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
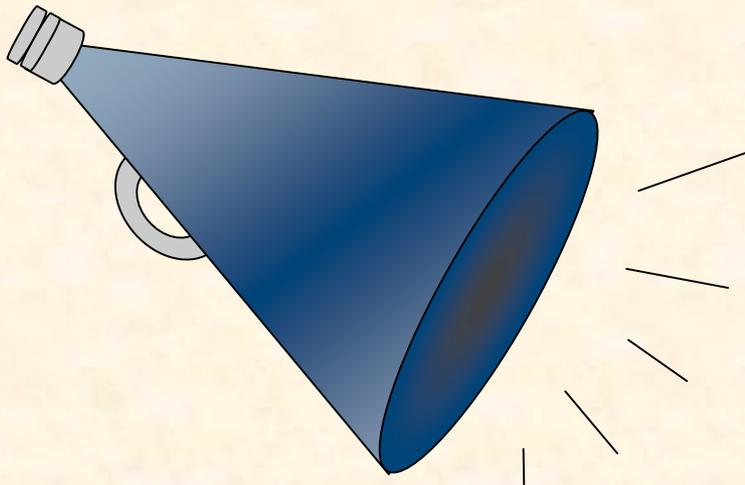
communication between two or more people

Group Communication

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

Presentations

delivering an informative, persuasive, or motivational speech
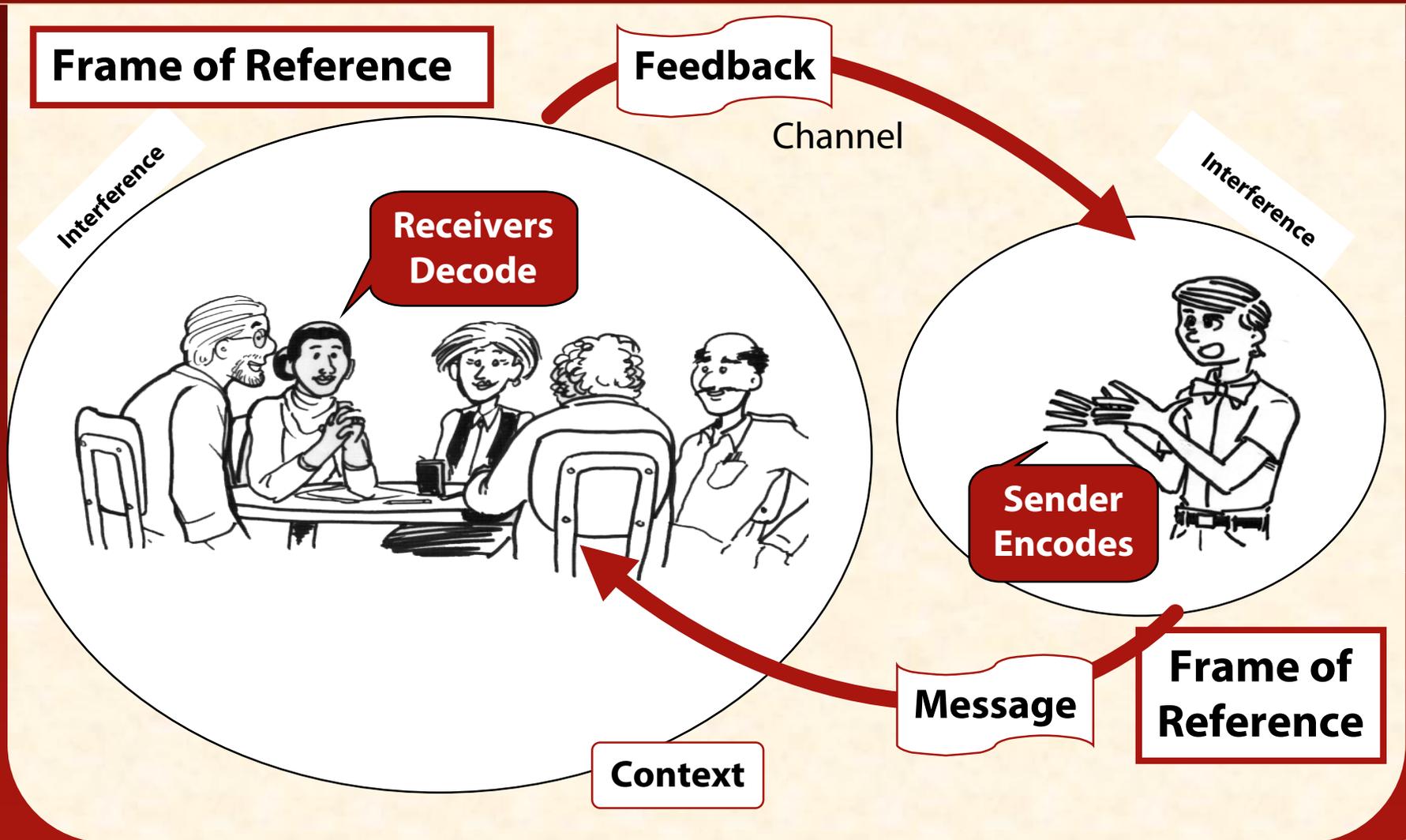
Why Do We Communicate?

- **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

Frame of Reference

Feedback

Channel

Interference

Interference

Receivers Decode

Sender Encodes

Frame of Reference

Message

Context

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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
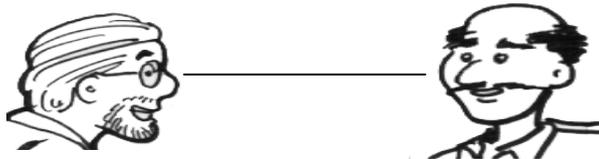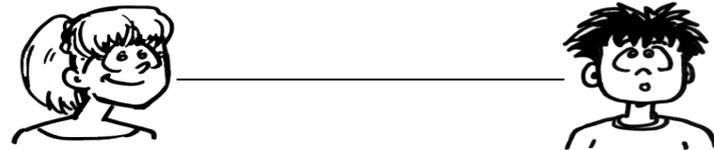- influence the way people interpret messages

Concept of Personal Space

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

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

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.

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.

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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**

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Types of Social Groups

Primary Groups

- Family
- Friends

Casual Groups

- Clubs
- Classmates
- Teammates

Types of Task Groups

Decision-Making Groups

Problem-Solving Groups

- Executive board

- Student council

- Search committee

- Jury

- Task force

- Consortium

- Committee

- City council

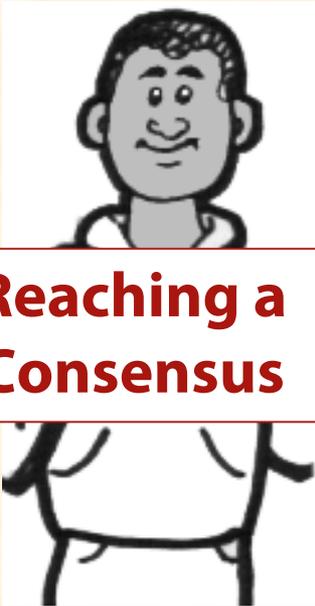# Components of Effective Group Participation

Shared Goal

Verbal Communication

Listening Strategies

Leadership

Reaching a Consensus

Nonverbal Communication

Conflict Resolution

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

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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
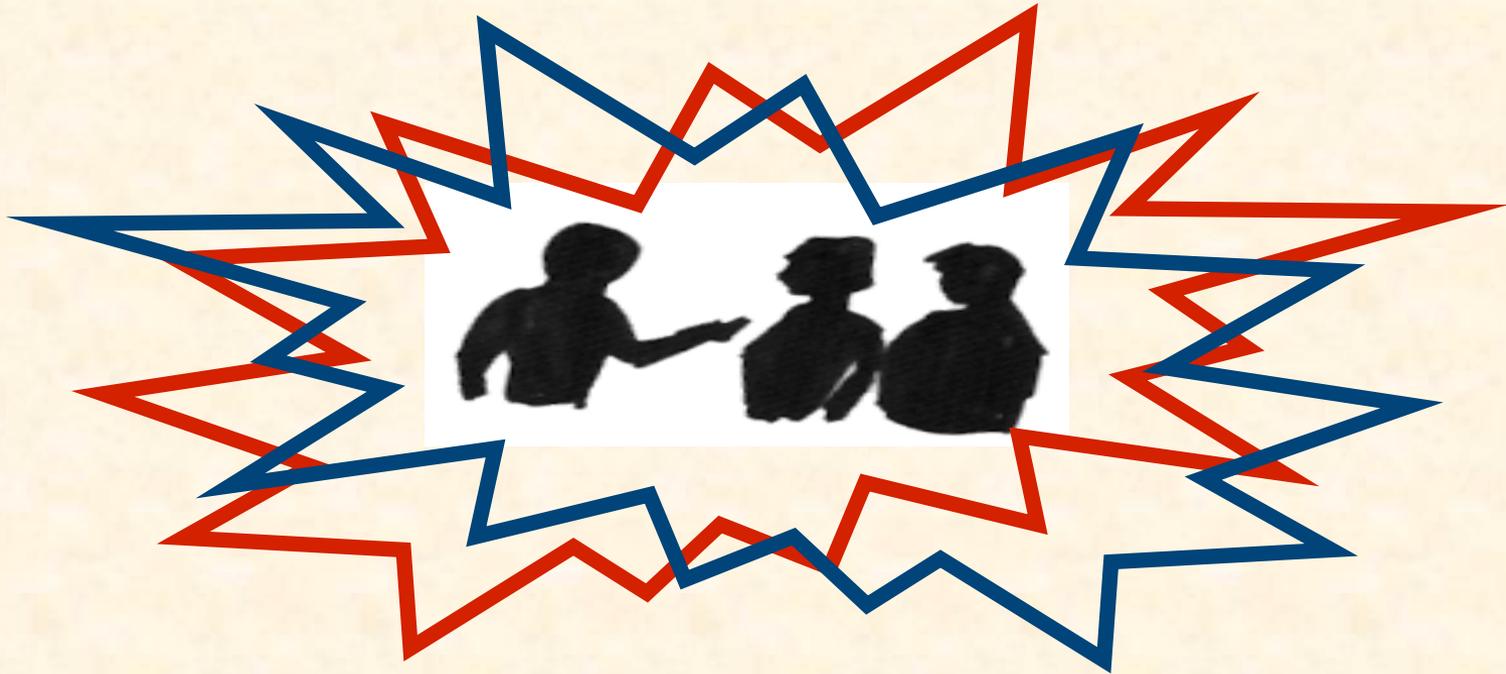### Leader

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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

<div align="center">

Title

</div>

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).**

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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**