauhan received differential treatment with respect to her tenancy as a result of her ethnicity and ancestry. Specifically, Ms. Chauhan was ordered to cease producing these odours or face eviction. Third, I find that the Association's prohibition against her producing cooking odours had a significant impact on her. As she stated, she was embarrassed, mortified, and hurt by the treatment she received. The right to express and enjoy one's ethnicity and ancestry is clearly central to one's identity.

Did the Association have a BFRJ for its conduct? [127] Having found that Ms. Chauhan has established a *prima facie* case of discrimination based on her ancestry, race, colour, or place of origin, the burden shifts to the Association to show that it had a BFRJ for its conduct. [128] In *British Columbia (Public Service Employee Relation Commission) v. British Columbia Ministry and Service Employees' Union*, [1999] 3 S.C.R. 3 (“*Meiorin*”), and *British Columbia (Superintendent of Motor Vehicles) v. British Columbia (Council of Human Rights)*, [1999] 3 S.C.R. 868 (“*Grismer*”), the Supreme Court of Canada established a three-stage analysis for determining whether a standard is a BFRJ: (*Grismer*, at para. 20). In order to establish this justification, the Association must prove that: a) it adopted the standard for a purpose or goal that is rationally connected to the function being performed; b) it adopted the standard in good faith, in the belief that it is necessary to the fulfilment of the purpose or goal; and

c) the standard is reasonably necessary to accomplish its purpose or goals, in the sense that the respondent cannot accommodate the complainant and others adversely affected by the standard without incurring undue hardship. [129] In this case, the “standard” at issue is the rule that allows the Association to ensure its members have quiet enjoyment of their homes in Cottonwood Manor. Those rules permit the eviction of member-residents in certain circumstances, including where the resident in question is creating a “nuisance”. I agree with Mr. Perry that the Association must necessarily have rules for the proper operation of its premises. [130] I am concerned that the rules of the Association were not applied in a manner that at all times indicated good faith on its part. I find that the position of the Association hardened significantly after it received word of Ms. Chauhan’s human rights complaint and her attempting to name Mr. Perry and Mr. Mayer as respondents. The Association went from a “wait and see” approach, in hopes that the repairs it had undertaken would solve the problem, to giving very short notice to Ms. Chauhan that she had to vacate her home. [131] The final consideration is whether the manner in which the rules were applied was reasonably necessary to accomplish its purposes and goals, in the sense that the Association could not accommodate Ms. Chauhan without incurring undue hardship. [132] Counsel for Ms. Chauhan asks that I order the Association to accommodate Ms. Chauhan by ordering that the ventilation system be repaired. Counsel for the Association argues that I have no jurisdiction to do so, and that could be prohibitively expensive in any event. However, in my opinion, repair of the ventilation system is not the issue here, as there would be no hardship to the Association if Ms. Chauhan were to resume cooking her ethnic foods immediately, even with the faulty ventilation system. There is, however, the possibility that her doing so could lead to a complaint of discrimination against the Association by the Mayers, particularly Ms. Mayer. She might allege that her human rights were being violated by the Association, under s. 8 of the *Code*, because of a physical disability, if the Association declines to repair its ventilation system. [133] Although not part of my order, I am of the view that neither Ms. Chauhan nor the Mayers would be responsible for the costs of such repairs. That responsibility would lie solely with the Association, as the problem is likely the result of a construction fault or failure of the system. Furthermore, Ms. Chauhan and the Mayers should not bear personal responsibility for the costs of the repairs to the ventilation system, beyond whatever proportionate share might be assessed against them and all other members of the Association. [134] Finally, as set out in paragraph 130, I find that there was a degree of retaliation in the actions of the Board, once it received word of the complaint and the application to add Mr. Perry and Mr. Mayer as respondents. [135] Upon a review of all the evidence and submissions, I conclude that the Association did discriminate against Ms. Chauhan because of her ancestry, race, colour, or place of origin, contrary to s. 8 of the *Code*, and did retaliate against her, contrary to s. 43 of the *Code*. Ms. Chauhan is entitled to prepare ethnic foods in her home without fear that the Association will attempt to evict her for doing so. Having reached these conclusions, I now will consider remedy.

Remedy [136] I have considered the submissions of the parties as to remedy. Having found that the Association has breached the provisions of the *Code*, I find the complaint of Ms. Chauhan against the Association is justified and I make the following orders: a. Pursuant to s. 37(2)(a), I order the Association to cease contravening the *Code* and refrain from committing the same or similar contravention in the future; b. Pursuant to s. 37(2)(b), I make a declaratory order that the conduct complained of is discriminatory; c. Pursuant to s. 37(2)(d)(iii), I order compensation for injury to dignity, feelings and self-respect in the amount of \$2,500. In determining this amount, I have taken into consideration the impact of the discrimination on Ms. Chauhan and the retaliatory nature of some of the acts of the Association; d. Pursuant to s. 37(2)(d)(ii), I order that the Association reimburse Ms. Chauhan for expenses incurred as a result of the discriminatory conduct, including legal fees of \$1,925, the fees paid by her to Keen Engineering of \$572.45, and \$73.97 for photocopying, postage, courier, etc.; and e. Supplemental to the orders for payment to Ms. Chauhan, I also order that Ms. Chauhan not be the subject of any special levy on the members of the Association for payment of the monetary awards set out in paragraphs c and d.

Kurt Neuenfeldt, Tribunal Member

▶▶▶ Not for distribution to the learners. ◀◀◀

Below are the details of the characters and the scenario for Case Study 2. The learners receive a description of the characters. They assemble the scenario through their shared information gathered from the jigsaw listenings.

These notes are not intended for distribution to the learners, but are offered here as background information for the instructor.

Mrs. Mabel Dorchester: Mrs. Dorchester is a 75-year-old widow of Afro-Caribbean ancestry. She has lived in the Donerovin complex in Nelson for two years. She enjoys the complex, is very friendly and outgoing and is considered a good neighbour by most of the others who live near her. The only complaint she has about Donerovin is that the food is quite bland. It appears to be cooked for people with Northern European palates. From time to time she likes to cook up some spicier food. She's very generous and shares this food with some of the other residents who also find the food in Donerovin a bit boring.

Ms. Selma Wong: Ms. Wong is a nurse's aid. She worked at Donerovin for 5 years and was very popular with the residents. She worked with Mrs. Dorchester, helping with small health care issues. When she became involved with the situation described in this case, she was transferred.

Mr. John Turner: Mr. Turner is a resident of Donerovin. He has the unit directly next to Mrs. Dorchester's. He is of English and Irish ancestry and likes the rather plain food that is served in the complex. He finds it very offensive when Mrs. Dorchester cooks her curries and other spicy food. He says that the smell comes into his apartment and prevents him from enjoying his time there.

Ms. Pam Futoni: Ms. Futoni is a relatively new supervisor at Donerovin. She enjoys her job and would like the residents to all be happy. As a new supervisor, she is rather uncomfortable with conflict and does what she can to minimize any disagreements that come up. Her motto is, deal with conflicts quickly and decisively and make it clear to your employees that they will be rewarded for promoting harmony.

The scenario

John Turner first complained to Selma Wong about the smell of cooking coming from Mabel Dorchester's room. Selma listened sympathetically, but explained to John that residents are allowed to cook in their units. In a multicultural country like Canada there will be many different forms of cooking and when people lived together they needed to learn to tolerate each other's differences.

John was not satisfied with Ms. Wong's response and took his complaint to Pam Futoni, the new staff supervisor at the Donerovin residence. He was very forceful in his complaint, rather overwhelming Pam. He said that he wanted the ethnic cooking stopped, and he wanted Selma disciplined because she did not deal seriously with his concerns. He said he expected to see action. Pam asked Selma to tell Mabel Dorchester to stop cooking her curries. When Selma didn't do this, because she felt it was inappropriate to tell residents what to cook, Pam told Mabel Dorchester herself. She reminded Mabel that one of the conditions of living in the Donerovin residence was that one respect the peaceful enjoyment of the facilities of all individuals. She explained that the curries were disturbing one of the residents.

When the next staffing schedule came out, Selma had been transferred to a different, slightly lower position at another care facility. When she spoke to Pam about this, Pam explained that she was sorry, but Selma was obviously not going to work out as a member of her team. She felt it was better to take this action now, rather than later. She also explained that she realized that there was a slight loss of pay for Selma because of the transfer. She didn't like that fact, but there was no identical position available at the other complexes.

To Selma, it didn't feel quite right, but she didn't know what to do about that. She didn't want any further conflict with Pam. She went to see her union rep, for advice. The union rep, Joan, became increasingly agitated as she heard the conversation, and explained that, by her estimation, Selma has been fired. Under BC labour law, when someone's position is substantially changed, without their consent and in a manner that would be considered a demotion, then they have been fired. Joan said that she will check this further with the union lawyers and get back to Selma.

Meanwhile, Mrs. Dorchester stewed about the limitations that had been put on her freedoms. She decided to contact her son, Howard, who is an architect in Vancouver. When his mother explained the situation to him, Howard suspected that this was a case of discrimination. He checked the BC Human Rights Tribunal webpage and discovered a Tribunal decision from December 2004 that sounded surprisingly similar to that of his mother: Chauhan versus Norkam Seniors Housing Cooperative Association.

Howard contacted that BC Human Rights Tribunal and was surprised that they were not permitted to give him any feedback or advice on the specific situation. He or his mother needed to submit a formal complaint, in writing, for the tribunal office to evaluate whether there was, indeed, a prima facie case of discrimination. Howard learned about the steps in the complaint process and appeared ready to encourage his mother to submit a written complaint.

While Ms. Futoni wished to maintain harmony in the Donerovin residence, her actions appear to have had exactly the opposite effect. At the point where the scenario ends, most of the staff are talking about the situation and two camps are forming: those who support Mabel and Selma and those who support Pam. Additionally, the residents are becoming involved. Many were very fond of Selma and miss her. Also, Mr. Turner is not a very popular resident because he is always demanding something. Some residents believe that Pam has too easily acquiesced to John Turner's request and has not tried to work out a compromise that considers Mrs. Dorchester's needs. Other residents think that Pam has taken the right action to ensure that the happy enjoyment of the complex is available to all. These individuals would say that when people live together they all have to modify their behaviour to be sure that they are all able to get along.

▶▶▶ Jigsaw listenings – not for distribution to the learners. ◀◀◀**Unscripted – Jigsaw listening 1**

Two nurse's aids, Stella and Peter, meet in the hall of the Donerovin assisted care living complex. They haven't seen each other for quite a while because one of them was laid off and has just been called back to work. He has been called back to work to replace Selma, whose been sent to another facility.

Conversation framework:

- delight and surprise to see each other
- info about where they've both been. Peter hasn't been at work for a while because he was laid off.
- He's back at work because Selma has been transferred.
- Place seems kind of tense.
- Residents seem agitated because of things going on. Lots of people asking questions.
- Neither is sure of the details, it's all rumour at this point. Seems that Selma had some kind of disagreement with Pam.
- Heard that there's some kind of team been called in to investigate the problems.
- Selma got transferred to an undesirable facility, nobody likes to work there because it's out of town, on a windy road.
- And Selma has to work at night. After all her years of service it must be horrible to be back working at night.
- And rumour has it she might have got a pay cut, cause as far as anyone knows there was no job at that facility paying as much as she was making at Donerovin (here).
- It's like a demotion.
- Stella says Pam sure doesn't like conflict. Her inexperience shows.
- Peter isn't so ready to criticize Pam. Says it's hard to balance everything. Selma shouldn't have stuck her neck out. She could have just gone along with things.
- Stella says she never liked Pam much. She was never an easy nurse to work with, can't imagine she'd be a great administrator. Not that she's unfriendly, but kind of a control freak.
- When it becomes apparent to both of these that they are heading into dangerous territory, that they have different opinions about the situation, they say they'll have to wait and see.

▶▶▶ Jigsaw listenings – not for distribution to the learners. ◀◀◀

Unscripted – Jigsaw listening 2

Ms. Dorchester's son calls the Human Rights Tribunal to ask for the forms to be sent. He's going to help his mother fill in the forms. He's sure she has a complaint.

Ms. Dorchester's son's name is Howard. He's angry. He's just absorbing what's happened to his mother. He's been to the tribunals website and is sure that his mother's case is just like the case 262, Chauhan versus Norkam Seniors Housing Cooperative Association.

The Human Rights Tribunal is very clear about not giving advice. They will explain the prohibited grounds for discrimination, but will not advise whether they think an individual has a case until they have submitted a written complaint.

Conversation framework:

- The Human Rights Tribunal receptionist answers the phone. Her name is Jane.
- Howard Dorchester introduces himself and starts to tell his mother's story. His mother lives in an assisted living cooperative and is of Afro-Caribbean ancestry. The facility is trying to stop her from cooking her ethnic food. Mr. Turner, one of the other residents, complained that he didn't like the smell of spicy food cooking, it bothers his sinuses.
- Jane politely, but firmly stops him from telling his story and explains that she isn't the person to hear the details of the case. Has he visited their website? He can get information there about the grounds that constitute Human Rights Code violations or she would be happy to explain them to him.
- Howard explains that he has been to the website and has seen a case that looks a lot like his mother's situation, almost identical in fact. A decision was rendered in Dec. 2004. It was case number 262, Chauhan versus Norkam.
- He hopes that he might speak to someone who will confirm that his mother has been discriminated against because of her ancestry.
- Again Jane confirms that she can't advise on a case, and that case managers are assigned once a complaint has been submitted and screened. Howard's mother is very welcome to submit a complaint.
- Howard asks what the process is.
- Jane explains that she will send Howard or his mother a package, with a complaint form.
- Once they have completed the form and returned it, it will be entered into the data base.
- It will then be screened and if it is found to be a possible case of discrimination under the protected categories it will be assigned to a case manager.
- The case manager will try to mediate the dispute, but if that is unsuccessful, there will be a hearing, done by counsel, in other words, by lawyers.
- Howard asks if he can submit on behalf of his mother.
- He can. That would usually happen if the mother was ill or not competent. He could also act as an agent for his mother. That's a different form, but it's still his mother's complaint. Howard understands and asks to have a package sent to his address. He gives his address:
 - 950 Raymur Road
Vancouver BC
V6A 3L5

Time line: If a complaint is straight forward, a few weeks. A complaint might need amendments or additional info. Running at 8 weeks turn around time for the average case.

▶▶▶ Jigsaw listenings – not for distribution to the learners. ◀◀◀

Unscripted – Jigsaw listening 3

Staff lunch room. Staff is discussing the case. Two people are talking; two or three others join them. The conversation is animated and fractured. People talk over top of each other and don't let each other finish sentences. People arriving late want to know what others were talking about.

Conversation framework:

- **Person one:** Pam is having trouble already as a manager.
- **Person two:** always thought she was the wrong person for the job.
- **Person three:** (just come in to the room). What you talking about? Pam? You should give her a chance; she's just started.
- **Person one:** Latest info is that someone talked with Mabel. Her son is investigating whether it's a human rights complaint.
- **Person two:** A human rights complaint. Ridiculous.
- **Person four:** (just come in) What's ridiculous?
- **Person two:** Explains
- **Person four:** Always found Mabel's cooking a little smelly, so can understand the concern.
- **Person three:** Great that Mabel takes the initiative to cook for herself, rather than just complain about the food.
- **Person two:** Wonders how cooking could be a human rights issue.
- **Person four:** Who complained about Mabel's cooking, everyone loves Mabel.
- **Person two:** John Turner complained.
- **Everyone groans cause they can't stand John Turner; he's a difficult old guy.**
- **Person two:** Mentions that John used to be a bank manager and is used to bossing people around.
- **Person three:** When Pam was a nurse she was always complaining about John and saying what a difficult character he was; they're amazed now that she's in a supervisory position that she's supporting him.
- **Person one:** Latest news: have they heard that Selma's gone. One of the residents was complaining about it cause everybody liked Selma. Selma took Mabel's side in this. She told John that he needed to learn to live with the smell. Pam felt this was inappropriate and has sent Selma to work somewhere else.
- **Nobody knows the details exactly.**
- **Person three:** Can't believe that Selma's not still around. Must be a misunderstanding.
- **Person one:** Selma has definitely been transferred, 'cause met the guy who's taking her place. Peter
- **Person four:** The topic changes to a discussion of the planned staff social for the next month: will it be a dance with live music like last year?
- **Person two:** The atmosphere at the social might be a bit bleak if people are getting transferred for disagreeing with the boss.
- **Person three:** Pam's doing a good job. She's just trying to keep a lid on things.
- **Person five:** Enters the staff room and changes the topic by asking if anyone knows anything about the new sleeping med (zipiclan) that's being used. Any contraindications?
- **Fade out**

▶▶▶ Jigsaw listenings – not for distribution to the learners. ◀◀◀

Unscripted – Jigsaw listening 4

Selma is meeting with her union rep to discuss the situation. She's at the union rep's office.

Conversation framework:

- Selma has never met the rep before. Introduces herself.
- Rep introduces herself: name Joan.
- Selma outlines her concerns about getting a bit less pay and it feels like her career is going backwards. So in her view, she's really come to the union rep to talk about her career being stalled, not sure if the union can help with that. Maybe they could intervene with management.
- Joan asks her to back up a bit and explain why she's been transferred.
- Selma explains, rather incoherently
- Joan says they need to start at the beginning. When did it all start. It's clear by this point that Joan is taking notes.
- Selma says that one of the residents, John Turner, complained to her about Mabel Dorchester's cooking. He asked her to get Mabel to stop. John is a complainer, always wants something different.
- Selma gave it some thought and then suggested to John that since residents were allowed to cook, it wasn't really her place to tell anyone what they could cook. She suggested a live and let live philosophy.
- John went to Pam and complained. Funny, cause Pam used to complain about how demanding John was when she was his nurse. Pam called Selma in and asked her to speak with Mrs. Dorchester and tell her to stop cooking her curries.
- Selma politely explained to Pam that she think that was the right approach to take.
- Pam seemed to struggle with that and ultimately said that if Selma couldn't support her, then she should not be on her team.
- Selma wasn't sure what that meant, but next thing she knew, when the next month's schedule came out, she was working in the Newtown residence, in the evening.
- Joan clarifies: so a change of shift and location. Was there notice?
- Selma says the schedule comes out about 10 days in advance, so yes, she had some notice.
- Did she object?
- No, she didn't object because she wasn't sure she wanted to continue to work with Pam if it was going to be contentious like that all the time.
- Joan verifies that Selma is now making less money, has a new location, a new shift time, less responsibility and authority. If that's all true, under BC labour law it sounds like Selma's been dismissed. The contract has very clear language about dismissal.
- Selma asks what Joan means when Joan says Selma's been dismissed.
- Joan explains again that if you demote someone, under BC labour law, you've fired them.
- Joan suggests that Selma have a look at the BC Employment Standards web page if that's unclear to her. Webpage is: <http://www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm>
- Joan has to meet with someone else now, but she'll check with the union lawyer and think about what to do next.
- Selma's not sure she wants to make a fuss. It's not such a big deal
- Joan explains that the union has to do something, even if Selma doesn't want her to. The union can't let this go unchallenged.
- Joan will be in touch with Selma by phone.

Activity Plan 248-EXT

Lesson 6	Teamwork Report	
	75 MINUTES	HANDOUT(S): 1
Assignment 1 Teamwork Report <ul style="list-style-type: none">• During extension Activity 230-EXT learners completed action notes as a kind of teamwork action plan, which was shared in Activity 233. In Activity 232 learners worked on the team standards and did a preliminary team report and set definitions for their team standards.• In today's extension, teams work on a more thorough teamwork report to reflect on each team member and how they are working together according to the team's standards and according to the action plan they created. Notice that there are nine teamwork aspects listed in this more thorough report, while in Activity 232 only five aspects were touched on. Ensure you go over any of the additional aspects in this activity that learners are not familiar with before they complete this task.• Learners will share their charts tomorrow in Activity 249 and reflect on the experience of sharing in Activity 252-EXT, so remind learners that they need to bring these charts with them tomorrow to class. Teamwork Report <ul style="list-style-type: none">• Distribute Handout 1 and ask learners to fill it in according to the instructions.• Learners only fill in a total of eight boxes today (two for themselves, six for their teammates). In Activity 259-EXT learners will complete the chart.• Make sure learners do not fill in the final box of the handout labeled 'What we agree to do to improve our team's performance'. They will do this together as a team in Activity 249.• Tell learners to bring all the pages of the handout to class the next day so they can discuss their answers. Instructor Alert! <p>In Activity 273 the learners will be giving their team presentations. If you wish to bring in a panel of native English speakers to give the learners feedback on their presentations, you should have contacted them by this point and be in the process of arranging their visit. You should make sure to send each member of the panel a briefing package with handouts that contain background information on the case. These documents can be found in Activity 273 or in the Introductory Notes. If you choose not to have native speakers as a panel, you can choose half the class to present, while the other class acts as the audience. In this case, you do not need to contact anyone or arrange any visits.</p>		Advanced Preparation <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1• Suggest that learners bring a copy of Handout 1 from Activity 230-EXT and Handout 2 from Activity 232 so they can refer to these when completing today's activity. Purpose <ul style="list-style-type: none">• Reflecting on teamwork

Teamwork Report – Part 1

(Adapted from Macpherson, A. (2000). *Cooperative Learning Group Activities for College Courses – A Guide for Instructors*. Richmond, BC: Kwantlen University College)

1. On the chart below, put your own name in the first column and your three team mates’ names in the remaining columns. Note that columns three and four are on the next page.
2. For today’s extension, in the column with your name, fill in TWO boxes in any category where you **are not** meeting the team quality standard. Your team mates will discuss this with you and offer advice.
3. Fill in TWO boxes in each of the other three columns, in any category. You will fill in six boxes total, or two for each team member. The categories do not need to be the same. Give one specific example to illustrate how that team member **has met** that team quality expectation.
4. On the following day you will discuss the charts with your team mates.
5. After your discussion, agree on at least one area where your team could improve and what you are going to do to promote that improvement. Record the results of your discussion in the box at the bottom of page 2.
6. Put the date at the end of your examples.
7. Note that you will use this chart again, so please bring it with you each day.
8. Do not fill in the final box. You will do this together with your team later.

Teamwork Report Part 1

Names	Your Name:	Teammate 1:
Meeting deadlines		
Cooperation / Teamwork		
Responsibility/ Dependability		
Adaptability / Versatility		
Quality of Work		
Initiative/ Attitude		
Attendance		
Communication		
Contribution		

Teamwork Report Part 1

Names	Teammate 3:	Teammate 4:
Meeting deadlines		
Cooperation / Teamwork		
Responsibility/ Dependability		
Adaptability / Versatility		
Quality of Work		
Initiative/ Attitude		
Attendance		
Communication		
Contribution		

What we agree to do to improve our team's performance	
For use in Activity 249	
For use in Activity 259-EXT	


EXAMPLE Teamwork Report Part 1:

(Adapted from the work of Alice Macpherson, Kwantlen University College)


Following are examples for each area. These offer concrete examples, but should not be copied. You will need to come up with your own specific examples.

Names	Me	Another team member
Meeting deadlines	<i>I didn't finish the work that I had committed to do, on time.</i>	<i>She had everything ready on time and she attended every meeting on time. (Feb. 10)</i>
Cooperation / Teamwork	<i>I had a very strong idea and didn't want to accept the solution that the other team members made.</i>	<i>She is really cooperative. She never insists on her own perspective and works hard to include everyone's ideas. (Feb. 12)</i>
Responsibility/ Dependability	<i>I knew that the research I had done was not totally complete, but I was tired and bored and so I didn't do any more.</i>	<i>She showed her responsibility by completing all of her research ahead of time and then doing extra work on something else, to help the team. (Feb. 16, 20)</i>
Adaptability / Versatility	<i>Yesterday the team decided to totally change its approach and focus on a human rights perspective for this case. I found the change very challenging.</i>	<i>He showed his versatility by changing what he was researching half way through the process. (Feb. 21)</i>
Quality of Work	<i>My research was good, but I didn't explain the results of my work very clearly because I hadn't thought about how to summarize everything.</i>	<i>His research work is of a high quality. He investigates things very thoroughly, so that you can be sure that he has the complete picture. (Feb. 28)</i>
Initiative/ Attitude	<i>Sometimes I don't think my attitude in the team has been as positive as it should be because of some personal things.</i>	<i>He has an inclusive attitude on the team. He wants to hear everyone's ideas and he is respectful of different opinions. (March 3)</i>
Attendance	<i>I missed three days in a row because of work responsibilities. It let the team down.</i>	<i>She has attended every meeting and every class and every after class get together. (March 6)</i>
Communication	<i>I was annoyed with one of my team mates and didn't try to find a way to communicate my concerns.</i>	<i>She communicates clearly and respectfully, even when it's with someone that she disagrees with. (March 10)</i>
Contribution	<i>I was really sleepy at the meeting yesterday and didn't contribute much.</i>	<i>She contributes to the team both by participating actively in every meeting and by thinking carefully about our work after class. (March 15)</i>

Activity Plan 249

Lesson 7	Teamwork Report: Sharing	
	40 MINUTES	HANDOUT(S): 0
<p>Feedback 30 min</p> <ul style="list-style-type: none"> • In yesterday’s extension Activity 248-EXT, each team member completed at least two boxes describing an area where he or she personally did not meet the team’s quality expectation. The team should share these and discuss. • For this assignment, each learner has completed six boxes – two for each of his or her team members, describing how they met the team’s quality expectations. They should share these and discuss. <p>Team Self-Assessment Overall 10 min</p> <ul style="list-style-type: none"> • In the last ten minutes, the team should fill in the appropriate box on the bottom of the table in Handout 1 from Activity 248-EXT, indicating an area that the whole team agrees it will work on to improve the team’s performance. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> • See the Introductory Notes for more information on ways to add Support and Challenge in this module. <p> Instructor Alert!</p> <p>In Activity 275, learners write a Reflective Report on the challenges, skills and learning related to teamwork. They can prepare for this writing by reflecting on what they learned by doing this teamwork report. You do not want them to memorize a composition on this topic prior to writing the task.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Assign teamwork report for extension in Activity 248-EXT <p>Purpose</p> <ul style="list-style-type: none"> • Practising giving and receiving feedback • Discussing teamwork skills 	

Activity Plan 250

Lesson 7	 Meeting to Share Jigsaw Listening Information	
	75 MINUTES	HANDOUT(S): 0
<p>This activity is a continuation of Activity 247.</p> <p>You will have already noticed from the jigsaw reading that was given to the learners in Activity 247, that the structure for this case study is much less laid out. It is assumed that learners have had a chance, in their teams, to practise one approach in dealing with a case study when they completed the first case study. It is now up to them to continue with that approach, or to develop an alternative approach. The goal is to develop a good team presentation for the panel to assess in Activity 273.</p> <p>You may notice that the learners are now into the second stage of team development – storming – or further along. There may be power struggles, disengagements, tension and stress. You may be able to help the teams by naming what you observe, and encourage them to process what is happening. This “meta” work will serve them well in their professional lives.</p> <p>Agenda Building Stage 5 min*</p> <ul style="list-style-type: none"> Have learners finalize agenda and team roles for this jigsaw reading activity. <p>Meeting 30 min*</p> <ul style="list-style-type: none"> Learners develop a plan for researching the main issues in this case study. <p>Research 40 min*</p> <ul style="list-style-type: none"> Once the team has organized an action plan, they can begin their research. It is assumed that this research will be done online. The learners will need to access to the Internet. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. <p>*Note: Time allocated to the meeting is an estimate. Each team will use a varying amount of time, and no effort should be made to encourage the teams to conform to this activity plan time allocation. You may wish to offer learners additional time during the extension to continue working on their research.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none"> Book computer lab You may wish to make blank copies of the agenda and meeting notes templates (Activity 227 Handouts 2 and 3) for the learners, or, alternatively, you may ask them to do this on their own. <p>Purpose</p> <ul style="list-style-type: none"> Practising holding a meeting Practising meeting roles Problem solving Building an agenda Planning for action and research Researching

Activity Plan 251

Lesson 7	TV Video Modelling PowerPoint Presentation	
	60 MINUTES	HANDOUT(S): 4
<p>Preparing for Viewing 15 min</p> <ul style="list-style-type: none"> • Distribute Handouts 1, 2 and 3. • Learners divide up questions on Handout 1 and complete within five minutes. • Learners will learn about Case Study 2 presentation expectations by looking at the feedback form which will be used for their presentations. • Distribute Answer Key Handout 1. Learners compare their answer with the suggested answers on the answer key. • Review Handout 2 if needed as this outlines the task the learners will need to do and the expectations for Case Study 2. <p>Viewing 15 min</p> <ul style="list-style-type: none"> • View the presentation. • Learners will be mostly focused on viewing but should also be thinking about how they would complete Handout 3. • Learners use Handout 3 – <i>Feedback Guidelines</i> to assess the presentation. You may wish to go through this with the entire class. Learners complete Handout 3 feedback on the presentation in discussion in their teams. <p>Assessing Stage 30 min</p> <ul style="list-style-type: none"> • Distribute Handout 4. This version of the feedback form is for the panel who will view the presentations. Learners should fill in their team member names, make a copy for each member of the panel, and in Activity 273, give the form, along with a paper copy of their PowerPoint slides, to each member of the invited panel. • Alternatively, you may wish to distribute Handout 4 at a point closer to the actual presentations. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • Go over any challenging vocabulary in the video. • Suggest that learners highlight keywords in the questions in Handout 1 to help them focus while they scan the information in Handout 2 and 3. • Play the video as many times as the learners require. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • Suggest that learners turn their papers over and do not write while watching the video. This helps them to focus on the information and it is more challenging when they answer the questions. <p>Note: In the Culture module, learners learned how to prepare PowerPoint slides. By this point, learners should be comfortable preparing a presentation using PowerPoint. If instructors have not taught the Culture module yet, you may want to print off some of the handouts from Activities 186 and 205 to guide learners in preparing a PowerPoint presentation. Learners could use some time during the extension to go over these handouts and familiarize themselves with preparing PowerPoint slides.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Arrange for AV equipment: DVD player and television. Alternatively, learners can watch an mpeg version using Windows Media Player or Quicktime to view it on a computer. Note: the sound quality will not be as high. • Prepare Activity 251 video • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1 to 4 ✓ Overheads of Handouts 2 and 3, if desired ✓ Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Becoming familiar with expectations for Case Study 2 • Considering what makes a good team presentation • Becoming familiar with team presentation criteria • Viewing a model of a team presentation • Practising applying the presentation criteria to the model presentation 	

Preview of Presentation Guidelines and Feedback Form

Look at Handouts 2 and 3 and answer the questions below.

As you only have five minutes to complete this exercise, you should quickly divide the questions among your team members.

Handout 2

1. Are you going to work on a new case study?
2. When will you have to do a presentation?
3. Who will watch your presentation?
4. How long, in total, will your presentation be?

Handout 3

5. Who greets the panel?
6. You need to practise using the presentation equipment. Which criterion indicates this?
7. Which criteria deal with the PowerPoint slides?
8. What aspects will be used to assess your findings?
9. What would a mark of 12 mean in terms of your team's presentation?
10. What would a mark of 16 mean in terms of your team's presentation?
11. What would a mark of 5 mean in terms of your team's presentation?
12. What would a mark of 20 mean in terms of your team's presentation?
13. Looking at the individual feedback tables, what is the meaning of "burden on listener"?
14. Looking at the individual feedback tables, what is the meaning of "not too small or big"?
15. Looking at the individual feedback tables, what is the meaning of "demeanor"?
16. Looking at the individual feedback tables, what is the meaning of "appears to understand what he or she is saying"?

Handout 2

1. Are you going to work on a new case study? **Yes**
2. When will you have to do a presentation? **Day 71**
3. Who will watch your presentation? **A panel of invited guests**
4. How long will your presentation be, in total? **About 15 to 20 minutes**

Handout 3

5. Who greets the panel? **The team leader**
6. You need to practise using the presentation equipment. Which criterion indicates this?
The first box under Preparation and Organization
7. Which criteria deal with the PowerPoint slides?
The last three boxes under Preparation and Organization
8. What aspects will be used to assess your findings?
Accurately convey case; Address most of the main aspects of this case; Clearly written, concise; Use professional language
9. What would a mark of 12 mean in terms of your team's presentation?
Developing, not yet professional
10. What would a mark of 16 mean in terms of your team's presentation?
A bit stronger than minimum for professional standard
11. What would a mark of 5 mean in terms of your team's presentation?
Weak. Needs considerable work
12. What would a mark of 20 mean in terms of your team's presentation? **Highly professional**
13. Looking at the individual feedback tables, what is the meaning of "burden on listener"?
Conveys how much work is required for the listener to listen and understand
14. Looking at the individual feedback tables, what is the meaning of "not too small or big"?
Are the presenter's gestures too small or too big to assist with communication? (within a Canadian cultural context)
15. Looking at the individual feedback tables, what is the meaning of "demeanor"?
Facial appearance, behaviour, conduct, how the presenter acts
16. Looking at the individual feedback tables, what is the meaning of "appears to understand what he or she is saying"?
The individual presenter understands what they are saying and is not just reciting words without understanding what the words mean.

Presentation Guidelines for Activity 273

In Activity 247, you began working on a new case study. In Activity 273, your team will present to a panel of invited guests who will offer feedback on your presentation. Below are the guidelines for your presentation.

- Your team should present for about 10 to 15 minutes, with about five minutes at the end for questions.
- Each of the four team members should speak for about 2 ½ minutes. The presentation should be well-rehearsed and timed to make sure that it falls within these time limits, and to be sure that each team member speaks for the required time.
- The presentation must be memorized by the presenters. Notes are not to be used.
- There should be a team leader who introduces the team members.
- There should be one person responsible for controlling the PowerPoint slides.
- There should be a PowerPoint slide presentation of 8 to 10 slides.
- The slides should include some visuals.
- Individuals should face the audience, speak to the audience and clearly understand what they are talking about.
- It is very important to speak about the slides, but not read the slides.
- There should be smooth transitions between presenters.
- The second, third and fourth presenters should refer to comments and/or content of the earlier presenters.
- After the 10 to 15 minute presentation portion is up, the presenters should deal with questions and clarification from the panel and the audience. Allow about five to seven minutes for questions. Do not allow the question period to last longer than 10 minutes.
- The team leader should coordinate the question period, and should divide the questions equally among the team members.

**Feedback Guidelines for Activity 273 -
Watching and Learning from a Sample Presentation**

Watch the presentation with an eye to completing the grid below. Ask your instructor about any criteria that needs clarifying. Put a check mark beside each criterion that you believe was met. Leave a blank if the criterion was not met. Write any notes to explain your decision.

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)		
The team leader greets the panel and audience		
Introduces self and team members		
Team is well-groomed; appropriately dressed		
Transitions and continuity: Smooth transition between team members Team members refer to points made by earlier team members		
Questions: Audience and panel are given time to think of questions Questions answered promptly and confidently		
Equal time for all team members		
Thanks panel and audience		
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		
Presentation framework: Team has a framework for their presentation and conveys this to the audience Team communicates as they pass milestones in the presentation Team provides necessary documents, assumptions and definitions		
Visuals: Clear, well labeled During presentation, PowerPoint slides are not read, but are commented on, summarized or paraphrased Slides contain appropriate amount of information		

Content	✓	Notes
Presentation begins with overview followed by summary, findings, recommendations and rationale, conclusion and time for questions		
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language		
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language		
Scoring (for panel) 20 = Highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed. 15 = Professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities. 10 = Developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement. 5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.		

Individual Feedback

Fill in one table for each team member. Put a check mark beside each criterion that you believe was met. Leave a blank if the criterion was not met. Write any notes to explain your decision.

Presenter 1's name: Mark	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Activity 251
Handout 3

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Presenter 2's name: Lisa	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 3's name: Peter	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 4's name: <i>Sian</i>	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Team Presentation – Feedback Form

These tables will be completed by the panel reviewing your presentations. Make sure that you have written the team member’s names in the order that they will present, and in the appropriate boxes on pages 2 and 3. Give this form to the panel before your presentation.

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)		
The team leader greets the panel and audience		
Introduces self and team members		
Team is well-groomed; appropriately dressed		
Transitions and continuity: Smooth transition between team members Team members refer to points made by earlier team members		
Questions: Audience and panel are given time to think of questions Questions answered promptly and confidently		
Equal time for all team members		
Thanks panel and audience		
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		
Presentation framework: Team has a framework for their presentation and conveys this to the audience Team communicates as they pass milestones in the presentation Team provides necessary documents, assumptions and definitions		
Visuals: Clear, well labeled During presentation, PowerPoint slides are not read, but are commented on, summarized or paraphrased Slides contain appropriate amount of information		

Content	✓	Notes
Presentation begins with overview followed by summary, findings, recommendations and rationale, conclusion and time for questions		
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language		
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language		
Scoring (for panel) 20 = Highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed. 15 = Professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities. 10 = Developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement. 5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.		Total team score (0 to 20)

Individual Feedback – one table below for each team member

Presenter 1's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 2's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		


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Handout 4

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Presenter 3's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 4's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Activity Plan 252-EXT

Lesson 7	 Research and Teamwork Report
	75 MINUTES
Assignment 1 Research <p>Learners continue their online research and the intensive reading that accompanies the research for Case Study 2. The team will have divided the research tasks amongst the learners. This homework may take the form of further online searching, or may be intensive reading of the online pages they have located.</p> <p>It is normal that some of the research will require considerable work and lead to irrelevant information.</p> <p>Much of the online materials that the team members will need to read for this case study are quite dense and difficult because they are formal and legal. The level of difficulty of the research task may be at a far higher benchmark level than the skills of the learner. As a team, the learners will need to cope with this, much as they will need to cope with it at work. You may want to encourage the learners to take it slow, but persevere. The content of this case study would be challenging for most professionals, regardless of their first language. The content is relevant for anyone working in British Columbia, and the effort to understand the content is worth the learners' time. For some instructors, this content will also be new; you might want to share this fact with the learners and explain to them, if appropriate, how you cope with the steep learning curve related to new and challenging material.</p>	Advanced Preparation <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 Purpose <ul style="list-style-type: none">• Further developing research skills• Reading intensively• Developing knowledge about BC Human Rights Code and BC Employment Standards• Continuing to work on teamwork report reflection
Assignment 2 Teamwork Report <ul style="list-style-type: none">• Learners need to complete Part 2 (Handout 1 attached) of the Teamwork Report. This is the part where they reflect on what it was like to receive and give feedback, etc. in their team, during Activity 249 earlier in Lesson 7.• Ensure that learners fill in the cell for today's activity only.• They will also complete the table in Activity 259-EXT; remind learners to bring their feedback tables with them to class each day.• The table in Handout 1 is only used as a reflecting activity for the learners. It is not collected or marked. Encourage learners to see the benefit of reflection on their own work and how this can benefit them in their future working life.	

Teamwork Report: Part 2

In this activity, you will reflect on what it was like to give and receive feedback in your teams. Here is an example of what you might write. Do not copy. You must fill in the chart with your own words. Fill in only the box for today’s activity.

Bring the chart with you each day to class as you will use it again.

Example:

Date	Reflection: describe what you learned, observed and decided – relating to yourself, individual team mates and your team as a whole.
Your thoughts after the discussion in Activity 249	<i>EXAMPLE: I found myself very defensive during the report because I told my colleagues that I was aware that I wasn't participating enough in the group discussion and they agreed with me. It was hard to hear them tell the truth about that, but they also offered some really useful tips to encourage me to take the chance of talking more. I know my pronunciation is really very weak and it makes me shy about talking, but I am going to try to work more, on my own, on my pronunciation and talk more at team meetings. One of my team members with very good pronunciation is going to help me. Two of my team mates seemed really open to discussing their shortcomings on the team. One woman keeps taking over; she's quite bossy, and she talks openly about how she needs to learn to be a better team player. I admire her openness. As a whole, I really like our team and think that we can learn a lot from each other, our strengths and our weaknesses.</i>




Your reflections:

Date	Reflection: describe what you learned, observed and decided – relating to yourself, individual team mates and your team as a whole.
Your thoughts after the discussion in Activity 249	

Your reflections:

Date	Reflection: describe what you learned, observed and decided – relating to yourself, individual team mates and your team as a whole.
Your thoughts after the discussion in Activity 259-EXT	

Activity Plan 253

Lesson 8	  Jigsaw Listening Comprehension Assessment	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> • This is an assessment and learners must not work collaboratively. You may want to briefly remind learners about the cultural significance of assessment and cheating. You may also want to set up the room in a manner that discourages sharing of answers. • Although you have told them about the assessment in Activity 247, learners may be surprised that they are having a listening assessment but are not able to listen to the conversations from the jigsaw listening. The purpose of this approach is to encourage learners to work as a team – developing their summarizing and checking skills. To do well on this assessment, they will need to have communicated information to each other effectively. They will also need to have conveyed more than factual information. They will need to have talked about impressions of people’s personalities, relationships etc., just as they will need to do at work. • This approach also encourages learners to consider the frequency with which they have to cope with high stakes listening situations. This single skill (listening) is probably the biggest challenge to internationally educated professionals, because it is the skill area in which they have the least control. • Remind learners that they will not have access to the listenings, but they can use the notes they took at their team meeting in Activity 247. <p>Assessment Stage 35 min</p> <ul style="list-style-type: none"> • Learners write the assessment. They can use any notes that they have. • Let learners know that when you return their assessments, you will review the correct answers but will not return a paper copy of the test. If they receive a low mark, then they should consider the significance of this and reflect on strategies for getting the correct case study information from other learners who got higher marks. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> • There are no supports or challenges because this is an assessment and learners should do the best that they can – working on their own. <p> Instructor Alert!</p> <p>This is the only version of the Case Study 2 jigsaw listening comprehension assessment. It is valuable for the learners to know which questions they got right and which wrong, but protect the validity of the test as much as possible. PLEASE, don’t return the test papers to the learners, as the test will then be “out there” and will no longer be a useful assessment tool. By all means give the learners their scores and go over the correct answers. If you wish to have a test that the learners can keep, you can prepare your own comprehension questions.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Assessing listening and information sharing skills • Encouraging learners to reflect on high stakes listening situations in employment • Developing further self-awareness around their own listening skills 	

Assessed Task – Jigsaw Listening Comprehension Check

75% or a score of 24/32 is a pass.

There are 32 questions. You have 40 minutes to complete this test.

Please work independently; in other words, this test is not a team project.

You do not need to answer with complete sentences.

Questions	Your answer	✓
1) Who is Selma		
2) What is one new thing about Selma’s working conditions?		
3) Who does Selma go to see for advice? Give the person’s name and role.		
4) What happened between Selma and Pam (one word)?		
5) Who is Pam?		
6) How does Pam feel about conflict?		
7) Why didn’t Selma do what asked?		
8) How many days in advance did Selma find out about changes to her working situation?		
9) Under BC labour law, Selma hasn’t just been transferred. What actually has happened to Selma?		
10) Why is BC Labour law important for you (yes, YOU) to understand?		
11) Selma doesn’t want to cause problems and so she isn’t sure that she wants Joan to do anything. What does Joan have to say about this?		
12) Who is Mabel Dorchester?		
13) Where is Mabel originally from? (one word)		
14) Who is Howard?		
15) Howard has checked the BC Human Rights Tribunal website and knows there is an important case relevant to his situation. What’s the case number?		
16) Howard has checked the BC Human Rights Tribunal website. When was a decision handed down on the case he is interested in?		
17) Why is the information in questions 15 and 16 important for your team?		

18) Can Howard submit a Human Rights complaint for someone else? (yes or no)		
19) Why is the BC Human Rights Tribunal going to send Howard a packet?		
20) How long does it take to process a BC Human Rights complaint once you send them the completed complaint form?		
21) Why do you think that the Human Rights Tribunal will not give Howard an opinion about this case over the phone?		
22) Based on the telephone call that Howard makes to the BC Human Rights Tribunal, what can we guess about Howard's personality?		
23) Why do you (yes, YOU) need to know about BC Human Rights laws and processes?		
24) Who is Peter?		
25) How has Selma's situation impacted Peter?		
26) Who is Joan?		
27) Give the Internet address that Joan gives Selma?		
28) Why is this address useful for your team?		
29) Who is John?		
30) What is Donerovin?		
31) A dance is planned at Donerovin. What do some of the employees feel might be a problem with the dance?		
32) According to Peter and/or Stella, what is the mood in the care facility at the moment? (one word)		
	Total	/32


Assessed Task – Jigsaw Listening Comprehension Check

75% or a score of 24/32 is a pass.

Questions	Your answer	✓
1) Who is Selma	Selma is a nurse's aide at Donerovin	
2) What is one new thing about Selma's working conditions?	Any of the following: She's working a night shift; it's out of town; she's paid less; she has less responsibility	
3) Who does Selma go to see for advice? Give the person's name and role.	Joan, a union rep	
4) What happened between Selma and Pam (one word)?	Argument, disagreement	
5) Who is Pam?	Pam is Selma's new supervisor; she used to be a nurse	
6) How does Pam feel about conflict?	She hates it; she tries to avoid it; she doesn't deal with it well	
7) Why didn't Selma do what asked?	She didn't think it was right, fair, appropriate, proper	
8) How many days in advance did Selma find out about changes to her working situation?	10 days	
9) Under BC labour law, Selma hasn't just been transferred. What actually has happened to Selma?	She's been fired, terminated, let go	
10) Why is BC Labour law important for you (yes, YOU) to understand?	As a manager or a person in a position with authority and responsibility, it's important to know the law. It's also important to know your own rights and responsibilities as covered under BC labour law.	
11) Selma doesn't want to cause problems and so she isn't sure that she wants Joan to do anything. What does Joan have to say about this?	Joan, as a union rep, has a responsibility to protect the contract. Now that she know what has happened to Selma (her transfer/termination), she must act upon this information because it appears that the contract may have been violated.	
12) Who is Mabel Dorchester?	She is a resident at Donerovin.	
13) Where is Mabel originally from? (one word)	Jamaica	
14) Who is Howard?	Howard is Mrs. Mabel Dorchester's son	
15) Howard has checked the BC Human Rights Tribunal website and knows there is an important case relevant to his situation. What's the case number?	262	
16) Howard has checked the BC Human Rights Tribunal website. When was a decision handed down on the case he is interested in?	December 2004	

17) Why is the information in questions 15 and 16 important for your team?	The team can check out the details of this case online and use it in completing the project.	
18) Can Howard submit a Human Rights complaint for someone else? (yes or no)	yes	
19) Why is the BC Human Rights Tribunal going to send Howard a packet?	It contains more information and the complaint forms. If he wants to submit a complaint, he needs the packet.	
20) How long does it take to process a BC Human Rights complaint once you send them the completed complaint form?	6 to 8 weeks, an average of 8 weeks	
21) Why do you think that the Human Rights Tribunal will not give Howard an opinion about this case over the phone?	It's unprofessional. There is a process for assessing complaints, and without following the process, it's impossible to give feedback on a complaint.	
22) Based on the telephone call that Howard makes to the BC Human Rights Tribunal, what can we guess about Howard's personality?	He's thorough, tenacious, a supportive son, worried about fairness and rights; he's bright, assertive, well-educated, confident	
23) Why do you (yes, YOU) need to know about BC Human Rights laws and processes?	As a worker, especially in a position with authority and responsibility, you have to know about Human rights legislation to do your job well. Also, you may need to know about it to protect yourself against unfairness based on race, ethnicity, country of origin, etc.	
24) Who is Peter?	Peter is a nurse's aide at Donerovin.	
25) How has Selma's situation impacted Peter?	Peter has been called in to work – to replace Selma. It's been good for Peter.	
26) Who is Joan?	Joan is a union rep. She works for the union that represents Selma, Peter, and probably Stella.	
27) Give the Internet address that Joan gives Selma?	www.labour.gov.bc.ca/esb/igm/esa-part-8/igm-esa-s-66.htm	
28) Why is this address useful for your team?	The team can visit this site and see how it might be relevant to the case study.	
29) Who is John?	John Turner is a resident of Donerovin. He is the man who complained about Mabel Dorchester's cooking.	
30) What is Donerovin?	Donerovin is an assisted living residence for seniors.	
31) A dance is planned at Donerovin. What do some of the employees feel might be a problem with the dance?	The atmosphere will be tense because of recent events related to Selma, Pam, John Turner, Mabel Dorchester	
32) According to Peter and/or Stella, what is the mood in the care facility at the moment? (one word)	Tense, bad	
	Total	/32

Activity Plan 254

Lesson 8	 Research Continued	
	110 MINUTES	HANDOUT(S): 0
<p>Research Stage 110 min</p> <ul style="list-style-type: none"> It is assumed that the learners will need this large chunk of time to access the material on various websites related to this case, follow some red herrings (i.e., research something that ultimately does not help with their recommendations for the case study), and read through the dense, legalistic material related to this case. The material that they are coping with is directly related to any and all employees (Employment Standards, Human Rights, and so on), but will be a hard slog. If a team is making exceptional progress, you can encourage them to meet and begin considering the recommendations they will write for their presentation. You may wish to give them Activity 258 Handout 2, the template for the presentation notes. While the case study has been built on a real case and there are recommendations that a team can make that will be more or less appropriate, the aim of this project is not to come up with the right answer. If a team is heading off in an unusual or unexpected direction with this case, it will be your judgment call as to whether you intervene. It may not be a bad idea to just let things unfold as they unfold. Remember that the instructor in this module is a facilitator. Congratulate teams when they meet success and encourage them when things don't go smoothly. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Book computer lab/ Internet <p>Purpose</p> <ul style="list-style-type: none"> Practising intensive reading Practising teamwork Working on oral summarizing Problem solving Online researching 	

Activity Plan 255

Lesson 8	Vocabulary: Practice for Quiz	
	25 MINUTES	HANDOUT(S): 1
Practice Stage 25 min		Advanced Preparation
<ul style="list-style-type: none">• Distribute Handout 1.• In Part 1, learners do matching exercise and compare with each other.• In Part 2, learners work in pairs and write sentences using the phrasal verbs and idioms from this module. If time allows, have learners write answers on the board and check as a class.		<ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 Purpose <ul style="list-style-type: none">• Reviewing and practising vocabulary for this module• Encouraging learners to use the vocabulary from the lesson by speaking with each other

Practice: Phrasal Verbs and Idioms from Module 5 – TEAMWORK

Use the following list of the vocabulary items introduced last week to do the following exercises.

1. <i>to pitch in</i>	7. <i>to look ahead</i>
2. <i>to pull together*</i>	8. <i>to check in</i>
3. <i>to work out*</i>	9. <i>to come up against</i>
4. <i>to get behind</i>	10. <i>a joint effort</i>
5. <i>to deal with</i>	11. <i>to try out*</i>
6. <i>to keep up with</i>	12. <i>to pool resources*</i>

Part 1: Matching

Write the number of the phrasal verb or idiom on the line. Some of them may have two possible answers.

- _____ to run into a problem, to encounter a difficulty
- _____ to unite or join forces
- _____ to work together on a project
- _____ connect with someone to see how they are doing
- _____ to maintain a pace with someone, to be able to understand them when they speak fast
- _____ to support someone or something
- _____ to figure out or solve a problem
- _____ thinking about the future
- _____ to manage or handle a problem or situation
- _____ to practise doing something for a short while
- _____ a project that has been worked on by different people or groups

Part 2: Paired Sentence Writing

Work with a partner to write sentences using these phrases. Compare with others and give feedback.

1. to pitch in

2. to work out

3. to get behind

4. to deal with

5. to keep up with

6. to look ahead

7. to come up against

8. to pool resources

Practice: Phrasal Verbs and Idioms from Module 5 – TEAMWORK**Part 1: Matching**

- 9 to run into a problem, to encounter a difficulty
- 2, 12 to unite or join forces
- 1 to work together on a project
- 8 connect with someone to see how they are doing
- 6 to maintain a pace with someone, to be able to understand them when they speak fast
- 4 to support someone or something
- 3 to figure out or solve a problem
- 7 thinking about the future
- 5 to manage or handle a problem or situation
- 11 to practise doing something for a short while
- 10 a project that has been worked on by different people or groups

Part 2: Paired Sentence Writing

Answers will vary.

Activity Plan 256-EXT

Lesson 8	Self-Guided Study	
	75 MINUTES	HANDOUT(S): 0
<p>There are no specific activities planned for today's extension. Learners can use this time for self-guided study, reflection, or to finish working on research for Case Study 2.</p>		

Activity Plan 257

Lesson 9	Reviewing Answers for Assessed Listening (completed in Activity 253)	
	40 MINUTES	OVERHEAD(S): 1
<p>Assessment Review 40 min</p> <ul style="list-style-type: none"> • Provide learners with their marks from the assessment they did in Activity 253. Don't return their individual papers as it is important to try to protect the validity of the assessment. • Using an overhead, discuss the answers for the assessment with the class. • Discuss the challenges of the assessment and how the information they share may have been different from what they shared in the jigsaw listenings in Activity 247. <p>Note: Learners may have shared factual information from the jigsaw listenings, but may not have shared impression and perceptions about the relationships and attitudes of the speakers. In the workplace, especially in a low context culture like Canada, we share a lot of information about work conversations beyond the merely factual. For example, in the scenario, Selma is hesitant about creating any problems over the situation with Pam. Joan, the union rep, is clear that her responsibility is to protect the contract and whether Selma wants her to or not, she must now act on the information she has. While this information is very important and would have big implications for the workplace, learners may not have reported this information to each other or recognized its importance. It is important to talk about these kinds of nuances in the case so that learners have an accurate understanding of the information for Case Study 2.</p>	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Mark test papers from Activity 253. • Prepare: <ul style="list-style-type: none"> ✓ Overhead of Activity 253 Answer Key Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Make sure learners have accurate information for Case Study 2 • Discuss the importance of multi-dimensional listening, e.g., listening for relationships, mood, tone, register, attitudes, key information, roles, etc. • Distribute marks, but do not return test papers (or if you return them, collect them back, so that the test can be used again). 	

Activity Plan 258

Lesson 9	Meeting to Report on Research Findings and Develop Presentation Notes	
	135 MINUTES	HANDOUT(S): 2
<p>Develop Agenda 10 min</p> <ul style="list-style-type: none"> In their teams, the learners should quickly develop an agenda for this meeting. They have 125 minutes to share findings, fill in the presentation notes and begin planning their presentations. Teams should assign roles. <p>**Note: It's possible that the learners may not have completed their research yet, in which case they'll need to continue with that. By Lesson 11 of this module, they will be rehearsing their presentations, so they'll want to do some catching up if they are still in the research stage. Learners will have some time during this lesson's extension to complete their research.</p> <p>Review Stage 30 min</p> <ul style="list-style-type: none"> Below is a suggested procedure, but teams can also decide how to approach this task. Make sure that each team has a copy of Activity 246 Handout 2. Distribute copies of today's Handout 1. Teams review the Presentation Notes from Activity 246 Handout 2 and analyze the grammar, answering the questions as best they can on Handout 1. Give the teams 20 minutes to complete this work. Remind the teams that the more accurate their grammar is now, the more effective their final presentations will be. Give out Answer Key Handout 1. Deal with any questions and clarifications. Knowing the correct forms of the verb tenses is the learners' responsibility. If it is clear to the instructor that the teams need further review of verb forms, direct them to an appropriate grammar text. Focus this exercise on the meaning and use of the tense. <p>Meeting to Share Findings and Develop Presentation Notes 95 min</p> <ul style="list-style-type: none"> Learners share the information found through their research. Using Handout 2, learners prepare presentation notes that outline a summary of the case, the approach taken by their teams, the findings, the recommendations, and the rationale for those recommendations. Learners can then move into considering how they will present these findings. Learners may want to begin developing a first draft of their PowerPoint slides. They have already received Activity 251 Handout 2, <i>Presentation Guidelines</i>, and Activity 251 Handout 4, <i>Feedback Form</i>, that will be used by the panel of professionals. Both of these will help guide their preparations. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 and 2 ✓ Answer Key Handout 1 ✓ Copy of Activity 246 Handout 2, <i>Sample Presentation Notes</i> ✓ You may want to provide copies of the templates for meeting agenda and meeting notes, (Activity 227 Handouts 2 and 3). <p>Purpose</p> <ul style="list-style-type: none"> Practising teamwork and meetings Preparing a summary, findings and recommendations for presentation Planning for a presentation 	

Look at the Sample Presentation Notes from Activity 246, Handout 2 and answer the following questions. Be attentive to the grammar that you use in your own presentation notes. This will assist you in the preparation of your presentation speaking script.

1. In the Summary section, circle the simple past tense verbs. Why is this tense used in the summary section?

2. In the Summary section, find the one past perfect verb. Why is this used?

3. In the section entitled Our Approach, circle the present perfect verbs. Why is the present perfect used and not the simple past?

4. In Findings, several different kinds of verbs are used. Find an example of each of these below and explain why it is used.
 - ✓ Perfect Modal

 - ✓ Present Modal

 - ✓ Simple Present

5. In the Findings section, the verb **to appear** is used several times. Find an example. Why has the team used this verb in these examples?

6. In the Findings section, find an example of a conditional sentence. Why is the conditional sentence used?

7. In the Recommendations section, find a subjunctive. The subjunctive is a special, but rarely used verb form that goes with the expressions: *to recommend that ...*, *to suggest that ...*, *to advise that ...*. The use of the subjunctive underlines the fact that the company is not in the habit of doing these actions.

8. What makes the subjunctive different from the simple present?

Look at the Sample Presentation Notes from Activity 246 Handout 2 and answer the following questions. Be attentive to the grammar that you use in your own presentation notes. This will assist you in the preparation of your presentation speaking script.

1. In the Summary section, circle the simple past tense verbs. Why is this tense used in the summary section?

*On the morning of November 17, 2008 Ms. Ester Proust, an electrical supervisor employed by Condo Construction on a large construction site in Prince George, **observed** a company electrician, Mr. Paul Jones, working on a power pole that appeared old and potentially unsafe. She **advised** Mr. Jones of her opinion and he **stopped** work and **reported** the situation to his supervisor, Mr. Sam Ho, senior electrical supervisor. Mr. Ho was also Ms. Proust's supervisor. Mr. Ho **responded** by terminating both Ms. Proust and Mr. Jones. Mr. Ho **believed** that Ms. Proust had undermined his supervisory authority and that Mr. Jones was refusing a direct order to perform a particular task.*

*Our team **was asked** to investigate this case and prepare findings and recommendations.*

The simple past tense is used to describe events that have a beginning and an end in the past. These events are all ended.

2. In the Summary section, find the one past perfect verb. Why is this used?

*Mr. Ho believed that Ms. Proust **had undermined** his supervisory authority*

The tense shows the order of events in the past. First, Ms. Proust told Mr. Jones to stop work, and second, Mr. Ho made some conclusions about this action.

3. In the section entitled Our Approach, circle the present perfect verbs. Why is the present perfect used and not the simple past?

*In investigating this case, our team **has taken** a remedial rather than a judicial approach. In other words, our findings may indicate some short comings on the part of both employees and the employer. We **have focused** on the steps necessary to improve the situation, rather than on assigning blame.*

The present perfect tense describes the work of the team. In contrast to the summary of events which are completed, the work of the team continues up to the present time and is not completed yet. The presentation is part of the teams' work, and has not yet happened.

4. In Findings, several different kinds of verbs are used. Find an example of each of these below and explain why it is used.

✓ Perfect Modal

1. *The working conditions **may have violated** section 19.3 b of the OHS Regulation, as the power poles **may not have been** secure.*

The team does not have the formal responsibility or authority for determining whether or not violations of these regulations occurred. Also, the team may have already stated that they are taking a learning approach, not a judicial approach. So, any conclusions about violations are written as past possibilities using a perfect modal and not as facts.

4. She **should have informed** the senior electrical supervisor that she had spoken with the electrician about the potentially unsafe working conditions, and that he had ceased work.
8. While the electrical supervisor **should not have been fired** for advising the electrician to not work in conditions she perceived as unsafe, her rights appear to have also been violated by not giving her one week's notice, or payment in lieu of notice.

When this perfect modal is used, it describes some kind of error committed in the past and describes the correct course of action which was not actually followed.

✓ Present Modal

2. Under OHS Regulation, section 3.12, a person **may refuse** to do work or **may advise** another not to do work that they reasonably believe to be unsafe.

Here, the team is presenting factual information from their research, so the simple present tense is used. These facts are true all the time. The modal *may* indicate that the person has a choice under this regulation.

✓ Simple Present

8. The BC Employment Standards Act **requires** at least one week's notice when terminating the employment of someone who has worked for three months, but less than a year.

Again, the team is presenting facts from their research using simple present. In this case, the regulation does not provide a choice.

5. In the Findings section, the verb **to appear** is used several times. Find an example. Why has the team used this verb in these examples?

*The senior electrical supervisor **appears to have not followed** OHS Regulations in firing the electrical supervisor and suspending the electrician, since under section 3.12, there is to be no retribution for refusing work perceived to be unsafe.*

*The senior electrical supervisor **did not appear to be aware of** the BC Association of Professional Engineers and geoscientists code of ethics, the first principle of which required him to promote workplace safety.*

The team uses the verb 'appear' when they cannot be 100 per cent certain about peoples' motivations and their level of understanding. It does NOT mean that the team has a lack of confidence in their findings. Using this verb communicates respect for the fact that the information is subject to different interpretations, and they are reporting the most likely interpretation.

6. In the Findings section, find an example of a conditional sentence. Why is the conditional sentence used?
... **if the senior electrical supervisor is found to have violated** the code of ethics, the consequences for him could be significant.

***If she wishes** to pursue this matter, she **could file** a complaint with the BC Human Rights Tribunal.*

The first example tells us that if something in the past is discovered to be true, then there will be a future consequence or a result.

The second example tells us that if the person decides to do something in the future about their situation, then there is one possible future action they could take.

7. In the Recommendations section, find a subjunctive. The subjunctive is a special, but rarely used verb form that goes with the expressions: *to recommend that ...*, *to suggest that ...*, *to advise that ...*. The use of the subjunctive underlines the fact that the company is not in the habit of doing these actions.

The company inspect the safety of all of its electrical power pole

The company acknowledge that mistakes were made and rectify as necessary

The company ensure that all employees are familiar with and are complying with any professional codes of ethics or codes of conduct related to their fields of expertise.

The company institute WorkSafeBC training for all employees, especially with regard to refusing work related to unsafe working conditions.

The company institute BC Employment Standards and Human Rights training for all supervisors.

The company consider training supervisors in interpersonal and intercultural communication skills in a Canadian multicultural workplace.

Note that the expression *we recommend that ...* can be understood (i.e., it is not necessary to actually write it down).

(We recommend that) the company institute WorkSafeBC training.

8. What makes the subjunctive different from the simple present?

For the subjunctive, the verb is third person simple present form, but there is no "s" ending. The simple present is used to describe actions that the company does regularly, all the time.

Presentation Notes

Summary: In the box below, summarize the case in 100 to 125 words.

Our Approach: In the box below, summarize the approach or philosophy that your team used in dealing with this case in 50 to 75 words.

Findings: Next to each number below, write one or two sentences that describe a key fact that you have found out about this case. Be sure to use modals such as *may* or *might* or expressions such as *appears to* or *seems to* when describing anything that is alleged, but not proven. You will probably have 10 to 15 findings.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Recommendations: Next to the numbers below, write one-sentence recommendations for the company. The sentences are written in the present subjunctive (i.e., the present simple with no final "s") Write 3 to 6 recommendations and rationales.

In the boxes, write a 50- to 75-word rationale to explain why you have made each recommendation.

Begin this section with an introductory sentence such as: *The company may wish to consider the following recommendations. Each recommendation is followed with a brief rationale.*

1.

Rationale:

2.

Rationale:

3.

Rationale:

4.

Rationale:


5.

Rationale:

6.

Rationale:

Activity Plan 259-EXT

Lesson 9	 Research and Teamwork Report	
	75 MINUTES	HANDOUT(S): 0
Assignment 1 Research or Presentation Preparation Continued <ul style="list-style-type: none">Depending on progress, the teams may need to continue their research or intensive reading for Case Study 2. If the team is finding this case difficult, avoid the temptation to rescue them.The teams may need to do further presentation preparation for the team during extensions over the next few days, if time allows. For example, it may be useful for them to look at Activity 251 Handout 2, Presentation Guidelines, and decide how they will divide the roles. You may also suggest that they begin preparing their PowerPoint presentation if they haven't started yet; although they will receive further guidance in slide preparation in Activity 261.	Advanced Preparation <ul style="list-style-type: none">Ensure that learners bring their Activity 248-EXT Handout 1 Purpose <ul style="list-style-type: none">Reflecting on teamworkContinuing case study research or presentation preparation if necessary	
Assignment 2 Teamwork Report <ul style="list-style-type: none">In Activity 248-EXT, learners worked on a teamwork report to reflect on each team member and how they are working together according to the team's standards and according to the action plan they created. They shared their feedback in Activity 249.In today's activity, learners are going to continue filling in the table.Ask learners to fill in two more cells about themselves and six more cells about their team members (two cells per team member). The categories that they fill in do not need to be the same.Ask learners to get into their teams once they have finished filling in the table, and discuss their answers as they did in Activity 249.Teams should also fill in the cell at the bottom of the table, where they agree what they can work on as a team to improve their team's performance.Learners should then take out their tables from Activity 252-EXT, where they reflect on the process of getting and receiving feedback. They should fill in the cell labeled Activity 259-EXT.		

Activity Plan 260

Lesson 10	Socio-cultural Warmer: Monitoring, Supporting and Giving Feedback to Support Staff ♦	
	40 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> • Take some time to talk about learners’ experiences working with support staff. • Read through the scenario with the class. Note that although Michelle was careless last time, the project manager is careful not to blame her directly, but he does want her to know that he is watching her carefully – how things are being done this time, and he expects there to be improvement. He praises when he sees that she has made steps to avoid the same problem happening again. • Stressed words and syllables are indicated by caps and the sentence focus is indicated by bolding. • Go through the dialogue so that learners can hear natural phrasing and intonation. <p>Speaking Stage 25 min</p> <ul style="list-style-type: none"> • Allow learners time to role play the dialogues. Circulate to give feedback on stress patterns and intonation. <p>Debriefing Stage 5 min</p> <ul style="list-style-type: none"> • Discuss as necessary. <p>Ways to Add Support</p> <ul style="list-style-type: none"> • If a learner is struggling with pronunciation, suggest that they focus on only one or two of the pronunciation areas such as intonation or stress. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> • If a learner feels confident about their pronunciation, invite them to do a demonstration of a pronunciation point in front of the class. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Demonstrating an example of giving feedback and monitoring support staff 	

Culture Map – Monitoring Supporting and Giving Feedback to Support Staff

Michelle, a support staff worker, has been assigned the task of assembling all the documents for a proposal. In the past, she has been careless about checking that she has the most recent versions of documents before assembling the final proposal binder. The project manager wants to make sure that things go smoothly this time.

A. (Approaching)

Project Manager: Find a time when the support staff person is not on their break or lunch, and not under pressure of a deadline and able focus on what you are going to say. Think about what you are going to say. Try to compose yourself and appear neutral.

B. (Bridging)

Project Manager:
"HI Mi**CHELLE**. I just WANTED to CHECK **IN** with you."

C. (Communicating Message)

Project Manager:
"HOW are things GOing with the **SMITH** ProPOSal?"

Support Staff:
"It's COMing to**GE**ther. I'm just WAITing for BOB to SEND me his UPdated re**PORT** so that I can **ADD** it."

Project Manager: SOUNDS **GOOD** .. there was a BIT of a PROblem **LAST TIME** with GETting the MOST REcent VERsions of the **DOC**uments. HOW'S that GOing **THIS TIME**?"

Support Staff:
"MUCH Better. I've GOT a BEtter FILE MANagement PROtocol in **PLACE** and it's been **MUCH** EAsier to FILE and re**TRIEVE** the **DOC**uments."

Project Manager:
"**GOOD** WORK. **SO**, HOW'S it LOOKing to GET it sub**MIT**ted by the **DEAD**line then?"

Support Staff:
"**OH, BOB** SAID he could GET his re**PORT** to me by **NOON**, SO I DON'T SEE Any **PRO**blem."

D. (Developing Closure)

Project Manager:
"**GREAT**, SO I'll CHECK IN a**GAIN** just be**FORE** **LUNCH**."

Support Staff:
"Okay."

Activity Plan 261

Lesson 10	Planning, Practice and Development	
	60 MINUTES	HANDOUT(S): 3+
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> In the Culture module, learners had a chance to learn how to make PowerPoint slides. In Activity 251, they also saw an example of a PowerPoint presentation. If the Culture module has not been taught yet, the instructor may want to print out some of the Handouts from Activities 186 and 205, to guide learners in preparing a PowerPoint presentation. Make sure each team has a copy of today's Activity 261 PowerPoint presentation – printed out as a handout, and Activity 246 Sample Presentation Notes (Handout 2). Learners will also need Activity 251 Team Presentation – Feedback Form (Handout 4), so they can build their PowerPoint presentation based on these criteria. Finally, each team will need their completed Activity 258. Remind them that Activity 246 provides a model of the presentation notes. Make sure that learners have a copy of Handout 1 from this activity; this provides additional tips for effective PowerPoint formats. <p>Practice Stage 25 min</p> <ul style="list-style-type: none"> Have learners work in their teams. Distribute Handouts 1, 2 and 3. Tell learners that their suggested tasks are on Handout 1. For Handout 2 <i>PowerPoint Language Practice</i>, you may want to assign a different slide to each team, or let them pick their own slide to analyze. Give teams 20 minutes to work on Handout 2. As they work, circulate and deal with questions; provide clarification. After 20 minutes, provide Answer Key Handout 2 and have the teams compare their work to the key. Deal with any questions. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Ensure that learners have Activity 205 PowerPoint and any other handouts pertaining to PowerPoint slides if they need them. Ensure that learners have completed Activity 258 Presentation Notes, Handout 1. Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1, 2 and 3, plus Answer Key Handout 2. ✓ Activity 261 PowerPoint – when you print the PowerPoint, make sure you choose the Handouts option, not the Slides option, and choose nine (9) slides per page. ✓ Activity 246 Sample Presentation Notes (Handout 2) <p>Purpose</p> <ul style="list-style-type: none"> Analyzing the model in order to understand the PowerPoint language used in slides Applying information about effective PowerPoints and the language used to make a PowerPoint presentation for Case Study 2 	

Activity Plan 261
Planning, Practice and Development

(page 2 of 2)

Development Stage 30 min

- Tell the teams that they will begin to develop their own PowerPoint presentations today, if they have not already started. They should get as far as they can on the suggested task list on Handout 1. Tell the teams that they will have time in the next class to work more on speaking notes and rehearsing.
- Have the teams refer to their **Activity 258** Presentation Notes and to Handout 3.
- Have the teams also refer to **Activity 251** Handouts 2 and 3, *Presentation Guidelines*, and *Team Presentation Feedback Form*.
- Using the tips on Handout 3 and the language they learned in the practice stage, teams use the remaining time to develop their PowerPoint slides or continue working on them if they've already started.
- If learners have already started their slides, it is possible that they may want to go back and revise them – based on the discussion and handouts from today's activity.
- Teams can refer to the tutorials in **Activity 205** or other lessons from the Culture module, if needed.
- Circulate and provide feedback on the language used on the slides (**Note:** teams are responsible for content decisions).

Ways to Add Support and Challenge

- See the Introductory Notes for more information on ways to add Support and Challenge in this module.

PowerPoint Planning, Practice and Development

Your team will now begin working on a PowerPoint presentation, covering research findings and recommendations for Case Study 2.

You may need to refer to or review the following handouts and materials:

1. **Activity 205** *Basic PowerPoint – Tutorial*
2. **Activity 246** *Sample Presentation Notes* (Handout 2)
3. **Activity 261** *PowerPoint Presentation* (your instructor will provide you with a one-page handout of the PowerPoint)
4. **Activity 251** Handout 3 *Team Performance Feedback Form*

Checklist of tasks for Activities 261 and 265:

- Complete Handout 2. Check your work against Answer Key Handout 2 (your instructor will distribute this). Your instructor may also assign a slide for your team to practise with.
- Review Handout 3.
- Review **Activity 251** – Handouts 2 and 3.
- Review your presentation notes from **Activity 258**.
- Based on the presentation notes, plan and develop your PowerPoint slides. Have a native speaker review the slides to ensure the language is correct.
- Decide upon the speaking order and role of each member of the team.
- Begin writing out the script for your presentation speaking notes. Think about what details, rationale or other information need to be included to illustrate and support what is on the PowerPoint. Organize the speaking notes so that they are clear and succinct. Rehearse out loud – in front of the rest of your team.
- Memorize your speaking notes. If you need to, make a prompt card that you can quickly refer to while you are speaking.
- For **Activity 261**, accomplish as much as you can on this list. Divide up remaining tasks and finish these in **Activity 265**. In **Activity 265**, you will learn some useful phrases to incorporate in your presentation and you will have more time to rehearse.

PowerPoint Language Practice

1. **Compare** the language on one of the PowerPoint slides (**Activity 261 PowerPoint**) to the language from the Sample Presentation Notes (**Activity 246**). Highlight or circle any language in the presentation notes that you find in the PowerPoint slide as well. Note that sometimes the language in the notes is paraphrased in the slide. Circle the paraphrased language, too. Also, look at the headings and images on the PowerPoint in your comparison.
2. When you finished comparing the language used in the PowerPoint slide, answer the following questions, using the worksheet below.
 - ✓ What **essential information** is included on the PowerPoint slide?
 - ✓ What information is left off the slide?
3. Finally, compare the **grammar**. The phrases used in the PowerPoint slide are reduced from full sentences. What methods can you use to reduce the information? What grammatical parts are left out?

SLIDE 2 (Done for you as an example)

1. Comparison

Summary On the morning of November 17, 2008, Ms. Ester Proust, an **electrical supervisor** employed by **Condo Construction** on a large construction site in **Prince George**, observed a company **electrician**, Mr. Paul Jones, working on a power pole that appeared old and potentially **unsafe**. She advised Mr. Jones of her opinion and he stopped work and reported the situation to his supervisor, Mr. Sam Ho, **senior electrical supervisor**. Mr. Ho was also Ms. Proust's supervisor. Mr. Ho responded by **terminating both** Ms. Proust and Mr. Jones. Mr. Ho believed that Ms. Proust had **undermined** his supervisory authority and that Mr. Jones was **refusing a direct order** to perform a particular task.

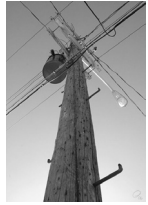
Our team was asked to investigate this case and prepare findings and recommendations.

2. Essential Information

- ✓ Roles of individuals (so audience can see the relationship between them).
- ✓ Place and company name (to give context and help audience situate the case).
- ✓ Summary of dispute (the reason for dispute does not include specific details. It's too much information to put on the slide).
- ✓ Summary of result of the dispute (no particulars are given on the slide).

Summary of Case

- Condo Construction Prince George
- Electrician, electrical supervisor, senior electrical supervisor
- Dispute over refusal to do unsafe work
- 2 people dismissed



SLIDE 2 (example continued)

2. (cont.)

Information not included:

- ✓ Names of individuals (instead, these are provided on the flip chart so that the audience can refer to it when they need to).
- ✓ Specific dates
- ✓ Details of what happened (audience can easily get drawn into details of the story. It is better if the presenter provide the details so the audiences' attention stays on the presenter).
- ✓ Details of the dispute and the resulting action (again, the individual's opinions, beliefs and rationale for action taken are of interest, and the presenter should present the interesting parts).

3. Grammar

The notes were written using full sentences. These sentences need to be reduced before they can go on the PowerPoint slides. Here are some ways to reduce the language:

- ✓ **List important information** in noun form. Subjects and verbs are not needed. Note that items in the list are separated by commas. Capital letters are used for names of places and also for the first item on the list.
 - Condo Construction, Prince George
 - Electrician, electrical supervisor, senior electrical supervisor
- ✓ **Use paraphrasing** to reduce to essential information (e.g., four sentences in the presentation notes are reduced to two phrases in the PowerPoint).

unsafe + refusing a direct order ==> dispute over refusal to do unsafe work

terminating both ==> 2 people dismissed

- ✓ **Use images**

Insert photo of power pole as visual reminder of origin/nature of dispute

- ✓ **Reduced sentence forms**

Omit verbs, prepositions, articles, punctuation. Note the use of capitals and commas. Include capitals and commas because they help readers understand where a new phrase begins:

(It happened at) Condo Construction, (in) Prince George

(There was an) Electrician, (an) electrical supervisor, (and a) senior electrical supervisor

(There was a) dispute over (a) refusal to do unsafe work

If you include verbs, don't use any helping verbs:

2 people (were) dismissed

SLIDE _____

Use the example from Slide 2 as a model and practise analyzing another slide in the same way. You can compare your work to Answer Key Handout 2 when you are finished.

1. **Compare** the language in the PowerPoint slide to the language from the presentation notes. Highlight or circle any language in the presentation notes that you find in the PowerPoint slide as well. When you are finished comparing the language used in the PowerPoint slide, answer the following questions using the worksheet below.
2. What **essential information** is included on the PowerPoint slide? What information is left off the slide?
3. Compare the **grammar**. The phrases used in the PowerPoint slide are reduced from full sentences. What methods can you use to reduce the information? What grammatical parts are left out?

PowerPoint Language Practice

SLIDE 3

1. Comparison

Our Approach: In investigating this case, our team has taken a **remedial rather than a judicial** approach. In other words, our findings may indicate some shortcomings on the part of both employees and the employer. We have **focused** on the **steps** necessary to **improve** the situation, rather than on assigning blame.

2. Essential Information

- ✓ Description of approach taken
- ✓ Description of the benefits of the approach

The details of the approach chosen and the approach not chosen are left off the slide.

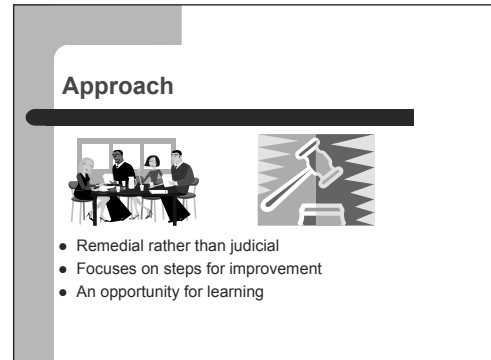
3. Grammar

- ✓ The heading functions as the subject of each phrase. The verb “to be” is omitted.

(The approach is) remedial rather than judicial.

(The approach) focuses on steps for improvement.

(The approach is) an opportunity for learning.



SLIDE 4

1. Comparison

(The presentation notes do not summarize the research areas.)

2. Essential Information

The four research areas are highlighted on this slide. This slide functions like an agenda, so the audience knows what they will hear about next in the presentation.

3. Grammar

The full title of each provision is shortened in the PowerPoint.

The Employment Standards Act ==> Employment Standards

The APEGBC professional code of ethics ==> Professional ethics

The BC Human Rights Code ==> Human Rights

The Occupational Health and Safety (OHS) Regulation ==> Occupational Health and Safety



SLIDE 5

1. Comparison

8. The **BC Employment Standards Act** requires at least one week's notice when terminating the employment of someone who has worked for three months, but less than a year. While the electrical supervisor should not have been fired for advising the electrician to not work in conditions she perceived as unsafe, her rights appear to have also been violated by not giving her one week's notice or payment in lieu of notice.

2. Essential Information

The notice period is the only piece of information included here because the explanation of the findings is complex and the audience needs to pay attention to the presenter in order to understand the explanation. Too many details on the slide would distract the audience.

3. Grammar

One week notice (*is*) required. (The verb to be is omitted.)

SLIDE 6

1. Comparison

1. The **electrical supervisor acted correctly** when she recommended that the electrician not perform a task she believed was unsafe. In fact, she was required to do that by Occupational Health and Safety (OHS) Regulation and her **professional code of ethics (APEGBC)**.

9. The **senior electrical supervisor did not appear to be aware** of the BC Association of Professional Engineers and Geoscientists **Code of Ethics**, the first principle of which required him to promote workplace safety.

10. The electrical supervisor can file a complaint against the senior electrical supervisor for apparent violation of the APEGBC professional code of ethics, and if the **senior electrical supervisor** is found to have **violated** the code of ethics, the **consequences** for him could be **significant**.

2. Essential Information

Two facts are essential: The electrical supervisor's actions were correct and the senior electrical supervisor was not aware of either the Code of Ethics or the consequences of the violation. The details of the requirements of the codes and the consequences of the violation are left for the presenter to describe.

3. Grammar

For each point, the articles and the verb "to be" are omitted.

Findings: Association of Professional Engineers & Geoscientists of BC

- Electrical supervisor's actions consistent with professional code of ethics
- Senior electrical supervisor apparently unaware of professional code of ethics and consequences of violation

SLIDE 7

1. Comparison

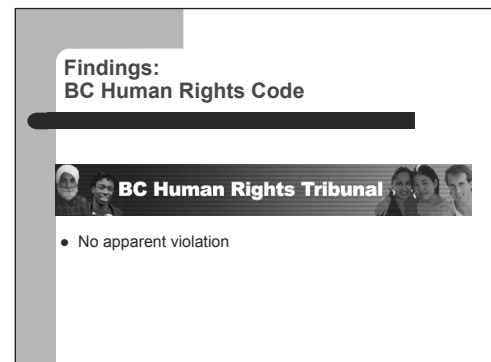
11. The electrical supervisor believes that her **human rights** were **violated**, but it **does not appear that she was discriminated against** because of her membership in any of the protected groups under the BC Human Rights Code. This legislation protects against discrimination based on: race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person, or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person. If she wishes to pursue this matter, she could file a complaint with the BC Human Rights Tribunal.

2. Essential Information

The fact that there was probably no violation is essential. The details of the Human Rights Code and the rationale as to why there was no violation are left for the presenter.

3. Grammar

(There was) no apparent violation



SLIDE 8

1. Comparison

1. The electrical supervisor acted correctly when she recommended that the electrician not perform a task she believed was unsafe. In fact, she was required to do that by **Occupational Health and Safety (OHS)** Regulation and her professional code of ethics (APEGBC).
2. The working conditions may have violated section **19.3 b** of the OHS Regulation, as the **power poles** may not have been **secure**.
3. Under OHS Regulation, section **3.12**, a person may **refuse** to do **work** or may advise another not to do work that they reasonably believe to be **unsafe**.
4. The electrical supervisor did not follow the correct procedures for refusal to do work, as outlined in section 3.12 of the OHS Regulation. She should have informed the senior electrical supervisor that she had spoken with the electrician about the potentially unsafe working conditions, and that he has ceased work. The electrician followed the correct OHS Regulation procedures as outlined in section 3.12, by informing his supervisor about his concerns about the work situation
6. The senior electrical supervisor was not familiar with the OHS Regulation related to an employee's right to refuse unsafe work. He did not follow procedures.
7. The senior electrical supervisor appears to have not followed OHS Regulation in firing the electrical supervisor and suspending the electrician, since under section **3.12**, there is to be **no retribution** for refusing work perceived to be unsafe.

2. Essential Information

The three points capture the relevant provision in the regulation and the topic of the regulation. The details of each regulation and whether or not the people in the case were familiar with the regulations are left for the presenter to clarify.

3. Grammar

Section 3.12 (*outlines the*) procedure for refusing unsafe work. (Verbs and articles are left out)

Findings:
Occupational Health and Safety (OHS)



- Section 3.12 procedure for refusing unsafe work
- Section 19.3b safety of power poles
- No retribution under 3.12

SLIDE 9

1. Comparison

Recommendations: The **company** may wish to consider the following recommendations. Each recommendation is followed with a brief rationale.

1. The company **inspect** the safety of all of its electrical **power poles**.

Our rationale for this is that workers' safety must be paramount. By taking this action the company will also be signaling to all workers that it listens to and values them and their safety.

2. The company **acknowledge** that **mistakes** were made and rectify as necessary.

Both Ms. Proust and Mr. Jones have been through a difficult situation. These two individuals should not carry the burden of everyone's learning. They both put employee safety first and we advise that the company congratulate them for this and acknowledge the difficulties they have been through. The company can rectify any financial penalties that either of these two individuals have suffered.

3. The company ensure that all employees are **familiar with and are complying** with any **professional codes of ethics** or codes of conduct related to their fields of expertise.

The reputation of the company rests largely on the professionalism of its employees. We recommend that as part of the hiring process and on a regular basis there be mechanisms to encourage all employees to remain current with the code of ethics and other issues of their trade and professional associations.

4. The company **institute WorkSafeBC training** for all employees, especially with regard to refusing work related to unsafe working conditions.

Our rationale for this is, again, workers' safety. The sense of a work team will be enhanced and productivity could well increase when all team members are clear about the procedures for refusing unsafe work and know that they are working for an employer who places great importance on protecting worker safety.

5. The company **institute BC Employment Standards and Human Rights training** for all supervisors.

It appears that knowledge of BC Employment Standards has not been valued by this company in the past. Condo Construction would be well advised to institute training in this area for all supervisors. While this scenario does not appear to include a violation of the BC Human Rights Code, it appears that supervisors might not be aware of the intent of this legislation and this would also be an important area for future supervisor training.

6. The company consider **training supervisors in interpersonal and intercultural communication** skills in a Canadian multicultural workplace.

Interpersonal communication skills are not innate, but can be learned. Furthermore, the Canadian labour force is multicultural and this rich cultural mix can increase the communication challenges. Training in interpersonal and intercultural communication will assist all supervisors to communicate more effectively.

2. Essential Information

Only the summary of each recommendation is included. The rationale and explanation is left for the presenter.

3. Grammar

The subject of each recommendation (the company) is stated once only. Each recommendation begins with an action verb. Note that the verb does not end in *s/es*. The *s/es* ending is not used after the verb to *recommend (that)*...

COMPARE

The company **inspects** its power poles every year.

We **recommend that** the company inspect its power poles.

Recommendations

The company:

- inspect power poles
- acknowledge mistakes
- affirm professional codes of ethics
- institute WorkSafeBC training
- institute BC Employment Standards and Human Rights training
- train supervisors in interpersonal and intercultural communication

Tips for Effective PowerPoint Format

PowerPoint can support your presentation if it is used sparingly. Follow the tips below to ensure the information is communicated through PowerPoint as effectively, clearly and concisely as possible. A bad PowerPoint will distract from the presentation and cause the presenter to lose connection with the audience. A poorly formatted PowerPoint will distract the audience. They will focus on the PowerPoint and not on you, the presenter, as they struggle to read and understand.

1. Adopt the 10, 20, 30 rule: no more than 10 slides, no more than 20 minutes of presentation time and no font smaller than 30 points.
2. Generally, use no more than six (6) words in line.
3. Generally, use no more than six (6) lines per slide.
4. Avoid long sentences. Punctuation and abbreviations are generally not used.
5. Choose a text colour and a background colour that contrast.
6. Be consistent with position, font, colour, style and animation. Changes from the standard should be minimal.
7. Be consistent with grammar and use parallel structure if possible.
8. Have one idea per slide.
9. Include only the essential information.
10. Graphics should balance and enhance the slide. Use no more than two (2) per slide.

Activity Plan 262

Lesson 10	Vocabulary: Quiz	
	75 MINUTES	HANDOUT(S): 1
<p>Take Quiz Stage 30 min</p> <ul style="list-style-type: none"> • Let learners know that they will be tested on the vocabulary and idioms they learned in the Teamwork module. • Learners complete the phrasal verb and idiom quiz individually. <p>ReDoStage 30 min</p> <ul style="list-style-type: none"> • When everyone is finished, put learners in groups and give them another copy of the test to work through and discuss together. <p>Go Over Stage 15 min</p> <ul style="list-style-type: none"> • Go over answers as a class. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare TWO sets of photocopies of the vocabulary quiz (Handout 1). <p>Purpose</p> <ul style="list-style-type: none"> • Testing, practising and reviewing vocabulary from the Teamwork module 	

Part 1: Cloze

Using the expressions below, complete the following sentences. Be careful – you may need to add a pronoun or change the form. There may be more than one correct answer for a couple of them.

1. <i>to pitch in</i>	7. <i>to look ahead</i>
2. <i>to pull together*</i>	8. <i>to check in</i>
3. <i>to work out*</i>	9. <i>to come up against</i>
4. <i>to get behind</i>	10. <i>a joint effort</i>
5. <i>to deal with</i>	11. <i>to try out*</i>
6. <i>to keep up with</i>	12. <i>to pool resources*</i>

- 1) The manager was keen to get feedback from her staff after they had _____ the new schedule for a month.
- 2) John promised to _____ the group or workers who were pushing to create a more environmentally friendly workplace.
- 3) Sometimes, when living and working in a culture different from your own, you might _____ some challenges.
- 4) Martin asked the retail division to _____ some prizes for the fundraiser.
- 5) Hey Margaret, I just wanted to _____ and see how the proposal is going. Is it almost ready?
- 6) Yu Tang is trying to _____ how we can cut some expenses from the budget so we can avoid laying people off.
- 7) Both the marketing department and the guys in the warehouse really came together in _____ to raise the money for the United Way campaign.
- 8) _____ to next year, I think we all need to prepare ourselves for budget cuts.

Part 2: Multiple Choice

Choose the best answer to complete the sentence.

1. Learning a new language takes time, but if you practise every day, _____ you will improve.
 - a. work out
 - b. find out
 - c. little by little
 - d. keep up with

2. We don't have much to throw together a last minute party, but if we _____, we might be able to make it work.
 - a. deal with
 - b. pool resources
 - c. look for
 - d. try out

3. I have never seen anyone work as fast as Gurdeep. I can't _____ her.
 - a. deal with
 - b. get behind
 - c. as usual
 - d. keep up with

4. I would like everyone to _____ with me before they go home tonight. I want to have an idea of how everyone is doing.
 - a. check in
 - b. deal with
 - c. pitch in
 - d. pool resources

5. Michaela was trying to _____ how she could adjust the budget to find the money they needed to make the repairs.
 - a. find out
 - b. work out
 - c. look for
 - d. a joint effort

Part 3: Writing Sentences

For each of the phrasal verbs or idioms, write a sentence that shows you know the meaning. You may change the form or the tense if you wish. (2 marks)

1. to get behind

2. to pull together

3. a joint effort

4. to deal with

5. to look ahead

Part 1: Cloze

1. tried out
2. get behind
3. come up against
4. pitch in/ pull together
5. check in
6. work out
7. a joint effort
8. looking ahead

Part 2: Multiple Choice

1. little by little
2. pool resources
3. keep up with her
4. check in
5. work out

Activity Plan 263-EXT

Lesson 10	Reflective Report	
	75 MINUTES	HANDOUT(S): 3
<p>Reflective Report Writing Practice</p> <p>Note: Today's extension is writing a reflective report on the teamwork process so far. It is practice for an assessed task during the final week of the module, Activity 275.</p> <p>Set-up Stage 13 min</p> <ul style="list-style-type: none"> In Handout 1, learners receive the criteria that will be used to provide peer feedback today and, ultimately, a teacher-marked assessment for their writing in Lesson 11, Activity 275. Distribute Handout 1 and go over the criteria so learners are clear about what they are being given feedback on. Remind them to use the criteria to guide and to revise their writing. Distribute Handout 2. In Handout 2, learners receive the reflective task for this writing. It is similar in format to the writing task they will receive in Activity 275. In Handout 3, learners receive an example report as a model for their writing. The model is similar in length to what they will need to produce in Activity 275. Today, their report will be shorter since they have only 60 minutes to complete it. Distribute Handout 3. <p>Writing Stage 45 min</p> <ul style="list-style-type: none"> Learners write 300-350 words in 45 minutes. In the last 10 minutes, remind them to take time to read over and revise their work using the key assessment criteria. <p>Peer Feedback Stage 15 min</p> <ul style="list-style-type: none"> Learners get together with a partner (someone not on their team) and exchange papers. Learners read each other's reports. Each learner uses their copy of Handout 1 and fills it in as feedback for their partner. <p>Wrap-up 2 min</p> <ul style="list-style-type: none"> Remind learners that during the assessed writing, they will need to write 500-650 words within a 120 minute time limit in class. Because learners can work on this at their own pace during the extension and it is a shorter report, it is lower stress than the assessment they'll perform in Activity 275. These assessments are formative, not summative, so giving learners feedback on this writing as well as on the one in Activity 275 allows them to see how they are improving in their writing skills. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handouts 1, 2 and 3 <p>Purpose</p> <ul style="list-style-type: none"> Further developing reflective abilities Practising reflective writing in preparation for assessment in Activity 275 Reflecting on positive impacts of reflective practice Learning to critically assess writing according to criteria by filling in a peer feedback form 	

NAME: _____ CLASS: _____

RUBRIC for Writing Skills: Teamwork Reflection Report

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	- Adequate organization of ideas; develops topic - Main ideas are clearly conveyed and supported with details - Appropriate amount of information to suit the length of the task	CLB = (holistic criteria)
Analytic Criteria	Indicator 1 Writing IV	Briefly summarizes an experience. Uses notes to summarize key points with some expansion of details.	Adequately expands on experience using notes with some details in sequence.	Effectively expands on experience with details in sequence and with connective words and phrases.	Expands fully to write a coherent report with main points and expansion using supporting details in sequence, connective words and phrases, and complex structures that strengthen clarity.
	Functional: Writing a Report	Shares some information from experience to create a report.	Adequately shares and reduces some information from experience to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.
	Textual Design	Developing Design: Adequate length, some issues with paragraph construction.	Adequate Design: Adequate length and paragraph construction.	Fluent Design: Adequate length and well-developed paragraphs. Conveys a sense of audience in language format and content.	Advanced Design: Adequate length and well-developed paragraphs. Synthesizes and integrates multiple pieces of information into a coherent text.
	Socio-Cultural	Attempts to convey a sense of audience in format and content.	Adequately conveys a sense of audience in format and content with some directness and formality.	Effectively conveys a sense of audience in format and content with some directness and formality.	Fluently conveys a sense of audience in format and content with appropriate directness and formality.
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis. (report)	Adequate Reflection: Employing critical thinking and comparative analysis. (report)	Fluent Reflection: Employing critical thinking and comparative analysis. (report)	Advanced Reflection: Employing critical thinking and comparative analysis. (report)
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and may seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures. Good control of spelling, punctuation and format.	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.

COMMENTS:

Reflective Report

In today's extension, you will need to write a report of 300 to 350 words.

Your short report should address one to two ways in which your team has increased its awareness and changed its behaviour as a result of the teamwork reports, the feedback they provide and the opportunities for reflective practice.

A suggested outline for your report is:

- **Paragraph one:** Introduction. Give the context for your report and explain what you will do in the report.
- **Paragraph two and three:** Give specific examples of areas where the team has made changes in its behaviour as a result of the reflective practice of the teamwork reports. Provide specific evidence to support the examples you describe in each paragraph.
- **Paragraph four:** Summarize your report and provide a brief conclusion.

Handout 3 provides an example report. You can use this example to help understand the expectations and the style. You may use connectors and transitional language (e.g., *as a team; in Activity 188; in conclusion; above, I outlined*) from the report, but you should not copy sentences or large parts of sentences from the sample report.

Reflective Report Example

Teamwork and Reflective Practice Report

For over a week now, my team has been completing teamwork reports that require us to reflect on the quality of our team and provide each other with feedback. We have found this reflective practice difficult, sometimes embarrassing, and we have learned from it. As a team, we are now aware of and are working on a number of things that are improving the quality of our team. I would like to provide examples, with evidence of two of our key learnings, in the area of contributions and quality of work.

In **Activity 232**, our team completed a chart detailing our expectations. We also received a team quality chart, parts of which we have been completing as this project unfolds. One of the rows on the chart is labeled “contribution”. When we complete this row, we explain how our teammates have met our team’s expectation around contributions and, perhaps, how we, ourselves, may have been challenged by this particular expectation. Notice that we describe our team mates’ strengths and our own challenges. One member of our team let us know that she did not feel she was contributing enough to the team. When we discussed this in our group, the other three team members let her know that, in fact, we felt she was dominating the group. This was hard for her to hear, as we discussed it further, it became apparent that while she might have been contributing too much, the rest of us were contributing too little. This behaviour has changed. As evidence, yesterday when we needed to organize how we would share the information we learned in the jigsaw listenings, I and another member of the team played the most significant role in leading this discussion and putting our decisions into action. In the past, we would have left this up to the team member mentioned earlier.

Another row on the team quality chart is labeled “quality of work”. The second time we completed some of this chart for homework, I wrote that I was aware that I was not always producing work of high quality. I explained this to my team and it led to a general discussion about the quality of all of our work. Together, we brainstormed some suggestions for improving our work. For example, we realized that if we always made sure that we completed the first draft of our work early enough, we could leave it for a while, relax and return to the work with fresh eyes. We have all tried implementing some of the suggestions including the one just described. The quality of our team’s work has improved. As evidence of this, our instructor recently mentioned that she had initially been concerned about our progress with the case study, but that our work on the jigsaw listening and our meeting notes were of a higher quality than our earlier work.

In conclusion, for this project we are required to practise reflecting on and giving feedback to our team members about the team. Above, I outlined how this approach has helped in the areas of contribution and quality of work. The process is not easy and takes some unexpected turns, but has encouraged real growth in a number of areas; I look forward to using it for the rest of this project and adapting it for appropriate use in my professional life.

563 words

Activity Plan 264

Lesson 11	TV Body Language and Useful Phrases for Team Presentations	
	50 MINUTES	HANDOUT(S): 3
<p>Set-up Stage 7 min</p> <ul style="list-style-type: none"> Brainstorm the importance of body language and transitional phrases in a team presentation. Distribute Handout 1. Discuss the body language vocabulary in the chart. Take time to discuss body language that would be unacceptable and why. For example, too many gestures, too rigid or stiff of a posture, not looking at the audience, too stern of a facial expression, or excessive smiling or laughing, etc. Review the questions on page 2 of the handout so the learners are clear what they are looking for in the silent viewing of the presentation. This activity could be done in pairs in a computer lab or it could be controlled by the teacher by playing the presentation for the whole class. The activity is meant to be a scanning activity. Viewing and discussion should not take more than 10 minutes. <p>Silent Viewing Stage 8 min</p> <ul style="list-style-type: none"> Have the learners view parts of the DVD presentation with the sound off. This is the same DVD from Activity 251. Choose pertinent areas of the presentation for body language. For example, the beginning, reference to visuals, the changes between team members and the end of the presentation. Learners answer the guiding questions on Handout 1. Encourage learners to comment on any distracting habits of the model presenters. <p>Listening Stage 15 min</p> <ul style="list-style-type: none"> Explain that you are now going to focus on the transitional phrases used to guide the listener in the team presentation. Explain the nature of a partnered cloze exercise. There are two versions of the exercise with different missing information. Learners will team up with a partner at the end to find the answers. Distribute Handouts 2 – <i>Versions A and B</i>. Explain that they will only be allowed to listen once, so they will need to anticipate their next blanks in the script. Play the model presentation for the class. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare Activity 251 video. Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 ✓ Handout 2–<i>Version A</i> ✓ Handout 2–<i>Version B</i> ✓ Handout 3 ✓ Answer Key Handout 3 (or make an overhead of this) <p>Purpose</p> <ul style="list-style-type: none"> Seeing and hearing examples of body language and transitional phrases that guide listeners through a presentation Making learners aware of the importance of body language and transitional phrases as communication aids 	

Activity Plan 264
Body Language and Useful Phrases for Team Presentations

(page 2 of 2)

Correction Stage 5 min

- Learners get together with a partner who has the opposite version of the cloze exercise to check their answers. Do not hand out Answer Key Handout 2 to the learners. Learners should find out answers from their partners.

Analysis Stage 15 min

- Distribute Handout 3.
- Learners categorize the transitions from Handout 2 according to purpose.
- Distribute Answer Key Handout 3 or put it on the overhead and discuss answers.
- If time allows, brainstorm additional phrases.

Ways to Add Support

- If partners are having trouble with finding the correct information for the cloze activity, you may choose to give them the Answer Key for Handout 2 to help them along.

Ways to Add Challenge

- Ensure that learners do not look at their partner's paper when checking their answers for the cloze activity. Learners should listen to each other carefully to determine if their answers are correct. If they're having trouble with spelling, they should ask their partner to spell the word, but do not focus on spelling. This activity is focusing on content, information and phrasing.

Body Language in Team Presentation

Before reviewing the model presentation for body language, take some time to understand the body language vocabulary in the chart below. Some are negative and should be avoided. These kinds of gestures are either considered rude, unprofessional or unwelcoming, or show a lack of confidence. Which ones do you think are the negative ones?

Body Language Vocabulary

Face and Head	Hands, Arms and Shoulders	Standing Position and Legs
<p><i>He/She...</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>nods</i> <input type="radio"/> <i>smiles</i> <input type="radio"/> <i>scrunches up his/her/face</i> <input type="radio"/> <i>looks up/down</i> <input type="radio"/> <i>looks forward</i> <input type="radio"/> <i>looks at the floor</i> <input type="radio"/> <i>frowns (furrows his/her brow)</i> <input type="radio"/> <i>makes eye contact with the audience</i> <input type="radio"/> <i>yawns</i> <input type="radio"/> <i>raises his/her eyebrows</i> <input type="radio"/> <i>is expressionless (deadpan)</i> <input type="radio"/> <i>scans the audience with his/her eyes</i> 	<p><i>He/She...</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>makes an open hand gesture towards...</i> <input type="radio"/> <i>clasps his hands</i> <input type="radio"/> <i>shrugs</i> <input type="radio"/> <i>points with an extended index finger</i> <input type="radio"/> <i>crosses his/her arms</i> <input type="radio"/> <i>gestures to the PowerPoint slide</i> <input type="radio"/> <i>shakes his/her fist in the air</i> <input type="radio"/> <i>moves his/her clasped hands up and down</i> <input type="radio"/> <i>waves his/her arms around wildly</i> <input type="radio"/> <i>opens both arms palms up at the waist</i> 	<p><i>He/She....</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>stands up straight</i> <input type="radio"/> <i>has good posture</i> <input type="radio"/> <i>crosses his/her legs</i> <input type="radio"/> <i>keeps his body facing the audience</i> <input type="radio"/> <i>moves from side to side</i> <input type="radio"/> <i>stands with his/her hands clasped in front of him/her</i> <input type="radio"/> <i>paces back and forth</i> <input type="radio"/> <i>remains with his/her back to the audience for more than a second</i> <input type="radio"/> <i>rocks back and forth from one foot to another</i>

Silent Viewing of the Presentation

Scroll through the model presentation with the sound off to examine the kinds of body language that are used. Fast-forward through static points. Look especially at transitional points, such as the beginning and end of the presentation, between speakers and when the speakers need to refer to a visual. As you answer the questions below, think about the presenter’s dress and grooming, eye contact, posture, facial expressions, gestures and whole body movement.

1. How does each speaker emphasize or punctuate his/her speaking with body language?

Presenter 1 (Mark) -

Presenter 2 (Lisa) -

Presenter 3 (Peter) -

Presenter 4 (Sian) -

2. How do the speakers connect with the audience?
3. How do the speakers show a positive rapport with his/her teammates?
4. How do the speakers indicate a transition to another speaker?
5. How do the speakers refer to visuals?
6. How do the speakers signal an ending?
7. How does the final speaker welcome a response from the audience?

Useful Transitional Phrases

Version A

Mark: (1) _____. Thank you all for coming today and (3) _____ to our three invited guests on our panel. My name is Mark Limacher and (5) _____ are the other members of our team: Lisa Robertson, Peter Polgar and Sian Prytherch.

We're learners in Camosun College's 099 class, where we've been working on a case study. Today we're going to (7) _____ a summary of the scenario in the case study. Next, we're going to look at the results of our research into the key issues we identified in this scenario. (9) _____, we're going to present our findings to deal with those issues, with a recommendation for each.

Each of the members of the team will speak for about two and a half minutes, (11) _____ at the end to deal with your questions and comments.

There's also a PowerPoint slide presentation to go with our discussion and all of you should have received a paper copy of the PowerPoint slides. Does everyone have one? Great. Okay then – let's get started.

(13) _____ captures the essentials in the case. All of the events took place on a construction site in Prince George, operated by Condo Construction. There are three key players in the case, all employees of Condo: Mr. Paul Jones, an electrician, Ms. Ester Proust, an electrical supervisor, Mr. Sam Ho, senior electrical supervisor and boss of both Mr. Jones and Ms. Proust. We will use this chart from time to time to keep the characters in this scenario clear.

One morning, Ms. Proust observed Mr. Jones working on a power pole that appeared unsafe. She recommended that he stop work, which he did, and he then informed Mr. Ho of the work stoppage. When Mr. Ho learned of the work stoppage, he felt that Ms. Proust had undermined his supervisory authority by recommending that Mr. Jones stop work, and he felt that Mr. Jones had refused a direct order to perform a task. He terminated them both. This resulted in considerable tension in the worksite and we, as outside consultants, were called in to investigate.

(15) _____ our investigation, we needed to decide on an approach. We could have taken what we've called on the slide a judicial approach in which we investigated to see who was right and who was wrong.

However, we asked ourselves, would this result in a good company becoming better? Would it increase trust between workers and supervisors? We felt that it would result in blame and recriminations.

(17) _____ we decided on what we have called a remedial approach – a learning approach. Our team found working on this case study a real opportunity to learn, and we feel that it can also be such an opportunity for Condo Construction, both their employees and their supervisors.

Now my team member, Lisa, (19) _____ of the results of our research. Lisa?

486 words

Lisa: Thanks, Mark. So having decided on an approach, we needed (21) _____ to focus our research and we found that the issues in the scenario fell into four areas on the slide there: BC Employment Standards, Occupational Health and Safety, Human Rights and Professional ethics.

In the area of BC Employment Standards, we found that the law requires that Ms. Proust be given one week's notice of termination. However, Ms. Proust's termination was not in accordance with workplace safety laws and Peter will talk about that a little more next. So the particulars of the termination are a little bit of a red herring, but they do bring to light the fact that within the supervisory workforce of Condo Construction, there doesn't appear to be a good level of understanding of the BC Employment Standards.

(23) _____ deals with the area of professional ethics. Both Mr. Ho and Ms. Proust are members of the Association of Professional Engineers and Geoscientists of BC or APEGBC, and the code of ethics of this association requires its members to promote workplace safety. We assume that Mr. Ho values workplace safety and that he considered the refusal to perform a work task a challenge to his supervisory authority. A lack of awareness about professional ethics could have serious consequences for Mr. Ho and for the people he supervises.

(25) _____, Ms. Proust could conceivably file a complaint against Mr. Ho under the APEGBC professional code of ethics, and if Mr. Ho is found to have violated the code, the consequences for him could be quite serious, for example, suspension or even revoking of his license.

The scenario does point out the importance of knowing your profession's code of ethics and we will make recommendations about this area.

Now as this next slide (27) _____, we also researched the BC Human Rights Code.

Ms. Proust felt that her supervisor had attempted to limit her freedom of speech and thus had violated her human rights. It appears from the scenario that she misunderstands the intent and focus of human rights legislation in BC and in Canada. Human Rights legislation is intended to protect groups of traditionally disadvantaged people, and we will also address this in our recommendations

Now Peter will cover the other final area we researched, so over to you, Peter.

385 words

Peter: (29) _____ Lisa. Good afternoon, ladies and gentlemen. Lisa has already referred to our final area of research that being occupational health and safety.

This slide summarizes our main findings. Two sections of the Occupational Health and Safety Regulation are especially important to us here: 3.12 deals with the procedure for refusing work believed to be unsafe and section 19.3 b deals with the safety of electrical power poles.

(31) _____ we would like to stress is that under these regulations, workers should refuse work that they consider unsafe and there is a clear procedure for doing this. Ms. Proust acted correctly when she advised Mr. Jones on her safety concerns and Mr. Jones acted prudently by stopping work at this point. The procedures for refusing unsafe work require that the supervisor inform, or be informed, rather, of the safety concerns. In this regard, Mr. Jones followed the correct process, while Ms. Proust neglected to inform her supervisor.

Under section 3.12, there is to be no retribution for refusing work perceived to be unsafe. Mr. Ho terminated both Ms. Proust and Mr. Jones for their actions. It is in this area that Mr. Ho, and the company in general, have the most to learn. We will discuss this (33) _____ in our recommendations.

Those, then, are our findings. I'll now discuss the first two of our six recommendations to management. Sian will discuss (35) _____ four recommendations.

As Mark stated earlier, we have made recommendations that assume the incidents outlined in this case are, in fact, learning opportunities.

(37) _____ recommendation is that:

The company inspect the safety of all of its electrical power poles.

Our rationale for this is that workers' safety must be paramount. By taking this action, the company will also be signaling to all workers that it listens to and values them and their safety.

Our second recommendation (39) _____

The company acknowledge that mistakes were made and rectify as necessary.

Both Ms. Proust and Mr. Jones have been through a difficult situation. These two individuals should not carry the burden of everyone's learning. They both put employee safety first and we advise that the company congratulate them for this and acknowledge the difficulties they have been through. The company can rectify any financial penalties that either of these two individuals has suffered.

I am now going to turn the floor over to Sian and she will outline our final four recommendations.

405 words

Sian: (41) _____. Thanks, Peter.

Our next recommendation is that:

The company ensure that all of its employees are familiar with and complying with professional codes of ethics or codes of conduct related to their fields of expertise.

The reputation of the company rests on the professionalism of its employees.

(43) _____, we recommend that part of the hiring procedures and on a regular basis – there be mechanisms to encourage employees to remain current with the codes of ethics and other issues of their trade and professional associations.

Our fourth recommendation is that:

The company institute WorkSafeBC training, especially related to unsafe work conditions.

Our rationale, again, is for workers' safety. A sense of a work team is enhanced and productivity could well increase if all members of a team are clear about the procedures for refusing unsafe work and know that they're working with an employer who places great value on protecting worker safety.

Our (45) _____ recommendation is that:

The company institute BC Employment Standards and Human Rights training for its supervisors.

It appears that knowledge of BC Employment Standards has not been valued by this company and Condo Construction (47) _____ institute training in this area for all supervisors. While this scenario does not appear to include a violation of the BC Human Rights Code, it appears that supervisors might not be aware of the intent of this legislation and this would be an important area for future training.

Our final recommendation is that:

Condo Construction train its supervisors in interpersonal and intercultural communication in a Canadian multicultural workplace.

Interpersonal skills are not innate, however, they can be learned and (49) _____, the Canadian labour force is multicultural so this rich cultural mix can increase communication problems. Therefore, training in interpersonal communication and intercultural communication could assist supervisors to communicate more effectively.

That, then, concludes our presentation. We've summarized the case for you; we've explained our approach, looked at key findings and offered six recommendations for addressing significant issues arising from our findings.

Thank you (51) _____, and we welcome any questions and comments that you may have.

****Note: There is no number 53.**

349 words

Useful Transitional Phrases**Version B**

Mark: Hello. (2) _____ all for coming today and a special welcome to our three invited guests on our panel. (4) _____ Mark Limacher, and to my left are the other members of our team: Lisa Robertson, Peter Polgar and Sian Prytherch.

We're learners in Camosun College's 099 class, where we've been working on a case study. Today (6) _____ present to you a summary of the scenario in the case study. (8) _____ we're going to look at the results of our research into the key issues we identified in this scenario. Finally, we're going to present our findings to deal with those issues, with a recommendation for each.

(10) _____ of the team will speak for about two and a half minutes and we've left some time at the end to deal with your questions and comments.

There's also a PowerPoint slide presentation to go with our discussion and all of you should have received a paper copy of the PowerPoint slides. Does everyone have one? Great. Okay then, (12) _____.

This first slide (14) _____ the essentials in the case. All of the events took place on a construction site in Prince George, operated by Condo Construction. There are three key players in the case, all employees of Condo: Mr. Paul Jones, an electrician; Ms. Ester Proust, an electrical supervisor; Mr. Sam Ho, senior electrical supervisor and boss of both Mr. Jones and Ms. Proust. (16) _____ from time to time to keep the characters in this scenario clear.

One morning, Ms. Proust observed Mr. Jones working on a power pole that appeared unsafe. She recommended that he stop w ... stop work, which he did, and he then informed Mr. Ho of the work stoppage. When Mr. Ho learned of the work stoppage, he felt that Ms. Proust had undermined his supervisory authority by recommending that Mr. Jones stop work and he felt that Mr. Jones had refused a direct order to perform a task. He terminated them both. This resulted in considerable tension in the worksite and we, as outside consultants, were called in to investigate.

Before we could begin our investigation, we needed to decide on an approach. We could have taken what we've called on the slide, a judicial approach, in which we investigated to see who was right and who was wrong.

(18) _____, we asked ourselves, would this result in a good company becoming better? Would it increase trust between workers and supervisors? We felt that it would result in blame and recriminations.

Instead, we decided on what we have called a remedial approach –a learning approach. Our team found that working on this case study was a real opportunity to learn, and we feel that it can also be such an opportunity for Condo Construction, both their employees and their supervisors.

(20) _____, Lisa, [will] will give details of the results of our research. Lisa?

486 words

Lisa: Thanks, Mark. (22) _____ an approach, we needed, next, to focus our research, and we found that the issues in the scenario fell into four areas on the slide there: BC Employment Standards, Occupational Health and Safety, Human Rights, and Professional ethics.

In the area of BC Employment Standards, we found that the law requires that Ms. Proust be given one week's notice of termination. However, Ms. Proust's termination was not in accordance with workplace safety laws and Peter (24) _____ a little more next. So the particulars of the termination are a little bit of a red herring, but they do bring to light the fact that within the supervisory workforce of Condo Construction, there doesn't appear to be a good level of understanding of the BC Employment Standards.

Our next slide (26) _____ the area of professional ethics. Both Mr. Ho and Ms. Proust are members of the Association of Professional Engineers and Geoscientists of BC or APEGBC, and the code of ethics of this association requires its members to promote workplace safety. We assume that Mr. Ho values workplace safety and that he considered the refusal to perform a work task a challenge to his supervisory authority. A lack of awareness about professional ethics could have serious consequences for Mr. Ho and for the people he supervises.

For example, Ms. Proust could conceivably file a complaint against Mr. Ho under the APEGBC professional code of ethics, and if Mr. Ho is found to have violated the code, the consequences for him could be quite serious, for example, suspension or even revoking of his license.

The scenario does point out the importance of knowing your profession's code of ethics and (28) _____ recommendations about this area.

Now as this next slide indicates, we also researched the BC Human Rights Code.

Ms. Proust felt that her supervisor had attempted to limit her freedom of speech, and thus, had violated her human rights. It appears from the scenario that she misunderstands the intent and focus of human rights legislation in BC and in Canada. Human Rights legislation is intended to protect groups of traditionally disadvantaged people and we will also address this in our recommendations

Now Peter will cover the other final area we researched, (30) _____ Peter.

385 words

Peter: Thank you, Lisa. Good afternoon ladies and gentlemen. Lisa has already referred to our final area of research, that being occupational health and safety.

This slide (32) _____ our main findings. Two sections of the Occupational Health and Safety Regulation are especially important to us here: 3.12 deals with the procedure for refusing work believed to be unsafe, and section 19.3 b deals with the safety of electrical power poles.

The key point we would like (34) _____ is that under these regulations, workers should refuse work they consider unsafe and there is a clear procedure for doing this. Ms. Proust acted correctly when she advised Mr. Jones on her safety concerns, and Mr. Jones acted prudently by stopping work at this point. The procedures for refusing unsafe work require that the supervisor inform, or be informed, rather, of the safety concerns. In this regard, Mr. Jones followed the correct process, while Ms. Proust neglected to inform her supervisor.

Under section 3.12, there is to be no retribution for refusing work perceived to be unsafe. Mr. Ho terminated both Ms. Proust and Mr. Jones for their actions. It is in this area that Mr. Ho, and the company in general, have the most to learn. We will discuss this further in our recommendations.

(36) _____ are our findings. I'll now discuss the first two of our six recommendations to management. Sian will discuss the final four recommendations.

As Mark stated (38) _____, we have made recommendations that assume the incidents outlined in this case are in fact learning opportunities.

Our first recommendation is that:

The company inspect the safety of all of its electrical power poles.

Our rationale (40) _____ is that workers' safety must be paramount. By taking this action, the company will also be signaling to all workers that it listens to and values them and their safety.

Our second recommendation is that:

The company acknowledge that mistakes were made and rectify as necessary.

Both Ms. Proust and Mr. Jones have been through a difficult situation. These two individuals should not carry the burden of everyone's learning. They both put employee safety first and we advise that the company congratulate them for this and acknowledge the difficulties they have been through. The company can rectify any financial penalties that either of these two individuals has suffered.

I am now going to (42) _____ Sian and she will outline our final four recommendations.

405 words

Sian: Great. Thanks, Peter.

(44) _____ recommendation is that:

The company ensure that all of its employees are familiar with, and complying with, professional codes of ethics or codes of conduct related to their fields of expertise.

The reputation of the company rests on the professionalism of its employees. Therefore, we recommend that part of the hiring procedures and on a regular basis, there be mechanisms to encourage employees to remain current with the codes of ethics and other issues of their trade and professional associations.

Our (46) _____ recommendation is that:

The company institute WorkSafeBC training, especially related to unsafe work conditions.

Our rationale, again, is for workers' safety. A sense of a work team is enhanced and productivity could well increase if all members of a team are clear about the procedures for refusing unsafe work and know that they're working with an employer who places great value on protecting worker safety.

Our fifth recommendation is that:

The company institute BC Employment Standards and Human Rights training for its supervisors.

(48) _____ knowledge of BC Employment Standards has not been valued by this company, and Condo Construction would be well advised to institute training in this area for all supervisors. While this scenario does not appear to include a violation of the BC Human Rights Code, it appears that supervisors might not be aware of the intent of this legislation and this would be an important area for future training.

Our (50) _____ recommendation is that:

Condo Construction train its supervisors in interpersonal and intercultural communication in a Canadian multicultural workplace.

Interpersonal skills are not innate, however, they can be learned, and furthermore, the Canadian labour force is multicultural, so this rich cultural mix can increase communication problems. Therefore, training in interpersonal communication and intercultural communication could assist supervisors to communicate more effectively.

(52) _____ concludes our presentation. We've summarized the case for you, we've explained our approach, looked at key findings and offered six recommendations for addressing significant issues arising from our findings.

Thank you for your attention and (54) _____ any questions and comments you may have.

349 words

Useful Transitional Phrases**Version B**

Mark: (1) **Hello.** (2) **Thank you all** for coming today and (3) **a special welcome** to our three invited guests on our panel. (4) **My name is** Mark Limacher, and (5) **to my left** are the other members of our team: Lisa Robertson, Peter Polgar and Sian Prytherch.

We're learners in Camosun College's 099 class, where we've been working on a case study.

(6) **Today, we're going to** (7) **present to you** a summary of the scenario in the case study. (8) **Next**, we're going to look at the results of our research into the key issues we identified in this scenario. (9) **Finally**, we're going to present our findings to deal with those issues with a recommendation for each.

(10) **Each of the members** of the team will speak for about two and a half minutes, and (11) **we've left some time** at the end to deal with your questions and comments.

There's also a PowerPoint slide presentation to go with our discussion and all of you should have received a paper copy of the PowerPoint slides. Does everyone have one? Great.

(12) **Okay then, let's get started.**

(13) **This first slide** (14) **captures** the essentials in the case. All of the events took place on a construction site in Prince George, operated by Condo Construction. There are three key players in the case, all employees of Condo: Mr. Paul Jones, an electrician; Ms. Ester Proust, an electrical supervisor, Mr. Sam Ho, senior electrical supervisor and boss of both Mr. Jones and Ms. Proust. (16) **We will use this chart** from time to time to keep the characters in this scenario clear.

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(15) **Before we could begin** our investigation, we needed to decide on an approach. We could have taken what we've called on the slide, a judicial approach, in which we investigated to see who was right and who was wrong.

(18) **However**, we asked ourselves, would this result in a good company becoming better? Would it increase trust between workers and supervisors? We felt that it would result in blame and recriminations.

(17) **Instead**, we decided on what we have called a remedial approach, a learning approach. Our team found working on this case study a real opportunity to learn, and we feel that it can also be such an opportunity for Condo Construction, both their employees and their supervisors.

(20) **Now my team member**, Lisa, [will] (19) **will give details** of the results of our research. Lisa?

486 words

Lisa: Thanks, Mark. **(22) So having decided on** an approach, we needed, **(21) next**, to focus our research and we found that the issues in the scenario fell into four areas on the slide there: BC Employment Standards, Occupational Health and Safety, Human Rights, and Professional ethics.

In the area of BC Employment Standards, we found that the law requires that Ms. Proust be given one week's notice of termination. However, Ms. Proust's termination was not in accordance with workplace safety laws and **(24) Peter will talk about** that a little more next. So the particulars of the termination are a little bit of a red herring, but they do bring to light the fact that within the supervisory workforce of Condo Construction, there doesn't appear to be a good level of understanding of the BC Employment Standards.

(23) Our next slide (26) deals with the area of professional ethics. Both Mr. Ho and Ms. Proust are members of the Association of Professional Engineers and Geoscientists of BC or APEGBC, and the code of ethics of this association requires its members to promote workplace safety. We assume that Mr. Ho values workplace safety and that he considered the refusal to perform a work task a challenge to his supervisory authority. A lack of awareness about professional ethics could have serious consequences for Mr. Ho and for the people he supervises.

(25) For example, Ms. Proust could conceivably file a complaint against Mr. Ho under the APEGBC professional code of ethics and if Mr. Ho is found to have violated the code, the consequences for him could be quite serious, for example, suspension or even revoking of his license.

The scenario does point out the importance of knowing your profession's code of ethics and **(28) we will make** recommendations about this area.

Now as this next slide **(27) indicates**, we also researched the BC Human Rights Code.

Ms. Proust felt that her supervisor had attempted to limit her freedom of speech and thus had violated her human rights. It appears from the scenario that she misunderstands the intent and focus of human rights legislation in BC and in Canada. Human Rights legislation is intended to protect groups of traditionally disadvantaged people and we will also address this in our recommendations

Now Peter will cover the other final area we researched, **(30) so over to you**, Peter.

385 words

Peter: (29) Thank you, Lisa. Good afternoon ladies and gentlemen. Lisa has already referred to our final area of research – that being occupational health and safety.

This slide **(32) summarizes** our main findings. Two sections of the Occupational Health and Safety Regulation are especially important to us here: 3.12 deals with the procedure for refusing work believed to be unsafe and section 19.3 b deals with the safety of electrical power poles.

(31) The key point we would like **(34) to stress** is that under these regulations, workers should refuse work they consider unsafe and there is a clear procedure for doing this. Ms. Proust acted correctly when she advised Mr. Jones on her safety concerns, and Mr. Jones acted prudently by stopping work at this point. The procedures for refusing unsafe work require that the supervisor inform, or be informed, rather, of the safety concerns. In this regard, Mr. Jones followed the correct process, while Ms. Proust neglected to inform her supervisor.

Under section 3.12, there is to be no retribution for refusing work perceived to be unsafe. Mr. Ho terminated both Ms. Proust and Mr. Jones for their actions. It is in this area that Mr. Ho and the company, in general, have the most to learn. We will discuss this **(33) further** in our recommendations.

(36) Those, then, are our findings. I'll now discuss the first two of our six recommendations to management. Sian will discuss **(35) the final** four recommendations.

As Mark stated **(38) earlier,** we have made recommendations that assume the incidents outlined in this case are in fact learning opportunities.

(37) Our first recommendation is that:

The company inspect the safety of all of its electrical power poles.

Our rationale **(40) for this** is that workers' safety must be paramount. By taking this action, the company will also be signaling to all workers that it listens to, and values them and their safety.

Our second recommendation **(39) is that:**

The company acknowledge that mistakes were made and rectify as necessary.

Both Ms. Proust and Mr. Jones have been through a difficult situation. These two individuals should not carry the burden of everyone's learning. They both put employee safety first and we advise that the company congratulate them for this and acknowledge the difficulties they have been through. The company can rectify any financial penalties that either of these two individuals has suffered.

I am now going to **(42) turn the floor over** to Sian and she will outline our final four recommendations.

405 words

Sian: (41) **Great.** Thanks, Peter.

(44) **Our next** recommendation is that:

The company ensure that all of its employees are familiar with, and complying with, professional codes of ethics or codes of conduct related to their fields of expertise.

The reputation of the company rests on the professionalism of its employees. (43) **Therefore**, we recommend that part of the hiring procedures, and on a regular basis, there be mechanisms to encourage employees to remain current with the codes of ethics and other issues of their trade and professional associations.

Our (46) **fourth** recommendation is that:

The company institute WorkSafeBC training, especially related to unsafe work conditions.

Our rationale, again, is for workers' safety. A sense of a work team is enhanced and productivity could well increase if all members of a team are clear about the procedures for refusing unsafe work and know that they're working with an employer who places great value on protecting worker safety.

Our (45) **fifth** recommendation is that:

The company institute BC Employment Standards and Human Rights training for its supervisors.

(48) **It appears that** knowledge of BC Employment Standards has not been valued by this company, and Condo Construction (47) **would be well advised** to institute training in this area for all supervisors. While this scenario does not appear to include a violation of the BC Human Rights Code, it appears that supervisors might not be aware of the intent of this legislation and this would be an important area for future training.

Our (50) **final** recommendation is that:

Condo Construction train its supervisors in interpersonal and intercultural communication in a Canadian multicultural workplace.

Interpersonal skills are not innate, however, they can be learned and (49) **furthermore**, the Canadian labour force is multicultural, so this rich cultural mix can increase communication problems. Therefore, training in interpersonal communication and intercultural communication could assist supervisors to communicate more effectively.

(52) **That, then**, concludes our presentation. We've summarized the case for you, we've explained our approach, looked at key findings and offered six recommendations for addressing significant issues arising from our findings.

Thank you (51) **for your attention**, and (54) **we welcome** any questions and comments you may have.

****Note: There is no number 53.**

349 words

The Purpose of the Transitional Phrases

From the beginning of the presentation, your team will need to set a professional tone through positive and confident body language. You will need to build rapport with the audience and present them with a clear structure to your presentation. You will need to use discourse markers or transitional phrases throughout your team presentation to continually support the audience. You will need to welcome and thank the panel members and audience for attending, introduce the presentation team members, start the presentation, pass off (transition) smoothly to the next presentation team member and end by summarizing the key points and welcoming questions from the audience.

The purposes of the phrases can be broken down into four basic categories:

- A. to signal sequence**
- B. to transition between team members**
- C. to set up an overall structure**
- D. to manage content or build rapport with the audience**

These phrases help the audience feel at ease and follow what you are saying.

Categorize the Phrases

List at least three transitional words and phrases in the script that fit into the categories below.

A. To Show Sequence
<i>For example: (8) Next, ...</i>
B. To Transition between Team Members
<i>For example: (20) Now, my team member (Name) will....(24)</i>
C. To Set Up an Overall Structure and Manage Content
<i>For example: (6) Today we're going to present to you...</i>
D. To Connect with and Show Appreciation for the Audience
<i>For example: (2) Thank you all for coming today.</i>

The Purpose of the Transitional Phrases

From the beginning of the presentation, your team will need to set a professional tone through positive and confident body language. You will need to build rapport with the audience and present them with a clear structure to your presentation. You will need to use discourse markers or transitional phrases throughout your team presentation to continually support the audience. You will need to welcome and thank the panel members and audience for attending, introduce the presentation team members, start the presentation, pass off (transition) smoothly to the next presentation team member and end by summarizing the key points and welcoming questions from the audience.

The purposes of the phrases can be broken down into four basic categories:

- A. to signal sequence**
- B. to transition between team members**
- C. to set up an overall structure**
- D. to manage content or build rapport with the audience**

These phrases help the audience feel at ease and follow what you are saying.

Categorize the Phrases

List at least three transitional words and phrases in the script that fit into the categories below.

A. To Show Sequence

- (8) Next, ...
- (9) Finally, ...
- (12) Let's get started...
- (13) The first slide (14) captures... (23) Our next slide (26) deals with... (27) as this next slide indicates...
- (15) Before we could begin
- (22) So having decided on...
- (37), (39), (44), (46), (50) Our first/second/next/fourth/fifth/final recommendation is that...
- (52) That then concludes our presentation

B. To Transition between Team Members

- (20) Now, my team member (Name) will....(24)
- (30) So over to you Peter
- (29) Thank you Lisa
- (38) As Mark stated earlier
- (42) I am now going to turn the floor over to Sian
- (41) Great. Thanks Peter.

C. To Set Up an Overall Structure and Manage Content

- (6) Today we're going to present to you...
- (10) Each of the members of the team will speak,
- (11) We've left some time at the end to ...
- (16) We will use this chart
- (17) Instead
- (18) However, ...
- (25) *For example,...*
- (28) *... we will make recommendations...*
- (32) *This slide summarizes*
- (31) *The key point we would like to (34) stress*
- (33) *We will discuss this further....*
- (36) *Those then are our findings*
- (40) *Our recommendation for this is that...*
- (43) *Therefore,...*
- (48) *It appears that...*
- (47) *Condo Construction would be well advised to...*

D. To Connect with and Show Appreciation for the Audience

- For example: (2) Thank you all for coming today*
- (1) *Hello*
 - (3) *a special welcome to..*
 - (51) *Than you for your attention and we welcome any questions and comments you may have.*

Activity Plan 265

Lesson 11	Meeting and Developing Presentations	
	125 MINUTES	HANDOUT(S): 0
<p>Develop Agenda 10 min</p> <ul style="list-style-type: none"> • In today’s activity, teams should try to complete their PowerPoint slides and presentations. • Let learners know that they will start practising their presentations during extension time today, so it is ideal if they can finish up their slides during this activity. • In order for them to complete their presentations, they need to hold a meeting to decide what needs to be completed, how it will be completed and who will complete each task. • In their teams, the learners should quickly develop an agenda for this meeting. They have 25 minutes for their meeting to plan how to proceed on their presentations. Then they will have 90 minutes to work on their slides/ presentations. • Team should assign roles. <p>Note: Learners should be finished their research by this point, and their PowerPoint presentation slides should be well underway. Remind learners that they will be doing their presentations in front of a panel in a few days, so today is one of the last days to practise, and this is one of the last meetings their team will have to get organized and ensure everything is prepared for the presentation.</p> <p>Preparation Stage 25 min</p> <ul style="list-style-type: none"> • Give learners 25 minutes to hold a meeting and plan what needs to happen in order for them to ideally finish up their PowerPoint slides and presentations today. • Teams can refer back to Activities 258 and 261 to remember how they decided to prepare their presentations in previous meetings. They can assess whether they are still on track, or if their plans have changed, and how they should continue forward in order to complete the presentation. • During their meetings, encourage learners to be honest if the task they were asked to work on is going well, not going well, or if the task was unclear. Some useful phrases you can write on the board might be: <ol style="list-style-type: none"> 1) I think I’m on the wrong track./ I think you’re on the right track. 2) I want to check in with you about my task. Was I supposed to do X or Y? 3) I’m not getting anywhere with this. 4) You’ve made a lot of progress on that./ You’ve made a lot of headway with that. <p>Developing Slides and Presentation 90 min</p> <ul style="list-style-type: none"> • Learners should work on the items they agreed upon in their meetings and try to get their slides and presentations finished. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> • See the Introductory Notes for more information on ways to add Support and Challenge in this module. 	<p>Purpose</p> <ul style="list-style-type: none"> • Practising teamwork and leading meetings • Preparing slides and presentations 	

Activity Plan 266-EXT

Lesson 11	Presentation Practice	
	75 MINUTES	HANDOUT(S): 1
Presentation Practice <ul style="list-style-type: none">• Learners can begin to rehearse their presentations during extension time. It is especially important at this point that they practise the presentation in its entirety, with a focus on the transitions, the smooth changing of the slides, the quality of each individual's delivery. A key mistake people make is to practise the pieces of a presentation without doing a complete trial run of the entire presentation.• Have learners prepare questions to ask their classmates at the end of their presentations.• Remind teams that they are responsible for having three copies of the feedback form for panel members, ready with their names filled in. They received this form in Handout 4 in Activity 251.• Let teams know that they will practise their presentations again tomorrow. During this time, the instructor will assess each learner's pronunciation and speaking skills according to the rubric in Handout 1.• Go over Handout 1 so learners know what the instructor will be looking for during their practice time tomorrow.• Remind learners that this is not summative. It is a formative assessment and is meant to highlight areas that the learners are doing well in and the areas they need to continue working on. The final presentation is given in front of a panel in Activity 273.	Advanced Preparation <ul style="list-style-type: none">• Prepare photocopies of:<ul style="list-style-type: none">✓ Handout 1 Purpose <ul style="list-style-type: none">• Practising giving and receiving feedback• Discussing teamwork skills• Preparing and practising presentations• Preparing questions to ask at the end of the presentations	

NAME: _____ CLASS: _____

RUBRIC for Speaking Skills: Team Presentation

	(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment	
Holistic Criteria	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated; supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations (presentation). Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)	
Analytic Criteria	Indicator 1 Speaking IV	Gives detailed presentation. Gives information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex topic. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based upon research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
	Linguistic	Attempts to use accurate grammatical and syntactic structures.	Adequately uses accurate grammatical and syntactic structures with few mistakes .	Effectively uses accurate grammatical and syntactic structures with no mistakes .	No mistakes in grammar or syntax, and uses abstract, technical and idiomatic language to enhance clarity.	
	Textual On Slides	Uses main ideas and some supporting details.	Identifies main ideas and a variety of levels of subordinate ideas with some use of discourse indicators between the two.	Applies main ideas and a variety of levels of subordinate ideas in a clear manner using clear discourse indicators.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Attempts to use typical discourse formats for formal workplace presentation.	Adequately uses typical discourse formats for formal workplace presentation.	Effectively uses typical discourse formats for formal workplace presentation.	Language and discourse formats relating to specific formal workplace situations (presentation).	
	Socio-Cultural	Attempts to use body language and other visual clues in presentation.	Adequately uses body language and other visual clues in presentation correctly .	Effectively uses body language and other visual clues correctly .	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Attempts to use reporting and describing in oral discourse.	Adequately uses reporting and describing in oral discourse.	Effectively uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic expressions appropriate to the context or purpose.	
	Pronunciation	Attempts to use loudness, pitch, speech rate, stress patterns.	Adequately uses loudness, pitch, speech rate, stress patterns.	Effectively uses loudness, pitch, speech rate, stress patterns.	Pronunciation errors rarely impede communication; natural loudness, pitch, speech rate, stress patterns.	

COMMENTS:

Activity Plan 267

Lesson 12	Rehearsal and Peer Feedback	
	85 MINUTES	HANDOUT(S): 1
<p>Presentation Practice and Peer Feedback 60 min</p> <ul style="list-style-type: none"> • Divide teams into pairs, i.e., two teams work with each other. If you have an uneven number of teams, make groups of three teams, or whatever works for you. • One team does a practice run of their presentation while the other team observes and fills in the feedback sheet. The feedback sheet is similar to, but shorter than, the one that will be used by you or the panel in Activity 273. • At the end of the class, learners share their feedback sheets and the teams discuss. <p>Feedback 25 min</p> <ul style="list-style-type: none"> • Allow 10 minutes for learners to complete the feedback forms before discussing together. • Alternatively, you could ask that one learner on each team carefully watch the performance of one other learner on the other team and provide feedback to just that one learner. In this case, you'll need to redesign the feedback sheet provided. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> • Because this is a peer feedback activity, there are no supports or challenges listed. Teams should use this as practice time. This is a good time for learners to ask questions about phrasing, pronunciation, etc., to either their teammates, their peer listeners or the teachers. Learners can use note cards at this point to help them, but in the final presentation, learners should use only the PowerPoint slides to help them remember what they want to discuss. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> • Practising giving and receiving feedback • Viewing each others' presentations and learning (and potentially borrowing strong points) from the other team's presentation • Further practising and revising presentations 	


Peer Feedback on Team Presentation

Complete this table to give your classmates feedback on their presentation.

Team Performance	✓	Comments
Roles are clear (clear team leader, slide show changer, etc.)		
The team leader greets the panel, audience.		
Introduces self, team members.		
Equal time for all team members.		
Transitions and Continuity: <ul style="list-style-type: none"> • Smooth transition between team members. • Team members refer to points made by earlier team members. 		
Questions: <ul style="list-style-type: none"> • Audience and panel given time to think of questions. • Questions answered promptly and confidently. 		
Thanks panel and audience.		
Preparation and Organization	✓	Comments
Preparation evident in use of equipment (team familiar with equipment).		
Presentation framework: <ul style="list-style-type: none"> • Team has a framework for their presentation and conveys this to the audience. • Team communicates as they pass milestones in the presentation. • Team provides necessary documents, assumptions and definitions. 		
Visuals: <ul style="list-style-type: none"> • Clear, well labeled. • Slides contain appropriate amount of information. • During presentation, PowerPoint slides are not read, but are commented on, summarized or paraphrased. 		

Team Member's Individual Performances	Comments
Name: clarity for listener body language style	
Name: clarity for listener body language style	
Name: clarity for listener body language style	
Name: clarity for listener body language style	

Activity Plan 268

Lesson 12	 Assessment on Presentation and Speaking Skills	
	90 MINUTES	HANDOUT(S): 1
<p>Presentation Practice 90 min</p> <ul style="list-style-type: none"> This will be a busy activity for the instructor. Have all learners present their portion of the presentation to you. Using the assessment rubric form in Handout 1 (also provided in Activity 266-EXT), give them specific feedback on their pronunciation and other speaking skills. This is an opportunity to give useful, relevant feedback on general and specific aspects of the teams' presentations. This is a formative assessment, not a summative one, so remind learners that the feedback they receive from this assessment will help them in their final presentations before the panel in Activity 273. <p>**Note: In this activity, it is most useful for the learners if they are given honest feedback on their pronunciation, based on a professional standard. By professional standard, we mean that a neutral native speaker colleague would not be burdened by listening or interacting with the non-native speaker colleague and would not consider accent, pronunciation, or body language to be an issue. Giving candid feedback using this standard may present a dilemma for the instructor in some cases. It may not be realistic to expect that some learners will make sufficient progress with their pronunciation challenges during the length of this course to arrive at a professional standard. Remind learners that throughout this course, assessments are formative and are meant to help learners improve in their English and workplace skills. They are not summative and make the difference between pass and fail. This lowers the stakes for learners, while providing them with honest feedback on their skills, where they are at, how they have improved and how they can continue to improve.</p> <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> As this is an assessed task, there are no supports or challenges listed. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 <p>Purpose</p> <ul style="list-style-type: none"> Practising presentations Assessing speaking skills 	

NAME: _____ CLASS: _____

RUBRIC for Speaking Skills: Team Presentation

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Hollistic Criteria	Assessing Presentation	Identifies main ideas, supporting details and implied meanings. May occasionally rely on contextual clues.	May use contextual clues to enhance comprehension. Has difficulty following faster conversations.	Identifies main ideas, even when not explicitly stated; supporting details and implied meanings.	Communicates with some confidence in demanding non-routine work situations (presentation). Understands an adequate range of complex formal and informal communication.	CLB = (holistic criteria)
	Indicator 1 Speaking IV	Gives detailed presentation. Gives information in some detail. Provides necessary information. Asks relevant questions.	Gives presentation about moderately complex topic. Gives detailed information. Asks and addresses relevant questions. Summarizes information.	Give presentations to describe and explain complex structures, systems or processes based upon research. Asks relevant questions to gather, share, analyze and compare information.	Give demonstrations, briefings, oral reports on familiar or researched topics.	
Analytic Criteria	Linguistic	Attempts to use accurate grammatical and syntactic structures.	Adequately uses accurate grammatical and syntactic structures with few mistakes .	Effectively uses accurate grammatical and syntactic structures with no mistakes .	No mistakes in grammar or syntax, and uses abstract, technical and idiomatic language to enhance clarity.	
	Textual On Slides	Uses main ideas and some supporting details.	Identifies main ideas and a variety of levels of subordinate ideas with some use of discourse indicators between the two.	Applies main ideas and a variety of levels of subordinate ideas in a clear manner using clear discourse indicators.	Selects, evaluates, synthesizes and integrates multiple pieces of information for coherent oral presentations.	
	Functional	Attempts to use typical discourse formats for formal workplace presentation.	Adequately uses typical discourse formats for formal workplace presentation.	Effectively uses typical discourse formats for formal workplace presentation.	Language and discourse formats relating to specific formal workplace situations (presentation).	
	Socio-Cultural	Attempts to use body language and other visual clues in presentation.	Adequately uses body language and other visual clues in presentation correctly .	Effectively uses body language and other visual clues correctly .	Advanced, but often has difficulty interpreting humour, low-frequency idioms and cultural references.	
	Vocabulary	Attempts to use reporting and describing in oral discourse.	Adequately uses reporting and describing in oral discourse.	Effectively uses reporting and describing in oral discourse effectively.	Uses a range of concrete, abstract and idiomatic expressions appropriate to the context or purpose.	
	Pronunciation	Attempts to use loudness, pitch, speech rate, stress patterns.	Adequately uses loudness, pitch, speech rate, stress patterns.	Effectively uses loudness, pitch, speech rate, stress patterns.	Pronunciation errors rarely impede communication; natural loudness, pitch, speech rate, stress patterns.	

COMMENTS:

Activity Plan 269-EXT

Lesson 12	Presentation Practice	
	75 MINUTES	HANDOUT(S): 0
Presentation Practice <ul style="list-style-type: none">• Learners can continue to rehearse their presentations. It is especially important at this point that they practise the presentation in its entirety, with a focus on the transitions, the smooth changing of the slides and the quality of each individual's delivery. A key mistake people make is to practise the pieces of a presentation without doing run-throughs of the whole.• Have learners consider the feedback they received from their partner team and from you in considering how to revise it. Encourage them to think about the areas they need to work on.• Have learners continue to prepare questions to ask their classmates at the end of their presentations.• Teams are responsible for having three copies of the feedback form for panel members, ready with their names filled in on pages 2 and 3. They received this form in Activity 246. Make sure that they bring the copies to their final presentation in Activity 273. They may want to make copies during this time to ensure that they have everything they need for their presentations.		Purpose <ul style="list-style-type: none">• Practising giving and receiving feedback• Discussing teamwork skills• Preparing and practising presentations• Preparing questions to ask at the end of the presentations

Activity Plan 270

Lesson 13	Socio-cultural Warmer: Reminding a Teammate of Responsibilities ♦	
	50 MINUTES	HANDOUT(S): 1
<p>Set-up Stage 10 min</p> <ul style="list-style-type: none"> Briefly discuss a situation where you would need to remind a teammate of his or her responsibilities. Would this be something that the learners could see themselves doing? Why or why not? What would be challenging about this task. Elicit language that you might use when asking a teammate for an update about their progress on a project. Divide the class into two roles and distribute Handout 1. Model the task with a learner. Emphasize tone and open body language (no crossed arms or frowning). <p>Communication Stage 20 min</p> <ul style="list-style-type: none"> Participants circulate and perform the dialogue with several different partners. Learners switch roles and perform the dialogue again with new partners. <p>Brainstorming Stage 15 min</p> <ul style="list-style-type: none"> Have learners brainstorm in pairs and add their own appropriate phrases to the dialogue. Pairs get together and share their ideas. Pairs discuss if the phrases are, in fact, appropriate in such a situation in Canada, or not. The instructor should monitor the phrases generated by the learners and confirm if they are, in fact, appropriate. If time permits, the instructor may want to write some of the phrases on the board for the whole class to see and discuss. <p>Debriefing Stage 5 min</p> <p>Ask:</p> <ul style="list-style-type: none"> What did you learn from doing this activity? Why is it important to pay attention to the idioms used in this dialogue? (Answer: Because they are common and could be easily misinterpreted by a non-native speaker. If the idioms were misunderstood, it could increase the tension in an already difficult interaction.) <p>Ways to Add Support</p> <ul style="list-style-type: none"> If a learner is struggling with pronunciation, suggest that they focus on only one or two pronunciation areas such as intonation or stress. <p>Ways to Add Challenge</p> <ul style="list-style-type: none"> Encourage learners to check their pronunciation while doing this activity – stress, intonation, pacing. Learners can practise a less scripted version of this dialogue using their own phrases – the ones they came up with during the Brainstorming Stage, if time permits. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1 Make overhead of handout if desired. <p>Purpose</p> <ul style="list-style-type: none"> Modeling idiomatic language used for talking about team responsibilities Modeling being proactive, as expected in the Canadian workplace 	

Culture Map – Small Talk When a New Employee Meets Other Employees

A. (Approaching)

Your team has met several times and has assigned tasks to each team member. You are the participation facilitator and you have noticed that one team member seems distant and is not pulling his weight on the team. He has not completed the agreed upon tasks and any further delay will put the whole team behind.

You decide you need to discuss your observations about his participation with the team member. Take time to prepare your thoughts, but don't postpone approaching the person either. Choose a time when you can talk privately to Tom.

B. (Bridging)

Participation facilitator: Make eye contact and walk up to Tom with open body language. You choose language to indicate that the topic is going to be serious or difficult. You also acknowledge that Tom probably wants to get home.

Participation facilitator:

*"Hey **TOM**. I **KNOW** you're **PRO**bably **E**Ager to get **GO**ing, but **COULD** we **TALK** for a **MIN**ute **be**FORE you **HEAD OFF**."*

Employee B:

*"**SURE**. What's **UP**?"*

C. (Communicating Message)

Participant facilitator: You lead Tom away from the other people so that you can talk privately. Maintain friendly and relaxed body language and eye contact. Be careful not to be too assertive. Try to keep neutral (not too excited, not too relaxed).

Participation facilitator:

*"**Well**, I've **AL**ways **FOUND** you to be a **GREAT TEAM PLAY**er **UP** to **NOW**, but I've **NO**ticed that at the **LAST TWO MEET**ings, you **HAVE**n't **com**PLEted the **a**GREED **u**PON **TASKS** and I'm a **LIT**tle **con**CERNED by this.*

*"Is there Any **REA**son **WHY** you've been un**AB**le to **KEEP UP** your **END** of the **BAR**gain? The **TEAM NEEDS** Everyone to **DO** their **PART**."*

Employee B:

*"WELL, I HAVE Every inTention of DOing my **PART** and I'm **SO**rry to apPEAR to BE SLACKing **OFF**, BUT I've been GOing THROUGH a ROUGH patch in my **MAR**riage right NOW.*

Participation facilitator:

*"OH. I'm **SOR**ry to **HEAR** that.*

Employee B:

*I REalize that I'm NOT REALy PULLing my **WEIGHT** right NOW, BUT I'll GET CAUGHT UP by the **NEXT TIME** we MEET."*

Participation facilitator:

*"**GREAT. WELL**, it **MAKES SENSE** now. You **HAVE**n't SEEMED like your**SELF** LATEly. I **HOPE YOU** and your **WIFE** can **WORK** things **OUT**.*

Employee B:

*"Yeah. **THANKS**."*

Participation facilitator:

*"Anyhow, we've LET it SLIDE a BIT UP to **NOW**, but we **HAVE** to PICK UP the **SLACK**; Otherwise we're NOT GOing to MEET the **DEAD**line. Everyone's GOT to PULL their **WEIGHT** for US to PULL this **OFF**, so I **HOPE** we can **COUNT** on you."*

Employee B:

*"Oh, **YEAH. SURE** you CAN. **THANKS** for the **PEP** TALK. I'll be on **TOP** of things **SOON**.*

D. (Developing Closure)

Participation facilitator:

*"**GREAT. WELL**. I'm **GLAD** we **TALKED**."*

Employee B:

*"**YEAH, ME TOO. SEE** you **MON**day."*

Activity Plan 271

Lesson 13	Rehearse and Revise Presentation	
	125 MINUTES	HANDOUT(S): 0
<p>**Note: Remind learners that they will be doing their presentations in front of a panel in a few days, so today is one of the last days to practise and make any changes that might improve the flow of their presentation.</p> <p>Presentation Practice 125 min</p> <ul style="list-style-type: none"> Learners continue to rehearse their presentations. Learners will start to see places where their presentation needs work. It does not flow smoothly or the order of the information doesn't make sense. Teams should use this time to work together to fix these issues and continue improving their slides and presentations, based upon feedback they received the previous day from their peers as well as any comments the instructor now offers. Teams may need to organize a meeting if there are a significant number of things to change or fix in their slides or presentations. Teams must address those issues and revise their presentations during this time. They continue to receive instructor input as necessary, useful or appropriate. One of the challenges for the instructor will be allowing the team time to bumble through and make mistakes, while giving input that doesn't preempt that development process. While each group will be different, one challenge that may come up is that in some cases, a team will get the presentation to a point where it's okay, not great, not impressive, but meets, in a lukewarm way, the requirements laid out. They then believe that they have accomplished their task and settle. If such a situation arises, the instructor will need to think of ways that are consistent with the professional approach of this curriculum, to let the team know that there is still time and the expectation that they will take their presentation to a much higher professional level. <p>Ways to Add Support and Challenge</p> <ul style="list-style-type: none"> See the Introductory Notes for more information on ways to add Support and Challenge in this module. <p>**Note: The model presentation that the learners watched in Activity 251 and analyzed in Activities 261 and 264 was developed in a reflective manner over a period of time. Encourage learners, as they develop their own PowerPoint presentation, to consider whether or not the PowerPoint is good enough, and if it is not, what to do to make it better. Encourage learners to synthesize. In this case, synthesis means moving away from a presentation that is a data dump, that simply presents information in an unprocessed manner, and that left the evaluation, the perspective, and the framing of the material up to the listener. This kind of presentation also requires the listener to make connections between various aspects of the material. Writing a better presentation involves clarifying and refining the key points, the message, and the connections between points, thus requiring less work on the part of the listener.</p>		<p>Purpose</p> <ul style="list-style-type: none"> Practising presentations Receiving instructor input if necessary Continuing teamwork

Activity Plan 272-EXT

Lesson 13	Feedback and Presentation Practice	
	75 MINUTES	HANDOUT(S): 1
Instructor Feedback <ul style="list-style-type: none">• The instructor should hand back the assessment rubric from Activity 268. The instructor should have filled a rubric out for each learner and written helpful feedback notes that will guide the learners towards improving their speaking skills during the presentation.• The instructor may use this extension time to go over some common errors during presentations.• The instructor may also choose to meet individually with each learner, each team or only some learners to discuss feedback on speaking skills. Presentation Practice <ul style="list-style-type: none">• Teams can continue to rehearse their presentations. It is especially important at this point, that they practise the presentation in its entirety, with a focus on the transitions, the smooth changing of the slides, and the quality of each individual's delivery. A key mistake people make is to practise the pieces of a presentation without doing run-throughs of the whole.• Have learners consider all the feedback they have received thus far – from their partner team and the instructor. Encourage them to think about the areas they need to work on.• Have learners continue to prepare questions to ask their classmates at the end of their presentations.• Teams are responsible for having three copies of the feedback form for panel members, ready with their names filled in on pages 2 and 3. They received this form in Activity 246. Make sure they bring the copies to their final presentation in Activity 273. They may want to make copies during this time to ensure they have everything they need for their presentations.	Purpose <ul style="list-style-type: none">• Practising giving and receiving feedback• Discussing teamwork skills• Preparing and practising presentations• Preparing questions to ask at the end of the presentations	

Activity Plan 273

Lesson 14	Presentation to Panel	
	175 MINUTES	HANDOUT(S): **
<p>Note: For this activity, we suggest that the instructor act as the MC, introducing each team, watching the time, making the panel feel comfortable and helping the day unfold smoothly. We do not recommend that you take on any other role, such as filling in additional feedback forms. You have enough on your plate already.</p> <p>The panel members may not have had a chance to read their briefing packet. You may want to begin by briefly running through the day with them. It will probably help if you are familiar with the contents of the packet that they have been sent.</p> <p>We recommend that you use the panel members' feedback as a useful reality check for the learners, but do not include it in the learners' assessment/grades.</p> <p>Learners should have filled in the names on the feedback forms (one copy for each panel member) with the names of the individuals on their teams, in the order that they will present. The learners received a copy of the feedback forms in Activity 251.</p> <p>Presentations for the Panel 40- 80 min</p> <ul style="list-style-type: none"> • Each team presents for the panel, followed by 5 to 7 minutes of questions. • If you have a large class, you'll want to keep this activity moving along quickly because a lot of time can be lost in transitions. • Panel members complete their feedback forms, which are similar, but not that same as what peers filled out in Activity 267. • Learners not presenting are watching their classmates' presentations and asking questions at the end. <p>Panel Private Discussion 40 min</p> <ul style="list-style-type: none"> • Provide the panel with a quiet space where they can discuss their impressions of the presentations and the feedback they want to give learners. • We do not expect that the panel members will agree. They should not feel any pressure to reach consensus on the presentations. • If need be, remind the panel members that what we are looking for, and value, is their honest impressions of the presentations. • The learners can take a break. <p>Panel Feedback Session 30- 60 min</p> <ul style="list-style-type: none"> • Panel members provide individual teams feedback on their presentations. • The instructor can choose what the other groups will do while each team receives their feedback. 		<p>Advanced Preparation</p> <ul style="list-style-type: none"> • Have learners prepare questions to ask their classmates. • Review Instructor Notes and 273 Briefing. <p>**Make extra copies of Activity 251 Handout 4 feedback form, also found after this activity's plan (teams are responsible for having three copies ready with their names filled in on pages 2 and 3, but in case they forget you may want to have a few copies handy).</p> <p>Purpose</p> <ul style="list-style-type: none"> • Practising public speaking • Receiving honest feedback from Canadian professionals

Team Presentation – Feedback Form

These tables will be completed by the panel reviewing your presentations. Make sure that you have written the team members’ names, in the order that they will present, in the appropriate boxes on pages 2 and 3. Give this form to the panel before your presentation.

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)		
The team leader greets the panel, audience. Introduces self, team members.		
Team well groomed, appropriately dressed		
Transitions and continuity: Smooth transition between team members. Team members refer to points made by earlier team members.		
Questions: Audience and panel given time to think of questions. Questions answered promptly and confidently.		
Equal time for all team members.		
Thanks panel and audience.		
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		
Presentation framework: Team has a framework for their presentation and conveys this to the audience.		
Team communicates as they pass milestones in the presentation.		
Team provides necessary documents, assumptions and definitions.		
Visuals: Clear, well labeled.		
During presentation, PowerPoint slides are not read, but are commented on, expanded on or paraphrased		
Slides contain appropriate amount of information.		

Content	✓	Notes
Presentation begins with overview, followed by summary, findings, recommendations and rationale, conclusion and time for questions		
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language		
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language		
Scoring (for panel) 20 = highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed. 15 = professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities. 10 = developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement. 5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.	Total team score (0 -20)	

Individual Feedback – one table below for each team member

Presenter 1's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 2's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Activity 273
Handout 4

(page 4 of 4)

Presenter 3's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 4's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Setting up the Panel

For this project, the teams will present their findings on Case Study 2 to a three-person panel of professionals. You (or another person assigned to this task) will need to find three panel members and provide the panel members with **Activity 273 Briefing**. Make sure, if you are emailing the briefing packet, that it is as a PDF, as this format can be read by any computer program and is less susceptible to viruses.

The packet is 16 pages in total; the length could be off-putting to potential panel members. An option is to divide the packet. The first seven pages of background information can be provided to panel members ahead of time. The sections beginning on page 8 on *Assessment and Feedback* could be provided to the panel members at a face-to-face briefing session held before the learner presentations. Depending upon your budget, you may also want to consider an honorarium for panel members or some other recognition for their time.

The three panel members are professionals who bring a workplace, not academic, perspective. They do not necessarily need to exactly represent the various professional backgrounds of your learners. They can represent different sectors such as business, government, and not-for-profit. They do not need to have expertise in any of the issues in the Case Study. They should not be ESL instructors.

To compile a list of potential panel members, tap into your own network as well as that of your learners and your colleagues. Possible sources for panel members include:

- ✓ employer representatives from the same workplaces that the learners visited in their workplace research project
- ✓ employer representatives from local business, government and not-for-profit organizations
- ✓ consultants
- ✓ instructors from programs with a workplace component from your local college, university or training organization (business, health, engineering, technology, human services, trades, etc.)
- ✓ representatives from your own institution's Human Resources department
- ✓ representatives from professional associations

Once you have developed a contact list, decide on how best to make contact with the prospective panel members. If you do not know this person, then typically, a phone call (cold call) with an email follow-up works best. The material on page 2 of the briefing packet should give you enough material to approach panel members – either by telephone, email or in person.

Here is a suggested script to get you started, along with possible questions and answers if you are not familiar with cold calling. If you are not the instructor, you will need to adapt the script to your role. Keep in mind that your initial contact may be with a secretary. Remember to ask your contact if they know of anyone else who might be a suitable panel member.

Hello. My name is _____. I'm calling from _____ where I'm teaching a course on workplace communication for immigrants. The learners in my course come from a variety of professional backgrounds and countries. They are putting together presentations on their findings from a case study we've been working on. And I'm calling to invite you to sit on a three-person panel of professionals to observe and give feedback on the presentations. _____ suggested your name as a person who might be interested in volunteering to do this.

Why am I being asked?

You've been asked to be on the panel to provide learners with a perspective that is professional and frank. We believe it is a real motivator for the learners to receive honest feedback from professionals like themselves.

What do I have to do?

- ✓ *familiarize yourself with the materials before the presentations*
- ✓ *observe all learner-team presentations. Each presentation will last 10 to 15 minutes. The number of presentations will depend upon the class size and will probably range from 3 to 6.*
- ✓ *complete a criteria sheet (provided) for each presentation*
- ✓ *discuss your assessment of the presentation with the other panel members and adjust your feedback as you wish, based on discussion. There is no expectation that you and other panel members will reach agreement about the quality of the presentations*
- ✓ *provide relevant written (criteria sheet) and oral feedback to the teams*

What's the time commitment?

- ✓ *the in-class time commitment should be three hours max, depending on the class size*
- ✓ *each presentation is 10-15 minutes plus about five minutes for questions at the end*
- ✓ *panel members will meet privately to compare notes for 30 to 40 minutes after the presentations, and then spend about 5 to 10 minutes per team giving feedback.*
- ✓ *models of written and oral feedback are provided to assist you*

What's the course about again?

- ✓ *the course was created as professional development for internationally educated professionals*
- ✓ *learners need to be well trained, experienced professionals who bring considerable expertise from their first countries*
- ✓ *learners benefit from gaining communication skills, cultural knowledge and professional expectations for working in Canada*
- ✓ *course links the learners to the real world of work, not overly "protected", academic or artificial*
- ✓ *course prepares learners to enter the Canadian workforce*

I'm not sure ... can you send me more information?

We have an information packet that I can email to you. It's a PDF file. What's your email address?

What would I get out of this experience?

- ✓ *an interesting experience*
- ✓ *an opportunity for you to meet highly trained professional immigrants from other countries and cultures.*
- ✓ *giving feedback and insight to these individuals will be a chance to contribute to their integration into the Canadian workforce*
- ✓ *it will be a benefit to the learners and to our economy as we better utilize the many skills and rich international and intercultural experience that these people bring to Canada.*

For distribution to invited panel members for team presentations

Thank you very much for agreeing to be a member of the panel that will be observing the learners' team presentations. The purpose of this information packet is to clarify your role on the panel and to help you become familiar with the material that the teams have been dealing with in this case study.

This packet contains the following:	page
Where and when? Where do the presentations take place and when am I expected to be there?	1 (bottom of this page)
Panel process: What will I be doing as a member of the panel? What's the schedule? What's the time commitment? Why am I being asked?	2
Course outline: What is this course? What are the learners doing?	3
Case study information: What are the particulars of this case study? What are some key issues learners should identify and deal with?	4
Assessment and feedback: What have the learners been asked to do? How do I assess the learners' presentations?	8
Giving feedback: How high stakes is this for the learners? How honest should I be?	13
Panel member feedback form for the course instructor and curriculum developers	19

If you have questions that are not answered in this packet, by all means, please contact the course instructor(s). The contact information is below.

Thank you, again – for helping the instructors and learners with their professional development.

Where and when?

Where: TO BE COMPLETED BY THE INSTRUCTOR

When: TO BE COMPLETED BY THE INSTRUCTOR

Directions: TO BE COMPLETED BY THE INSTRUCTOR. You may want to include directions to the room and building where the presentations will take place, parking instructions and perhaps a map.

Contact information: TO BE COMPLETED BY THE INSTRUCTOR. You will want to include phone and email contact information for yourself and perhaps your organization/institution.

Panel Process: What will I be doing as a member of the panel?

As a member of the panel you will be asked to:

- Familiarize yourself with these materials before the presentations
- Observe all learner team presentations. Each presentation will last 10 to 15 minutes. The number of presentations will depend upon the class size, and will probably range from 3 to 6.
- Complete a feedback form (provided) for each presentation. (A sample blank form is on pages 10 to 12, and a sample completed form is on pages 14 to 18.)
- Discuss your assessment of the presentation with the other panel members and adjust your feedback as you wish, based on discussion. There is no expectation that you and other panel members will reach agreement about the quality of the presentations.
- Provide relevant written (criteria sheet) and oral feedback to the teams.

There are three members on the panel.

What's the schedule?

While individual instructors may vary the schedule, the basic structure is:

Time	Activity
15-20 minutes per team	Panel members view team presentations and fill in feedback forms while viewing
30-40 minutes	Panel members meet together in private and discuss presentations
5-10 minutes per team	Panel members meet with teams and provide oral feedback

Comments and examples of feedback are provided on pages 14 to 18 to assist you.

What's the time commitment?

The in-class time commitment should be three hours maximum, depending upon the class size. We also ask that you spend time familiarizing yourself with the materials in this 19-page packet.

Why am I being asked?

This course was created as professional development for internationally educated professionals. To enter the course learners need to be well trained, experienced professionals who bring considerable expertise from their first countries, and who will benefit from gaining communication skills, cultural knowledge and professional expectations for working in Canada. Throughout this course we have tried to link the learners to the real world of work. We don't want the course to be overly "protected", academic or artificial. We hope to prepare learners to enter the Canadian workforce.

You've been asked to be on the panel to provide learners with a perspective that is professional and frank. We believe it is a real motivator for the learners to receive honest feedback from professionals like themselves.

We also hope that participating on the panel will have benefits for you. We imagine that it will be an interesting experience and an opportunity for you to meet highly trained, professional immigrants from other countries and cultures. We anticipate giving feedback and insight to these individuals will be a chance to contribute to their integration into the Canadian workforce and be a benefit to the learners and to our economy as we better utilize the many skills and the rich international and intercultural experience these people bring to Canada.

Course outline – What is this course? What are the learners doing?

The ELSA for the Workplace 6/7 curriculum was designed to begin to address the language and cultural integration needs of immigrants looking for work in Canada. Research and anecdotal evidence suggest that many such immigrants are having difficulty transitioning in to the workplace, a setback for them and for Canada.

The curriculum is divided into five modules, listed below. It was designed to be delivered full time over 12 weeks; various providers have used different models and time frames for delivery.

When you observe the learners' group presentations, they are working on the final module: Communication and Teamwork. During this module, the learners grappled with a case study that focused on work safety, professional ethics and employment standards. During the second week the learners began work on the case study connected to the presentation you'll observe. The particulars of the case study are outlined on pages 4 to 7 of this packet. The project has encouraged them to reflect on and develop their teamwork and meeting skills, their oral communication and their problem solving.

The learners have been provided with a video model of a team presentation for the first case study (not the case study material provided here). You are very welcome to view this video and any other case study or teamwork materials used in the course. Just ask the instructor(s) or contact person. The learners have also been provided with the feedback on their presentations by the instructor(s) and their classmates. They have a copy of the feedback forms you will use to assess their presentations, so they are well aware of "how their work is being judged".

Below is a course overview outlining the five projects and the topic and skill threads developed throughout the course.

ELSA for the Workplace 6/7

Course Overview

1. Self Assessment

This module will prepare learners for this module-based professional development course. It will include language skills diagnostics and introduce other topics and skills that will be threaded throughout the course.

2. Language for an Informational Interview

In this module, learners will arrange, prepare, conduct and report on a job informational interview.

3. Language for Career Planning

In this module, learners prepare for getting a job in Canada.

4. Language and Culture in the Workplace

In this module, learners will identify the socio-cultural and linguistic features of a specific workplace. This will culminate in presentations where learners share the findings and skills that they believe will help them adapt to and be successful in any Canadian workplace.

5. Communication and Teamwork

In this four-week module, learners will use teamwork skills, critical thinking, leadership and their existing professional skills to solve problems. The module will culminate in group presentations to a panel of professionals.

Note: The following topics and skills will be threaded throughout the course:

- | | |
|---|---|
| <ul style="list-style-type: none">• professional level reading, writing, listening and speaking skills• intercultural awareness• reflective practice• teamwork• conflict resolution and assertiveness training• giving and receiving feedback• Essential Skills | <ul style="list-style-type: none">• professional level reading, writing, listening and speaking skills• intercultural awareness• reflective practice• teamwork• conflict resolution and assertiveness training• giving and receiving feedback• Essential Skills |
|---|---|

Case study information: What are the particulars of this case study?

Below are the details of the characters and the scenario for this case study. The learners receive a description of the characters. They assemble the scenario through their shared information –gathered from taped conversations (enacted dialogues). It is possible that different teams have different understandings of the tapes they have listened to and have focused on different aspects of the case.

The learners have observed a model presentation for the first case study in this project. They have also received input from their classmates and their instructor(s) on their presentation. They have seen the feedback form you will use to assess their presentation and have been encouraged to tailor their presentation to meet the criteria. The details of your assessment process have been shared with them.

Background to the case

The learners are told that they are part of a professional health care team that provides management advice to a network of assisted living facilities across BC. Their team is headquartered in Vancouver. Recently, they have been asked to intervene in a dispute that has arisen at a facility for seniors living in Nelson – the Donerovin. The facility is run as a cooperative with individual units sublet by the residents. An individual must be retired and over the age of 65 to live in the facility.

In this facility, each resident has his or her own unit or apartment, with basic cooking facilities, a bedroom, a small living/dining area and a bathroom. Additionally, the facility has a large dining hall, where meals are provided, and an activities room where residents can do art and various other activities. Assistance with daily living and medical help are also offered on a needs basis. Most of the residents are single, divorced or widowed, although there are also couples in the residence.

On-site management of the complex is conducted by a team of professionals including medical staff, caterers, activity facilitators and building maintenance support workers.

Because of labour shortages throughout the province, but especially in smaller communities, the facility is managed by relatively inexperienced individuals. The following events have unfolded and the tension has escalated; a more experienced management team might have diffused the situation. It is the team's responsibility to detail the basic facts or findings related to this case, suggest relevant laws and government policy related to these problems, and make recommendations to the management team and the Board, which together oversee this facility.

There is a clause in the cooperative charter that says that all residents of the complex will agree not to disturb the peaceful enjoyment of the residence by any other member. The residence management is finding it difficult to deal with the conflicting interpretations of "peaceful enjoyment".

Characters in the case study

Mrs. Mabel Dorchester – Mrs. Dorchester is a 75-year-old widow of Afro-Caribbean ancestry. She has lived in the Donerovin complex in Nelson for two years. She enjoys the complex, is very friendly and outgoing, and is considered a good neighbour by most of the others who live near her. The only complaint she has about Donerovin is that the food is quite bland. It appears to be cooked for people with Northern European palates. From time to time, she likes to cook up some spicier food. She's very generous and shares this food with some of the other residents who also find the food in Donerovin a bit boring.

Ms. Selma Wong – Ms. Wong is a nurse's aide. She worked at Donerovin for five years and was very popular with the residents. She worked with Mrs. Dorchester, helping with small health care issues. When she became involved with the situation described in this case, she was transferred.

Mr. John Turner – Mr. Turner is a resident of Donerovin. He has the unit directly next to Mrs. Dorchester's. He is of English and Irish ancestry and likes the rather plain food that is served in the complex. He finds it very offensive when Mrs. Dorchester cooks her curries and other spicy food. He says that the smell comes into his apartment and prevents him from enjoying his time there.

Ms. Pam Futoni – Ms. Futoni is a relatively new supervisor at Donerovin. She enjoys her job and would like the residents to all be happy. As a new supervisor, she is rather uncomfortable with conflict and does what she can to minimize any disagreements that come up. Her motto is: deal with conflicts quickly and decisively and make it clear to your employees that they will be rewarded for promoting harmony.

The scenario

John Turner first complained to Selma Wong about the smell of cooking coming from Mabel Dorchester's room. Selma listened sympathetically, but explained to John that residents are allowed to cook in their units. In a multicultural country like Canada, there will be many different forms of cooking and when people lived together, they needed to learn to tolerate each other's differences.

John was not satisfied with Ms. Wong's response and took his complaint to Pam Futoni, the new staff supervisor at the Donerovin residence. He was very forceful in his complaint, rather overwhelming Pam. He said that he wanted the ethnic cooking stopped and he wanted Selma disciplined because she did not deal seriously with his concerns. He said he expected to see action. Pam asked Selma to tell Mabel Dorchester to stop cooking her curries. When Selma didn't do this, because she felt it was inappropriate to tell residents what to cook, Pam told Mabel Dorchester herself. She reminded Mabel that one of the conditions of living in the Donerovin residence was that one respect the peaceful enjoyment of the facilities of all individuals. She explained that the curries were disturbing one of the residents.

When the next staffing schedule came out, Selma had been transferred to a different, slightly lower position at another care facility. When she spoke to Pam about this, Pam explained that she was sorry, but Selma was obviously not going to work out as a member of her team. She felt it was better to take this action now, rather than later. She also explained that she realized that there was a slight loss of pay for Selma because of the transfer. She didn't like that fact, but there was no identical position available at the other care facilities.

To Selma, it didn't feel quite right, but she didn't know what to do. She didn't want any further conflict with Pam. She went to see her union rep for advice. The union rep, Joan, became increasingly agitated as she heard the scenario and explained that, by her estimation, Selma has been fired. Under BC labour law, when someone's position is substantially changed without their consent and in a manner that would be considered a demotion, then they have been fired. Joan said that she would check this further with the union lawyers and get back to Selma.

Meanwhile, Mrs. Dorchester brooded on the limitations that had been put on her freedoms. She decided to contact her son, Howard, who is an architect in Vancouver. When his mother explained the situation to him, Howard suspected that this was a case of discrimination. He checked the BC Human Rights Tribunal webpage and discovered a Tribunal decision from December 2004 that sounded surprisingly similar to that of his mother: Chauhan versus Norkam Seniors Housing Cooperative Association.

Howard contacted that BC Human Rights Tribunal and was surprised that they were not permitted to give him any feedback or advice on the specific situation. He or his mother needed to submit a formal complaint in writing for the tribunal office to evaluate whether there was, indeed, an apparent case of discrimination. Howard learned about the steps in the complaint process and appeared ready to encourage his mother to submit a written complaint.

While Ms. Futoni wished to maintain harmony in the Donerovin residence, her actions appear to have had exactly the opposite effect. At the point where the scenario ends, most of the staff are talking about the situation and two camps are forming: those who support Mabel and Selma and those who support Pam. Additionally, the residents are becoming involved. Many were very fond of Selma and miss her. Also, Mr. Turner is not a very popular resident because he is always demanding something. Some residents believe that Pam has too easily acquiesced to John Turner's request and has not tried to work out a compromise that considers Mrs. Dorchester's needs. Other residents think that Pam has taken the right action to ensure that the happy enjoyment of the complex is available to all. These individuals would say that when people live together, they all have to modify their behaviour to be sure that they are all able to get along.

What are some key issues learners should identify and deal with?

The learners have been told to imagine that they are external consultants brought in by management. They are to identify key issues and investigate these. They are then to make recommendations to management. The presentations you are viewing are the culmination of their work.

The case study requires the learners to learn about labour law and human rights. Members of the curriculum advisory committee have suggested that it is particularly important for internationally educated professionals to learn about the importance of human rights legislation in a Canadian work context.

This case is based on a BC human rights decision from 2004. It is this dense, legal document that the learners need to locate and analyze to do a good job on this case study. For that reason, the case study includes few other threads.

There is no expectation that you or the learners are, or will, become experts in the areas of the BC Human Rights Code or BC labour regulations. By the end of the case studies, it's hoped the learners have become aware of the importance of, and how to find out more about human rights and the BC labour law.

BC Human Rights Tribunal

The human rights decision on which this case is based can be found at the following website.

<http://www.bchrt.bc.ca/decisions/2004/index.htm> (Do a "Find on this page" search for "Chauhan v. Norkam")

Chauhan v. Norkam Seniors Housing Cooperative Association (Decision – Grounds: Ancestry, Race, Colour, Place of Origin – Areas: Section 8 – Service, Section 10 – Tenancy) **2004 BCHRT 262** (156KB) December 2004.

To summarize the human rights case, Ms. Chauhan is of Indo-Canadian origin and liked to cook spicy Indian food in her apartment in the multi-unit housing cooperative, Cottonwood Manor, where she lived. One of her neighbours complained to the board of the coop that the spicy food was causing an allergic reaction. Ms. Chauhan made many attempts to cooperate in finding a solution. The Board made some attempts to remedy the situation, but ultimately served an eviction notice to Mrs. Chauhan because she continued to cook her spicy food one day a week. Mrs. Chauhan took the matter to the BC Human Rights Tribunal, who found in her favour. The Tribunal found that there was discrimination against Ms. Rita Chauhan in regard to an accommodation service or facility customarily available to the public because of her ancestry, race, colour or place of origin. The coop Board was ordered to reimburse Mrs. Chauhan for her legal and other expenses related to the case and to pay damages. The Tribunal found that the Board had not acted in good faith in attempting to accommodate Ms. Chauhan's rights to cook her ethnic food.

The purpose of including this problem in the case is to illustrate the importance of the BC Human Rights Code in the workplace. Learners don't need to be experts on the Human Rights Code; they do need to know where to go to get accurate information.

BC Employment Standards

In this case study the location, responsibility, wage rate and authority of Ms. Selma Wong's position have been changed by the employer. Under BC labour law, she has been demoted and this constitutes a severance of employment. In the scenario, Ms. Wong's union representative or shop steward will arrive at this same conclusion after investigating the situation. As Ms. Wong is a union member, she will have a contract or collective agreement.

All contracts have language about severance and these provisions will come into play. It appears unlikely that the inexperienced management realized they were severing Ms. Wong's employment when they demoted her.

The purpose of including this problem in the case is to illustrate the importance of knowing BC labour law. Learners don't need to be experts on BC employment standards; they do need to know where to go to get accurate information.

Details of the BC Employment Standards Act are available at the government's website. Google: "BC Employment Standards Act" to find the most current website.

Assessment and feedback: What have the learners been asked to do?

To begin, it's probably a good idea to let you see what the learner teams have been asked to do. Below are the presentation guidelines the learners have received.

Presentation Guidelines distributed to learners:

- Each presentation should be 10 minutes long.
- Each of the four team members should speak for about two and a half minutes. The presentation should be well rehearsed and timed to make sure that it falls within these time limits, and to be sure that each team member speaks for the required time.
- The presentation must be memorized by the presenters. No notes are to be used.
- There should be a team leader who introduces the team members.
- There should be one person responsible for controlling the PowerPoint slides.
- There should be a PowerPoint slide presentation of 8 to 10 slides.
- The slides should include some visuals.
- The individuals should face the audience, speak to the audience and clearly understand what they are talking about.
- It is very important to speak to the slides but not read the slides.
- There should be smooth transitions between the presenters.
- The second, third and fourth presenters should refer to comments and/or content of the earlier presenters
- After the 10 minutes is up, the presenters should deal with questions and clarification from the panel and the audience. Allow about 5 to 7 minutes for questions. Do not allow the question period to last longer than 10 minutes.
- The team leader should coordinate the question period and should divide the questions equally among the team members.

How do I assess the learners' presentations?

The feedback form on the following page is an example of the three-page form you will be asked to complete for each team. Note that the first page covers the overall presentation, while the second and third pages cover the performance of individual team members.

The names of the individual team members should have been filled in on pages 2 and 3 for you. If they have not been filled in, you can complete the form based on the order the learners present.

An example of a completed form follows, on pages 14 to 18.

Team presentation – feedback form for panel members

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)		
The team leader greets the panel, audience Introduces self, team members		
Team well-groomed and appropriately dressed		
Transitions and continuity: Smooth transition between team members Team members refer to points made by earlier team members		
Questions: Audience and panel given time to think of questions Questions answered promptly and confidently		
Equal time for all team members		
Thanks panel and audience		
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		
Presentation framework: Team has a framework for their presentation and conveys this to the audience.		
Team communicates as they pass milestones in the presentation.		
Team provides necessary documents, assumptions and definitions.		
Visuals: Clear and well labeled		
During presentation, PowerPoint slides are not read but are commented on, summarized or paraphrased.		
Slides contain appropriate amount of information		

Content	✓	Notes
Presentation begins with overview followed by summary, findings, recommendations and rationale, conclusion and time for questions		
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language		
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language		
Scoring (for panel) 20 = highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed. 15 = professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities. 10 = developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement. 5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.		

Individual Feedback – one table below for each team member

Presenter 1's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 2's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 3's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Presenter 4's name:	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation		
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		

Giving feedback: How honest should I be?

Panel members sometimes wonder what is expected related to feedback, both written and oral. While we usually think of “saving face” as a feature of some Asian cultures, it is quite important in dominant Canadian culture also. Many of us feel rather uncomfortable offering feedback that might seem too frank or discouraging. This can become especially challenging when offering feedback to non-native speakers of English who may not be familiar with the subtleties of communication in this culture.

What often happens is that no one in the workplace ever clearly signals to an internationally trained professional that, for example, he or she has poor pronunciation. Or, as another example, no one ever lets him/her know that flat delivery sends the message that he/she is not very engaged with or enthusiastic about the topic he/she is discussing. While we don't suggest that you be as scathing as Simon Cowell on American Idol, most learners say that they crave feedback – even evaluation, from Canadian professionals.

We suggest being as concrete as possible in your feedback, so that the individuals involved understand the behaviour or the content that needs to change. If possible and appropriate, a suggestion for improvement is also helpful.

For example: A learner has good content but very weak pronunciation.

Feedback: The content of your section of the presentation was very specific, insightful and practical. At the same time, it was a lot of work for me to understand you, and sometimes I couldn't. Your words seemed very choppy, almost like you were speaking another language. When you spoke, I couldn't follow your ideas because your emphasis wasn't clear. I recommend that you focus on your oral communication skills.

For example: A learner has good communication skills but seems too casual.

Feedback: Your pronunciation and delivery are very clear and easy to follow. It's great how confident and friendly you appear. Your manner seemed more casual and conversational than is normal in a professional setting. I suggest that you maintain your friendliness but be slightly more reserved and controlled to increase the professionalism of your manner.

If you have more questions about what kind of feedback to give, you might want to chat with your contact person and the course instructor(s).

How high stakes is this for the learners?

Like any of us, the learners will be nervous giving these presentations. Different cultures place different value and importance on oral abilities and so, for some learners, it will feel particularly uncomfortable to be expected to perform orally. As well, in some cultures, status is ascribed and it is unusual for professionals to be judged. Finally, as we all know, some people are more comfortable speaking publicly than others. Having said all that, this presentation is only one of many ways that the learners are given feedback in this course. It is not a high stakes exercise in terms of marks.

Your feedback and the marks you give learners (on a scale of 20) will NOT be used to pass or fail learners. Your feedback to the learners will be used as a useful reality check. In all cases, you don't need to worry that a learner's academic future rests in your hands. If you have any questions or concerns or would like more clarify about how the instructors will be using your feedback, please feel free to discuss this with them.

EXAMPLE OF COMPLETED FORM

Team Performance	✓	Notes
Roles are clear (clear team leader, slide show changer, etc.)	✓	
The team leader greets the panel, audience Introduces self, team members	✓	<i>Friendly professional manner</i>
Team well-groomed and appropriately dressed	✓	<i>Yes, but men seemed more formally dressed than women in this team.</i>
Transitions and continuity: Smooth transition between team members Team members refer to points made by earlier team members		<i>Transitions were awkward. Team didn't seem to be coordinated. It felt like each person had written their own presentation without discussion with other members.</i>
Questions: Audience and panel given time to think of questions Questions answered promptly and confidently	✓	<i>Pretty good. Rather a long wait between the question and the answer. Questions are a challenge for anyone.</i>
Equal time for all team members	✓	
Thanks panel and audience	✓	
Preparation and Organization	✓	Notes
Preparation evident in use of equipment, equip works, team familiar with equipment		<i>Problems with the equipment. Perhaps more rehearsal needed</i>
Presentation framework: Team has a framework for their presentation and conveys this to the audience.	✓	<i>First person referred to framework and it was evident, but was not referred to by other presenters. It's useful to keep us on track.</i>
Team communicates as they pass milestones in the presentation.		<i>No, milestones were not noted, although there was a structure to the presentation.</i>
Team provides necessary documents, assumptions and definitions.	✓	
Visuals: Clear and well labeled	✓	<i>Very nice. Wonderful graphics. Did you create those yourself?</i>
During presentation, PowerPoint slides are not read but are commented on, summarized or paraphrased.	✓	<i>Good work. Slides complemented the presentation without overwhelming it.</i>
Slides contain appropriate amount of information	✓	<i>Yes. Very concise slides. Just the highlights. Good work.</i>

Content	✓	Notes
Presentation begins with overview followed by summary, findings, recommendations and rationale, conclusion and time for questions	✓	<i>Yes, everything was there.</i>
Findings: Accurately convey case Address most of the main aspects of this case Clearly written, concise Use professional language	✓	
Recommendations and rationales: Appropriate, constructive, useful Accurately convey current BC/Canadian situation Clear, concise Use professional language	✓	<i>Your recommendations don't seem to show much understanding of BC Human Rights. The Employment Standards content was good.</i>
Scoring (for panel) 20 = highly professional. Content, presentation skills and language of all team members are of a high professional standard. A neutral professional would be impressed. 15 = professional. Content, presentation skills and language meet a minimum professional standard. A neutral professional would be confident of team's abilities. 10 = developing. Content, presentation skills and language of team are developing. A neutral professional would be aware of potential, and able to identify areas for improvement. 5 = Needs considerable work. Content, presentation skills and language of team members need work at this time. A neutral professional would not be confident in the team's abilities to work in a professional context in Canada.	Total team score (0 -20) 13 <i>Overall, a good presentation, but the lack of coordination and the difficulty understanding one of the speakers due to a strong accent means the professional minimum standard is within reach, but not quite there.</i>	

EXAMPLE OF COMPLETED FORM

Individual Feedback – one table below for each team member

Presenter 1's name: Chu	✓	Notes
<p>Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately</p>		<p><i>The burden on the listener was quite high. The strong accent made it very hard for me to understand some of what you said. Keep practising and it'll improve. Of course, when you are nervous, your accent probably gets stronger.</i></p>
<p>Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big</p>	✓	<p><i>Your body language was open and confident. Some of your gestures seemed small or reserved compared with what I'm used to in Canadian culture.</i></p>
<p>Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation</p>	✓	<p><i>You were very friendly and professional. You appeared very well-rehearsed and engaged in what you were saying.</i> <i>You also did a good job of introducing your team and taking on the leadership role.</i></p>
<p>Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points</p>	✓	<p><i>You were very quick and professional with your answer to the one question you answered.</i></p>

Presenter 2's name: Sara	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately	✓	<i>Your pronunciation was very good and clear. You spoke a little quickly but it didn't place too much of a burden on the listener.</i>
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big	✓	<i>Great. Your gestures were large but not too large, and they added to the viewer interest.</i>
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation	✓	<i>Your demeanor was very friendly and well-rehearsed. You seem very interested in what you are discussing and this really added to the presentation.</i>
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points	✓	

Presenter 3's name: Mohammed	✓	Notes
Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately		<i>Your pronunciation was good. Sometimes your volume was a little low and I had to strain on occasion to hear you.</i>
Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big		<i>Your body language was a bit stiff and didn't really add to the communication. It seemed like you might be a little nervous.</i>
Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation	✓	<i>Friendly. Well-rehearsed. You were a little formal in your style. This is not a problem, but it was different in style from your team mates.</i>
Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points		<i>You didn't answer any questions, so it is not possible to assess this.</i>

Presenter 4's name: Roni	✓ Notes
<p>Burden on listener low (i.e., it's not too much work for the listener to listen): Volume good Pronunciation does not interfere with comprehension Speed appropriate Pauses appropriately</p>	<p>✓ <i>Very good. Your use of pauses to emphasize certain points and to give the listener time to read the slides was helpful.</i></p>
<p>Body language: Assists with conveying message Adds emphasis and eases communication Open and confident Gestures not too small or big</p>	<p>✓ <i>You seemed relaxed and your body language helped communicate your over all professionalism.</i></p>
<p>Demeanor: Friendly Professional Confident Well-rehearsed No excuses/apologies for any aspect of the presentation Appears to understand what he/she is saying Appears to understand content of whole presentation</p>	<p>✓ <i>Confident and relaxed. I felt at ease watching and listening to you.</i></p>
<p>Questions: Answers at least one question Able to paraphrase as necessary Able to provide examples of main points</p>	<p>✓ <i>You only gave a brief answer to the question you answered, but it was clear and sufficient.</i></p>

Panel member feedback form for the course instructor

Any input and feedback you can offer about participating as a panel member for these case study presentations is truly appreciated. Thank you very much.


Please submit this to your contact person or the course instructor.

	Please circle one 1= strongly disagree 5= strongly agree
1. The information packet prepared me for this role.	1 2 3 4 5
Comments:	
2. I enjoyed participating on this panel.	1 2 3 4 5
Comments:	
3. I was able to offer something useful and relevant to learners.	1 2 3 4 5
Comments:	
4. The feedback form was clear and useful.	1 2 3 4 5
Comments:	
5. The time commitment expectation was reasonable for me, as a volunteer.	1 2 3 4 5
Comments:	
6. The content of the case study was relevant for professionals.	1 2 3 4 5
Comments:	
7. The learners offered quality presentations.	1 2 3 4 5
Comments:	
8. The teachers had prepared the learners for the presentations.	1 2 3 4 5
Comments:	
9. I learned something from being part of this panel.	1 2 3 4 5
Comments:	
10. I would be willing to participate in such a panel in the future.	1 2 3 4 5
Comments:	
11. The logistics of participating in the panel went smoothly (e.g., ample lead time to prepare, communication, location, parking, scheduling, etc.)	1 2 3 4 5
Comments:	

Activity Plan 274-EXT

Lesson 14	Receiving and Discussing Presentation Feedback	
	75 MINUTES	HANDOUT(S): 0
<p>There are no formal activities planned for this extension period. Instructors can use this time to allow learners to work in pairs and discuss any feedback they noticed about each other's presentations. They may also share and review the feedback forms that the panel filled in for them if they feel comfortable doing so. The instructor may also wish to spend a few minutes with each learner – giving specific feedback on their presentation that the instructor may have noticed. Another option would be to put learners in small groups or their team and allow them to discuss the following four questions. Note that the learners will do an assessed teamwork reflection writing the next day in Activity 275, so this activity will help to prepare them for that.</p> <ol style="list-style-type: none">1) <i>What do you feel you did well during your presentation?</i>2) <i>What do you feel you could have improved in your presentation?</i>3) <i>What do you feel that you did in order to achieve your goals in this presentation?</i>4) <i>What will you do next time to meet your goals for the presentation?</i>		<p>Purpose</p> <ul style="list-style-type: none">• Receiving and discussing feedback about their presentations• Self-reflecting on their performance during the presentation

Activity Plan 275

Lesson 15	 Assessed Writing: Teamwork Reflection Report	
	125 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 5 min</p> <ul style="list-style-type: none"> In Activity 263-EXT, learners practised writing a short reflective report. They had their practice report read by a partner and the familiar criteria sheet filled in by their partner for peer feedback on their writing. Ask learners to take out their teamwork reports, which they completed in Activities 248-EXT and 259-EXT. Learners can use this information to help with this task. <p>Note: You may want to remind learners that they will receive zero (0) for a report that appears memorized, that is the same or similar to the report they completed during the extension, or that uses sentences or large parts of sentences from the example report.</p> <p>Writing Stage 120 min</p> <ul style="list-style-type: none"> In the 120 minutes available, learners should write a report similar to the one they completed in Activity 263-EXT. The difference is that this report should be 500 to 650 words in length and four or five paragraphs long, and they must complete it in the time limit given in class. The learners can also use their report from Activity 263-EXT, the criteria sheet with their peer’s comments, the example report and an English-English dictionary. Learners may discuss their reports with each other, but each report should be unique. Instructors collect all reports and mark them according to the Writing Rubric at the end of this activity. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Prepare photocopies of: <ul style="list-style-type: none"> ✓ Handout 1, 2 and the Writing Rubric <p>Learners may bring the criteria sheets handed out in Activity 263-EXT for use during this task. You may want to have a few extra copies for learners who would like to use this sheet and have forgotten to bring it to class. You will be using the same rubric to assess each learner’s report.</p> <p>Purpose</p> <ul style="list-style-type: none"> Assessing reflective writing Reflecting on personal team skills development 	

Reflective Report – Feedback and Assessment Criteria

During the extension in **Activity 263-EXT**, you wrote a short report and received feedback from one of your peers. You have two hours to write a similar report on a new topic. This report will be assessed.

****Note:** This report must contain **different ideas, examples and conclusions** from your practice report. The purpose of this activity is to provide you with an assessment on your spontaneous report/report writing ability. **Memorized reports or reports that are the same or similar to the practice report will receive a zero (0) mark.**

The assessment rubric is the same as the one used in **Activity 263-EXT** that your partner filled out. In writing this report, you may use the **Activity 263-EXT** copy of this chart with your partner's feedback. You may also use your essay from **Activity 253**, the example report provided for **Activity 263-EXT** and an English-English dictionary. You may also use the team quality report and criteria sheet completed in **Activities 248-EXT** and **259-EXT**.

You may use connectors and transitional language from the example report if you wish (e.g., *as a team, in a previous activity, in conclusion, above I outlined*), but you may not copy sentences or large parts of sentences from the sample report.

Reflective Writing Task

Write a four or five paragraph report of 500 to 650 words.

Your short report should address two or three ways in which you have increased your awareness and changed your behaviour as a result of the teamwork reports, the feedback they provide and the opportunities for reflective practice.

A suggested outline for your report is:

- **Paragraph one:** An introduction. Give the context for your report and explain what you will do in the report.
- **Paragraph two, three (and four if you are giving three examples):** Give specific examples of areas where you have made changes in your behaviour as a result of the reflective practice of the teamwork reports. Provide specific evidence to support the examples you describe in each paragraph.
- **Paragraph four or five:** Summarize your report and provide a brief conclusion.

Activity 263-EXT Handout 3 provided an example report. You can use this example to help understand the expectations and the style. You may use connector and transitional language (e.g., *as a team, in activity 188, in conclusion, above I outlined*) from the report, but you should not copy sentences or large parts of sentences from the sample report.

NAME: _____ CLASS: _____

RUBRIC for Writing Skills: Teamwork Reflection Report

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Overall Report	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	Good structure, with clearly expressed main ideas and good supporting details. Text contains an introduction, development of ideas and conclusion.	Adequate organization of ideas; develops topic. Main ideas are clearly conveyed and supported with details. Appropriate amount of information to suit the length of the task.	CLB = (holistic criteria)
	Indicator 1: Writing IV	Briefly summarizes an experience. Uses notes to summarize key points, with some expansion of details.	Adequately expands on experience using notes, with some details in sequence.	Effectively expands on experience with details in sequence and with connective words and phrases.	Expands fully to write a coherent report with main points and expansion using supporting details in sequence, connective words and phrases and complex structures that strengthen clarity.	
Analytic Criteria	Functional: Sharing Information	Shares some information from experience to create a report.	Adequately shares and reduces some information from experience to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.	
	Textual: Design	Developing Design: Adequate length; some issues with paragraph construction.	Adequate Design: Adequate length and paragraph construction.	Fluent Design: Adequate length and well developed paragraphs. Conveys a sense of audience in language format and content.	Advanced Design: Adequate length and well developed paragraphs. Synthesizes and integrates multiple pieces of information into a coherent text.	
	Socio-Cultural	Attempts to convey a sense of audience in format and content.	Adequately conveys a sense of audience in format and content with some directness and formality.	Effectively conveys a sense of audience in format and content with some directness and formality.	Fluently conveys a sense of audience in format and content with appropriate directness and formality.	
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis (report).	Adequate Reflection: Employing critical thinking and comparative analysis (report).	Fluent Reflection: Employing critical thinking and comparative analysis (report).	Advanced Reflection: Employing critical thinking and comparative analysis (report).	
	Vocabulary	Adequate vocabulary for the topic. Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	Good control of simple structures. Difficulty with complex structures. Adequate spelling, punctuation and format.	Adequate control of complex structures. Good control of spelling, punctuation and format.	Good control of complex structures. Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

Activity Plan 276

Lesson 15	Filling in Teamwork Module Feedback Form (and Course Feedback Form)	
	50 MINUTES	HANDOUT(S): 2
<p>Set-up Stage 4 min</p> <ul style="list-style-type: none"> Two feedback forms need to be completed during this activity. The first one (demonstrated in Sample 1: Communication and Teamwork Module Feedback form, below) is feedback on the Communication and Teamwork in the Workplace module that the learners have just finished; the second one (demonstrated in Sample 2: Course Feedback form, below) is feedback on the whole curriculum (all five modules). The feedback forms need to be filled out electronically, via email, therefore the instructor needs to email all learners Handout 1 (Teamwork Module feedback) and Handout 2 (Course Feedback). This can be done in class in a computer lab. The feedback forms are located on the course CD. If instructors wish to modify the forms at all, they must unlock the file. The password to do so is pass4efw. (Make sure to protect it again as you save it.) See the note below for more information. If desired, the instructor may choose to show Samples 1 and 2 of the feedback forms on an overhead. Note that they will just serve as an example, as the drop down menus won't work. If the Teamwork module is not the final module taught in your course, you should reserve the whole course evaluation feedback forms until you have completed all five modules of the course. Remind learners that this is not feedback on their teacher. The purpose of the feedback is to judge whether the curriculum has met its anticipated outcomes, and to uncover areas for further development and improvement. <p>Discussion Stage 8 min</p> <ul style="list-style-type: none"> Allow some time for learners to reflect on and discuss their experience of undertaking the Teamwork module. <p>Filling in Feedback Form 1 Stage 15 min</p> <ul style="list-style-type: none"> Have learners open their email to ensure that they've received the module feedback form. Learners must open the form, save it, fill it out on their own electronically, save it again, and then email it back to the instructor. 	<p>Advanced Preparation</p> <ul style="list-style-type: none"> Book a computer lab Prepare overheads of Sample 1: Teamwork Module Feedback form, and Sample 2: Course Feedback form, if desired. You may choose to email the evaluation forms: Handout 1 and 2 (on course CD) to learners before the class begins. It's not recommended that it is sent too far in advance, as you do not want learners filling in the forms before you have explained them. <p>Purpose</p> <ul style="list-style-type: none"> Encouraging learners to reflect on what they have learned from the Teamwork module and the whole course Getting feedback on how to improve the curriculum 	

Activity Plan 276

Filling in Teamwork Module Feedback Form (and Course Feedback Form) (page 2 of 2)

Discussion Stage 8 min

- Allow some time for learners to reflect on and discuss their experience during the whole curriculum (all five modules).

Filling in Feedback Form 2 Stage 15 min

- Have learners open their email to ensure that they've received the Course Feedback Form.
- Learners should open the form, save it, fill it out on their own electronically, save it again and then email it back to the instructor.
- If learners need more time, you could give them a few minutes during the following extension to finish filling in and emailing the feedback forms.

Note: A sample of the form that you email to learners follows as Sample 1. The Handout 1 and Handout 2 that you email to learners is a form; the formatting is locked to preserve the special features. You can find Handout 1 and Handout 2 on the curriculum CD. Should you want to unlock the form to make changes to the Feedback form, you will need to modify the electronic version available on CD. In Word 7, you look under **Review** and go to **Protected document** at the far right end of the navigation bar. Choose **Restricted Formatting and Editing**; click on **Stop Protection** at the bottom of the right hand column. When asked for a password, enter: **pass4efw**. If you do not have Word 7, search for Help on Protected Documents.

Communication and Teamwork: Feedback Form

Read the following questions and complete the feedback. This is an opportunity for you to give feedback on the materials and activities that you completed in this module. It is not an evaluation of your instructor. Your instructor has emailed you this form. Save it first onto your computer, then complete the form. Save it again to preserve your answers before emailing it back to your instructor (as an attachment). In order to choose an answer, click on the grey box, and then click on the answer. In order to type a comment, click on the grey comments box and begin typing. Use the tab key to move between boxes.

1. For the introduction to teamwork roles:

I received enough information. choose one answer

I had enough time to practise all roles throughout the module. choose one answer

I was successful in playing the various teamwork roles. choose one answer

COMMENTS: type any comments here

2. For creating and using meeting agendas:

I received enough information. choose one answer

I had enough time to practise creating and using agendas throughout the course. choose one answer

I was successful at creating and using meeting agendas. choose one answer

COMMENTS: type any comments here

3. For holding team meetings:

I received enough information about what to do during a team meeting. choose one answer

I received enough information about how to communicate during a team meeting. choose one answer

There was enough time allotted for holding each team meeting. choose one answer

I was successful at communicating during team meetings. choose one answer

I was successful at using team meetings to decide how to move forward on tasks. choose one answer

COMMENTS: type any comments here

4. For background information about case studies:

I received enough information. choose one answer

I spent enough time understanding how a case study works. choose one answer

COMMENTS: type any comments here

5. For case study 1:

I received enough information about the case study. choose one answer

I spent enough time in team meetings discussing case study 1. choose one answer

I spent enough time conducting research. choose one answer

COMMENTS: type any comments here

6. For case study 2:

I received enough information about the case study. choose one answer

I spent enough time in team meetings discussing case study 2. choose one answer

I spent enough time conducting research. choose one answer

COMMENTS: type any comments here

7. For creating my presentation:

I received enough information on what was needed for my presentation. choose one answer

I received enough information on using PowerPoint to create presentation slides. choose one answer

I spent enough time holding team meetings to make decisions about the presentation. choose one answer

I spent enough time preparing the presentation. choose one answer

I was successful at contributing to our teams' presentation. choose one answer

My team was successful at creating a final presentation. choose one answer

COMMENTS: type any comments here

8. For delivering my presentation:

I received enough information about how to effectively present. choose one answer

I spent enough time practising the presentation. choose one answer

I received enough feedback on my presentation and speaking skills. choose one answer

I was successful at delivering my part of the presentation. choose one answer

My team was successful at presenting final presentation. choose one answer

COMMENTS: type any comments here

9. For reflecting on teamwork skills:

I received enough information about how to reflect constructively. choose one answer

I spent enough time preparing and practising for the teamwork report. choose one answer

I was successful at reflecting on my own teamwork skills. choose one answer

I was successful at reflecting on my team members' teamwork skills. choose one answer

COMMENTS: type any comments here

10. Overall, I found the learning activities very helpful in teaching me about the importance of teamwork.

choose one answer

COMMENTS: type any comments here

11. Overall, I found the learning activities helpful in showing me my own strengths and weaknesses about my teamwork skills. choose one answer

COMMENTS: type any comments here

12. I feel that my teamwork skills have improved. choose one answer

COMMENTS: type any comments here

13. Overall, what was useful about this project for you?

COMMENTS: type any comments here

Course Feedback Form

Read the following questions and complete the feedback. This is an opportunity for you to give feedback on the materials and activities in this course. It is not an evaluation of your instructor. Your instructor has emailed you this form. Save it first onto your computer, then complete the form. Save it again to preserve your answers before emailing it back to your instructor (as an attachment). In order to choose an answer, click on the grey box, and then click on the answer. In order to type a comment, click on the grey comments box and begin typing. Use the tab key to move between boxes.

Part I: Modules

1. For Module 1: Self Assessment:
This module was useful for me. choose one answer
COMMENTS: type any comments here
2. For Module 2: Language for an Informational Interview:
This module was useful for me. choose one answer
COMMENTS: type any comments here
3. For Module 3: Language for Career Planning:
This module was useful for me. choose one answer
COMMENTS: type any comments here
4. For Module 4: Language and Culture in the Workplace:
This module was useful for me. choose one answer
COMMENTS: type any comments here
5. For Module 5: Communication and Teamwork:
This module was useful for me. choose one answer
COMMENTS: type any comments here

Part II: Skills

6. As a result of taking this course:

My workplace speaking skills have improved. choose one answer

My workplace listening skills have improved. choose one answer

My workplace writing skills have improved. choose one answer

My workplace reading skills have improved. choose one answer

COMMENTS: type any comments here

7. My level of intercultural knowledge, skills and awareness related to the Canadian workplace has increased. choose one answer

8. I have a better understanding of Canadian socio-cultural competencies in the workplace. choose one answer

9. I can communicate more effectively and confidently in workplace settings, using skills such as negotiating, summarizing, resolving conflict and giving and receiving feedback. choose one answer

10. I am better able to participate in workplace situations such as presentations, meetings, discussions, social situations and telephone calls. choose one answer

11. I am better able to use self-reflection to continue to improve my workplace communication skills. choose one answer

12. I am better able to identify Canadian employers' expectations of employees. choose one answer

13. I am better able to describe and present my professional skills and abilities in resumes and cover letters. choose one answer

14. I can more effectively use research and technical tools such as the Internet, MS Word and PowerPoint. choose one answer

15. I am better able to use and produce business documents such as emails, meeting notes and reports. choose one answer

16. I have a better understanding of the role and significance of ethics in the Canadian workplace. choose one answer

17. I am able to use a broader range of workplace vocabulary. choose one answer

18. I feel more confident in my pronunciation skills surrounding workplace dialogues. choose one answer

19. I feel better prepared to handle challenges related to working in Canada. choose one answer

COMMENTS: type any comments here

Part III: Activities

20. The socio-cultural maps were helpful for my learning. choose one answer
21. Role plays and pair practice were helpful for my learning. choose one answer
22. Group and whole class discussions were helpful for my learning. choose one answer
23. Listening comprehension activities were helpful for my learning. choose one answer
24. Reading comprehension activities were helpful for my learning. choose one answer
25. Vocabulary development activities were helpful for my learning. choose one answer
26. Team and group work on tasks were helpful for my learning. choose one answer
27. Pronunciation practice was helpful for my learning. choose one answer
28. Writing assignments were helpful for my learning. choose one answer
29. Activities for improving telephone skills were helpful for my learning. choose one answer
30. Oral presentations were helpful for my learning. choose one answer
31. Internet research was helpful for my learning. choose one answer
32. Workplace research was helpful for my learning. choose one answer
33. Assessments were helpful for my learning. choose one answer
34. Model presentations were helpful for my learning. choose one answer

COMMENTS: type any comments here

Part IV: Final Comments

35. How has this course helped you to handle challenges related to working in Canada?

COMMENTS: type any comments here

36. What suggestions do you have for changes or additions to this course?

COMMENTS: type any comments here

Activity Plan 277-EXT

Lesson 15	Graduation Reception	
	75 MINUTES	HANDOUT(S): 0
<p>How you mark the completion of this course or the transition into another module is up to you. You may want to invite the learners' families and members of the working community who have assisted with the workplace exercises to join you for a final party.</p> <p>The developers of this curriculum hope that the course went well, that the learners are feeling more confident and comfortable about their careers and life in Canada, and that you've enjoyed working with this curriculum.</p>		<p>Advanced Preparation</p> <ul style="list-style-type: none">• Up to you. <p>Purpose</p> <ul style="list-style-type: none">• Acknowledging the learners' hard work and the skills they have learned or sharpened