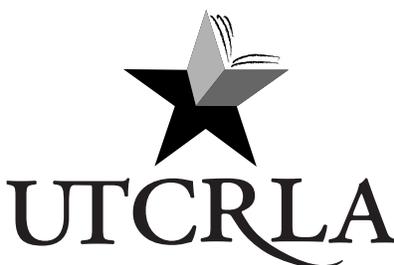


Enhancing
Communication Applications
for
Secondary Students
(Revised)



University of Texas Center for Reading & Language Arts
THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

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INTRODUCTION

What Is the University of Texas Center for Reading and Language Arts?

The University of Texas Center for Reading and Language Arts (UTCRLA) is in the College of Education at The University of Texas at Austin. When the Texas Education Agency (TEA) first funded it in 1996, UTCRLA's efforts focused entirely on assisting Texas educators in implementing the newly adopted state standards for the Reading and Language Arts Texas Essential Knowledge and Skills (TEKS). Now UTCRLA has expanded from one state-funded project, the Center for Educator Development in Reading and Language Arts, to many projects funded by state, federal, and private entities. This "diversified portfolio" of projects has allowed UTCRLA to expand its mission beyond Texas by funding critical research to determine effective practices for teaching students to read, leading to the timely incorporation of these findings into cutting-edge professional development materials for teachers across the country.

About This Guide

UTCRLA originally developed this guide, *Enhancing Communication Applications for Secondary Students*, in 2000 as a Center for Educator Development product for the Texas Education Agency, with Academics 2000 funding from the TEA. The original guide's developers included a UTCRLA Core Writing Team of Debra Freedman, Lorie Ochoa, Peter Pober, and Lanny van Allen. The educator focus group consisted of Sue Hudson (Lubbock ISD), Joe Willis (Odessa College), Renette Bledsoe (Austin ISD), Barbara Spellman (Round Rock ISD), and Whitney Beach (Lubbock ISD).

The 2003 version of this guide was updated and revised by Meaghan Edmonds, Bonnie O'Reilly, Jessica Ross, Susan Sivek, Elana Wakeman, Jennifer Wick, Johnnie Blevins, Carlos Treviño, and Chris Latham. Recommendations for the revised version were provided by an educator focus group, comprised of Marjorie Black (Amarillo ISD), Deborah Ostas (Elgin ISD), Kristin Mainz (Austin ISD), Shelley Sampson (Galena Park ISD), Andrea Wise (ESC Region XIII) Suzanne Zimmerman (Amarillo ISD), and Sarah Crippen (TEA).

This professional development guide focuses on teaching students effective communication skills for both professional and social situations. The required communication applications course offers students the opportunity to improve their understanding of the communication process in interpersonal situations, group interactions, and personal and professional presentations. Teaching a communication course requires both aural and visual stimuli. Students need to observe the communication interactions of others and participate in a variety of communication situations before they can communicate effectively themselves. The information in this guide will assist the teacher in determining the students' understanding of the communication process, and build on this understanding by providing the communication skills needed to be effective participants in our diverse, democratic society.

For additional information about this and other professional development products, please visit our Web site at www.texasreading.org.

Organization and Content

This professional development guide is organized into four sections:

1) Presentation Slides

Presentation slides contain key points for the workshop. They may be used as either color overhead transparencies or as an Adobe Acrobat PDF presentation.

2) Presenter Notes

Detailed notes have been provided for the workshop presenter. The Presenter Notes section includes a snapshot of the presentation slide on the left side and the corresponding presenter notes on the right side.

The following formatting features, found on the slides and presenter notes pages, are designed to facilitate implementation:

- Icons indicate when activities occur.
- Directions to the presenter are printed in a different font so they are easy to distinguish from text the presenter says aloud.

A sample of the presenter notes pages can be found on the following pages.

3) Handouts

Handouts include activities, note-taking pages for participants with snapshots of presentation slides, and informational handouts that expand on the ideas presented on the slides.

4) References

The References are suggestions for further reading.

Preparing for the Workshop

This workshop is designed to introduce high school Speech Communication teachers to the Communication Applications Texas Essential Knowledge and Skills (TEKS). High school teachers and principals who work with secondary speech communication curricula may also attend the workshop. It is recommended that presenters review the activities and obtain participant materials prior to conducting the workshop.

Materials

Distribute copies of all handouts to each participant before beginning the workshop. Some activities require additional materials such as chart paper, markers, and pencils (one for each participant).

Equipment

The presenter may use presentation slides in one of two methods: as color transparencies with an overhead projector and screen; or as an Adobe Acrobat PDF presentation with a computer, LCD projector, and screen.

Room Arrangement

Activities are designed for large group participation and cooperative work in small groups. Seating should be arranged to facilitate interaction in small groups. All participants will need to be able to see the overhead screen.

Sample Presenter Notes



<Title of Slide>

Key points are featured on the slide.

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Title of Program

1

SAMPLE

References: List of references used for this slide and corresponding presenter notes

Title of Program

<Title of Slide>



Presenter notes contain detailed notes that elaborate on the content of the corresponding slide. Also included are instructions on how to conduct activities and work with handouts.

Because there is an activity icon at the top of this page, an activity will be described here.

Snapshots of presentation slides appear on the page opposite the corresponding notes.

Directives, appearing in a different font, give instructions to the presenter.

SAMPLE

University of Texas Center for Reading & Language Arts

**Enhancing
Communication Applications
for Secondary Students
(Revised)**

PRESENTER
NOTES

University of Texas Center for Reading & Language Arts

**Enhancing
Communication Applications
for Secondary Students
(Revised)**

Enhancing Communication Applications for Secondary Students

The Communication Applications course is a requirement for high school graduation. The course outlines how effective communication skills can increase productivity in the workplace and improve relationships in professional and social settings.

Enhancing Communication Applications for Secondary Students is a professional development workshop that focuses on how to teach students effective communication skills for both professional and social situations.

Overview of Communication Applications

Participants will:

- 1. Discuss components and characteristics of the four Communication Applications strands: Communication Process, Interpersonal, Group Communication, and Presentations.**
- 2. Engage in activities and strategies to enhance the understanding of the Communication Applications TEKS.**

Overview of Communication Applications

The objectives of the workshop are to:

1. Discuss components and characteristics of the four Communication Applications units:
 - Communication Process;
 - Interpersonal Communication;
 - Group Communication; and
 - Presentations.
2. Engage in activities and strategies to enhance your understanding of the Communication Applications Texas Essential Knowledge and Skills, or TEKS.

The information, activities, and handouts will assist you in determining students' understanding of the communication process and help you build on that understanding to develop the communication skills students need to be effective participants in our diverse, democratic society.

Skill Areas for Communication Applications

Communication Process

defining the components of the communication process

Interpersonal Communication

communication between two or more people

Group Communication

3 to 7 people in face-to-face interaction working toward a common goal

Presentations

delivering an informative, persuasive, or motivational speech

Skill Areas for Communication Applications

Let's preview the units of this workshop. We have referred to each strand as a unit because the information and resources provided can be easily implemented as instructional units for a high school Communication Applications course.

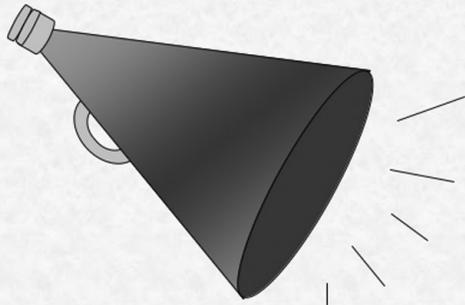
During the first unit, we will define and discuss the components of the Communication Process.

During the second unit, we will discuss Interpersonal Communication. This section focuses on communication between two or more people.

We will then turn our attention to Group Communication. Group communication involves 3 to 7 people in face-to-face interaction working toward a common goal.

Lastly, we will examine how to teach students to deliver an informative, persuasive or motivational presentation.

Why Do We Communicate?



- **to promote understanding**
- **to make decisions**
- **to inform**
- **to resolve conflicts or problems**
- **to meet social needs**
- **to persuade**

Why Do We Communicate?

We communicate for a variety of purposes. We communicate to:

- Promote understanding;
- Make decisions;
- Inform;
- Resolve conflicts or problems;
- Meet social needs; and
- Persuade.

What are other goals of communication?

Call on three to four participants to share their ideas.

Introduction to the Communication Process

The communication process has several distinct yet interconnected strands. This guide will review the three strands referenced in the TEKS:

- **Interpersonal**
- **Group**
- **Presentations**

Introduction to the Communication Process

Find Handout 1: “TEKS 1: Communication Process.” This handout lists the student expectations for Communication Applications TEKS 1. Let’s read the objective together.

Read TEKS 1 aloud.

The topics discussed in this workshop are directly related to the student expectations listed under each Communication Applications TEKS.

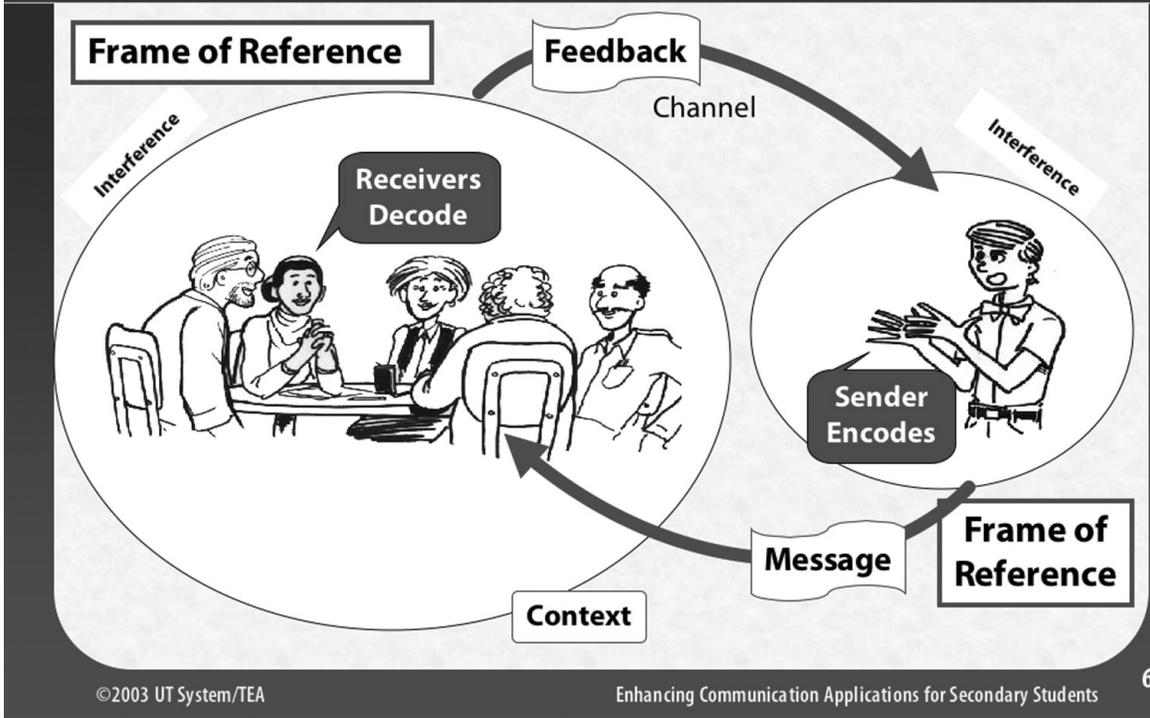
Point to TEKS 1.A.

The communication process has several distinct yet interconnected strands. This workshop will review the three strands referenced in the TEKS:

- Interpersonal;
- Group; and
- Presentations.

The three strands are grounded in the sending and the receiving of messages for the purposes of communication that we just discussed.

Communication Process Model



Communication Process Model

Find Handout 2: “Communication Process Model.” The model presented on the handout illustrates the components of the communication process.

Notice the complex nature of the communication process. Communication involves constant interaction between the sender and receiver. This recursive process is indicated by the arrows on the model.

(TEKS 1.B)

Understanding the Components of the Communication Process

Sender → **person with a message to communicate**

Receiver → **person who interprets the message**

Encoding* → **the process of putting the message into the form into which it is to be communicated**

Decoding* → **the process the receiver undergoes in trying to interpret the exact meaning of a message**

Message → **the idea the sender wants the receiver to understand**

*Hamilton, 1990

Understanding the Components of the Communication Process

Let's look more closely at the components of the model.

The sender is the person who has the message to communicate. The figure on the right hand side of the model is the sender.

The receiver is the person who interprets the message.

The process of putting a message into the form in which it is to be communicated is referred to as encoding. For example, writing a letter to a relative is a form of encoding.

Whereas senders encode messages, recipients decode messages. During the decoding process, the receiver tries to interpret the exact meaning of the message.

A message can be any idea the sender wants the receiver to understand.

(TEKS 1.B)

Understanding the Components of the Communication Process (cont.)

- Frame of reference** → **attitude, past experiences**
- Context** → **physical, social, and emotional elements of communication**
- Interference** → **anything external or internal that prevents communication**
- Feedback** → **reaction of the receiver**
- Channel** → **means of communicating the message**



Understanding the Components of the Communication Process (cont.)

Your frame of reference, or attitude and past experience, influences the communication process. What are some examples of a person's frame of reference influencing communication?

Call on a participant to share his or her example.

Context includes the physical, social and emotional elements of communication.

External or internal factors that prevent communication are referred to as interference.

Once a person receives a message, he or she provides feedback to the sender. This feedback communicates the recipient's reaction.

Channels are the means by which the message is communicated.

Find Handout 3: "Restaurant Scenario: Activity 1." The activity outlined on this handout can be used to help students understand the communication process presented in the model. Skim the activity.

Pause.

Now look at page 2 of Handout 3 and read the scenario.

Pause for participants to read.

With a partner, discuss the possible hindrances to the communication process presented in the scenario.

Allow 2 minutes. Call on tables to share their answers.

(TEKS 1.B, 1)

Channels of Communication

The medium that carries the message is the channel of communication.

Knowing which channel to use in a communication setting is critical.

When do you use these channels?



- **face-to-face**
- **written**
- **electronic**





Channels of Communication

The medium that carries the message is the channel of communication. Knowing which channel to use in a communication setting is critical.

Communication can be face-to face, written, or electronic.

With a partner, provide an example for each channel. Then discuss the appropriate uses and settings for each channel.

Allow 2 minutes. Call on participants to share an example for each channel. Facilitate a discussion on appropriate uses and settings for each channel of communication.

(TEKS 1.A, K)

Characteristics of Oral Language

Informal

**Language that may include
slang or colloquial words**

Standard

**Language that is acceptable
in most settings**

Technical

**Language that is associated
with a specific trade or
profession**

Characteristics of Oral Language

Language is an important component of communication. Spoken and written words convey a message. The message may be overt or covert. For example, a word's connotation refers to its hidden meaning or meanings. Denotation, on the other hand, refers to the specific definition of words.

Language also has informal, standard, and technical characteristics.

Informal language may include slang or colloquial words.

Standard, or formal, language is acceptable in most situations.

Technical language includes jargon that is associated with a specific trade or profession.

What are some examples of jargon, or technical language, used in education?

Call on participants to share their answers.

The Listening Process

Hearing

The physical process of perceiving sound

Listening

The physical and cognitive process of hearing something with thoughtful attention and consideration

The Listening Process

Listening is an important component of the communication process.

Listening differs from hearing. Hearing is the physical process of perceiving sound. Listening, however, involves both the physical and cognitive processes of hearing something with thoughtful attention and consideration.

(TEKS 1.D)

Types of Listening

Critical

listening for information in order to make a decision or to understand a situation

Empathic

listening to show concern

Deliberative

listening to detect a problem



Types of Listening

There are three different types of listening. The purpose of critical listening is to gain information in order to make a decision or to understand a situation.

Call on two or three participants to share an experience that required critical listening.

Deliberative listening involves detecting a problem.

Call on two or three participants to share an experience that required deliberative listening.

When we show concern as we listen, we are engaging in empathic listening.

Call on two or three participants to share an experience that required empathic listening.

Handout 4: “Three Types of Listening: Activity 2” presents several different situations. Write the type of listening that is appropriate for each situation. You have 2 minutes.

Allow 2 minutes. Call on participants to share their answers.

This activity can be used with your students to promote an understanding of the different types of listening.

(TEKS 1.H)

Paralanguage

Paralanguage — qualities of the voice

pitch ➡ sound

tone ➡ mood reflected by the voice

rate ➡ pace of words

volume ➡ intensity of voice

enunciation ➡ pronunciation and articulation

Paralanguage

Paralanguage, or quality of voice, conveys a message during the communication process.

Qualities of language include pitch, tone, intensity, pronunciation and articulation.

The pitch or sound of the voice conveys a message.

The tone, or mood, reflected by the speaker and the rate at which words are spoken also convey a message.

The intensity of voice and the way we pronounce and articulate our words also influence the communication process.

Find Handout 5: “Listening: One-Way/Verbal Communication: Activity 3.” This handout explains a fun and challenging activity that can help students identify the characteristics of oral language and understand the standards for using different types of language. Take a minute to read the activity.

Pause as participants read the handout.

(TEKS 1.D)

Nonverbal Communication

Nonverbal messages

- **are not written or spoken**
- **reinforce or contradict verbal messages**
- **influence the way people interpret messages**



Nonverbal Communication

Nonverbal messages are not written or spoken. They can reinforce or contradict verbal messages. Nonverbal communication influences the way people interpret messages.

Both the sender and the receiver need to be aware of how nonverbal communication affects interaction.

Means of nonverbal communication include:

- Personal appearance;
- Body movement;
- Facial expression;
- Eye contact;
- Space and distance;
- Gestures; and
- Body contact.

Several nonverbal cues may be used simultaneously to express emotion. For example, someone with crossed arms and furrowed brows is expressing his or her anger through bodily movement and facial expression.

Find Handout 6: “Nonverbal Communication: Activity 4.”

Distribute the activity cards presented on pages 2 and 3 of Handout 6. Have each participant take one card.

At your table, take turns exhibiting the nonverbal cue indicated on the card. Discuss the message each cue conveys and whether that message is positive or negative.

Allow 3 minutes.

(TEKS 1.E, F)

Concept of Personal Space



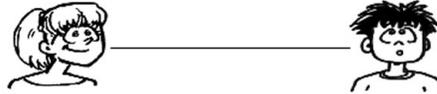
Intimate: Under 18"
**Confidential exchanges among
friends and close colleagues**



Personal: 18" to 4'
**Comfortable conversations
among friends and colleagues**



Social: 4' to 12'
**Appropriate for most social and
business exchanges**



Public: Over 12'
**Individuals barely acknowledge
each other, such as in a large mall**

Concept of Personal Space

Awareness of personal space issues can help your students become more thoughtful communicators.

If there are less than 18 inches of space between the sender and the receiver, then that space is referred to as intimate space. Intimate space is usually reserved for confidential exchanges among friends and close colleagues.

Comfortable conversations among friends and colleagues occur in personal space. When the individuals are between 18 inches and 4 feet apart, they are communicating in personal space.

Social space, between 4 and 12 feet, is appropriate for cordial exchanges during most social and business communications.

Individuals who barely acknowledge each other and remain over twelve feet apart, such as in a large mall, are operating under the concept of public space.

Handout 7: “Nonverbal Communication and Personal Space: Activity 5, Parts 1 and 2” explains an interactive activity designed to promote students’ awareness of space issues.

Pause for participants to read the handout.

(TEKS 1.F)

A Communicator's Responsibilities

- **Be well-organized**
- **Use precise, clear information**
- **Use appropriate language**
- **Speak clearly and concisely**
- **Analyze the audience/receivers**

A Communicator's Responsibilities

Communicators have many responsibilities. Communicators should:

- Be well-organized;
- Use precise, clear information;
- Use appropriate language;
- Speak clearly and concisely; and
- Analyze the audience or the recipients of their message.

(TEKS 1.A, C, J)

A Communicator's Responsibilities (cont.)

- **Use effective nonverbal signals**
- **Listen carefully**
- **Avoid overreacting**
- **Show concern about the message you are sending**
- **Provide appropriate feedback**

A Communicator's Responsibilities (cont.)

In addition, the communicator should:

- Use effective nonverbal signals;
- Listen carefully;
- Avoid overreacting;
- Show concern about the message being sent; and
- Provide appropriate feedback.

When you review a communicator's responsibilities with your students, ask them to add to or further define the list.

Find Handout 8: "Communication Process: Activity 6."

This handout presents an activity that can be used to review the components of the communication process.

(TEKS 1.A, C, J)

Introduction to Interpersonal Communication

Effective interpersonal communication includes:

- **Attention to verbal and nonverbal cues**
- **Awareness of gender, ethnicity, and age**
- **Understanding of proper etiquette**

Introduction to Interpersonal Communication

Now we will discuss the Interpersonal strand of the communication process. Find Handout 9: “TEKS 2: Interpersonal Communication.”

Read the objective of TEKS 2 aloud.

Read the student expectations listed under the objective.

Allow 2 minutes.

An awareness of interpersonal factors inspires effective communication in both professional and social situations. Effective interpersonal communication includes:

- Attention to verbal and nonverbal cues;
- Awareness of gender, ethnicity, and age; and
- An understanding of proper etiquette.

Enhancing Interpersonal Relationships

Check for understanding

- Encourage reaction and feedback
- Ensure the message received is the sender's intended message

Actively listen

- Be attentive and courteous
- Make connections between what each person says

Enhancing Interpersonal Relationships

To enhance interpersonal relationships, teach students to check for understanding when communicating. For example, encouraging reaction and feedback from the recipient can help ensure that the message received is the sender's intended message.

Teach your students to be active listeners. Actively listening includes being attentive and courteous. It also includes actively making connections between what each person says.

(TEKS 2.C)

Enhancing Interpersonal Relationships (cont.)

Keep it clear

- Use facts and evidence to support your opinion
- Be specific
- Provide examples and anecdotes

Enthusiasm

- Speak with interest and conviction

Enhancing Interpersonal Relationships (cont.)

Teach students strategies to keep their messages clear. Encourage students to use facts to support their opinions. Teaching students to provide specific examples and appropriate anecdotes will help them communicate clearly.

Modeling speech that is enthusiastic will help your students speak with interest and conviction.

Find Handout 10: “Enhancing Personal Relationships: Activity 7.” The activity on this handout provides students with opportunities to practice their interpersonal communication skills. Read the directions on page 1 and then skim the sample scenarios that can be used as part of the role play activity.

Allow 2 minutes.

(TEKS 2.A, C)

Professional Etiquette and Protocol

- **Who:** Identify yourself by first and last name.
- **What:** State the purpose of the communication.
- **When:** Determine alternate meeting time if necessary.
- **Where and How:** Say where and how you can be contacted in the future.

Professional Etiquette and Protocol

Providing clear, appropriate, and accurate information is important in any interaction, but professional etiquette and protocol is especially important in professional communication.

Teach your students to communicate important information such as who, what, when, where, and how when making professional contacts.

Find Handout 11: “Telephone Conversation: Professional Setting.” This example of professional etiquette illustrates how the caller, Mr. Rodriguez, identifies himself by first and last name, states the purpose of the call, determines an alternate meeting time, and informs the other person of where the meeting will take place.

Pause for participants to review the scenario.

Now find Handout 12: “Professional Etiquette and Protocol: Activity 8.” This activity can help students practice professional communication and analyze the clarity and effectiveness of their communication skills.

(TEKS 2.B, C, D, F, I)

CLEAR Directions

C

LEAR

Avoid generalities.

L

IGHT

Use brief statements with clear, vivid language.

E

ASY to follow

Organize step-by-step directions with graphic elements to enhance understanding.

A

CCURATE

Test your directions before delivery.

R

ELEVANT

Avoid unnecessary information.



CLEAR Directions

CLEAR is an acronym that can help students remember the components of providing clear, concise directions.

Point to each letter in CLEAR and read aloud the component it represents.

Find Handout 13: “PBJ: Activity 9.” Page 2 of this handout describes a variation for an Informational Scavenger Hunt. These activities can be used before you introduce the components of CLEAR directions. Completing either activity prior to learning about CLEAR will help your students see the relationship between the strategy and clear communication. Read the PBJ activity presented on page 1 of Handout 13.

Pause for participants to read the handout.

At your table, discuss how students’ experiences with this activity might affect their understanding of clear communication.

Allow 2 minutes. Call on 2-3 participants to share the ideas discussed at their tables.

Handout 14: “Directions in Professional Settings: Activity 10” provides more practice for your students in composing CLEAR directions.

(TEKS 2.E)

Three Ps to Perfect Interviews

POLITE Be on time, well-groomed, and courteous.

PREPARED Rehearse answers to anticipated questions, know something about the general profession and the specific business, and prepare a question to ask the interviewer about the business.

POSITIVE Be alert, speak up, maintain eye contact, and be enthusiastic.



Three Ps to Perfect Interviews

Share a positive and/or negative interview experience with participants.

The Three P's to the Perfect Interview is an easy strategy that can help your students make a good impression during the interview process.

The first P stands for polite. Being on time, well-groomed and courteous makes a good first impression.

The second P stands for prepared. Provide opportunities for your students to rehearse answers to anticipated questions. Also provide resources for students to research and learn something about the general profession and the specific business. Ask students to prepare a question to ask the interviewer about the business.

The last P stands for positive. Remind students to be alert, speak up, maintain eye contact and be enthusiastic.

Find Handout 15: "Successful Interviews: Activity 11." This activity can help your students prepare for interviews and practice a variety of interview scenarios. Read the first bullet of the directions on Handout 15. With a partner, brainstorm three additional questions that students might encounter during an interview.

Allow 1 minute. Call on 2-3 participants to share their interview questions.

(TEKS 2.C, D, G)

Respecting Differences in Communication

Misunderstanding, misconceptions, and preconceived notions can lead to conflict, discord, and confusion.

Issues of race, ethnicity, gender, and age affect the ways in which we communicate with one another.

Respecting Differences in Communication

It is often because of misunderstanding, misconceptions, and preconceived notions that communication leads to conflict, discord, and confusion. However, talking about and gaining respect for people's varied experiences create the possibility of shared understanding.

For example, issues of race, ethnicity, gender, and age affect the ways we communicate with one another.

Allow participants to share personal examples.

Find Handout 16: "Respecting Differences in Communication: Activity 12, Parts 1 and 2."

The activities presented on this handout prompt students to think about individual differences and begin to recognize the ways their preconceived notions and biases may influence how they communicate with others.

(TEKS 2.H)

Introduction to Group Communication

The ability to communicate effectively and work collaboratively in groups is essential in both professional and social contexts.

Introduction to Group Communication



Now we will examine Group Communication, the next strand of the communication process.

Find Handout 17: “TEKS 3: Group Communication.” With a partner, read the objective and corresponding student expectations. Highlight key words as you go.

Allow 1 minute.

Group communication involves working collaboratively towards a common goal. The ability to communicate effectively and work collaboratively in groups is essential in both professional and social contexts.

Definition of a Small Group

- **Comprised of three to seven people**
- **Engaged in face-to-face interaction**
- **Work together to achieve a common goal**

Definition of a Small Group

Small groups are comprised of three to seven people. The members of a small group engage in face-to-face interaction and work together to achieve a common goal.

The dynamics of a small group may differ from the dynamics of a larger group.

(TEKS 3.A)

Importance of Small Group Communication

- **Decisions may be enhanced by varying viewpoints, experiences, backgrounds, and expertise of group members**
- **Productivity may increase in a small group**
- **People feel a sense of belonging and security when working in a small group**

Importance of Small Group Communication

Small group interaction can differ in important ways from large group interaction. For example, think of the work and interaction that occurs in Congress as opposed to that which occurs in a congressional subcommittee.

In a small group, decisions may be enhanced by the varying viewpoints, experiences, backgrounds, and expertise of group members.

In addition, productivity may increase in a small group.

People feel a sense of belonging and security when working in a small group.

(TEKS 3.A)

Types of Groups

Social groups

- **primary**
- **casual**

Task groups

- **decision-making**
- **problem-solving**

Types of Groups

Throughout life, people are asked to participate in group activities.

For example, there are two types of social groups—primary groups or casual groups.

Task groups, another type of small group, are often formed for decision-making or problem-solving.

The context of each group differs, but the process involved determines the group's success.

Again, the goal of small groups is to work towards a common goal.

(TEKS 3.A)

Types of Social Groups

Primary Groups

- Family
- Friends

Casual Groups

- Clubs
- Classmates
- Teammates



Types of Social Groups

Primary groups are those that include our families or friends.

Casual groups consist of the clubs, classes, or teams to which we belong. In casual group situations, we interact with our classmates, teammates or fellow club members.

At your table, discuss how these two types of groups differ.

Allow 1 minute. Call on 2-3 participants to share their ideas.

(TEKS 3.A)

Types of Task Groups

Decision-Making Groups

- Executive board
- Student council
- Search committee
- Jury

Problem-Solving Groups

- Task force
- Consortium
- Committee
- City council

Types of Task Groups

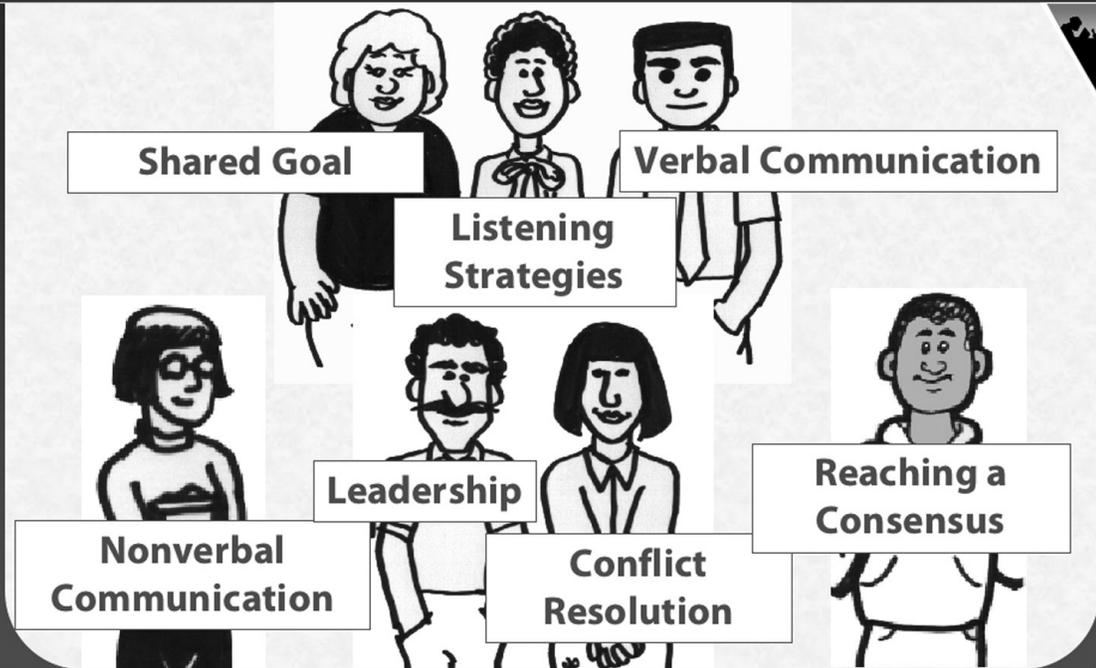
Decision-making groups are charged with drawing conclusions, passing resolutions, making evaluations, or reaching verdicts. An executive board, student council, search committee, and jury are all examples of decision-making groups.

Problem-solving groups analyze or investigate a dilemma or predicament and work to develop a solution. An examples of a problem-solving group might include a task force, committee, consortium, or city council.

Handout 18: “Group Classification: Activity 13” can be used to help your students recognize and classify different types of groups.

(TEKS 3.A)

Components of Effective Group Participation



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Enhancing Communication Applications for Secondary Students

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Components of Effective Group Participation

Effective group participation includes:

- Having a shared goal;
- Using listening strategies;
- Using both verbal and nonverbal communication;
- Providing leadership;
- Engaging in conflict resolution; and
- Reaching a consensus.

Let's revisit what we have discussed. At your table, summarize in a paragraph the connections between the communication process, interpersonal communication, and group communication.

Allow 5 minutes. Call on each table to report their summary.

(TEKS 3.A)

Roles in a Group

Two types of roles in a group:

- **task**
- **maintenance**

All group members assume roles within the group.

Roles in a Group

The roles within a group can influence the group's dynamics. For example, task roles help the group accomplish its purpose, while maintenance roles involve the interpersonal relationships of group members and promote harmony within the group.

All group members assume some type of role. Group participants assume roles for several reasons, including their own interests, their knowledge and capabilities, their level of commitment, and the expectations of other group members.

(TEKS 3.C)

Group Task Roles

Initiator → **proposes new ideas or methods**

Information Giver* → **provides evidence and experiences relevant to the task**

Information Seeker* → **requests/clarifies evidence from other members**

*Hamilton, 1990

Group Task Roles

Group members may play different roles within different groups. A few roles within a task group are the initiator, the information giver, and the information seeker.

The initiator proposes new ideas or methods.

The information giver provides evidence and experiences relative to the task, and the information seeker requests evidence or requests clarification from other group members.

(TEKS 3.C)

Group Task Roles (cont.)

Opinion Giver* → **states beliefs, attitudes, and judgments**

Opinion Seeker* → **solicits beliefs and feelings**

Energizer* → **stimulates the group to be alert and active**

Recorder/Secretary → **keeps written record of group's activities**

*Hamilton, 1990

Group Task Roles (cont.)

Roles often change based on group norms, needs, and individual abilities; a member will not always play the same role.

Other task roles include the opinion giver. This member states beliefs, attitudes, and judgments.

The opinion seeker solicits beliefs and feelings.

Someone who stimulates the group to be alert and active is the group energizer.

The last task role is the recorder/secretary, who keeps the record of the group's activities.

(TEKS 3.C)

Group Maintenance Roles

Supporter/Encourager → **offers praise to participants**

Harmonizer → **mediates disagreements**

Tension Reliever → **uses methods such as humor to relax groups at appropriate times**

Gatekeeper/Expediter → **encourages and limits participation as appropriate**

Standard Setter → **helps establish goals**

Group Maintenance Roles

There is also a variety of group maintenance roles. These roles are important for effective group processes.

The supporter/encourager group member offers praise to participants.

A harmonizer mediates disagreements, and the tension reliever uses humor or other methods to relax groups at appropriate times.

Gatekeepers, or expeditors, encourage and, at times, limit participation as appropriate.

Lastly, the standard setter helps the group establish goals.

Handout 19: “Understanding Group Process: Activity 14” helps students experience group roles firsthand.

(TEKS 3.C)

Guidelines for Effective Listening in Groups

DO

- **Focus on the speaker**
- **Eliminate distractions**
- **Take notes**
- **Maintain good eye contact**
- **Focus on verbal and nonverbal messages**
- **Keep an open mind**
- **Ask questions**
- **Paraphrase**

Guidelines for Effective Listening in Groups

It is easier to forget about good listening behavior in groups because individual members are not required to respond the way they are in interpersonal conversations. This list presents guidelines for effective listening.

To help your students become effective listeners, teach them to:

- Focus on the speaker;
- Eliminate distractions;
- Take notes;
- Maintain good eye contact;
- Focus on verbal and nonverbal messages;
- Keep an open mind;
- Ask questions; and
- Paraphrase the speaker's message.

To ensure that students understand these guidelines, define and discuss each one. For example, discuss with students that to paraphrase means to summarize someone else's statement in your own words (Hamilton, 1990).

(TEKS 3.E)

Guidelines for Effective Listening in Groups (cont.)

DON'T

- **Interrupt**
- **Make negative comments**
- **Be disrespectful**
- **Pre-judge ideas**

Guidelines for Effective Listening in Groups (cont.)

To help students understand what ineffective listening looks like, present a list of listening “don’ts.”

Teach students that effective listeners do not:

- Interrupt;
- Make negative comments;
- Disrespect the speaker; nor
- Pre-judge ideas.

Define and discuss each term with your students.

Handout 20: “Listening: Activity 15” demonstrates effective listening for students.

(TEKS 3.E)

Leadership Styles

AUTHORITARIAN
Leader

LAISSEZ-FAIRE
Leader

DEMOCRATIC
Leader

Leadership Styles

Generally, three types of leadership can emerge from a group: the authoritarian leader, the laissez-faire leader and the democratic leader. Next we will discuss the characteristics of each leadership style.

(TEKS 3.F)

Leadership Styles (cont.)

AUTHORITARIAN Leader

- **gives both praise and criticism**
- **determines policy**
- **gives orders**
- **makes most, if not all, decisions**

Leadership Styles (cont.)

The authoritarian leader gives both praise and criticism. This type of leader gives orders and determines policy, making most, if not all, decisions.

Being an authoritarian leader has both advantages and disadvantages. The advantages include reaching a solution more quickly and making fewer errors. The disadvantages include the lack of participation from the entire group and group members' possible dissatisfaction with the leader's decision.

(TEKS 3.F)

Leadership Styles (cont.)

LAISSEZ-FAIRE Leader

- **allows group to self-direct**
- **supplies information when asked**
- **permits group freedom to make decisions**

Leadership Styles (cont.)

A laissez-faire leader allows the group to self-direct, but supplies information when asked. This leader permits the group the freedom to make decisions.

A laissez-faire leader is an advantage for a self-motivated group. The disadvantage is that a group with a laissez-faire leader may experience decreased productivity and less satisfaction.

(TEKS 3.F)

Leadership Styles (cont.)

- **praises and criticizes**
- **encourages discussion**
- **involves members of the group in decision-making**
- **makes suggestions, not decisions**

DEMOCRATIC
Leader

Leadership Styles (cont.)

A democratic leader provides both praise and criticism. Unlike an authoritarian leader, the democratic leader makes suggestions, not decisions, and encourages discussion. This leader involves group members in decisions.

A democratic leader has advantages and disadvantages. The advantages include greater satisfaction among group members, a more orderly and positive group process, increased cohesion and commitment from group members, and greater creativity from group members. The disadvantage is that the group may require more time to make a decision or accomplish a task.

(TEKS 3.F)

Responsibilities and Duties of a Leader

- **Introduce the discussion**
- **Keep the group moving**
- **Monitor discussions**
- **Expedite discussions**
- **Conclude the process**

Responsibilities and Duties of a Leader

Effective leaders assume both task and maintenance roles within the group and take on many responsibilities and duties. Effective leaders:

- Introduce the discussion;
- Keep the group moving;
- Monitor discussions;
- Expedite discussions; and
- Conclude the process.

Handout 21: “Leadership: Activity 16” provides students an opportunity to apply their knowledge of leadership styles and the characteristics of effective leadership.

(TEKS 3.G)

Group Conflict

Group conflict can occur when the opinions among the group members vary.



Group Conflict

Group conflict can occur when the opinions among group members vary. Conflict is the variance of opinions, thoughts and ideas. Having different viewpoints can be very helpful. Group conflict can have both positive and negative aspects.

(TEKS 3.B, H)

Negative Conflict

- **values individuals more than the group**
- **results in name calling**
- **hurts feelings**
- **wastes time**
- **develops prejudice**
- **erodes cohesion**

Negative Conflict

Negative conflict leads to behaviors that detract from the group process. Negative conflict places a higher value on individuals than on the group and the group process.

It also can result in name calling and has the potential to hurt feelings. Negative conflict also wastes time. During group conflict, prejudice can develop and group cohesion may begin to erode.

(TEKS 3.B, H)

Positive Conflict

- **identifies more solutions**
- **helps reach goals**
- **increases creativity**
- **elicits more ideas**
- **increases cohesion**
- **facilitates brainstorming**

Positive Conflict

Positive conflict, on the other hand, helps move the group toward consensus. More specifically, positive conflict can help the group identify more solutions and reach their goals. It can increase creativity, elicit more ideas, increase group cohesion and facilitate brainstorming.

(TEKS 3.B, H)

Problem-Solving Agenda

1. **Identify the problem**
2. **Establish criteria for possible solutions**
3. **Suggest possible solutions**
4. **Evaluate the solutions according to criteria**
5. **Implement the chosen solution**

Problem-Solving Agenda

To help students effectively manage conflict, teach them problem-solving skills.

Find Handout 22: “Problem-Solving Agenda.” This handout lists guidelines for identifying and resolving a problem. Emphasize to your students that if a problem arises, they should follow each step to achieve the best possible solution.

The first item on the agenda is to identify the problem. This includes defining the problem and determining the problem’s scope. For example, students will need to determine if a problem affects an entire community or a relatively small group of people.

Secondly, establish the criteria for possible solutions. This step includes reviewing the history of the problem and setting limits that define the parameters of possible solutions.

Next, suggest possible solutions through brainstorming or listing activities.

After possible solutions have been listed, evaluate them according to the criteria from the second step. Select the best solution.

The last step is to implement the solution. If students followed the guidelines, they should reach a solution that is realistic and can be readily implemented.

(TEKS 3.B, D, H)

Managing Group Conflict

DO

- **Participate**
- **Use conflict as a learning opportunity**
- **Be supportive**
- **Have a positive attitude**
- **Be open to new ideas**
- **Aim for consensus**
- **Use a problem-solving agenda**

Managing Group Conflict

Conflict can't always be resolved, but it can be managed to help the group come to consensus.

The following list offers suggestions that can help students learn to manage group conflict.

Point to each item on the list as you read aloud.

When introducing the guidelines to your students, be sure to discuss each one and provide examples to ensure understanding.

(TEKS 3.B, D, H)

Managing Group Conflict (cont.)

DON'T

- **Withdraw mentally or physically**
- **Blame others for the problem**
- **Name call (person or idea)**
- **Bring in other issues not relevant to the conflict at hand**
- **Pretend there is consensus when there is conflict**
- **Engage in “group think”**

Managing Group Conflict (cont.)

The next list provides students with guidelines for what not to do when managing group conflict.

Point to each item on the list as you read aloud.

When teaching your students about behaviors that do not lead to successful conflict resolution, define all components. For example, teach students that “group think” is an uncritical way of thinking in which the desire to avoid conflict and reach an agreement is more important than careful consideration of alternatives (Janis, 1998).

(TEKS 3.B, D, H)

Consensus

The ultimate goal of the group is to reach a consensus in such a way that all members agree with and are supportive of the group's final decision.

Consensus

Consensus is general or widespread agreement among all members of a group. The ultimate goal of the group is to reach consensus in such a way that all members agree with and are supportive of the group's final decision.

Consensus is not always reached. Alternatives to consensus include compromise and majority rule, but these are not win-win solutions.

Handout 23: "Group Problem Solving: Activity 17" can be used to facilitate a discussion on the process of reaching a consensus.

(TEKS 3.D, H, I)

Introduction to Presentations

Learning to present ideas clearly is an important aspect of the communication process.



Introduction to Presentations

The last unit in this workshop focuses on presentations.

Learning to gather, organize, prepare, and evaluate information to present ideas clearly is an important aspect of the communication process. Presentations are important in both formal and informal settings.

Find Handout 24: “TEKS 4: Presentations.” With a partner, read the objective and the student expectations. As you read, place check marks next to the expectations that your students might find difficult.

Allow 3 minutes.

Journal Writing

**Students can keep
a presentation journal
throughout this unit.**

Journal Writing

Reflection is an important element in the development of effective communication skills. Reflection throughout the presentation development process will help students enhance their communication skills. Students can keep a presentation journal throughout this unit to help them reflect on the experience.

Handout 25: “Presentation Overview” is an activity you can present to your students before they learn about the components of effective presentations. An overview of the expectations for students’ final presentations will serve as an advance organizer. Take a minute to read the overview on Handout 25.

Allow 1 minute.

(TEKS 4.N)

Presentation Guidelines

Group and Individual

- **Consider the audience, occasion, and purpose for the speech.**
- **Select a topic for an informative or persuasive speech.**
- **Research this topic and use at least three primary and/or secondary sources.**
- **Prepare an outline for the speech.**
- **Write the speech.**
- **Practice with at least one other person.**

Presentation Guidelines

Now let's highlight presentation requirements. For students in a high school class, the presentation should be between five and seven minutes long. Ask students to support their presentations with some type of audio, visual or technological aid.

Point to each guideline on the slide as you read.

When preparing for a presentation, students should consider the audience, occasion and the purpose of the speech. Share with your students examples of speeches that address different audiences and are given for different purposes. For example, a graduation speech would be formal and motivational, whereas a speech given at a luncheon for garden club members might be more informal and informative.

For purposes of learning how to make an effective presentation, students select a topic for an informative or persuasive speech.

Students then research the selected topic. Require students to use at least three primary sources and/or secondary sources.

Then, students prepare an outline for the speech.

After students write the speech, using the outline as a guide, they practice delivering the speech to at least one other person.

(TEKS 4.A, B, K)

Presentation Topics

Possible topics include:

- **Preparing for college**
- **High school graduation plans**
- **Drug abuse among teenagers**
- **Recycling programs in the community**
- **School violence**
- **Curfew**
- **Gender-based classes for math and science**
- **Speaker's choice (with teacher's approval)**

Presentation Topics

This list provides possible topics for student presentations.

Read aloud each topic on the list.

What are other possible topics that your students might find interesting?

Brainstorm with participants about other possible topics. List suggestions on a piece of chart paper.

Note that these are only suggestions. Make the students' choices viable options to ensure that they have the opportunity to present on a topic they find interesting.

When students are ready to select a topic and begin researching relevant information, schedule a visit to the library. Handout 26: "Presentation Research: Activity 18" presents an activity that can guide students through the research process.

(TEKS 4.B)

Outline Model

Title

Introduction (Preview)

Body

I. Subtopic.

A. Supporting Statement

B. Supporting Statement

II. Subtopic.

A. Supporting Statement

B. Supporting Statement

III. Subtopic.

A. Supporting Statement

B. Supporting Statement

Conclusion (Review)

Outline Model

After visiting the library, introduce students to strategies for organizing their information. Outlines provide a structure for the presentation.

Find Handout 27: “Organizing Strategies: Activity 19” and Handout 28: “Outline Model.” Handout 27 provides ideas on introducing students to using an outline model. A sample outline model is provided on Handout 28.

Teach students that the introduction should incorporate an attention-getting device. Provide examples of effective introductions and model how to develop introductions that capture the listener’s attention.

(TEKS 4.E, F)

Using Visual, Audio, and Technological Aids

Audio, visual, and technological aids:

- **add depth**
- **provide support for arguments**
- **promote understanding to enhance presentations**

Using Visual, Audio, and Technological Aids

Audio, visual, and technological aids can enhance a presentation. These aids add depth, provide support for an argument, and promote understanding.

The aid should be neat in presentation, uniform in size, and large enough for the audience to see.

Ask participants to provide possible examples. Record ideas on chart paper. Possible ideas include: poster boards with pictures or graphs; a computer-generated display; slide show; appropriate video; or a segment of a taped interview.

Handout 29: “Using Visual, Audio, and Technological Aids: Activity 20” provides ideas for helping students develop presentation aids. The activity also provides students with an opportunity to reflect on the effectiveness of their aids in enhancing their presentations.

(TEKS 4.G, I)

Managing Communication Apprehension

- **Know the topic by researching thoroughly.**
- **Organize the information by following the outline model.**
- **Be enthusiastic about giving the presentation.**
- **Use nonverbal techniques to help the audience focus on the topic (e.g., eye contact, facial expressions, body movement).**

Managing Communication Apprehension

Many high school students may experience communication apprehension. It may be helpful for you to share a personal anecdote about this issue.

To help students overcome presentation anxiety, emphasize the importance of research, organization, enthusiasm, and nonverbal techniques.

Students can reduce their presentation apprehension if they:

- Know the topic by researching it thoroughly;
- Organize the information by following the outline model;
- Are enthusiastic about giving the presentation; and
- Use nonverbal techniques such as eye contact, facial expression, or body movement to help the audience focus on the topic.

Completing the exercise on Handout 30: “Communication Apprehension: Activity 21” may help your students identify and resolve their communication anxiety.

(TEKS 4.C, H)

Practice

Practice is very important in building self-confidence and helping the speaker gain command of the information.

There is no substitute for PRACTICE!

Practice

Practicing a presentation is an important element in the preparation phase. Practice is very important in building self-confidence and helping the student gain command of the information.

Find Handout 31: “Presentation Practice: Activity 22.” This handout provides suggestions for eliciting student feedback during the preparation and practice stages. Students can use the presentation evaluation form provided on page 2 of Handout 31 to evaluate their own presentations or the presentations of their classmates.

Look at Handout 32: “Final Oral Presentation: Activity 23.”

This handout outlines procedures for conducting a question-and-answer session following oral presentations. It also provides journal writing prompts for students to reflect on their experience. More questions for reflection are provided on Handout 33: “Communication Effectiveness: Activity 24.”

Pause for participants to skim the handouts.

(TEKS 4.F, G, H, I, J)

Conclusion

- **Select a topic**
- **Choose one activity from the handouts provided for that topic**
- **Develop an extension or adaptation**
- **List the topic, handout title and number, and summary of the extension or adaptation on chart paper**
- **Share the final product**



Conclusion

During this workshop, we have addressed the four units included in the Communication Applications TEKS: the communication process, interpersonal communication, group communication, and presentations.

As a final activity, you will work as a group at your table to extend or adapt a lesson to meet the needs of your students.

- Select a topic from this workshop that you think your students will find challenging.
- Choose one activity from the handouts provided for that topic.
- Develop an extension or adaptation that will provide additional instruction or practice for your high school students.
- List on chart paper the topic selected, the title and number of the handout being adapted, and an explanation of the adaptation.
- Share the final product.

Allow 10 minutes. Call on groups to share their adaptations with the entire group.

PARTICIPANT NOTES



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Enhancing Communication Applications for Secondary Students (Revised)

Overview of Communication Applications

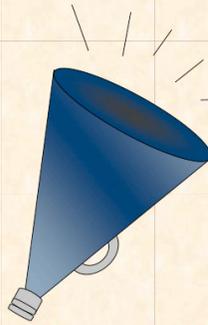
Participants will:

1. Discuss components and characteristics of the four Communication Applications strands: Communication Process, Interpersonal, Group Communication, and Presentations.
2. Engage in activities and strategies to enhance the understanding of the Communication Applications TEKS.

Skill Areas for Communication Applications

- Communication Process**
defining the components of the communication process
- Interpersonal Communication**
communication between two or more people
- Group Communication**
3 to 7 people in face-to-face interaction working toward a common goal
- Presentations**
delivering an informative, persuasive, or motivational speech

Why Do We Communicate?

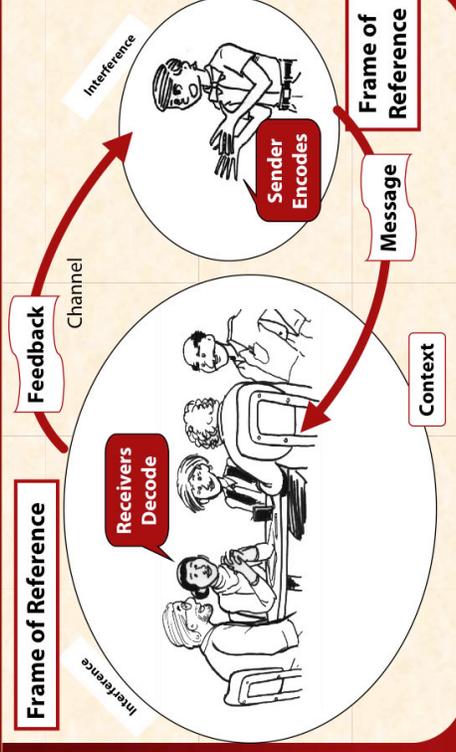
- 
- to promote understanding
 - to make decisions
 - to inform
 - to resolve conflicts or problems
 - to meet social needs
 - to persuade

Introduction to the Communication Process

The communication process has several distinct yet interconnected strands. This guide will review the three strands referenced in the TEKS:

- **Interpersonal**
- **Group**
- **Presentations**

Communication Process Model



Understanding the Components of the Communication Process

- Sender** → person with a message to communicate
- Receiver** → person who interprets the message
- Encoding*** → the process of putting the message into the form into which it is to be communicated
- Decoding*** → the process the receiver undergoes in trying to interpret the exact meaning of a message
- Message** → the idea the sender wants the receiver to understand

*Hamilton, 1990

Understanding the Components of the Communication Process (cont.)

- Frame of reference** → attitude, past experiences
- Context** → physical, social, and emotional elements of communication
- Interference** → anything external or internal that prevents communication
- Feedback** → reaction of the receiver
- Channel** → means of communicating the message

Channels of Communication

The medium that carries the message is the channel of communication.
Knowing which channel to use in a communication setting is critical.

When do you use these channels?

- face-to-face
- written
- electronic



Characteristics of Oral Language

Informal

Language that may include slang or colloquial words

Standard

Language that is acceptable in most settings

Technical

Language that is associated with a specific trade or profession

The Listening Process

Hearing

The physical process of perceiving sound

Listening

The physical and cognitive process of hearing something with thoughtful attention and consideration

Types of Listening

Critical

listening for information in order to make a decision or to understand a situation

Empathic

listening to show concern

Deliberative

listening to detect a problem

Paralanguage

Paralanguage — qualities of the voice

pitch → sound

tone → mood reflected by the voice

rate → pace of words

volume → intensity of voice

enunciation → pronunciation and articulation

Nonverbal Communication

Nonverbal messages

- are not written or spoken
- reinforce or contradict verbal messages
- influence the way people interpret messages

Concept of Personal Space

 <p>Intimate: Under 18" Confidential exchanges among friends and close colleagues</p>	 <p>Personal: 18" to 4' Comfortable conversations among friends and colleagues</p>
 <p>Social: 4' to 12' Appropriate for most social and business exchanges</p>	 <p>Public: Over 12' Individuals barely acknowledge each other, such as in a large mall</p>

A Communicator's Responsibilities

- **Be well-organized**
- **Use precise, clear information**
- **Use appropriate language**
- **Speak clearly and concisely**
- **Analyze the audience/receivers**

A Communicator's Responsibilities (cont.)

- Use effective nonverbal signals
- Listen carefully
- Avoid overreacting
- Show concern about the message you are sending
- Provide appropriate feedback

Introduction to Interpersonal Communication

Effective interpersonal communication includes:

- Attention to verbal and nonverbal cues
- Awareness of gender, ethnicity, and age
- Understanding of proper etiquette

Enhancing Interpersonal Relationships

Check for understanding

- Encourage reaction and feedback
- Ensure the message received is the sender's intended message

Actively listen

- Be attentive and courteous
- Make connections between what each person says

Enhancing Interpersonal Relationships (cont.)

Keep it clear

- Use facts and evidence to support your opinion
- Be specific
- Provide examples and anecdotes

Enthusiasm

- Speak with interest and conviction

Professional Etiquette and Protocol

- **Who:** Identify yourself by first and last name.
- **What:** State the purpose of the communication.
- **When:** Determine alternate meeting time if necessary.
- **Where** and **How:** Say where and how you can be contacted in the future.

CLEAR Directions

CLEAR

Avoid generalities.

LIGHT

Use brief statements with clear, vivid language.

EASY to follow

Organize step-by-step directions with graphic elements to enhance understanding.

ACCURATE

Test your directions before delivery.

RELEVANT

Avoid unnecessary information.

Three Ps to Perfect Interviews

POLITE

Be on time, well-groomed, and courteous.

PREPARED

Rehearse answers to anticipated questions, know something about the general profession and the specific business, and prepare a question to ask the interviewer about the business.

POSITIVE

Be alert, speak up, maintain eye contact, and be enthusiastic.

Respecting Differences in Communication

Misunderstanding, misconceptions, and preconceived notions can lead to conflict, discord, and confusion.

Issues of race, ethnicity, gender, and age affect the ways in which we communicate with one another.

Introduction to Group Communication

The ability to communicate effectively and work collaboratively in groups is essential in both professional and social contexts.

Definition of a Small Group

- Comprised of three to seven people
- Engaged in face-to-face interaction
- Work together to achieve a common goal

Importance of Small Group Communication

- Decisions may be enhanced by varying viewpoints, experiences, backgrounds, and expertise of group members
- Productivity may increase in a small group
- People feel a sense of belonging and security when working in a small group

Types of Groups

- Social groups**
 - primary
 - casual
- Task groups**
 - decision-making
 - problem-solving

Types of Social Groups

Primary Groups

- Family
- Friends

Casual Groups

- Clubs
- Classmates
- Teammates

Types of Task Groups

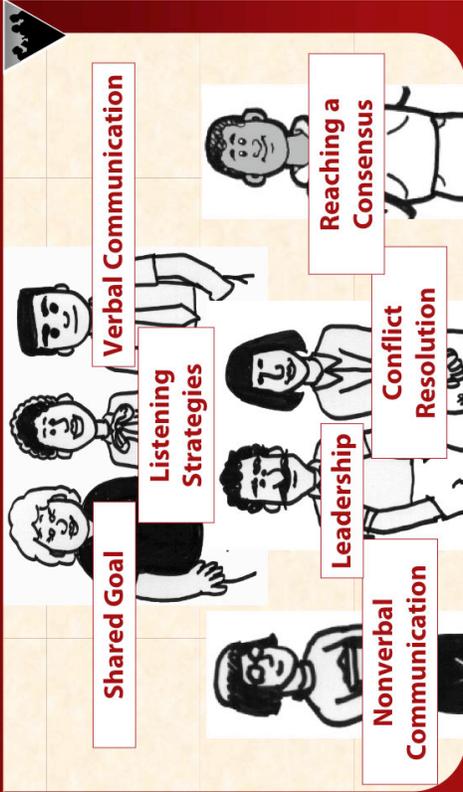
Decision-Making Groups

- Executive board
- Student council
- Search committee
- Jury

Problem-Solving Groups

- Task force
- Consortium
- Committee
- City council

Components of Effective Group Participation



Roles in a Group

Two types of roles in a group:

- task
- maintenance

All group members assume roles within the group.

Group Task Roles

- Initiator** → proposes new ideas or methods
- Information Giver*** → provides evidence and experiences relevant to the task
- Information Seeker*** → requests/clarifies evidence from other members

*Hamilton, 1990

Group Task Roles (cont.)

- Opinion Giver*** → states beliefs, attitudes, and judgments
- Opinion Seeker*** → solicits beliefs and feelings
- Energizer*** → stimulates the group to be alert and active
- Recorder/Secretary** → keeps written record of group's activities

*Hamilton, 1990

Group Maintenance Roles

- | | | |
|-----------------------------|---|--|
| Supporter/Encourager | → | offers praise to participants |
| Harmonizer | → | mediates disagreements |
| Tension Reliever | → | uses methods such as humor to relax groups at appropriate times |
| Gatekeeper/Expediter | → | encourages and limits participation as appropriate |
| Standard Setter | → | helps establish goals |

Guidelines for Effective Listening in Groups

DO

- Focus on the speaker
- Eliminate distractions
- Take notes
- Maintain good eye contact
- Focus on verbal and nonverbal messages
- Keep an open mind
- Ask questions
- Paraphrase

Guidelines for Effective Listening in Groups (cont.)

DON'T

- Interrupt
- Make negative comments
- Be disrespectful
- Pre-judge ideas

Leadership Styles

AUTHORITARIAN
Leader

LAISSEZ-FAIRE
Leader

DEMOCRATIC
Leader

Leadership Styles (cont.)

AUTHORITARIAN Leader

- gives both praise and criticism
- determines policy
- gives orders
- makes most, if not all, decisions

Leadership Styles (cont.)

LAISSEZ-FAIRE Leader

- allows group to self-direct
- supplies information when asked
- permits group freedom to make decisions

Leadership Styles (cont.)

- praises and criticizes
- encourages discussion
- involves members of the group in decision-making
- makes suggestions, not decisions

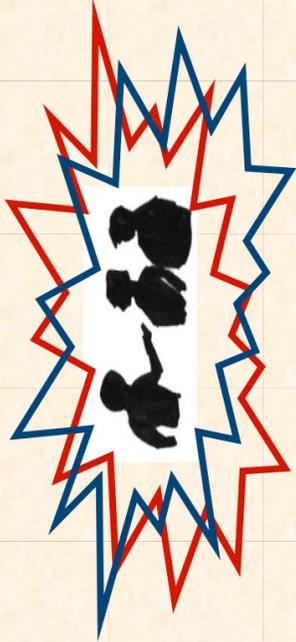
DEMOCRATIC
Leader

Responsibilities and Duties of a Leader

- Introduce the discussion
- Keep the group moving
- Monitor discussions
- Expedite discussions
- Conclude the process

Group Conflict

Group conflict can occur when the opinions among the group members vary.



Negative Conflict

- values individuals more than the group
- results in name calling
- hurts feelings
- wastes time
- develops prejudice
- erodes cohesion

Positive Conflict

- identifies more solutions
- helps reach goals
- increases creativity
- elicits more ideas
- increases cohesion
- facilitates brainstorming

Problem-Solving Agenda

1. Identify the problem
2. Establish criteria for possible solutions
3. Suggest possible solutions
4. Evaluate the solutions according to criteria
5. Implement the chosen solution

Managing Group Conflict

DO

- Participate
- Use conflict as a learning opportunity
- Be supportive
- Have a positive attitude
- Be open to new ideas
- Aim for consensus
- Use a problem-solving agenda

Managing Group Conflict (cont.)

DON'T

- Withdraw mentally or physically
- Blame others for the problem
- Name call (person or idea)
- Bring in other issues not relevant to the conflict at hand
- Pretend there is consensus when there is conflict
- Engage in "group think"

Consensus

The ultimate goal of the group is to reach a consensus in such a way that all members agree with and are supportive of the group's final decision.

Introduction to Presentations

Learning to present ideas clearly is an important aspect of the communication process.

Journal Writing

Students can keep a presentation journal throughout this unit.

Presentation Guidelines

Group and Individual

- Consider the audience, occasion, and purpose for the speech.
- Select a topic for an informative or persuasive speech.
- Research this topic and use at least three primary and/or secondary sources.
- Prepare an outline for the speech.
- Write the speech.
- Practice with at least one other person.

Presentation Topics

Possible topics include:

- Preparing for college
- High school graduation plans
- Drug abuse among teenagers
- Recycling programs in the community
- School violence
- Curfew
- Gender-based classes for math and science
- Speaker's choice (with teacher's approval)

Outline Model

Title

Introduction (Preview)

Body

- I. Subtopic.
 - A. Supporting Statement
 - B. Supporting Statement
- II. Subtopic.
 - A. Supporting Statement
 - B. Supporting Statement
- III. Subtopic.
 - A. Supporting Statement
 - B. Supporting Statement

Conclusion (Review)

Using Visual, Audio, and Technological Aids

Audio, visual, and technological aids:

- add depth
- provide support for arguments
- promote understanding to enhance presentations

Managing Communication Apprehension

- Know the topic by researching thoroughly.
- Organize the information by following the outline model.
- Be enthusiastic about giving the presentation.
- Use nonverbal techniques to help the audience focus on the topic (e.g., eye contact, facial expressions, body movement).

Practice

Practice is very important in building self-confidence and helping the speaker gain command of the information.

There is no substitute for PRACTICE!

Conclusion

- Select a topic
- Choose one activity from the handouts provided for that topic
- Develop an extension or adaptation
- List the topic, handout title and number, and summary of the extension or adaptation on chart paper
- Share the final product

HANDOUTS



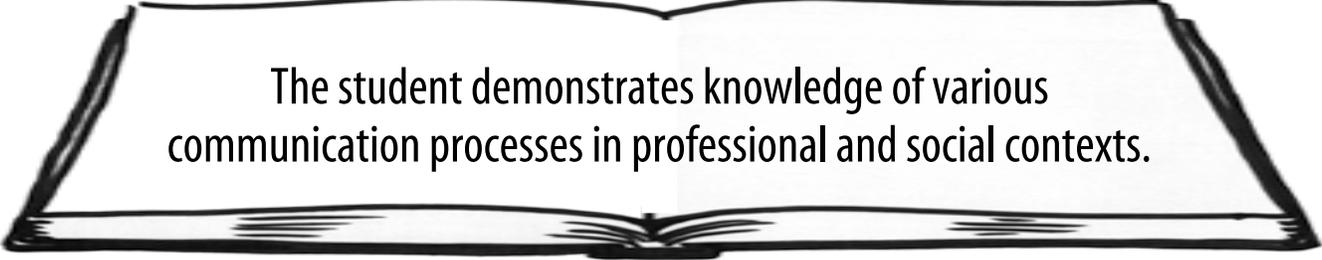
UTCRLA

University of Texas Center for Reading & Language Arts

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COLLEGE OF EDUCATION

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TEKS 1: COMMUNICATION PROCESS

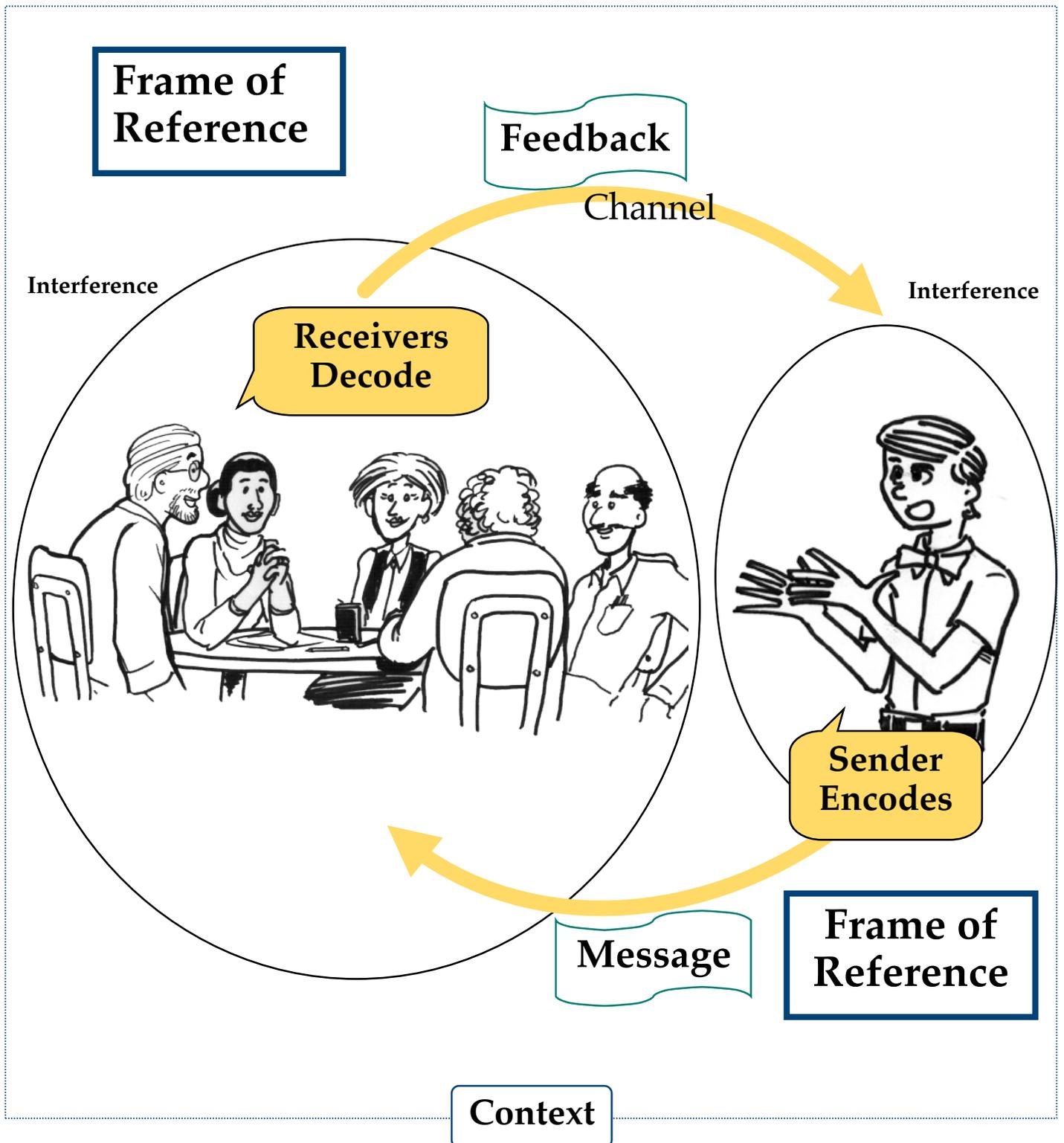


The student demonstrates knowledge of various communication processes in professional and social contexts.

The student is expected to:

- A.** explain the importance of effective communication skills in professional and social contexts;
- B.** identify the components of the communication process and their functions;
- C.** identify standards for making appropriate communication choices for self, listener, occasion, and task;
- D.** identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
- E.** identify types of nonverbal communication and their effects;
- F.** recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
- G.** identify the components of the listening process;
- H.** identify specific kinds of listening such as critical, deliberative, and empathic;
- I.** recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
- J.** identify and analyze ethical and social responsibilities of communicators; and
- K.** recognize and analyze appropriate channels of communication in organizations.

Communication Process Model



Restaurant Scenario Activity 1

Objectives:

- Student is expected to explain the importance of effective communication skills in professional and social contexts. (TEKS 1.A)
 - Student is expected to identify the components of the communication process and their functions. (TEKS 1.B)
 - Student is expected to recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions. (TEKS 1.I)
 - Student is expected to identify and analyze ethical, professional, and social responsibilities of communicators. (TEKS 1.J)
-

Directions:

Distribute and discuss the Communication Process Model, located on Handout 2. Remind students that the handout contains the same components discussed at the beginning of this unit.

Distribute and discuss the Communication Process Restaurant Scenario, located on the following page. Show the two picture overhead transparencies that depict the restaurant scenario (located in the Appendix section).

Discuss possible hindrances to the communication process.

Students may use the Communication Process Model (Handout 2) to create their own communication scenarios.

Communication Process Restaurant Scenario

Context
Social/Professional

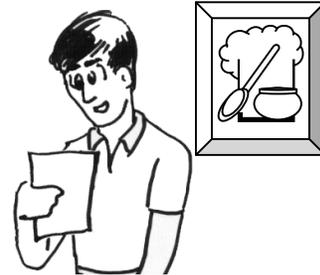
① Sender

A woman and a man receive poor service in a restaurant. They send a letter of complaint to the restaurant describing their dining experience.



② Receiver

The restaurant owner receives the letter and is upset because his customers received poor service.



Channels of Communication
written and verbal

③ Frame of Reference

Having owned a restaurant previously, the woman and the man recognize the value of feedback concerning service. They understand the value of listening carefully to customers and know the importance of restaurant employees working professionally with customers and co-workers.

④ Feedback

The restaurant owner discusses the problem with the restaurant's general manager, who in turn speaks with the server. The server calls the woman and man to apologize, and offers them a free meal.

Three Types of Listening Activity 2

Objectives:

- Student is expected to identify standards for making appropriate communication choices for self, listener, occasion and task. (TEKS 1.C)
 - Student is expected to identify specific kinds of listening such as critical, deliberative, and empathic. (TEKS 1.H)
-

In the blanks below, note which of the three types of listening (critical, deliberative, or empathic) should be used in the following situations:

- _____ a) the story of how a person recently lost a pet
- _____ b) getting directions to someone's house
- _____ c) a building contractor explaining why a deadline will need to be extended
- _____ d) a child telling his/her parent that he/she fell at the playground today
- _____ e) a 911 operator explaining how to do CPR in an emergency situation
- _____ f) a driver explaining to a police officer why a speeding ticket should not be given
- _____ g) a driver explaining to the district court judge how the expense of a speeding ticket will impact the family food allowance
- _____ h) a manager explaining the company policy to a new employee
- _____ i) a politician listening to community concerns at a Town Hall meeting
- _____ j) students in a high school Communication Applications classroom listening to a presentation

Listening: One-Way/Verbal Communication Activity 3

Objectives:

- Student is expected to identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately. (TEKS 1.D)
-

Directions:

Prepare several illustrations comprised of geometrical shapes. Choose illustrations from the following page or develop original geometrical illustrations.

Select two volunteers to stand in front of the group. Ask volunteer 1 to stand where the efforts of volunteer 2 cannot be observed.

Explain that volunteer 1 will describe an illustration to volunteer 2. Volunteer 2 will follow the instructions provided by volunteer 1 and draw the illustration. (The illustration may be drawn on a chalkboard or on an overhead projector where the entire class may view the illustration as it is being drawn).

Inform the students that volunteer 1 may not use any non-verbal cues (e.g., gestures) nor view the sketch until all instructions have been provided. Explain that the illustrator may not ask any questions.

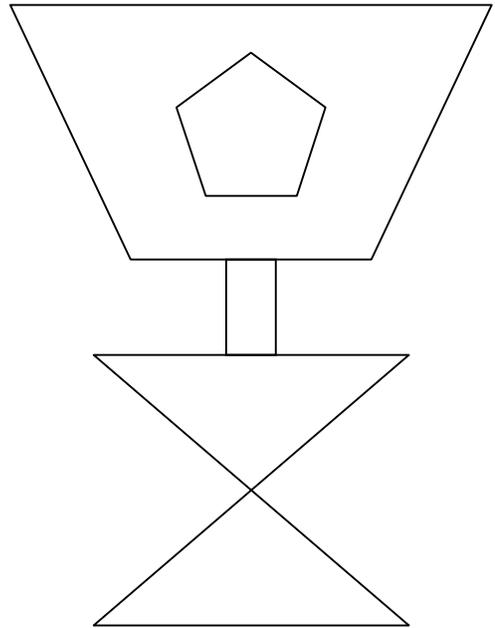
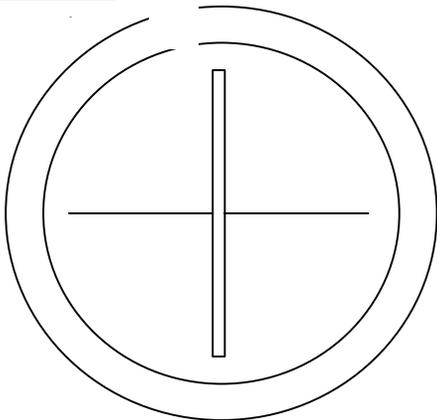
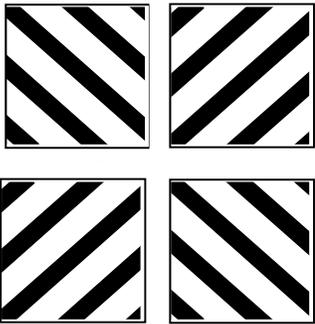
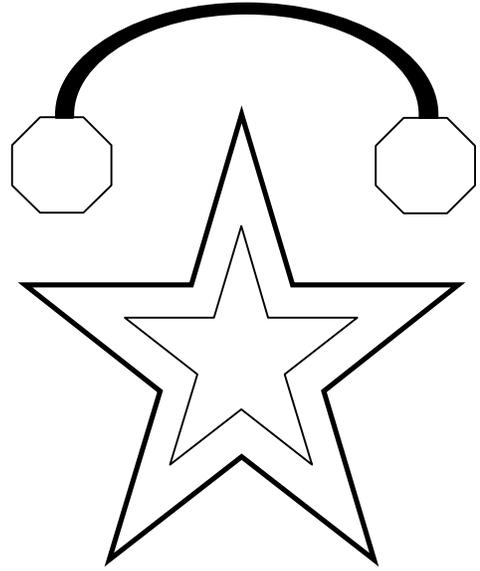
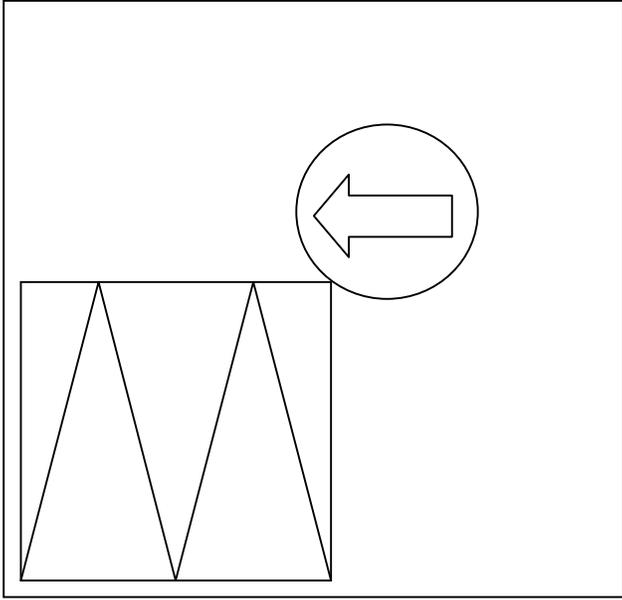
Once complete, compare the original illustration with volunteer 2's result.

Variations:

The teacher may choose a variation of this activity to increase class participation. One volunteer may be chosen to provide instructions to the entire class. Explain that the class cannot ask the volunteer questions and that he/she cannot see the drawings until all instructions have been provided.

This activity can also be done with partners standing back-to-back.

Geometrical Illustrations



Nonverbal Communication

Activity 4

Objectives:

- Student is expected to identify types of nonverbal communication and their effects. (TEKS 1.E)
 - Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1.F)
-

Directions:

To prepare for this activity, develop a set of nonverbal cards for each group or use those found on the following pages.

Organize class into small groups.

Discuss how body movement, facial expression, posture, and/or space convey a positive or negative nonverbal message.

Distribute a set of nonverbal activity cards to each group and have them exhibit the nonverbal cues stated on the activity cards. Discuss when cues can be positive and negative.

Nonverbal Activity Cards

Smile as if you are happy.

Glare at someone in the room
as if you are upset.

Make eye contact with someone and raise
your eyebrows as though you are surprised.

Stand very close to someone.

Nonverbal Activity Cards

Pout and look mad.

Wink at someone.

Nod your head as if you are agreeing with someone.

Shake your index finger at someone.

Place your hands on your hips and look angry.

Nonverbal Communication and Personal Space Activity 5, Part 1

Objective:

- Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1.F)
-

Directions:

To prepare for this activity, either make a video comprised of appropriate clips from current news shows or cut out pictures from magazines that depict examples of nonverbal communication and of personal space.

In class, watch several video clips of current news shows or view pictures depicting nonverbal communication and personal space. Discuss issues of nonverbal communication strategies and personal space.

Outside of class, observe and record examples of students communicating in various environments (cafeteria, library, etc.).

Over a period of five days, keep an observation log of what students see: individuals involved, distance between parties, time, verbal and nonverbal cues, and other observations.

Nonverbal Communication and Personal Space Activity 5, Part 2

Objective:

- Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1.F)
-

Directions:

In groups of three to four students, review observation logs and discuss the following questions:

- *How did nonverbal communication affect the communication process?*
- *How did proximity affect the communication process?*

Find at least two different examples for each question.

Each group shares examples of how proximity affects the process of interpersonal communication.

- *Identify a nonverbal variable that could have altered the communication outcome.*

Communication Process Activity 6

Objectives:

- Student is expected to identify the components of the communication process and their functions. (TEKS 1.B)
 - Student is expected to identify types of nonverbal communication and their effects. (TEKS 1.E)
 - Student is expected to recognize the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance. (TEKS 1.F)
 - Student is expected to identify the components of the listening process. (TEKS 1.G)
-

Directions:

To prepare for this activity, choose pictures from magazines/newspapers or use overheads provided in the guide that show interaction between two or more people.

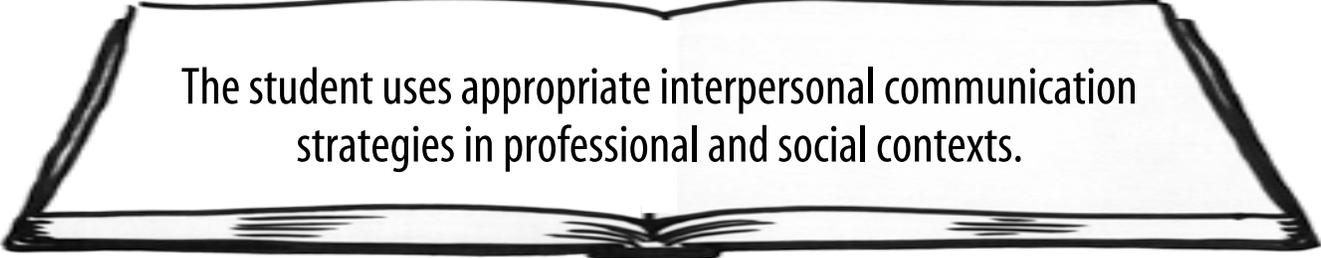
In small groups, share pictures with students.

Have individual students identify the parts of the communication process depicted in the pictures.

Pair students and have them share their identifications with their partners.

Discuss the ways students labeled the communication components.

TEKS 2: INTERPERSONAL COMMUNICATION



The student uses appropriate interpersonal communication strategies in professional and social contexts.

The student is expected to:

- A.** identify types of professional and social relationships, their importance and the purposes they serve;
- B.** employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
- C.** use communication-management skills to build confidence and develop appropriate assertiveness, tact, and courtesy;
- D.** use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
- E.** make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions and questions of others;
- F.** participate appropriately in conversations;
- G.** communicate effectively in interviews;
- H.** identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and
- I.** analyze and evaluate the effectiveness of own and others' communication.

Enhancing Personal Relationships Activity 7

Objectives:

- Student is expected to identify types of professional and social relationships, their importance, and the purposes they serve. (TEKS 2.A)
 - Student is expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (TEKS 2.B)
 - Student is expected to participate appropriately in conversations. (TEKS 2.F)
 - Student is expected to analyze and evaluate the effectiveness of own and others' communication. (TEKS 2.I)
-

Directions:

To prepare for this class, the teacher may develop original role play cards or use the role play cards located on the following pages.

Choose students to perform role plays as stated on role play cards.

Discuss and list:

- difficulties encountered in each communication scenario;
- appropriate options to make these scenarios successful interpersonal communication encounters; and
- the benefits of verbal and nonverbal feedback from all parties involved in the communication encounters.

Students will evaluate the clarity and effectiveness of their own communication skills.

Role Plays

INSTRUCTIONS

These role play cards are based on business and social scenarios. Students have an opportunity to participate in activities that occur every day in the business world or in their personal lives.



YOUR BEST FRIEND HAS BORROWED YOUR FAVORITE CD. YOU HAVE ASKED FOR IT TO BE RETURNED SEVERAL TIMES, AND HE/SHE HAS NOT RETURNED IT.



A TEENAGER IS DISCUSSING PLANS WITH A FRIEND WHO WOULD RATHER BE WATCHING TELEVISION.



A SERVER AT A DRIVE-THROUGH IS PAYING LITTLE, IF ANY, ATTENTION TO THE CUSTOMER.



Role Plays



YOU ARE THE MANAGER OF A RETAIL CLOTHING STORE, AND YOU ARE RESPONSIBLE FOR HIRING A PART-TIME SUMMER EMPLOYEE.



YOU ARE SEEKING EMPLOYMENT IN A RETAIL CLOTHING STORE. YOU HAVE MINIMAL EXPERIENCE.



YOU ARE THE MANAGER OF A GROCERY STORE. A CLOSE FRIEND IS ASKING YOU FOR A JOB.



Role Plays



YOU ARE APPLYING FOR A JOB, BUT YOU WERE FIRED FROM YOUR PREVIOUS JOB.



YOU ARE INTERVIEWING A PROSPECTIVE EMPLOYEE. HE/SHE IS VERY NERVOUS. YOU NEED TO PUT HIM /HER AT EASE.



YOU ARE A CUSTOMER SERVICE REPRESENTATIVE FOR A MAJOR COMPANY. YOU HAVE TO DEAL WITH AN IRATE CUSTOMER'S PHONE CALL.



Telephone Conversation Professional Setting



MR. RODRIGUEZ:

Hello. This is Alex Rodriguez with the Bluebonnet Company. May I please speak with Charles Duval?

MR. DUVAL:

This is he.

MR. RODRIGUEZ:

Good afternoon, Mr. Duval. I'm calling to schedule an interview for Monday at 9:00 a.m.

MR. DUVAL:

I'm sorry, Mr. Rodriguez, but I have another appointment at that time. However, I can come in at 11:00 a.m. if that time is available.

MR. RODRIGUEZ:

Yes, 11:00 a.m. will work. Why don't we meet at my office? I'm in room 206. I look forward to meeting you.

MR. DUVAL:

Thank you, Mr. Rodriguez. I look forward to meeting you too.

Professional Etiquette and Protocol Activity 8

Objectives:

- Student is expected to use communication-management skills to build confidence and to develop appropriate assertiveness, tact, and courtesy. (TEKS 2.C)
 - Student is expected to use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. (TEKS 2.D)
 - Student is expected to participate appropriately in conversations. (TEKS 2.F)
 - Student is expected to communicate effectively in interviews. (TEKS 2.G)
 - Student is expected to analyze and evaluate the effectiveness of own and others' communication. (TEKS 2.I)
-

Directions:

In small groups, discuss the following situations and decide what professional etiquette and protocol elements are necessary.

1. A company advertises that it wants enthusiastic, fun-loving employees. The advertisement specifies to call and leave a message for the manager. As a job applicant, demonstrate how to leave a message on the manager's voice mail.
2. At the interview, it becomes apparent that the interview is for a different job. Communicate this problem to the company manager. What are some ways to avoid this type of problem?

Share group answers to the scenarios and discuss other possible solutions.

Students will evaluate the clarity and effectiveness of their peers' communication skills.

PBJ Activity 9

Objectives:

- Student is expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (TEKS 2.B)
 - Student is expected to make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others. (TEKS 2.E)
-

Directions:

To prepare for this activity, have on hand the ingredients for making peanut butter and jelly sandwiches.

In small groups of 4-5 students, students will list specific directions to make a peanut butter and jelly sandwich.

Once all groups have completed their lists, the teacher will collect lists, and choose a representative from each group to read the directions.

The teacher will make a sandwich for each group. [It is important that the instructor follow directions exactly. For example, if students say, "Put jelly on the bread," without detailing the sequence of taking lid off the jar and using a knife to spread the jelly, the instructor should place the jar of jelly on the bread. Remember, follow directions exactly.]

After the teacher has made all the sandwiches, discuss the importance of giving CLEAR directions in relation to the task.

Have class generate clear directions to accomplish the task.



Informational Scavenger Hunt Activity 9 Variation

Objectives:

- Student is expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships. (TEKS 2.B)
 - Student is expected to make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others. (TEKS 2.E)
-

An alternative to Activity 9 is to send students on an “informational” scavenger hunt.

Directions:

Divide students into pairs.

Students can find information such as the cost of airfare from their hometown to another city. When the students return to class, they must explain the following:

1. The route for the trip (shortest or most scenic)
2. The cost from various vendors
3. Questions asked to seek the lowest fare

Directions in Professional Settings Activity 10

Objectives:

- Student is expected to make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others. (TEKS 2.E)
 - Student is expected to participate appropriately in conversations. (TEKS 2.F)
-

Directions:

To prepare for this activity, choose an overhead transparency from those provided in the guide or cut a picture from a magazine or newspaper that shows interaction between two people.

Organize students into pairs.

Display picture and direct students to write a dialogue in which one of the people in the picture gives directions to the other. Remind students to use CLEAR directions.

Once students have completed their dialogues, have students share dialogues with the class.

After each pair shares, discuss the dialogue in relation to CLEAR directions. Emphasize the importance of providing accurate directions and the process of asking questions to clarify misunderstanding.

Successful Interviews Activity 11

Objectives:

- Student is expected to participate appropriately in conversations. (TEKS 2.F)
 - Student is expected to communicate effectively in interviews. (TEKS 2.G)
-

Directions:

Brainstorm possible interview questions such as the following:

- Tell me about yourself.
- What are your short-term goals?
- What are your long-term goals?
- What are your strengths and weaknesses?
- Why do you want this job?

In groups, students will develop interview vignettes, complete with interview questions and possible responses.

Groups will perform interview vignettes.

Discuss interview interaction and extend responses or clarify questions if necessary.

Discuss how questions may differ if a job candidate is asked to return for a second interview.

Some examples are:

- How would you deal with an irate customer?
- Describe your ideal work environment.
- How would your skills benefit the company?
- Do you work better without supervision or in group situations?

Respecting Differences in Communication Activity 12, Part 1

Objective:

- Student is expected to identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age. (TEKS 2.H)
-

Directions:

Have each student write responses and supporting statements to the following sentences:

- No one is exactly like me.
- I have many things in common with the members of my family and community.
- Every person in the world needs some of the same things I need.
- How do I communicate differently because of my age, gender, ethnicity, and/or race?

Organize students into small groups and have them share their responses with group members.

Respecting Differences in Communication Activity 12, Part 2

Objective:

- Student is expected to identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age. (TEKS 2.H)
-

Directions:

To prepare for this activity, choose pictures from magazines or newspapers, or use overheads provided in the guide that show interaction between two or more people.

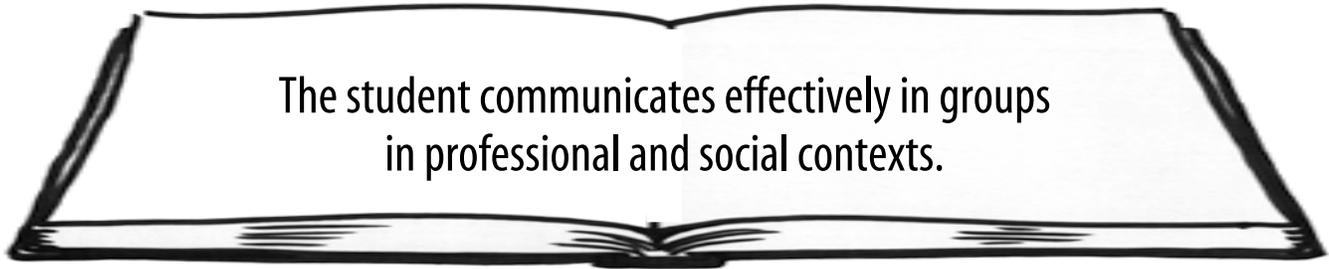
Organize students into small groups.

Provide groups with pictures. Direct groups to list all possible reasons for miscommunication within the pictures (e.g., preconceived notions, misunderstandings). Groups will brainstorm possible solutions/strategies for dealing with the possible moments of miscommunication in the pictures.

Have groups share pictures and solutions/strategies with the class.

Have students discuss their own experiences in which miscommunication occurred.

TEKS 3: GROUP COMMUNICATION



The student communicates effectively in groups
in professional and social contexts.

The student is expected to:

- A.** identify kinds of groups, their importance, and the purposes they serve;
- B.** analyze group dynamics and processes for participating effectively in groups, committees, or teams;
- C.** identify and analyze the roles of group members and their influence on group dynamics;
- D.** demonstrate skills for assuming productive roles in groups;
- E.** use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;
- F.** identify and analyze leadership styles;
- G.** use effective communication strategies in leadership roles;
- H.** use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
- I.** analyze the participation and contributions of group members and evaluate group effectiveness.

Group Classification Activity 13

Objective:

- Student is expected to identify kinds of groups, their importance, and the purposes they serve. (TEKS 3.A)
-

Directions:

Make six role-playing cards listing the types of groups:

- (1) social,
- (2) primary,
- (3) casual/social,
- (4) task,
- (5) decision-making, and
- (6) problem-solving.

Role play activity cards may be found on the following page. Review the definitions of these groups to make the activity more successful.

Divide the class into six groups. Assign each group a number.

Have one student from each group draw one card.

Give students five minutes to create a skit illustrating the group type on their role card.

Have each group perform their skit for one minute.

After each skit, the students should list the group type on a sheet of paper.

After all groups have completed the skits, the teacher should compare and analyze students' answers.

Group Role Play Cards



PRIMARY



CASUAL/SOCIAL



TASK



DECISION-MAKING



PROBLEM-SOLVING



Understanding Group Process Activity 14

Objectives:

- Student is expected to analyze group dynamics and processes for participating effectively in groups, committees, or teams. (TEKS 3.B)
 - Student is expected to identify and analyze the roles of group members and their influence on group dynamics. (TEKS 3.C)
 - Student is expected to demonstrate skills for assuming productive roles in groups. (TEKS 3.D)
-

Directions:

Organize students into small groups of 3 to 7.

Instruct students to develop a proposal for a class field trip. (Give students 15 minutes to plan.)

When proposal is complete, students will answer the following questions:

- Which roles did group members play?
- Which group members played more than one role?
- Which roles complemented one another?
- Who emerged as the leader and why?
- Did everyone contribute to the activity?
- Did any conflict occur?
- How was the conflict resolved?
- What were the benefits of this group experience?
- What were the problems with this group experience?

Discuss students' responses and group process experiences.

Listening Activity 15

Objective:

- Student is expected to use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness. (TEKS 3.E)
-

Directions:

To prepare for this activity, clip an excerpt from a newspaper or magazine article. The article should contain several facts and dates.

Select four participants to participate in a game of "mini gossip."

Ask participant 1 to stay in the room while the other three participants (2-4) go outside the classroom.

The instructor should read a 3-5 minute excerpt from a newspaper or magazine article to participant 1.

Bring participant 2 back into the room and have participant 1 repeat as much of the information as possible to participant 2.

Bring participant 3 back into the room and have participant 2 repeat as much of the information as possible to participant 3.

Bring participant 4 back into the room and have participant 3 repeat as much of the information as possible to participant 4.

Discuss the accuracy of the information as it was transmitted from each participant to the rest. Have students discuss the importance of appropriate listening strategies.

Leadership Activity 16

Objectives:

- Student is expected to identify and analyze leadership styles. (TEKS 3.F)
 - Student is expected to use effective communication strategies in leadership roles. (TEKS 3.G)
-

Directions:

To prepare for this activity, make six sets of leadership role cards: authoritarian, democratic, and laissez-faire (located on the following page). Have a timer or watch with a second hand, and determine three topics for discussion (e.g., Should student lockers be searched without student consent? Should students be required to wear uniforms in high school? Should school districts hire police officers to provide security at high schools?).

Divide the class into six small groups. Introduce discussion topic 1. Have each group choose a representative. Provide each of the representatives with a leadership role card. Ask the representatives not to reveal the contents of the card until after the four-minute discussion has taken place.

Have each group discuss topic 1 for four minutes. An automatic timer or watch may be used to set the four-minute limit. Throughout the discussion, the representative will exhibit characteristics of the leadership role indicated on the role card.

At the end of the four-minute discussion, have each group discuss the following question:

- What verbal and non-verbal cues did the representative exhibit?

Repeat this activity using topic 2 and topic 3. The original representative may choose to role play for topics 2 and 3, or the group may choose a different representative.

After the three leadership roles have been exhibited within each group, have the class discuss the following questions:

- What leadership role did the representatives play?
- Which leadership style was preferred and what were the reasons for their preference?

Leadership Styles



AUTHORITARIAN LEADER

- **makes most, if not all, decisions**
- **gives orders**
- **determines policy**
- **gives both praise and criticism**



LAISSEZ-FAIRE LEADER

- **allows group to self-direct**
- **supplies information when asked**
- **permits group freedom to make decisions**



DEMOCRATIC LEADER

- **involves members of group in decision**
- **makes suggestions, not decisions**
- **encourages discussion**
- **praises and criticizes**



Problem-Solving Agenda

- (1) **Identify** the Problem
 - define problem
 - set scope

- (2) **Establish** Criteria for Possible Solutions
 - analyze needs
 - review history of problem
 - set limitations

- (3) **Suggest** Possible Solutions
 - brainstorm solutions
 - list best solutions

- (4) **Evaluate** the Solutions According to Criteria
 - select the best solution

- (5) **Implement** the Chosen Solution

Group Problem Solving Activity 17

Objectives:

- Student is expected to demonstrate skills for assuming productive roles in groups. (TEKS 3.D)
 - Student is expected to use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness. (TEKS 3.E)
 - Student is expected to use effective communication strategies for solving problems, managing conflicts, and building consensus in groups. (TEKS 3.H)
 - Student is expected to analyze the participation and contributions of group members and evaluate group effectiveness. (TEKS 3.I)
-

Directions:

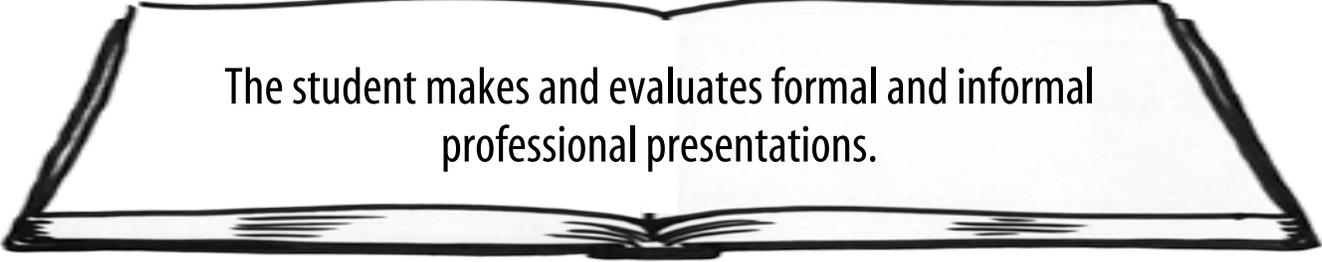
In groups of three to seven, students will use the problem-solving agenda from Handout 22 to plan a service learning project (e.g., organizing a neighborhood clean-up, visiting a nursing home, painting a mural, etc.).

When planning is complete, instruct students to answer the following questions:

- What were the benefits of this group experience?
- What were the problems with this group experience?
- Did everyone contribute to the discussion? Please explain.
- Were group members supportive or critical of one another? Please explain.
- How did the group reach consensus?

As an extension, students may choose to initiate their service learning project and reflect on their experience in their journal.

TEKS 4: PRESENTATIONS



The student makes and evaluates formal and informal professional presentations.

The student is expected to:

- A.** analyze the audience, occasion, and purpose when designing presentations;
- B.** determine specific topics and purposes for presentations;
- C.** research topics using primary and secondary sources, including electronic technology;
- D.** use effective strategies to organize and outline presentations;
- E.** use information effectively to support and clarify points in presentations;
- F.** prepare scripts or notes for presentations;
- G.** prepare and use visual or auditory aids, including technology, to enhance presentations;
- H.** use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
- I.** use effective verbal and nonverbal strategies in presentations;
- J.** prepare, organize, and participate in an informative or persuasive group discussion for an audience;
- K.** make individual presentations to inform, persuade, or motivate an audience;
- L.** participate in question and answer sessions following presentations;
- M.** apply critical-listening strategies to evaluate presentations; and
- N.** evaluate effectiveness of his/her own presentation.

Presentation Overview

Objectives:

- Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4.J)
 - Student is expected to make individual presentations to inform, persuade, or motivate an audience. (TEKS 4.K)
-

Directions:

Students or groups will prepare a speech either to inform, persuade, or motivate. This presentation will take place at the end of this Presentations unit.

The presentation will:

- be five to seven minutes in length;
- incorporate at least three primary and/or secondary sources;
- include an outline (that can be used during the presentation); and
- be supported with some type of audio, visual, or technological aid.

Presentation Research Activity 18

Objectives:

- Student is expected to research topics using primary and secondary sources, including electronic technology. (TEKS 4.C)
 - Student is expected to use information effectively to support and clarify points in presentations. (TEKS 4.E)
-

Directions:

To prepare for this activity, schedule library time to provide students with a presentation on library research/resources. Explain the importance of selecting resources that are appropriate and current (within ten years).

Organize students into small groups to discuss possible topics for a group presentation.

Have each group determine individual responsibilities for the preparation and presentation of the topic.

Inform students about library and multimedia resources.

Students will work in their groups to locate possible sources to support their five- to seven-minute presentations.

Journal Questions:

Were resources easy to locate?

What other resources are necessary to complete the presentation assignment?

Organizing Strategies Activity 19

Objectives:

- Student is expected to use effective strategies to organize and outline presentations. (TEKS 4.D)
 - Student is expected to use information effectively to support and clarify points in presentations. (TEKS 4.E)
 - Student is expected to prepare scripts and notes for presentations. (TEKS 4.F)
 - Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4.J)
-

Directions:

Using the outline model, guide the groups through the process of developing an introduction and an outline for their presentation.

Using a teacher or group “think-aloud” is an effective way to facilitate student ideas for presentations.

Journal Question:

How was the outline model useful in planning the presentation?

Outline Model

Title

Introduction

The introduction should captivate the listeners' attention using a story, statistics, quotation, a poem, a novel idea, or a question. The introduction leads directly into the presentation topic, incorporating a thesis statement.

Body

The body of the presentation consists of the major points that the speaker wants audience members to understand.

Using complete sentences, outline your presentation using the following format (use three subtopics to support the main topic):

I. Subtopic.

A. Supporting Statement

B. Supporting Statement

II. Subtopic.

A. Supporting Statement

B. Supporting Statement

III. Subtopic.

A. Supporting Statement

B. Supporting Statement

Conclusion

The conclusion should summarize main points, restate the speaker's position, or perhaps use a story, quotation, question, or novel idea. The conclusion should leave the audience/listener with something to think about.

In three to five sentences, write a conclusion to the presentation.

Using Visual, Audio, and Technological Aids Activity 20

Objectives:

- Student is expected to use information effectively to support and clarify points in presentations. (TEKS 4.E)
 - Student is expected to prepare and use visual or auditory aids, including technology, to enhance presentations. (TEKS 4.G)
 - Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4.J)
-

Directions:

Gather materials (information and technical components, e.g., poster boards, markers) to facilitate the making of visual, audio, and technological aids.

Groups will brainstorm ideas on preparing a visual or auditory aid (incorporating technology) to enhance the final presentation.

Groups will prepare a visual or auditory aid.

Journal Question:

How does this visual or auditory aid enhance the presentation?

Communication Apprehension Activity 21

Objective:

- Student is expected to use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information. (TEKS 4.H)
-

Directions:

Have students write a journal entry detailing a time when they experienced communication apprehension.

Discuss journal entries on communication apprehension. Elaborate on how strategies for managing communication apprehension can help students gain confidence in speaking situations and possibly alleviate apprehension.

Presentation Practice Activity 22

Objectives:

- Student is expected to prepare and use visual or auditory aids, including technology, to enhance presentations. (TEKS 4.G)
 - Student is expected to use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information. (TEKS 4.H)
 - Student is expected to use effective verbal and nonverbal strategies in presentations. (TEKS 4.I)
 - Students will be able to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4.J)
 - Student is expected to apply critical-listening strategies to evaluate presentations. (TEKS 4.M)
 - Student is expected to evaluate effectiveness of his/her own presentation. (TEKS 4.N)
-

Directions:

Students will practice their group presentations, complete with visual, audio, and technological aids.

During their practice session, have the groups use the Presentation Evaluation Form located on the following page.

Journal Question:

After practicing, reflect on the experience and any possible changes to the presentation.

Presentation Evaluation Form

Name of Speaker _____

Name of Reviewer _____

Introduction

The introduction should captivate the listeners' attention using a story, statistics, quotation, a poem, a novel idea, or a question. The introduction leads directly into the presentation topic.

How did the speaker begin?

What techniques did the speaker use to begin the presentation (story, statistics, quotation, poem)?

Was the topic clearly stated within the introduction?

Provide suggestions to make the introduction more effective.

Body

The body of the presentation consists of the major points that the speaker wants the audience to understand.

How did the major points support the topic?

How were the major points organized?

Conclusion

The conclusion should summarize main points, restate the speaker's position, or perhaps use a story, quotation, question, or novel idea. The conclusion should leave the listener with something to think about.

How did the speaker review major points in the conclusion?

Did the speaker motivate you to think further about the topic?

Provide suggestions to make the conclusion more effective.

Feedback on Speaker Delivery

Describe the speaker's ability to connect with the audience (nonverbal communication).

Was the speech clearly articulated (verbal communication)?

Provide suggestions to make delivery of the presentation more effective.

Final Oral Presentation Activity 23

Objectives:

- Student is expected to use effective verbal and nonverbal strategies in presentations. (TEKS 4.I)
 - Student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience. (TEKS 4.J)
 - Student is expected to participate in question and answer sessions following presentations. (TEKS 4.L)
 - Student is expected to apply critical-listening strategies to evaluate presentations. (TEKS 4.M)
 - Student is expected to evaluate effectiveness of his/her own presentation. (TEKS 4.N)
-

Directions:

Have each group present its final informative or persuasive presentation.

During the final presentations, have the audience use Presentation Evaluation Forms to critique and provide feedback.

After each final group presentation, provide the class with an opportunity to participate in a question/answer session with the presenters.

Journal Questions:

Regarding preparation, I feel . . .

I practiced this speech . . . times and I feel . . .

In comparison to other presentations that I have made, this one . . .

If I could do this speech again, I would change (or try to change) . . . because . . .

With respect to my delivery I am most pleased with . . .

With respect to my delivery I need to work on . . .

Communication Effectiveness Activity 24

Objectives:

- Student is expected to apply critical-listening strategies to evaluate presentations. (TEKS 4.M)
 - Student is expected to evaluate effectiveness of his/her own presentation. (TEKS 4.N)
-

Directions:

After all groups have presented their topics, have each student respond to the following questions:

- How well did I participate in the activity?
- Were my contributions helpful to the discussion?
- How can I be a more effective communicator?
- Did I respond appropriately to others' contributions?
- How did other group members respond to my contributions?
- How well did other group members communicate their ideas in the discussion?

Discuss students' responses and collect their reflections.

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