

WEEK 15 — PROFESSIONAL OPPORTUNITY

BUILDER

From Communication to Professional Opportunity

Weekly Capability

“I can negotiate professionally, understand essential business agreement language, and present my value effectively for professional opportunities.”

Week 15 represents the point where students bring together the communication capabilities developed throughout the course and apply them to situations that can directly affect their professional future.

Students learn to:

 **NEGOTIATE** →  **UNDERSTAND AGREEMENTS** →  **POSITION VALUE** →  **APPLY** →  **CREATE OPPORTUNITY**

The original Week 15 material supports this integrated direction by emphasizing effective negotiation, introductory contract language, tailored job applications, and practical simulations and writing exercises.

1. WEEK 15 LEARNING LOGIC

A memorable learning sequence can organize the entire week:

OPPORTUNITY → PREPARE → NEGOTIATE → AGREE → UNDERSTAND → POSITION → APPLY → ADVANCE

Student-Friendly Version

SEE THE OPPORTUNITY

↓

KNOW WHAT YOU NEED

↓

NEGOTIATE PROFESSIONALLY

↓

UNDERSTAND THE AGREEMENT

↓

SHOW YOUR VALUE

↓

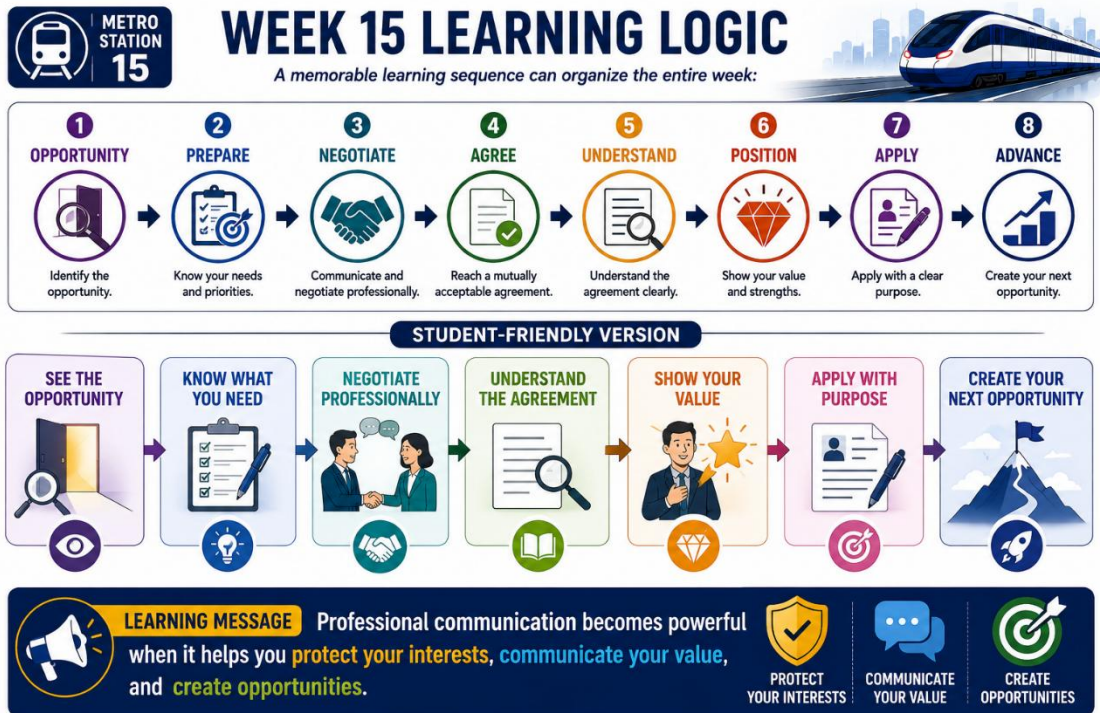
APPLY WITH PURPOSE

↓

CREATE YOUR NEXT OPPORTUNITY

Learning Message

Professional communication becomes powerful when it helps you protect your interests, communicate your value, and create opportunities.



2. The Opportunity Metro Journey 🚆

Students travel through eight connected professional stations.

🚆 START — PROFESSIONAL OPPORTUNITY



🎯 STATION 1 — PREPARE

“What do I need, want, and value?”

Students identify:

- objectives
- priorities
- must-haves
- nice-to-haves
- possible concessions
- walk-away points



🤝 STATION 2 — NEGOTIATE

“How can I communicate what I need professionally?”

Students practice expressing needs, explaining rationale, exploring interests, and responding to proposals.



⚖️ STATION 3 — TRADE

“What can I give—and what should I receive in return?”

Students learn to make strategic and conditional concessions.



🤝 STATION 4 — AGREE

“Can both sides move toward an acceptable outcome?”

Students identify common ground, summarize agreements, clarify remaining issues, and manage impasses professionally.



 STATION 5 — UNDERSTAND

“What does the agreement actually say?”

Students identify the basic structure, obligations, rights, conditions, and important terminology in business contracts.



 STATION 6 — POSITION

“What professional value can I offer?”

Students connect their skills, experience, achievements, and portfolio evidence to a professional opportunity.



 STATION 7 — APPLY

“How can I communicate that value convincingly?”

Students tailor a resume/CV and cover letter to a specific role.



 STATION 8 — ADVANCE

“What is my next professional move?”

Students integrate negotiation, agreement awareness, and professional self-presentation.



 PROFESSIONAL OPPORTUNITY BUILDER

Metro Learning Message

Know Your Value. Protect Your Interests. Communicate Professionally. Create Opportunity.

THE OPPORTUNITY METRO JOURNEY

Students travel through eight connected professional stations.



3. Four-Hour Learning Journey

Time	Learning Activity	Student Output
10 min	 Enter Metro Station 15	Professional Opportunity Mission
15 min	 Opportunity Detective	Opportunity Problem Card
25 min	 Negotiation Preparation Lab	Negotiation Strategy Card
30 min	 Negotiation Language Builder	Negotiation Language Card
25 min	 Concession Challenge	Give–Get Card
10 min	 Break	—
25 min	 Contract Decoder	Contract Language Map
20 min	 Rights–Obligations Challenge	Contract Meaning Card
25 min	 Professional Value Builder	Value Proposition Card
25 min	 Application Match Lab	Job–Candidate Match Card
30 min	 Opportunity Mission	Professional Opportunity Performance
10 min	 Peer Feedback	2 Stars + 1 Move
5 min	 Exit Ticket	Metro Passport
240 min	Total Learning Journey	Professional Opportunity Portfolio

This design deliberately converts the source material into performance tasks. The original material specifically recommends negotiation role-playing, contract-term identification, job-application workshops, and peer/instructor feedback.



FOUR-HOUR LEARNING JOURNEY

Professional Opportunity Builder



FROM COMMUNICATION TO OPPORTUNITY
Learn. Practice. Perform. Create Opportunity.



Time	Learning Activity	Student Output
10 min	Enter Metro Station 15 Start your professional opportunity journey.	Professional Opportunity Mission
15 min	Opportunity Detective Identify communication problems in real-world situations.	Opportunity Problem Card
25 min	Negotiation Preparation Lab Identify needs, priorities, must-haves, concessions, and walk-away points.	Negotiation Strategy Card
30 min	Negotiation Language Builder Practice expressing needs, explaining rationale, and responding professionally.	Negotiation Language Card
25 min	Concession Challenge Make strategic and conditional concessions.	Give-Get Card
10 min	Break Recharge and connect.	—
25 min	Contract Decoder Identify essential parts of a business contract.	Contract Language Map
20 min	Rights-Obligations Challenge Identify obligations, rights, and conditions.	Contract Meaning Card
25 min	Professional Value Builder Connect skills, experience, achievements, and results to create value.	Value Proposition Card
25 min	Application Match Lab Match your experience to a specific role and opportunity.	Job-Candidate Match Card
30 min	Opportunity Mission Apply negotiation, agreement awareness, and self-presentation in a scenario.	Professional Opportunity Performance
10 min	Peer Feedback Give and receive constructive peer feedback.	2 Stars + 1 Move
5 min	Exit Ticket Reflect and commit your next step.	Metro Passport
240 min	Total Learning Journey Four hours of learning, practicing, and creating professional opportunity.	Professional Opportunity Portfolio



This design deliberately converts the source material into performance tasks.
The original material specifically recommends negotiation role-playing, contract-term identification, job-application workshops, and peer/instructor feedback.



NEGOTIATION
ROLE-PLAYING



CONTRACT-TERM
IDENTIFICATION



JOB APPLICATION
WORKSHOPS



PEER & INSTRUCTOR
FEEDBACK



LEARNING MESSAGE: Professional communication becomes powerful when it helps you **protect your interests**, **communicate your value**, and **create opportunities**.



4. Activity 0 — Opportunity Detective

Mission

Discover why professional opportunities succeed—or fail—because of communication.

Teams receive short workplace situations:

CASE A — FREELANCE PROJECT

A designer accepts a project without clarifying revision limits.

CASE B — SALARY OFFER

A candidate immediately accepts the first salary offered.

CASE C — DIGITAL PROJECT

A team agrees to “finish soon” without defining a deadline.

CASE D — JOB APPLICATION

An applicant sends the same generic cover letter to every employer.

Students diagnose:

SITUATION → COMMUNICATION PROBLEM → RISK → BETTER ACTION

Mini Challenge

For each case:

What went wrong?

Why does it matter?

What should the person say or do differently?

Student Output: Opportunity Problem Card

Learning Message

Professional opportunities are shaped not only by what you can do, but by how clearly you communicate what you need, offer, and agree to.

ACTIVITY 0

OPPORTUNITY DETECTIVE

Discover why professional opportunities succeed—or fail—because of communication.



**METRO
STATION 15**

PROFESSIONAL OPPORTUNITY BUILDER

TEAMS RECEIVE SHORT WORKPLACE SITUATIONS	STUDENTS DIAGNOSE:
 CASE A FREELANCE PROJECT A designer accepts a project without clarifying revision limits.	 SITUATION What happened in the scenario?  COMMUNICATION PROBLEM What went wrong with the communication?  RISK What could go wrong or what is the impact?  BETTER ACTION What should the person say or do differently to create a better outcome?
 CASE B SALARY OFFER A candidate immediately accepts the first salary offered.	
 CASE C DIGITAL PROJECT A team agrees to “finish soon” without defining a deadline.	
 CASE D JOB APPLICATION An applicant sends the same generic cover letter to every employer.	

MINI CHALLENGE

For each case, answer these questions:



What went wrong?



Why does it matter?



What should the person say or do differently?

STUDENT OUTPUT

OPPORTUNITY PROBLEM CARD

CASE:



SITUATION



COMMUNICATION PROBLEM



RISK



BETTER ACTION



LEARNING MESSAGE

Professional opportunities are shaped not only by what you can do, but by how clearly you communicate what you need, offer, and agree to.



5. Activity 1 — Negotiation Preparation Lab

Mission

Know what matters before you start negotiating.

The source distinguishes essential needs from desirable ones and encourages negotiators to understand potential concessions and their walk-away point.

Students build a:

Negotiation Map



GOAL

What do I want to achieve?



MUST-HAVE

What is essential?



NICE-TO-HAVE

What would be valuable but flexible?



CAN TRADE

What can I negotiate?



WALK-AWAY POINT

What can I not accept?



OTHER PARTY

What might they need?

Preparation Formula

**GOAL + PRIORITIES + INTERESTS + OPTIONS + LIMITS =
NEGOTIATION READINESS**

Student Output: Negotiation Strategy Card

Learning Message

Good negotiators do not begin by talking. They begin by knowing what matters.

ACTIVITY 1

NEGOTIATION PREPARATION LAB

METRO STATION
15

PROFESSIONAL OPPORTUNITY BUILDER

MISSION

Know what matters before you start negotiating.

The source distinguishes essential needs from desirable ones and encourages negotiators to understand potential concessions and their walk-away point.

WHY PREPARATION MATTERS

Protect your interests

Stay focused on what matters

Create better outcomes

NEGOTIATION MAP

GOAL	MUST-HAVE	NICE-TO-HAVE	CAN TRADE	WALK-AWAY POINT	OTHER PARTY
What do I want to achieve? Examples: - Get the project - Secure a fair price - Build a partnership - Meet a deadline	What is essential? Examples: - Minimum budget - Core features - Quality standard - Delivery date	What would be valuable but flexible? Examples: - Extra features - Longer timeline - Additional support - Better payment terms	What can I negotiate? Examples: - Price - Scope - Timeline - Payment schedule - Number of revisions	What can I not accept? Examples: - Price too low - Unfair terms - Unacceptable risk - Values mismatch	What might they need? Examples: - Lower cost - Faster delivery - High quality - Long-term relationship

PREPARATION FORMULA

+
 +
 +
 +
 =
 NEGOTIATION READINESS

STUDENT OUTPUT

NEGOTIATION STRATEGY CARD

GOAL: _____

MUST-HAVE: _____

NICE-TO-HAVE: _____

CAN TRADE: _____

WALK-AWAY POINT: _____

OTHER PARTY: _____

Use your map to guide your negotiation with confidence and clarity.

LEARNING MESSAGE

Good negotiators do not begin by talking. They begin by knowing what matters.

6. Activity 2 — Negotiation Language Builder

Mission

Turn demands into professional negotiation language.

Students transform weak statements.

✗ “We need more money.”



✓ “Our proposed budget reflects the development and testing requirements of the project.”

✗ “We can't finish that fast.”



✓ “From our perspective, a six-week timeline is necessary to ensure the required quality.”

Students practice five language moves:

1 STATE

“Our priority is...”

2 EXPLAIN

“The reason this is important is...”

3 EXPLORE

“What are your main priorities regarding...?”

4 PROPOSE

“One possible solution would be...”

5 RESPOND

“I understand your position. From our perspective...”

The source explicitly emphasizes stating needs clearly, explaining rationale, using perspective-based language, and exploring the other party's underlying interests.

Negotiation Formula

STATE → EXPLAIN → EXPLORE → PROPOSE → RESPOND

Student Output: Negotiation Language Card

ACTIVITY 2

NEGOTIATION LANGUAGE BUILDER

Turn demands into professional negotiation language.

METRO STATION 15

PROFESSIONAL OPPORTUNITY BUILDER

MISSION
 Turn demands into professional negotiation language.

STUDENTS TRANSFORM WEAK STATEMENTS

✗

“We need more money.”

✓

“Our proposed budget reflects the development and testing requirements of the project.”

✗

“We can't finish that fast.”

✓

“From our perspective, a six-week timeline is necessary to ensure the required quality.”

PRACTICE FIVE LANGUAGE MOVES

1
STATE

“Our priority is...”

Use this move to:
Clearly express what you need or want.

Example:
“Our priority is to launch the product before the holiday season.”

2
EXPLAIN

“The reason this is important is...”

Use this move to:
Provide the reasons behind your need or position.

Example:
The reason this is important is that it affects product quality and customer trust.

3
EXPLORE

“What are your main priorities regarding...?”

Use this move to:
Ask about the other party's interests and underlying needs.

Example:
What are your main priorities regarding the project timeline?”

4
PROPOSE

“One possible solution would be...”

Use this move to:
Offer an idea or option that could meet both sides' needs.

Example:
One possible solution would be to phase the delivery in two stages.

5
RESPOND

“I understand your position. From our perspective...”

Use this move to:
Acknowledge the other side and share your perspective professionally.

Example:
I understand your position. From our perspective, this approach helps us maintain quality.”

NEGOTIATION FORMULA

STATE

 →

EXPLAIN

 →

EXPLORE

 →

PROPOSE

 →

RESPOND

CLEAR COMMUNICATION + PERSPECTIVE + SOLUTIONS = SUCCESSFUL NEGOTIATION

★ The source explicitly emphasizes stating needs clearly, explaining rationale, using perspective-based language, and exploring the other party's interests.

STUDENT OUTPUT
 NEGOTIATION LANGUAGE CARD

SCENARIO:

MY FIVE LANGUAGE MOVES:

1 STATE: _____

2 EXPLAIN: _____

3 EXPLORE: _____

4 PROPOSE: _____

5 RESPOND: _____

LEARNING MESSAGE

Good negotiators do not begin by talking. **They begin by knowing how to communicate professionally.**

7. Activity 3 — The Concession Challenge

Mission

Learn to give without giving everything away.

Students receive negotiation cards involving:

PRICE

TIMELINE

SCOPE

PAYMENT

REVISIONS

DEADLINE

They must negotiate using:

IF YOU... → THEN WE CAN...

Examples:

“If you can confirm the project this week, we may be able to offer a revised delivery schedule.”

“If you are able to increase the budget, we could consider adding the additional feature.”

The source specifically presents conditional concessions as a way to link what one side gives to something received in return.

Give-Get Formula

CONCESSION + CONDITION + RECIPROCITY = STRATEGIC TRADE

Golden Rule

Never give something away without understanding what you receive in return.

Student Output: Give-Get Card

ACTIVITY 3

THE CONCESSION CHALLENGE

Learn to give without giving everything away.

METRO STATION **15**

PROFESSIONAL OPPORTUNITY BUILDER

MISSION

Learn to give without giving everything away.

STUDENTS RECEIVE NEGOTIATION CARDS INVOLVING:

PRICE

Negotiate the cost.

TIMELINE

Negotiate the time.

SCOPE

Negotiate what's included.

PAYMENT

Negotiate payment terms.

REVISIONS

Negotiate revision limits.

DEADLINE

Negotiate delivery date.

HOW IT WORKS

Work in pairs or small groups.

Use negotiation cards to build your deal.

Make strategic and conditional concessions.

Link what you give to what you receive in return.

NEGOTIATE USING:

IF YOU... → THEN WE CAN...

EXAMPLES

"If you can confirm the project this week, we may be able to offer a revised delivery schedule."

"If you are able to increase the budget, we could consider adding the additional feature."

STUDENT OUTPUT

GIVE-GET CARD

TOPIC: _____

MY CONCESSION (I GIVE): _____

CONDITION (IF YOU...): _____

WHAT I RECEIVE (THEN WE CAN...): _____

WHY THIS IS FAIR: _____

Win-Win Solution

GIVE-GET FORMULA

CONCESSION
What I am willing to give

+

CONDITION
What I ask the other side to do

+

RECIPROCITY
What I will receive in return

=

STRATEGIC TRADE
A fair exchange that creates value for both

GOLDEN RULE

Never give something away without understanding what you receive in return.

LEARNING MESSAGE

Great negotiators create value by trading wisely, not by giving everything away.

Protect your interests

Link every give to a get

Create value together

Build strong agreements

8. Activity 4 — Contract Decoder

Mission

Understand what a basic business agreement is actually communicating.

Students receive a simplified creative-business contract and become **Contract Detectives**.

They identify:

PARTIES — Who is agreeing?

- SCOPE** — What must be delivered?
- PAYMENT** — How and when is payment made?
- TERM** — How long does the agreement last?
- TERMINATION** — How can it end?
- INTELLECTUAL PROPERTY** — Who owns the work?
- CONFIDENTIALITY** — What must remain private?
- DISPUTE RESOLUTION** — What happens if parties disagree?
- SIGNATURES** — Who formally accepts the agreement?

These elements reflect the introductory contract structure presented in the source.

Contract Reading Logic

WHO → DOES WHAT → FOR WHAT → BY WHEN → UNDER WHAT CONDITIONS → WHAT IF SOMETHING GOES WRONG?

Student Output: Contract Language Map

Learning Message

Do not read a contract only for words. Read it for obligations, rights, conditions, and consequences.

ACTIVITY 4

CONTRACT DECODER

MISSION
 Understand what a basic business agreement is actually communicating.

Students receive a simplified creative-business contract and become Contract Detectives.

YOUR MISSION:
 Find the key information in the contract and decode what each part means.

SAMPLE SIMPLIFIED CREATIVE-BUSINESS CONTRACT (EXAMPLE)

DESIGN SERVICES AGREEMENT

This Agreement is made on May 15, 2025 by and between:
 1. Client: Bright Ideas Co., Ltd. ("Client")
 2. Designer: Creative Studio ("Designer")

- 1. PARTIES**
The Client hires the Designer to provide design services as described in this Agreement.
- 2. SCOPE OF WORK**
The Designer agrees to create a series of social media graphics (10 pieces) and a brand style guide as described in Attachment A.
- 3. PAYMENT**
The Client shall pay a total fee of THB 30,000. 50% upon signing this Agreement and the remaining 50% upon delivery and approval of the final work.
- 4. TERM**
This Agreement shall begin on May 15, 2025 and end on June 30, 2025 unless terminated earlier in accordance with this Agreement.
- 5. TERMINATION**
Either party may terminate this Agreement with 7 days' written notice if the other party materially breaches its obligations and fails to cure within that period.
- 6. INTELLECTUAL PROPERTY**
Upon full payment, the final deliverables and all intellectual property rights shall be owned by the Client.
- 7. CONFIDENTIALITY**
Both parties agree to keep all confidential information received under this Agreement private and not disclose it to any third party.
- 8. DISPUTE RESOLUTION**
Any disputes arising from this Agreement shall first be resolved through good faith negotiation. If unresolved, the parties agree to mediation in Bangkok, Thailand.
- 9. SIGNATURES**
By signing below, both parties agree to the terms and conditions of this Agreement.

Client: _____ Date: _____ Designer: _____ Date: _____

WHAT YOU NEED TO IDENTIFY

PARTIES Who is agreeing?	☐
SCOPE What must be delivered?	☐
PAYMENT How and when is payment made?	☐
TERM How long does the agreement last?	☐
TERMINATION How can it end?	☐
INTELLECTUAL PROPERTY Who owns the work?	☐
CONFIDENTIALITY What must remain private?	☐
DISPUTE RESOLUTION What happens if parties disagree?	☐
SIGNATURES Who formally accepts the agreement?	☐

CONTRACT READING LOGIC

WHO
Who is involved?

DOES WHAT
What must be done?

FOR WHAT
What is the payment?

BY WHEN
What is the timeframe?

UNDER WHAT CONDITIONS
What rules or conditions apply?

WHAT IF SOMETHING GOES WRONG?
How are problems resolved?

LEARNING MESSAGE

Do not read a contract only for words.
 Read it for obligations, rights, conditions, and consequences.

Protect your interests

Understand your commitments

Know your rights

Make informed decisions

STUDENT OUTPUT
CONTRACT LANGUAGE MAP
 Fill in the key information from the contract:

9. Activity 5 — Rights or Obligations?

Mission

Recognize what contract language requires, permits, or conditions.

Students classify statements:

● **OBLIGATION**

SHALL / MUST

“The contractor shall deliver the final files by Friday.”

● **RIGHT / PERMISSION**

MAY / HAS THE RIGHT TO

“The client may request one revision.”

● CONDITION**IF / UNLESS / PROVIDED THAT**

“Payment will be released provided that the work has been approved.”

The distinction between obligations, rights, and conditional clauses is central to the source's introduction to contract language.

Contract Meaning Formula**LANGUAGE → OBLIGATION / RIGHT / CONDITION → BUSINESS CONSEQUENCE**

Student Output: Contract Meaning Card

ACTIVITY 5 RIGHTS OR OBLIGATIONS?   **METRO STATION 15** PROFESSIONAL OPPORTUNITY BUILDER

Recognize what contract language requires, permits, or conditions.

MISSION
Recognize what contract language requires, permits, or conditions.

STUDENTS CLASSIFY STATEMENTS

OBLIGATION
SHALL / MUST
“The contractor **shall** deliver the final files by Friday.”

RIGHT / PERMISSION
MAY / HAS THE RIGHT TO
“The client **may** request one revision.”

CONDITION
IF / UNLESS / PROVIDED THAT
“Payment will be released **provided that** the work has been approved.”

WHY THIS MATTERS
Understanding the difference helps you know what you must do, what you can request, and what must happen first.

CLASSIFY THE LANGUAGE

1 OBLIGATION
Requires you to do something.
LOOK FOR: SHALL • MUST • WILL

BUSINESS CONSEQUENCE: You must follow through. Failure may be a breach of the contract.
EXAMPLE IMPACT: If you don't deliver, the client can take action.

2 RIGHT / PERMISSION
Allows you to do something.
LOOK FOR: MAY • HAS THE RIGHT TO • CAN

BUSINESS CONSEQUENCE: You have the choice. The other party cannot force you.
EXAMPLE IMPACT: You can request a revision, but you are not guaranteed more.

3 CONDITION
Happens only if something else is true.
LOOK FOR: IF • UNLESS • PROVIDED THAT • ON CONDITION THAT

BUSINESS CONSEQUENCE: A condition must be met before the result can happen.
EXAMPLE IMPACT: Payment only comes after the work is approved.

YOUR TURN: CLASSIFY THESE STATEMENTS

STATEMENT	OBLIGATION (SHALL/MUST)	RIGHT / PERMISSION (MAY/HAS THE RIGHT TO)	CONDITION (IF/UNLESS/PROVIDED THAT)
1. The contractor must submit the final report by April 30.	☐	☐	☐
2. The client may choose to approve the design without changes.	☐	☐	☐
3. If the deposit is not received, work will not begin.	☐	☐	☐
4. The contractor shall maintain confidentiality at all times.	☐	☐	☐
5. The client has the right to terminate this agreement.	☐	☐	☐
6. Payment will be made provided that all items are completed.	☐	☐	☐

CONTRACT MEANING FORMULA

LANGUAGE (Words in the contract) → OBLIGATION / RIGHT / CONDITION (What the language means) → BUSINESS CONSEQUENCE (What happens as a result)

STUDENT OUTPUT
CONTRACT MEANING CARD

STATEMENT: _____
CLASSIFICATION: _____
KEY WORD(S): _____
BUSINESS CONSEQUENCE: _____
WHY THIS MATTERS: _____

LEARNING MESSAGE Do not read a contract only for words.
Read it for obligations, rights, conditions, and consequences.

 Spot the key words  Know what it means  Understand your rights and duties  Act with confidence

10. Activity 6 — Professional Value Builder **Mission**

Discover what makes you valuable to a professional opportunity.

Students move beyond:

“I am hardworking.”

toward evidence-based professional value.

VALUE BUILDER**SKILL**

What can I do?

**EXPERIENCE**

Where have I used it?

**EVIDENCE**

What did I produce?



RESULT

What happened because of my work?



VALUE

Why should an employer or client care?

Example

Weak

“I have digital marketing skills.”

Stronger

“I created and managed social media content for a student business project.”

Professional Value

“I developed a social media content campaign that increased audience engagement during our student business project.”

The source encourages action verbs, specific examples, and quantifiable achievements when communicating qualifications.

Value Formula

SKILL + EVIDENCE + RESULT + RELEVANCE = PROFESSIONAL VALUE

Student Output: Professional Value Proposition Card

ACTIVITY 6 PROFESSIONAL VALUE BUILDER   **METRO STATION 15** PROFESSIONAL OPPORTUNITY BUILDER

Discover what makes you valuable to a professional opportunity.

MISSION
Discover what makes you valuable to a professional opportunity.

MOVE BEYOND GENERAL STATEMENTS
Instead of...
“I am hardworking.”
Use evidence-based professional value.

USE ACTION VERBS & SPECIFIC EXAMPLES
Use strong action verbs (created, managed, improved)
Give specific examples (project, role, task, context)
Show results or impact (increased, improved, achieved)
Make it relevant to the role (why it matters to them)

VALUE BUILDER

1 **SKILL** What can I do?

2 **EXPERIENCE** Where have I used it?

3 **EVIDENCE** What did I produce?

4 **RESULT** What happened because of my work?

5 **VALUE** Why should an employer or client care?

EXAMPLE: BUILDING PROFESSIONAL VALUE

LEVEL	EXAMPLE ABOUT DIGITAL MARKETING PROJECT	WHAT MAKES IT STRONG?
WEAK 	“I have digital marketing skills.”	- Too general - No context - No evidence - No impact
STRONGER 	“I created and managed social media content for a student business project.”	- Specific activity - Has context - Shows what you did - Clearer
PROFESSIONAL VALUE 	“I developed a social media content campaign that increased audience engagement during our student business project.”	- Shows action - Includes result - Shows impact - Relevant to employer/client goals

VALUE FORMULA

SKILL (What can I do?) + EVIDENCE (What have I produced?) + RESULT (What happened because of it?) + RELEVANCE (Why does this matter to them?) = PROFESSIONAL VALUE (My unique contribution with real impact)

STUDENT OUTPUT
PROFESSIONAL VALUE PROPOSITION CARD

1 SKILL: _____
2 EXPERIENCE: _____
3 EVIDENCE: _____
4 RESULT: _____
5 VALUE (Why it matters): _____

LEARNING MESSAGE Employers and clients don't just want to know what you can do. They want to know the value and impact you can create for them.

Know your strengths | Show your evidence | Prove your impact | Create your value | Earn their trust

11. Activity 7 — Application Match Lab

Mission

Do not send an application. Build a match.

Each student receives a **Creative Business Job Card**, for example:

 **Social Media Coordinator**

 **Junior Creative Designer**

 **Digital Content Creator**

 **Marketing Analyst**

 **Business Development Assistant**

 **Project Coordinator**

Students analyze:

EMPLOYER NEEDS

What skills does the organization want?



MY EVIDENCE

What experience demonstrates those skills?



MATCH

How does my experience solve the employer's need?



MESSAGE

How should I communicate that match?

Application Formula

JOB REQUIREMENT + MY EVIDENCE + RELEVANCE = STRONG MATCH

The source emphasizes analyzing the job description and tailoring application materials to the target role rather than relying on generic documents.

Student Output: Job–Candidate Match Card

ACTIVITY 7 APPLICATION MATCH LAB   **METRO STATION 15** PROFESSIONAL OPPORTUNITY BUILDER

Do not send an application. Build a match.

MISSION	THE MATCHING PROCESS	EXAMPLE: SOCIAL MEDIA COORDINATOR
 MISSION Do not send an application. Build a match.	1 EMPLOYER NEEDS What skills does the organization want? 2 MY EVIDENCE What experience demonstrates those skills? 3 MATCH How does my experience solve the employer's need? 4 MESSAGE How should I communicate that match?	1 EMPLOYER NEEDS What the employer wants - Manage social media platforms - Create engaging content - Analyze performance - Work with marketing team 2 MY EVIDENCE My experience and evidence - Managed Instagram and Facebook for a student business - Created content calendar and visual posts - Grew followers by 45% in 3 months - Used analytics to improve engagement 3 MATCH How my experience solves their need - I can manage and grow your social media presence. - I can create content that increases engagement. - I can use data to improve results. - I can collaborate with your marketing team. 4 MESSAGE How I will communicate the match "I have managed social media platforms for a student business," created engaging content, and used analytics to increase followers by 45%. I can help your brand build a stronger online presence and achieve your marketing goals."

REMEMBER	APPLICATION FORMULA	STUDENT OUTPUT
 REMEMBER Employers hire people who solve their problems, not people who just submit documents.	JOB REQUIREMENT What the employer needs MY EVIDENCE What I have done and achieved RELEVANCE Why it matters to the employer STRONG MATCH I am the right person for this role	STUDENT OUTPUT JOB–CANDIDATE MATCH CARD 1 EMPLOYER NEEDS: _____ 2 MY EVIDENCE: _____ 3 MATCH (How I solve the need): _____ 4 MESSAGE (What I will communicate): _____

LEARNING MESSAGE Tailor your skills, experience, and achievements to show the employer **you are the solution they need.**

 Read the job carefully
  Identify the key needs
  Connect your evidence
  Show the match
  Communicate your value

12. Activity 8 — Cover Letter Builder

Mission

Turn professional value into a persuasive application.

Students build their cover letter using five blocks:

1 OPEN

What position am I applying for?

**2 CONNECT**

Why am I interested in this organization?

**3 PROVE**

What skills and evidence make me relevant?

**4 VALUE**

What can I contribute?

**5 ACT**

What should happen next?

Cover Letter Logic

ROLE → INTEREST → EVIDENCE → VALUE → CALL TO ACTION

The source recommends a strong opening, direct connection between skills and job requirements, specific achievements, demonstrated understanding of the organization, enthusiasm, a clear call to action, and professional closing.

Student Output: Professional Cover Letter

ACTIVITY 8

COVER LETTER BUILDER

Turn professional value into a persuasive application.

METRO STATION 15

PROFESSIONAL OPPORTUNITY BUILDER

MISSION

Turn professional value into a persuasive application.

WHAT MAKES A STRONG COVER LETTER?

- Strong opening that states the position.
- Direct connection between your skills and the job.
- Specific achievements and evidence.
- Show you understand the organization.
- Show enthusiasm and motivation.
- Clear call to action.
- Professional closing.

THE FIVE BLOCKS

- 1 OPEN**
What position am I applying for?
- 2 CONNECT**
Why am I interested in this organization?
- 3 PROVE**
What skills and evidence make me relevant?
- 4 VALUE**
What can I contribute?
- 5 ACT**
What should happen next?

EXAMPLE COVER LETTER (SOCIAL MEDIA COORDINATOR)

Dear Hiring Manager,

- 1** I am writing to apply for the Social Media Coordinator position at Bright Ideas Co.
- 2** I am excited about this opportunity because Bright Ideas Co. creates innovative content that inspires students and young entrepreneurs. I admire your mission to empower young people through creative and meaningful communication.
- 3** I have strong experience in social media management and content creation. In my recent student business project, I:
 - Managed Instagram and Facebook accounts
 - Created engaging content and visual designs
 - Grew followers by 45% in 3 months
 - Used analytics to improve engagement and reach
 These experiences demonstrate my ability to create content that connects with audiences and delivers measurable results.
- 4** I can contribute to Bright Ideas Co. by creating engaging content that strengthens your brand, increases audience engagement, and supports your marketing goals. I am proactive, creative, and data-driven, and I enjoy turning ideas into impact.
- 5** I would welcome the opportunity to discuss how my skills and experiences can support your team. Thank you for your time and consideration. I look forward to the possibility of contributing to Bright Ideas Co.

Sincerely,
Your Name
Phone: 081-234-5678 | Email: your.email@example.com

STUDENT OUTPUT

PROFESSIONAL COVER LETTER

Position Applying For: _____

- 1 OPEN**
- 2 CONNECT**
- 3 PROVE**
- 4 VALUE**
- 5 ACT**

Closing: _____
Your Name: _____

COVER LETTER LOGIC

ROLE
What position am I applying for?

INTEREST
Why this organization?

EVIDENCE
What makes me relevant?

VALUE
What value can I contribute?

CALL TO ACTION
What should happen next?

QUICK REMINDERS

- Keep it to one page.
- Use a professional tone.
- Customize for each role.

- Show, don't just say.
- Be specific and confident.
- Proofread before sending.

LEARNING MESSAGE

A great cover letter connects your story to the employer's needs and shows the value you can create.

Be you.

Show your strengths.

Connect to their needs.

Add real evidence.

Create value.

Take action with confidence.

13. Activity 9 — Opportunity Mission

Final Team Challenge

Each team receives a professional scenario.

Scenario A — FREELANCE PROJECT

Negotiate project scope, price, revisions, and deadline.

Scenario B — DIGITAL PLATFORM

Negotiate development requirements with a client.

Scenario C — CREATIVE PARTNERSHIP

Agree on responsibilities, ownership, and deliverables.

Scenario D — SALARY OFFER

Respond professionally to an employment offer.

Scenario E — PROJECT CONTRACT

Review essential terms before accepting a project.

Scenario F — JOB OPPORTUNITY

Analyze a vacancy and present why you are a strong candidate.

Teams demonstrate:

1 IDENTIFY OPPORTUNITY**2 DEFINE NEEDS****3 COMMUNICATE VALUE****4 NEGOTIATE****5 MAKE / RESPOND TO CONCESSIONS****6 CLARIFY AGREEMENT****7 CHECK KEY TERMS****8 CONFIRM NEXT ACTION****9 MOVE FORWARD****Student Output****Professional Opportunity Performance**

This directly operationalizes the source's recommendation for simulated negotiation scenarios and application-writing practice.

ACTIVITY 9 OPPORTUNITY MISSION

MISSION
Apply everything you have learned to handle a real-world professional opportunity.

FINAL TEAM CHALLENGE

Work as a team to seize the opportunity, communicate clearly, negotiate professionally, and reach a strong agreement.

METRO STATION 15
PROFESSIONAL OPPORTUNITY BUILDER

CHOOSE YOUR SCENARIO

A

FREELANCE PROJECT
 Negotiate project scope, price, revisions, and deadline.

B

DIGITAL PLATFORM
 Negotiate development requirements with a client.

C

CREATIVE PARTNERSHIP
 Agree on responsibilities, ownership, and deliverables.

D

SALARY OFFER
 Respond professionally to an employment offer.

E

PROJECT CONTRACT
 Review essential terms before accepting a project.

F

JOB OPPORTUNITY
 Analyze a vacancy and present why you are a strong candidate.

TEAM TIP
 Use clear communication, strong evidence, and smart negotiation to create win-win outcomes.

PROFESSIONAL OPPORTUNITY PROCESS

- 1

IDENTIFY OPPORTUNITY
 What opportunity are we working on?
- 2

DEFINE NEEDS
 What do we want and what do they need?
- 3

COMMUNICATE VALUE
 What value and evidence do we bring?
- 4

NEGOTIATE
 Discuss needs, options, and possible solutions.
- 5

MAKE / RESPOND TO CONCESSIONS
 What can we give, and what will we get in return?
- 6

CLARIFY AGREEMENT
 Ensure both sides understand the key points.
- 7

CHECK KEY TERMS
 Review important terms, conditions, and limits.
- 8

CONFIRM NEXT ACTION
 What are the next steps and responsibilities?
- 9

MOVE FORWARD
 Execute the plan and build a professional relationship.

STRONG TEAMS SUCCEED TOGETHER

LISTEN
 Actively listen to understand.

RESPECT
 Value every opinion.

COLLABORATE
 Work together to create solutions.

ACHIEVE
 Build a win-win agreement.

NEGOTIATION ESSENTIALS

✓ Know your priorities.
 ✓ Communicate clearly.
 ✓ Explore the other party's needs.

✓ Use conditional concessions.
 ✓ Focus on value, not position.
 ✓ Create agreements, not conflicts.

STUDENT OUTPUT
PROFESSIONAL OPPORTUNITY PERFORMANCE

TEAM SUBMISSION (CHECKLIST)	DONE
Identified the opportunity and stakeholders	☐
Defined needs and priorities	☐
Presented value and supporting evidence	☐
Negotiated using professional language	☐
Made and responded to concessions	☐
Clarified the agreement and key terms	☐
Confirmed next actions and responsibilities	☐
Prepared professional outcome / agreement	☐

LEARNING MESSAGE

Great opportunities are not just found—they are communicated, negotiated, and built.

Find Opportunity
→
Understand Needs
→
Show Value
→
Negotiate Wisely
→
Agree Clearly
→
Move Forward
→
Achieve Success

14. The 90-Second Opportunity Challenge

To maintain continuity with Weeks 12–14, students complete one final individual professional performance.

30 seconds — WHO I AM

ROLE + STRENGTH + PROFESSIONAL INTEREST

30 seconds — WHAT I OFFER

SKILL + EVIDENCE + RESULT

30 seconds — WHAT I WANT NEXT

OPPORTUNITY + VALUE + CALL TO ACTION

Performance Rules

Relevance · **Value** · **Clarity** · **Evidence** · **Professionalism** · **Action**

90-Second Formula

WHO I AM → WHAT I CAN DO → WHY IT MATTERS → WHAT HAPPENS NEXT

This becomes an excellent **final individual performance of the entire course**.



15. Peer Feedback — 2 Stars + 1 Move

★ STAR 1 — PROFESSIONAL VALUE

“One part that communicated your professional value clearly was...”

★ STAR 2 — COMMUNICATION

“One communication choice that made you sound professional was...”

ONE MOVE

“One change that could strengthen your next professional opportunity is...”

Feedback Rule

Specific. Evidence-Based. Constructive. Professional.



PEER FEEDBACK – 2 STARS + 1 MOVE



Give feedback that helps your peers grow and succeed.
Be professional. Be specific. Be supportive.



GREAT FEEDBACK

- Helps your peer improve
- Focuses on strengths
- Suggests one clear next step
- Is kind, specific, and professional

★ STAR 1 — PROFESSIONAL VALUE



“One part that communicated your professional value clearly was...”

What to look for:

- Clear skills and strengths
- Evidence or examples
- Results or impact
- Relevance to the opportunity

Example Feedback:

“Your example about increasing engagement by 45% showed strong results and real impact for the client.”

★ STAR 2 — COMMUNICATION



“One communication choice that made you sound professional was...”

What to look for:

- Clear and confident language
- Well-structured message
- Professional tone and style
- Good use of transitions or explanations

Example Feedback:

“You structured your response clearly and used professional language throughout your presentation.”

🚀 ONE MOVE



“One change that could strengthen your next professional opportunity is...”

What to look for:

- Something specific to improve
- A suggestion, not a judgment
- Focus on growth
- Actionable and realistic

Example Feedback:

“Next time, try connecting your skills more directly to the employer’s goals in the first 30 seconds.”

FEEDBACK RULE



SPECIFIC
Be clear about what you are referring to.



EVIDENCE-BASED
Use what you heard or saw, not general comments.



CONSTRUCTIVE
Focus on helping your peer grow and improve.



PROFESSIONAL
Keep your tone respectful, supportive, and encouraging.

HOW TO GIVE FEEDBACK

- ✓ Listen carefully.
- ✓ Choose your 2 stars and 1 move.
- ✓ Be specific and give a short example.
- ✓ Speak with respect and positivity.
- ✓ End with encouragement.



YOUR FEEDBACK CAN BE THE REASON SOMEONE GROWS. | BUILD EACH OTHER. SUCCEED TOGETHER.



16. Think Before You AGREE

6A Check	Student Question
 Aim	Do I know what I want to achieve?
 Audience	Do I understand the other party or employer?
 Assets	Do I know what value I can offer?
 Alternatives	Do I know what I can negotiate or change?
 Agreement	Do I understand what I am agreeing to?
 Action	Do I know what should happen next?

For Week 15, a memorable **6A Professional Opportunity Check**.

Golden Rule

Never accept an opportunity simply because it is offered. Understand its value, its expectations, and what you are agreeing to.

THINK BEFORE YOU AGREE



6A Professional Opportunity Check

★ Week 15 – Make Smart Decisions. Build Strong Opportunities.



6A CHECK	STUDENT QUESTION
 1 AIM Define your goal and what success looks like.	 Do I know what I want to achieve ? 
 2 AUDIENCE Understand the other party or employer and their needs.	 Do I understand the other party or employer ? 
 3 ASSETS Know your skills, experience, and unique value.	 Do I know what value I can offer ? 
 4 ALTERNATIVES Know what I can negotiate, adjust, or change.	 Do I know what I can negotiate or change ? 
 5 AGREEMENT Understand the terms, expectations, rights, and responsibilities.	 Do I understand what I am agreeing to ? 
 6 ACTION Know the next steps and what should happen next.	 Do I know what should happen next ? 

	GOLDEN RULE Never accept an opportunity simply because it is offered. Understand its value, its expectations, and what you are agreeing to.			
	 SEE VALUE	 UNDERSTAND EXPECTATIONS	 KNOW YOUR AGREEMENT	 MOVE FORWARD



SMART THINKING TODAY. STRONG OPPORTUNITIES TOMORROW.



17. Metro Passport — Station 15

Self-Check: I CAN...

Capability	Not Yet	Almost	Yes!
Identify my negotiation goal	☐	☐	★
Distinguish must-haves from nice-to-haves	☐	☐	★
Express my needs professionally	☐	☐	★
Explain the reasons behind my position	☐	☐	★
Ask about the other party's interests	☐	☐	★
Make conditional concessions	☐	☐	★
Respond professionally to an offer	☐	☐	★
Recognize my walk-away point	☐	☐	★
Identify basic sections of a contract	☐	☐	★
Distinguish obligations, rights, and conditions	☐	☐	★
Identify important contract terminology	☐	☐	★
Analyze a job description	☐	☐	★
Match my skills to job requirements	☐	☐	★
Communicate achievements with evidence	☐	☐	★
Write a tailored cover letter	☐	☐	★
Present my professional value confidently	☐	☐	★
Turn communication into professional opportunity	☐	☐	★

Capability Badge



PROFESSIONAL OPPORTUNITY BUILDER



METRO PASSPORT

YOUR JOURNEY TO PROFESSIONAL OPPORTUNITIES

**STATION
15**

FINAL STATION



**SELF-CHECK:
I CAN...**



Reflect on your skills.
Celebrate progress.
Commit to your next step!



CAPABILITY	NOT YET	ALMOST	YES!
 1 Identify my negotiation goal	☐	☐	★
 2 Distinguish must-haves from nice-to-haves	☐	☐	★
 3 Express my needs professionally	☐	☐	★
 4 Explain the reasons behind my position	☐	☐	★
 5 Ask about the other party's interests	☐	☐	★
 6 Make conditional concessions	☐	☐	★
 7 Respond professionally to an offer	☐	☐	★
 8 Recognize my walk-away point	☐	☐	★
 9 Identify basic sections of a contract	☐	☐	★
 10 Distinguish obligations, rights, and conditions	☐	☐	★
 11 Identify important contract terminology	☐	☐	★
 12 Analyze a job description	☐	☐	★
 13 Match my skills to job requirements	☐	☐	★
 14 Communicate achievements with evidence	☐	☐	★
 15 Write a tailored cover letter	☐	☐	★
 16 Present my professional value confidently	☐	☐	★
 17 Turn communication into professional opportunity	☐	☐	★



★ CAPABILITY BADGE ★

**PROFESSIONAL
OPPORTUNITY BUILDER**

YOU'VE COMPLETED THE JOURNEY!

You now have the skills, tools,
and confidence to create
opportunities and succeed
in the professional world.

KEEP GROWING. KEEP LEADING.

YOUR NEXT OPPORTUNITY AWAITS!




 **LEARN**
 **PRACTICE**
 **APPLY**
 **CONNECT**
 **SUCCEED**


18. Evidence of Learning

Week 15 should culminate in a **performance portfolio**, rather than a conventional vocabulary test alone. This fits the source's emphasis on simulations, drafting, feedback, review, and revision.

Evidence	Capability Demonstrated
 Opportunity Problem Card	Diagnose professional communication risks
 Negotiation Strategy Card	Prepare strategically for negotiation
 Negotiation Language Card	Express needs professionally
 Give–Get Card	Make strategic concessions
 Contract Language Map	Identify essential contract elements
 Contract Meaning Card	Distinguish rights, obligations, and conditions
 Professional Value Card	Communicate skills through evidence and results
 Job–Candidate Match Card	Align capabilities with opportunity requirements
 Professional Cover Letter	Communicate fit persuasively
 Opportunity Performance	Integrate advanced professional communication

When all pieces come together:



MY PROFESSIONAL OPPORTUNITY PORTFOLIO

Evidence of what I can communicate, negotiate, understand, and create—not simply what I can remember.



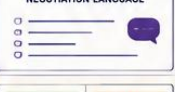
EVIDENCE OF LEARNING

★ WEEK 15: PERFORMANCE PORTFOLIO

Week 15 should culminate in a performance portfolio, rather than a conventional vocabulary test alone.

This fits the source's emphasis on simulations, drafting, feedback, review, and revision.

Each artifact demonstrates a communication skill applied to a real professional situation.

EVIDENCE		CAPABILITY DEMONSTRATED	
	1 Opportunity Problem Card		 Diagnose professional communication risks
	2 Negotiation Strategy Card		 Prepare strategically for negotiation
	3 Negotiation Language Card		 Express needs professionally
	4 Give-Get Card		 Make strategic concessions
	5 Contract Language Map		 Identify essential contract elements
	6 Contract Meaning Card		 Distinguish rights, obligations, and conditions
	7 Professional Value Card		 Communicate skills through evidence and results
	8 Job-Candidate Match Card		 Align capabilities with opportunity requirements
	9 Professional Cover Letter		 Communicate fit persuasively
	10 Opportunity Performance		 Integrate advanced professional communication

WHEN ALL PIECES COME TOGETHER:

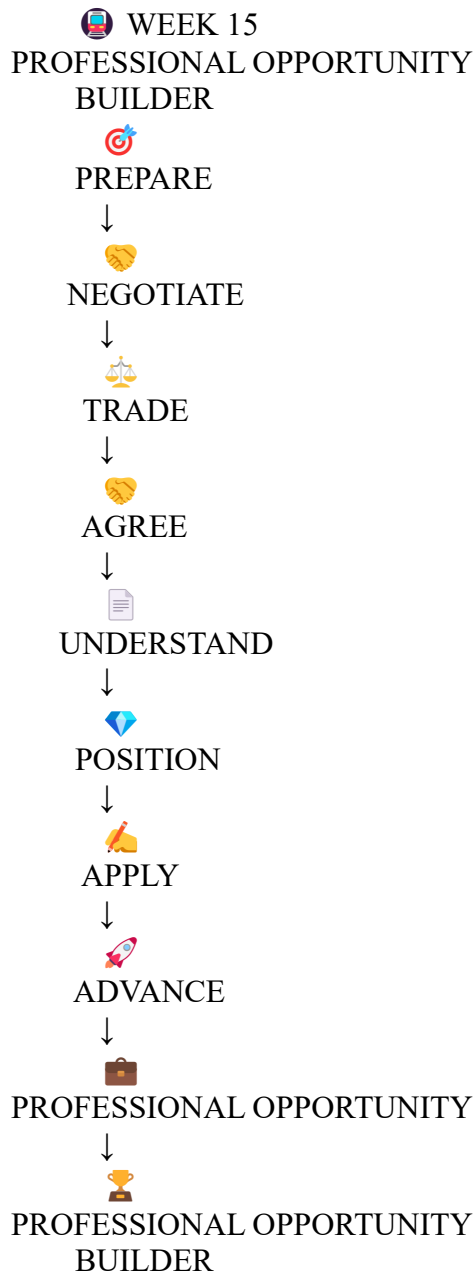
MY PROFESSIONAL OPPORTUNITY PORTFOLIO

★ Evidence of what I can communicate, negotiate, understand, and create—not simply what I can remember.




 PREPARE →
  PRACTICE →
  REVIEW →
  REFLECT →
  PERFORM →
  PROGRESS

19. Week 15 Capability Map



Final Message

“Professional opportunity begins when you know your value, communicate it clearly, and understand what you are agreeing to.”

Metro Station 15

**Know Your Value. Negotiate Professionally. Understand the Agreement.
Communicate Your Fit. Create Opportunity.**

🏆 Station 15 Completed — **PROFESSIONAL OPPORTUNITY BUILDER**



20. Capability Bridge: Week 14 → Week 15

WEEK 14 — PRESENTATION & DEMONSTRATION BUILDER

"I can turn ideas and work into a clear, confident, and engaging presentation that creates audience impact."

PURPOSE → AUDIENCE → STRUCTURE → VISUALIZE → DELIVER → ENGAGE → RESPOND → IMPACT



INTERCHANGE



WEEK 15 — PROFESSIONAL OPPORTUNITY BUILDER

"I can negotiate professionally, understand essential business agreement language, and communicate my value to create professional opportunities."

PREPARE → NEGOTIATE → TRADE → AGREE → UNDERSTAND → POSITION → APPLY → ADVANCE

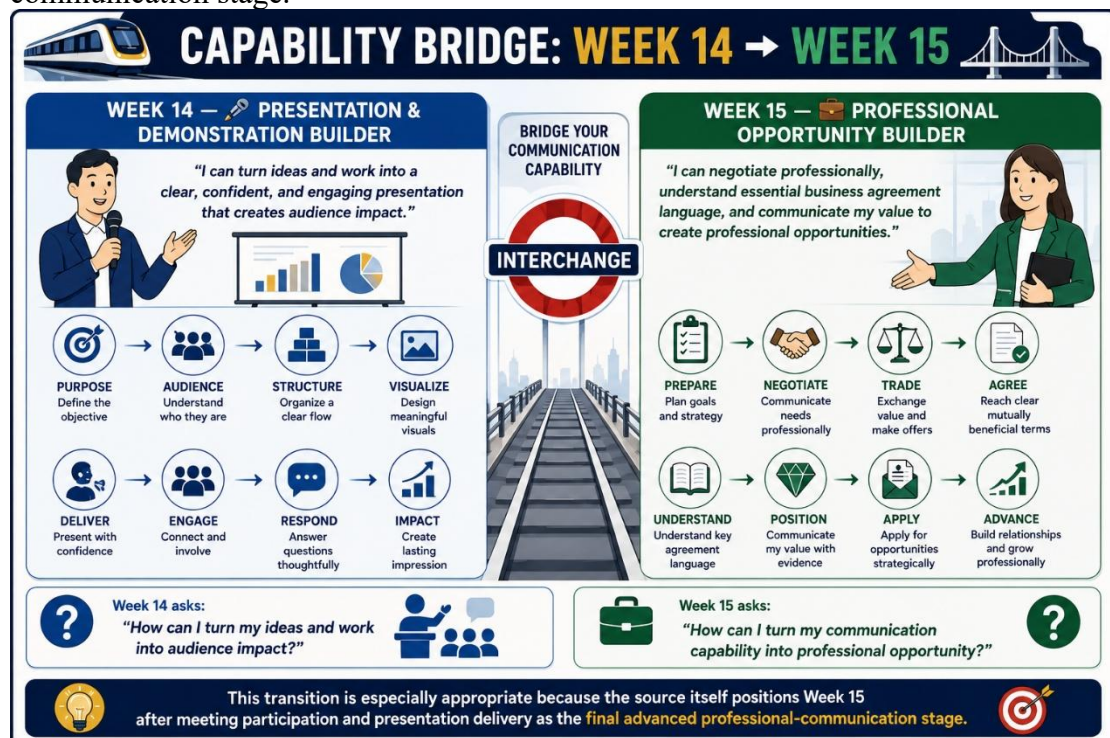
Week 14 asks:

"How can I turn my ideas and work into audience impact?"

Week 15 asks:

"How can I turn my communication capability into professional opportunity?"

This transition is especially appropriate because the source itself positions Week 15 after meeting participation and presentation delivery as the final advanced professional-communication stage.



21. Final Course Capability Progression: Week 6 → Week 15



The Metro Journey can now reach a very strong conclusion:

WEEK 6 — 🧠 PURPOSE & DRIVE BUILDER

Know what I want to achieve.



WEEK 7 — 🌱 BUSINESS PLAN BUILDER

Turn my goal into a plan.



WEEK 8 — 🤝 INFORMATION EXCHANGE BUILDER

Exchange information with others.



WEEK 9 — 💻 DIGITAL COMMUNICATION BUILDER

Communicate professionally in digital environments.



WEEK 10 — 📧 BUSINESS EMAIL BUILDER

Turn written communication into action.



WEEK 11 — 📅 SCHEDULE COORDINATION BUILDER

Coordinate people and time.



WEEK 12 — 📋 INFORMATION-TO-ACTION BUILDER

Turn information into organized work.



WEEK 13 — 🤝 MEETING COLLABORATION BUILDER

Turn discussion into shared decisions and action.



WEEK 14 — 🎤 PRESENTATION & DEMONSTRATION BUILDER

Turn ideas and work into audience impact.



WEEK 15 — 📁 PROFESSIONAL OPPORTUNITY BUILDER

“I can use professional communication to negotiate, understand agreements, communicate my value, and create opportunities.”

Therefore, the final capability progression becomes:

**PURPOSE → PLAN → EXCHANGE → COMMUNICATE → ACT →
COORDINATE → ORGANIZE → COLLABORATE → PRESENT →
ADVANCE**

And at the deeper developmental level:

**MY PURPOSE → MY PLAN → OUR INFORMATION → OUR
COMMUNICATION → OUR ACTION → OUR WORK → OUR DECISIONS
→ OUR IDEAS → AUDIENCE IMPACT → MY PROFESSIONAL
OPPORTUNITY**

This makes **Metro Station 15** more than a final lesson on “*Negotiation, Contracts, and Job Applications.*” It becomes the destination of the course: students take everything

they have learned about professional English communication and use it to **protect interests, communicate value, make informed professional decisions, and create their next opportunity**. This interpretation remains consistent with the source's overall course conclusion, which describes a progression from foundational communication through digital communication, scheduling, organization, meetings, presentations, and finally negotiation, contract basics, and job applications.

