

Applications. Communication

For Personal and Professional Contexts

Teacher's Manual

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Applications.Communications For Personal and Professional Contexts—Teacher's Manual sampler

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Introduction to the Teacher's Manual

Improving students' speech communication can be approached from many instructional perspectives.

- Many of us have had experience with the contest-based approach. Debate and individual events students, motivated by competition, often learn quickly, mastering the basics after a few tournaments and subsequently refining their techniques.
- Younger students often benefit from a performance-based approach. That is, they gain comfort and experience from a number of chances to get in front of others and practice the craft of speaking.
- Still others gain insight from the theory-based approach. They accumulate knowledge about speech communication, storing that knowledge until practical situations emerge for use.

None of these approaches excludes the others. All can be helpful. This book takes a decision-based approach, which can also be consistent with other instructional perspectives.

The Decision-Based Approach

All of us are constantly presented with communication opportunities. Some we assume with enthusiasm, some we reluctantly pursue, some we respond to almost subconsciously, and some we withdraw from. Whatever the case, we make decisions about communication:

- When do we communicate our message?
- How do we communicate our message?
- What strategies or approaches do we use?
- What is our purpose?
- What is the situation?
- Etc.

Questions present themselves in constant streams, and we respond with a constant stream of decisions that help us create meaning.

This book attempts to systematize the skills, attitudes, and behaviors that lead to effective decision making.

The Book's Recurring Themes

To help students make decisions about personal and professional communication, the textbook repeats certain concepts. Students will become aware of the following recurring themes and concepts throughout the class.

Communication decisions should be audience-based. The book stresses the consideration of audience. The introduction of SPAM in Chapter Two asks students to base decisions about communication methods on their understanding of situation, purpose, and audience. Of these three, the text repeatedly asks the students to think of audience as they think about such methods as organization, delivery, etc.

Consider the simplest form of the communication model: **S**→**R**. Consider what happens when we

emphasize each part of the model as we attempt to communicate?

- If we emphasize [S] sender, then we emphasize self-expression.
- If we emphasize [➡] message, then we emphasize the form, the words, and the delivery.
- If we emphasize [R] receiver, then we emphasize effects and the creation of meaning in others.

Each is important, but which should be primary in making communication decisions? Self-expression is important, but the purpose of self-expression must be more than getting things off our chests. We want our self-expression to have meaning and impact. We measure the meaning and impact by how our self-expression affects others. Message construction is important, as well. But how can we know that a message is constructed properly? Again, we know by the effect of the message on the receiver. Emphasizing message without much regard for audience can result in hard and fast rules. Hard and fast rules will help us through most communication situations, but audiences change, topics change, and times change. Rather than develop a set of rules, it makes more sense to make decisions based on audience to begin with. We don't have to squelch self-expression, and we can still study message construction, but the touchstone for communication decisions will be the effects on the receiver or audience.

Throughout the book, students are asked to consider the effect of communication on audience. The acronym that propels this book—SPAM—is a reminder to choose communication methods based on the sender's understanding of situation, purpose, and audience. Throughout the book, students are encouraged to read the audience and to use empathy as a tool for making communication decisions. Throughout the book, students are encouraged to take into account the attitudes and feelings of those with whom they communicate.

Metacommunication is a lifelong learner behavior. Early in the text, the term “metacommunication” is introduced. It means, “communicating about communicating.” A communication course has many goals: reducing communication anxiety, developing skills for immediate use, and gaining experience in public communication. But one of the most important goals for a communication course is to provide students with an opportunity to acquire behaviors that will allow them to continue development of their communication skills.

If a student leaves a speech course with less anxiety, better skills, and more experience, we have made a great impact. If a student leaves a speech course with these qualities and the ability to continue to learn, then our impact has extended far beyond the next few years.

Throughout this book, students are encouraged to develop a vocabulary of communication and to use it in talking about their communication decisions. Each chapter begins with a short scene in which four characters in a work place talk about their social and professional communication. That should be the norm for our students. If we can establish a habit of communicating about our communication decisions, we'll continue to learn and to become better communicators.

Communication decision making can be understood through practical applications. With all the changes we see in education, some things are constant. One of the constants is that students want to see practical applications for what they learn. Many times the greatest impediment to learning is the learner's reluctance to study irrelevant information and to practice irrelevant skills. Being older

and wiser, teachers see the relevance. This text hopes to show the relevance of the information and skills by using examples that show practical applications. In addition to the scenario that begins each chapter, the text contains examples and illustrations that can be encountered in many organizations or life experiences every day.

Technology has changed our communication decisions. Our students are part of a powerful current of technological change. Technology has changed almost everything about our daily lives: how we eat, how we work, how we entertain ourselves, how we earn our livings. It would be naïve to think that technology hasn't also changed the ways we communicate. The text acknowledges these changes with attention to the new technologies: e-mail, voice mail, the Internet, presentation software, and the like. While this text does not focus exclusively on these new communication technologies, it does recognize that understanding their use is part of making good communication decisions.

Using the Book's Special Features

As students work through the chapters, they will encounter special features that highlight important skills and concepts. Specifically, students will note these elements:

- Scenario
- Communication Management and Interpersonal Insight
- Tables
- Remembering, Reasoning, Reaching, Real-life

Using the scenario. Each chapter starts with a real-world instance of communication decision making. Each chapter for this teacher's manual has suggestions for using the scenario to focus attention on the information and skills covered in the chapter. As students work with the scenario, you can help them by reinforcing these ideas:

- The scenarios are drawn from real situations. The four main characters—Pilar, James, Alicia, and JaRon—make their way through the kinds of decisions that many others face in their jobs and personal lives.
- The scenarios are about decision making. In each case, the main characters are making or are about to make decisions that can affect their careers and their relationships with others.
- These characters are placed in a business/office setting. However, the decisions facing them are decisions that are just as likely to come up in a welding shop or a beauty shop, a board room or a bank. (In fact, students might begin to wonder exactly what our four characters do for a living.)
- As a summary activity, it can be useful to return to the scenarios at the end of the chapter and reflect on the communication decisions faced by the characters.

Using “Communication Management” and “Interpersonal Insight.” The special features labeled “Communication Management” are short, stand-alone comments related to the chapter topic. “Communication management” features contain very useful and important information. As students cover material from the text, these features can help in general communication decision making. “Interpersonal Insight” features give suggestions for improving the quality of our personal interactions with others.

In a way, these special features are highly concentrated doses of information for students to apply to

their growth as communicators. Each one could be a lesson. Some could be a week or a semester. All are integral parts of the chapter. Remind students to consider them carefully as they read. This list of titles indicates the kinds of topics students will encounter.

COMMUNICATION MANAGEMENT

Apprehension
Chart of Precedence of Motions and Their Rules
Checklist for Analyzing the Situation
Communicating within Organizational Channels
Communication Tech
Evaluating Group Performance
Facilitating
Group Functions and Individual Needs
Helpful Hints for Practicing Metacommunication
Internet Vocabulary
Levels of Listening
Metacommunication
Mnemonics and Logical Order
Narrowing a Topic
Negotiations and Transactions
Persuasion and Ethics
Prohibited Questions
Questions for Selecting Speech Methods
Recognizing Excellence in Informative Speeches
Review Supportive Communication
Setting Priorities
“So What?”
Solving Common Listening Problems
Strategies for Gathering “Original” Information
Synonyms
The Difference between Interests and Positions
The Feedback Loop
The Motivated Sequence
Types of Interviews
Using a Microphone
Using “I-Comments”
Visualizing a Well-developed Speech
When You’re in Charge
Where Do Speakers Get Statistics?
Why So Many Committees?
Written Style vs. Oral Style

INTERPERSONAL INSIGHT

Choosing Language in Everyday Conversation

Communicating in a Hierarchy

Empathy and Group Roles

Feeling Heard

Giving and Receiving Criticism

Listening and the Hearing Impaired

Nonverbal Communication and Culture

Phone Etiquette

Showing Empathy

Small Talk

Strategic Questioning

The Handshake

Using Your Support System

- One way to use a special feature is to start class with reading and responding to the contents. Such a “sponge activity” can absorb time while you handle absences and take roll. This gives students a chance to focus attention on an important topic.
- Some of these features can also be turned into posters or other visual aids for classroom decoration. Students who might learn better through creating visuals can be encouraged to create their own visual presentations of the content.
- As you develop your own assessments of student learning, draw questions and concepts from the communication management features. As you do, students will begin to inspect these features more closely.
- Students will note that these special features are full of advice. Ask students to respond to the advice or to predict how the advice would actually work in their daily lives.

Using the tables. As teachers, we know better than anyone that many of our students are visual learners: they like to see things “all at once.” We also know that students who aren’t visual learners are sometimes put off by page after page of unbroken text. The book presents blocks of related information in a number of tables. The tables can usually be viewed easily, and the relationship of information can be more immediately comprehended.

- Students should quickly see that the tables contain the kind of information that will make up teacher-made assessments. More important, the content of the tables can help students acquire information and skills for decision making.
- As you work with students, you can reproduce the table in a simplified form on the board or through presentation software. This strategy not only gives a graphic for reference and organization of lessons, it also models use of visual aids in presentations.
- Tables pull out important information for prominent display. Students should be used to seeing tables as highly efficient ways of presenting information.

Remembering, Reflecting, Reaching, and Rea–life. At the end of each chapter, students will have four levels of exercises.

- “Remembering” asks students to review the chapter to find the information that relates to chapter objectives. This level helps them pull together information, but requires very little other than finding and displaying the information already contained in the chapter. These questions are reading checks. Use them to encourage a review of chapter materials.
- “Reflecting” asks students to think beyond the text. The exercises and questions ask students to go beyond recall and advance to personal reflection, application, and other higher level thinking. Use these questions and exercises to gauge student understanding of the concepts, not simply recall.
- “Reaching” contains various levels of enrichment activities. Sometimes these activities will require more effort than the previous activities. Use “Reaching” to challenge students and to extend the lessons of the chapter.
- “Real-life” asks students to participate in communication activities. In “Real-life,” students will give speeches, organize group discussions, plan communication, etc. These form the typical speech activities of the course. Grade sheets for many of these activities are found in the next

Application. Communication Process

Key Concept

Improving communication skills and abilities requires us to talk about communication. We can talk about communication only when we have a common vocabulary of terms.

Chapter Objectives

- ❖ define communication
- ❖ define metacommunication
- ❖ identify and analyze the related components of the communication process
- ❖ develop a basic vocabulary for talking and writing about communication

Key Terms

channel	The channel is the means used to transmit the message from sender to receiver.
communication	The negotiation of a shared meaning.
context	The time or place in which the communication occurs.
feedback	Feedback is the response the sender gets from the receiver.
interference	Interference is anything that blocks or hinders the reception of the message or the feedback.
interpersonal communication	Interpersonal communication occurs in contexts where two or more people actively participate in exchanging messages.
intrapersonal communication	The meaning we create within ourselves.
mass media	The use of technology to communicate the same message to very large groups of people.
message	The message is whatever the sender communicates to the receiver.
metacommunication	Communication about communication. Communication of any kind, the topic of which is communication.
person-to-group communication	Also called public speaking. In this level of communication, one person is typically labeled the “speaker,” and the other people are called the “audience.” The members of the audience are typically not addressed as individuals. Instead, the speaker tends to address the audience as one “receiver.” Examples include lectures, reports, legislative speeches, etc.
receiver	The receiver is the target of the communication.
sender	The sender is the initiator of the communication.

Lifelong Learner Behaviors

Vocabulary: In this early chapter, reinforce terms using appropriate vocabulary. These are the terms students will use throughout the course and throughout later life.

Metacommunication: Students should feel free to talk about communication, especially their own. This chapter provides the opportunity to establish metacommunication as a norm.

Using the Scenario

1. Read the two scenarios aloud. Ask class members to read the various parts.
2. Break the class into small groups. Assign each group the same task: they should pretend to be outside observers, noting communication behaviors and drawing conclusions about what is happening.
3. Ask each group to report out on which conversation produces understanding. They should provide three reasons to support their conclusions.
4. List the groups' reasons on the board. As you discuss the chapter, compare the reasons given by the group to the reasons given in the chapter.
5. Optional: encourage students to write their own dialogue illustrating some element of communication.

Graphic Organizer

To help students understand the parts and features of the communication process, develop the model together; draw each new component as you discuss it. Refer to the model as you discuss the components of communication. One good check for understanding is asking students to recreate the model. You might want to do this twice: First, give the class a word bank—all words used in the model—and ask them to draw and label the model. Later, ask them to draw and label the model without a word bank.

Teacher Talk

The “discussion starter” below is one of the manual’s suggestions for moving students toward higher order thinking. As the manual offers these types of activities, it is important to establish and maintain certain norms. For example, these “games” have meaning. Always team a “game” with a debriefing that allows students to draw conclusions, synthesize, see relationships, etc. The time spent preparing students for the “game” and the time spent debriefing should be double the amount of time spent participating in the “game.”

Discussion Starter

Select a student to describe the figure that follows. Ask the student to describe the figure accurately enough so the rest of the class can draw it. Use these conditions to minimize chance of feedback:

- ❖ The student must stand with his/her back to the class.
- ❖ The class must be quiet. No talking or sounds aloud.
- ❖ Time how long it takes for the person to complete his/her description.
- ❖ When the student doing the description says he or she is finished, “grade” the accuracy of student drawings, using the guide that follows. A perfect score is “0” for no errors. Students count errors up to 6.

- ❖ Ask for a show of hands on the number of errors for the second exercise. Record the average number of errors.
- ❖ Ideally, there will be a significantly higher number of errors for figure one.
- ❖ Discuss why the first exercise produced more errors.
- ❖ Record the times for each.
- ❖ Ideally, exercise number two will take longer. Discuss why.
- ❖ Debrief the class on their feelings. You will probably elicit these kinds of responses:

During exercise one, the audience felt frustrated. They were receiving communication, but without feedback opportunities, they knew they were misunderstanding and doing a poor job.

During exercise two, the student describing might have felt frustrated from having to answer questions, but audience frustration went down.

- ❖ Discuss why the frustration occurred as it did.

In your debriefing, you can identify exercise one as “one-way” communication. The second exercise can be called “two-way” communication. Two-way provides a feedback loop. You can lead the class to the following generalizations.

- v Two-way (communication with feedback) will require more time than one-way communication.
- v One-way (communication with no/limited feedback) will frustrate listeners.
- v Two-way takes more time for the sender and might lead to frustration when sharing new or unfamiliar information.
- v Two-way will produce more “accurate” understanding.

Use this exercise to illustrate the definition of communication: The negotiation of a shared meaning. Ask the students to note that the negotiation (made possible by the feedback loop) produced a better *quality communication*, *although it took more time*. Note that by *asking questions, explaining, etc., students “negotiated” a better drawing just as in real life we negotiate a clearer, more understandable meaning*.

End-of-Chapter Activities

Remembering

1. Define communication. The negotiation of a shared meaning.
2. Define *metacommunication*. *Communication about communication. Communication of any kind, the topic of which is communication.*
3. *Identify and explain each component of the communication model developed in the chapter. Answers will vary, but all should match the explanations in the chapter. Students should be encouraged to use their own words and to use direct quotations from the chapter or whichever is meaningful to them while being accurate.*
4. Draw the communication model developed in the chapter. See model in chapter.
5. Draw the *model for public speaking*. See model in chapter.

Reflecting

1. *The chapter points out that communication is a complex process. Usually, however, people treat communication as a very simple activity.*
 - a) *Why do people tend to take the complexity of communication for granted?*
Possible answers: 1. We communicate all the time. Because communication is so common, we take it for granted. 2. Communication is a natural human activity. Like other natural activities (eating, sleeping) we take communication for granted as long as it is going well.
 - b) *When are people most likely to understand the complexity of communication?*
Possible Answers: 1. When communication isn’t working well, we think of it as a complex activity, because the complexity explains why the process isn’t working. 2. When we are trying to explain something very complex, we notice that communication is also complex. For simple messages, we take the complexity for granted.

2. Sometimes we don't need to think much about our messages; we simply talk or write. At other times, we must carefully plan what we want to say.
 - a) When are you most likely to practice anticipatory metacommunication? What circumstances will be most likely to cause you to plan your speech communication activities?
Possible Answer: You'll plan for activities that are important or about which you are unsure. Stressful communication situations will motivate you to plan.
 - b) When are you least likely to plan your communication? Why?
Possible Answers: 1. You'll probably not plan when time is a problem. Communication opportunities sometimes just "come up." When they do, you can't plan. 2. You'll probably not plan for low-key, informal, ordinary situations. These situations are so common that we either take our communication for granted or have so much experience with them that our communication is "second nature."
 - c) What advantages are there to planning?
Possible Answers: Planning can improve understanding. Planning can help us anticipate problems. Planning can reduce stress.
 - d) What disadvantages might result from over-planning your communication?
If we plan too much, we might not be able to respond to unexpected situations. Planning too much can make us sound insincere or phony.
3. Develop a narrative of one page in which you describe a conversation or a speech during which you were a "sender." In your description, explain how you knew the way the receiver (or receivers) reacted to your message. If you changed your message, state how and why. If you did not change your message, explain why and if there were consequences. *Answers will vary. Look primarily for analysis.*
4. Reflective metacommunication often occurs in class work, when a teacher asks you to reflect on a speech, a discussion, a debate, or a composition.
 - a) What questions are you likely to consider as you practice this type of reflection?
How did I do? What did others think of my communication? What could I have done differently? Were some parts of my communication better than others? Where could I have improved? Did "they" understand what I was saying?
 - b) What are the most beneficial aspects of thinking over something you've already finished communicating?
Possible Answers: You can learn from this type of reflection and be a better communicator in your next effort. You can discover misunderstandings and clear them up.
5. As you watch television or browse the Internet, you are likely to find many authorities whose job is to practice metacommunication. Often, they spend their time speaking and writing about the communication of others. They comment on what someone has said or should say.
 - a) Select an example of one of these commentators or critics and summarize the advice they have for a person in public life. *Students can select the Sunday morning pundits or other political commentators. They can comment on message or style.*
 - b) What terms do they use? How could you rephrase their suggestions using the terminology in this chapter?
Answers will vary.

Teacher Talk

This first “speech” (Real-life #2) is a good opportunity to get students to speak about themselves and about their communication. Read your audience. If you have some doubts about student readiness to speak formally, ask them to speak in one of these ways.

- ❖ From their chairs. Arrange chairs in a circle and ask students to talk to the class.
- ❖ In small groups. Ask students to share in small groups. Have each group select one or two people to “report out” their experience.

The grading form in the next section gives you an opportunity to grade liberally. If students cover the topic, use vocabulary, and provide detail, they should do well. Photocopy the grading sheet and give it to the class prior to the exercise. That way, they’ll know exactly what you expect. Use these standards.

1 = no evidence or indication. Student did not attempt this part of the assignment.

2 = some weak evidence or indication. Student attempts but only does a partial job.

3 = evidence or indication exists. Student meets minimum needs of assignment.

4 = student does a good job of meeting criteria.

5 = student does an exceptional job of meeting criteria.

Given this scoring, you might come up with the following grades:

~~3-4~~

5-7 = needs improvement

8-10 = satisfactory

11-12 = outstanding

Every school, department, teacher, etc. tends to grade in different ways. We encourage you to match your grading system to this form or invent your own. Please keep in mind that student success in early stages is vital.

Name _____

Chapter 1 Application.Communication Process Quiz

Short Answer: Define each of the following terms.

1. Communication
2. Metacommunication
3. Channel
4. Communication model
5. Feedback loop

True – False

- | | | |
|---|---|--|
| T | F | 1. Intrapersonal communication takes place between two people. |
| T | F | 2. Adaptive metacommunication occurs prior to a communication situation. |
| T | F | 3. A person's attitude about a subject can be a form of interference. |
| T | F | 4. Feedback makes communication two-way. |
| T | F | 5. An organizational chart suggests "rules" about who can communicate with whom. |
| T | F | 6. High self-disclosure is associated with low intimacy relationships. |
| T | F | 7. Communication channels can be either verbal or nonverbal. |
| T | F | 8. Silence is a form of communication. |
| T | F | 9. Mass media is a form of person-to-group communication. |
| T | F | 10. Communication is something we "have" to do as humans. |

Answers to Quizzes

Except for the True-False questions, the answers will vary. The short answers given here are based on definitions from the text and the glossary. If students put the definitions into their own words but capture the essence of the meaning, they should receive credit. The essay questions will vary since many require application and examples from the student's own experiences. Suggestions are given for key ideas. Other essay questions ask for interpretation of material in the text. The outline of answers provided is meant to be a starting point. Grades should be given based on the depth of understanding and ability to apply rather than on rote repetition of terminology.

Chapter 1

Short Answer

1. The negotiation of a shared meaning.
2. Communication about communication. Communication of any kind, the topic of which is communication.
3. The channel is the means used to transmit the message from sender to receiver.
4. A way of reducing a complex object or process to a simpler representation.
5. Part of a system that continually monitors the system's output and adjusts the system for better production.

True – False

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. T | 8. T |
| 4. T | 9. F |
| 5. T | 10. T |

Essay

1. Answers will vary.
2. Time—When communication occurs; place—where communication occurs; social setting—the formality, informality and roles of the individuals involved; psychological setting—attitudes, beliefs, knowledge level, etc. The answers will vary for the second part of the question.

Chapter 2

Short Answer

1. Situation—the context for the communication; Purpose—the communicator's goal; Audience—the person or people with whom a person communicates; Methods—the means for communicating based on SPA.
2. Age, gender, occupation, religious background, political background, ethnic or cultural background, socioeconomic background. They help a speaker understand the audience's interests, needs so that the speaker can make judgments about how to treat the subject.

True – False

- | | |
|------|-------|
| 1. T | 6. F |
| 2. T | 7. F |
| 3. F | 8. T |
| 4. T | 9. T |
| 5. T | 10. F |