

PRACTICAL COMMUNICATION STRATEGIES

Public Speaking

Small Group Communication

Communicating in the Virtual Workplace

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AJEEP

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Practical Communication Strategies

Course Description

In this 12-session class we will examine three aspects of human communication:

1. Public Speaking
2. Small Group Communication
3. Communicating in the Virtual Workplace

The structure of this course has been designed to help students build confidence in their public speaking skills; learn to effectively participate in and lead small groups, and develop the skills necessary to communicate in the online and digital environment.

Course Goals and Student Learning Outcomes

Upon successful completion of each segment of this course, students will be able to:

Public Speaking Segment:

Objective 1: Identify and assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations (using note cards or key-work outlines) on those topics.

Objective 2: Analyze audiences, adapt oral presentations to diverse audiences and use that information to accomplish the purpose of the speech.

Objective 3: Think critically, creatively and independently about issues of concern to society and the local community.

Small Group Communication Segment:

Objective 1: Develop an understanding of the theories and principles of group communication.

Objective 2: Analyze audiences, adapt oral presentations to diverse audiences and use that information to accomplish the purpose of the speech.

Objective 3: Understand the nature, uses and limits of group communication and decision-making

Communicating in the Virtual Workplace Segment:

Objective 1: Demonstrate an understanding of the role of technology in the global workplace.

Objective 2: Think critically, creatively and independently about issues involving the use of technology in a variety of business and organizational environments.

Objective 3: Apply tools and technologies appropriate for the business and organizational environment.

Objective 4: Write correctly and clearly in forms and styles appropriate for the audiences and purposes discussed.

Readings:

There is no textbook required for this course, but students with access to the Internet will find a number of resources available in each segment.

Grading Policy

Each four session segment of this class has been allotted a grade scale as follows"

³⁵ ₁₇	Public Speaking	60 points
³⁵ ₁₇	Small Group Communication	100 points
³⁵ ₁₇	Communicating in the Virtual Workplace	80 points

There are 240 total points possible in the course. The following is the final grading scale:

229-240	A+	166-175	C+
218-228	A	156-165	C
206-217	A-	145-155	C-
196-205	B+	134-144	D+
186-195	B	124-133	D
176-185	B-	114-123	D-
		0-113	F

Practical Communication Strategies

Course Schedule

Subject to change with fair notice.

Class Session	Topics	Assignment and Activities
1	Introduction to Public Speaking	Classroom exercises Discussion of fear of public speaking and exercise
2	Group Speeches	Group speech presentations Persuasive speech discussion Selection of topics for the problem-solution speech
3	Problem-Solution Speeches	Problem-Solution presentations Nonverbal behaviors
4	The Informative Speech and Conclusion of the Public Speaking segment	Informative speech presentations Self-analysis
5	Introduction to Small Group Communication	Understanding the elements of small group communication Group formation exercise Introduction of Leadership
6	Leadership in the small group environment	Discussion of leadership styles Leadership exercises

Practical Communication Strategies

Course Schedule...continued

Subject to change with fair notice.

Class Session	Topics	Assignment and Activities
7	Organizing the Small Group for Effective Communication	Dealing with conflict Building the agenda Preparing for the Panel Discussions
8	Group Panel Discussions and summary of the segment	Panel Discussions and audience interaction Self-reflection paper
9	Introduction to Communication in the Virtual Workplace	Definitions The Basic Communication Model Assigned paper
10	E-Commerce Strategies	Behaviors inherent in e-commerce communication Building an e-commerce site project
11	Business-to-Business Communication Online	Business-to-Business discussion and project Introduction of social media
12	The Role of Social Media in the Virtual Workplace and Conclusion	Social media project Final Project Course Summary and self-evaluations

Practical Communication Strategies

Course Overview:

In this 12-session class we will examine three aspects of human communication:

4. Public Speaking
5. Small Group Communication
6. Communicating in the Virtual Workplace

The structure of this course has been designed to help students build confidence in their public speaking skills; learn to effectively participate in and lead small groups, and develop the skills necessary to communicate in the online and digital environment.

The first four sessions will introduce students to the practical significance of oral communication. Students will prepare and present oral presentations and be encouraged to develop their sense of voice, which means speaking with confidence in public forums in ways that reflect their unique perspective and identity. Students will learn and appreciate a range of public speaking styles and forms of eloquence.

These sessions will also provide students with the opportunity to become active listeners and will enable them to interact with classmates by engaging in meaningful discussions over current issues.

The basic principles of public speaking will be covered through lectures, speeches, and class activities.

The second four sessions will provide students with practical knowledge of small group communication processes. Students will learn about their personal methods of group relationships as well as other methods of interaction based on cultural and social dynamics. Concepts such as group interaction; leadership, status and power; conflict and cohesiveness will be examined as they apply in both social and work environments.

The final four sessions will offer guidance on how to communicate effectively in a workplace that is increasingly dependent upon technology as a means to communicate globally. Intranets, Internet, e-commerce, and the impact of new communications technologies will be explored. These sessions will provide students with an understanding of technology-mediated communication and the use of new media in organizational communications.

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Practical Communication Strategies

Class Binder Contents

(Note: PowerPoint pages are numbered separately)

Page	Session	
1-4		Course Syllabus
5		Course Overview
6-7	1	Introduction to Public Speaking
		PowerPoint 1: Oral Presentations
		PowerPoint 2: Persuasive Strategies in Speech
8-9	2	Group Speech Exercises
10-11	3	Problem-Solution Speeches
		PowerPoint 3: Evaluating Nonverbal Behavior
12-14	4	Informative Speech Exercises and Conclusion
15-17	5	Introduction to Small Group Communication
		PowerPoint 4: Rules of Engagement
18-19	6	Leadership in the Small Group
		PowerPoint 5: Leadership Styles
20-21	7	Organizing the Small Group Discussion
		PowerPoint 6: Conflict and Defensive Behaviors
		PowerPoint 7: Introduction to the Panel Discussion
22	8	Panel Discussion and Presentation
23-25	9	Communicating in the Virtual Workplace
		PowerPoint 8: Strategies for Communicating in the Virtual Workplace

26-27	10	E-Commerce Communication
		PowerPoint 9: Behaviors Inherent in E-Commerce
28-29	11	Business-to-Business Strategies
30	12	The Role of Social Media in the Virtual Workplace and Conclusion

(Note; Technical Terms pages are not numbered)

Key Technical Terms

Public Speaking Segment

Argument	Presenting claims and supporting them with evidence and reasoning
Audience	The intended recipients of a speaker's message
Belief	Something an individual accepts as true or existing
Claim	A position or assertion that a speaker wants an audience to accept
Competence	The qualifications a speaker has to talk about a particular topic
Conclusion	The end of a speech, in which the speaker reviews the main points, reinforces the purpose, and provides closure.
Credibility	An audience's perception of a speaker's competence, trustworthiness, and dynamism.
Delivery	The public presentation of a speech
Demographics	The ways in which populations can be divided into smaller groups according to key characteristics such as sex, ethnicity, age and social class.
Dynamism	An audience's perception of a speaker's activity level during a presentation
Evidence	Supporting materials—narrative, examples, definitions, testimony, facts and statistics—that a speaker presents to reinforce a claim
Listening	Involves hearing, interpreting, responding to and recalling verbal and nonverbal messages
Message	The words and nonverbal cues a speaker uses to convey ideas, feelings and thoughts
Reasoning	The method or process used to link claims to evidence
Topic	The main subject, idea or theme of a speech

Key Technical Terms

Small Group Communication Segment

Agenda	A list of topics or tasks to be discussed or completed in a meeting
Conclusion	The logical outcome of an argument that stems from the major and minor premises
Conflict	An expressed struggle between two people who perceive different goals, scarce resources and interference from others.
Consensus	Support for and commitment to a decision on the part of group members
Control	The use of status and power to achieve a goal
Ground Rules	Explicit, agreed-on prescriptions for acceptable and appropriate behavior in a group
Interaction	The give-and-take conversation and reaction to messages of others that occur during a group discussion
Leadership	Behavior or communication that influence, guides, directs, or controls a group
Panel Discussion	A group discussion intended to inform an audience about a problem or encourage the audience to evaluate the pros and cons of an issue.
Simple Conflict	Conflict that occurs when two people's goals or ideas are mutually exclusive or incompatible
Small Group	At least three people interacting with one another
Structure	Methods used to keep a group discussion focused and on task, which includes using an agenda, rules, procedures, and problem-solving steps.
Team	A group of individuals organized to work together to achieve a common goal
Value	A person's perception of what is right or wrong, good or bad
Virtual Group	Communication among members who are not together in the same physical location

Key Technical Terms

Communicating in the Virtual Workplace

Attractors	Web site features that attract and interact with visitors in the target group
Bandwidth	The speed at which content can be delivered across a network; it is rated in bits per second (bps)
Bartering	The exchange of goods and services
Business Model	A method of doing business by which a company can generate revenue to sustain itself
Channel Conflict	Situation in which an online marketing channel upsets the traditional channels due to real or perceived damage from competition
Content	The text, images, sound and video that make up a Web page
Direct Marketing	Broadly, marketing that takes place without intermediaries between manufacturers and buyers
E-tailing	Retailing conducted online, over the Internet
Hypermediation	Extensive use of both human and electronic intermediation to provide assistance in all phases of an e-commerce venture
Intranet	A secure internal corporate or government network that uses Internet tools
Outsourcing	The use of an external vendor to provide all or part of the products and services that could be provided internally
Privacy	The right to be left alone and free of unreasonable personal intrusions
Search Engine	A document retrieval system designed to help find information stored on a computer system
Social Media	The online platforms and tools that people use to share opinions and experiences, including photos, videos, music, insights and perceptions with each other
Virtual Community	A group of people with similar interests who interact with one another using the Internet

OUTLINE OF SESSION 1:

1. Two games designed to introduce students and help them become comfortable
2. Discussion of Fear in public speaking (**handout**)
 - a. Fear of public speaking exercise
 - b. PowerPoint providing an overview of public speaking and oral communication
3. Discussion of Supportive Materials (**handout**)
4. Introduction to Group Speech
5. Sample outline for the Group Speech (**handout**)

Practical Communications

Public Speaking

Class Session 1: Introduction to Public Speaking

The more students practice their public speaking skills, the easier it will be to speak in front of a group.

Here are two classroom exercises designed to engage students as they begin to advance their public-speaking abilities:

1. **The Group Game:** Have each student sit in a chair, creating a circle. Start by standing in the middle of the circle and completing the statement, "I like a neighbor who..." with something that is relevant to the group, such as, "...is wearing a collared shirt" or, "...had soup for lunch." Everyone to whom the statement applies then stands and moves to another seat, you included, so that there's one more person than there are seats. The person left without a seat then takes his turn completing the neighbor statement. This type of cooperative game gives students a chance to speak very briefly in front of peers while also having fun.
2. **The Imaginary Animal:** Give students 10 minutes to create an imaginary animal and prepare information about the animal. List five questions on the board to ensure students have a uniform set of information to present, such as its habitat, size, color, sound, number of legs and predatory abilities. Have students then present their animal in front of the class using their notes and answering each of the questions. This type of exercise helps students gain confidence, a critical component when speaking in front of a group. Since the animal is known only to the student, she can share information with an air of authority and expertise.

Once students have become comfortable with each other, have them paired up. Each student should interview their new friend and prepare an introduction describing their partner's academic goals and anything else that their partner wishes to share with the class.

Fear of Public Speaking (handout)

At this point, it is important to address the fact that many people have a fear of public speaking. Let students know that it can be unnerving to stand in front of a group of people with all eyes watching you and all ears waiting to hear what you have to say. The pressure, whether real or imagined, is enough to create a sense of panic in some, by seemingly simple actions such as speaking in a class or at a convention or upcoming wedding or reunion.

The fear of embarrassing yourself in front of people can be overpowering and can cause varying degrees of anxiety, to the point of panic attacks. If a person is self-conscious about her looks or perhaps a speech impediment or physical handicap, then low self-esteem is the issue, but the manifestation is fear. People are afraid to make a mistake or that they will trip while walking onto the stage, because of laughter or ridicule.

The thought of forgetting your speech is a legitimate concern, but rehearsal and a keyword outline in your pocket should provide some peace of mind. Sweating and dry mouth can accompany weak knees and a feeling of unsteadiness once the nerves get the better of you.

Some people are concerned about the way others perceive them and base their lifestyle on this skewed mirror reflection of outside opinion. The thought of not being able to answer a question from the audience, or that the wording in their speech is boring or inappropriate for the occasion, can make people think twice about public speaking engagements.

Fear of Speaking Exercise:

Have each student make a list of three negative things they “fear” will happen when they speak. The list could include: “I am afraid I will forget what I am saying,” or “I am afraid I will faint.” Then have them write three positive replacements, such as: “I won’t forget my speech, because I will have notes and I will practice,” or “I will just take a deep breath and relax.”

End the session with the following **PowerPoint presentation** which provides an overview of public speaking:

Slide 1 and 2: In public speaking, we emphasize the “Three P’s—**Preparation**, which includes the speaker’s initial research of a topic; **Practice**, the most important element in public speaking—a speaker must be comfortable with the topic and the best way to do that is to rehearse and practice by speaking out loud, and **Presentation**, which includes speaking style, voice, language and gestures.

Slide 3: There are three reasons to give a speech—to inform, to persuade and to entertain an audience. In some cases all three purposes may be combined into a single speech.

Slide 4 and 5: The first purpose for making a speech which we will discuss, is to **Persuade** the listeners to think, or to do something. The most effective way to begin is to provide facts and evidence for your argument. It is important to understand the needs and interests of your audience, so that your speech will relate to the audience.

Slide 6: There are five steps to organize a speech.

1. Be sure that you understand your topic
2. Establish a thesis: A thesis is the main idea that you are trying to convey in your speech. It states plainly what you are trying to persuade your reader to believe. Therefore, a thesis cannot be a simple statement of fact.
3. List your main points.
4. Gather and provide material to support your argument
5. Plan your opening and concluding statements

Slide 7: As stated earlier, the fear of public speaking can be very disruptive to a speech. This slide lists the five most common reasons that people fear speaking in public. The fear of embarrassment is the most prevalent.

Slide 8: This slide addresses the ways in which speeches can be organized. Examples of each pattern will follow.

Slide 9: The Topical Pattern. For example, a speaker would use the Topical Pattern in a speech about mountain climbing by focusing on various categories, such as equipment, training, and support needs.

Slide 10: The Spatial Pattern, in a speech about mountain climbing would include descriptions of various mountains, their geographic locations, and relative similarities and differences for the climber.

Slide 11: The Chronological Pattern would organize the same speech by identifying the history of mountain climbing and could end with a description of what climbers have learned from earlier adventures.

Slide 12: The Problem-Solving Pattern could address difficulties climbers have encountered with legal aspects, medical issues, financial issues or support problems. This pattern is most effective if the speaker first discusses the causes of the problem (for example, difficulty in obtaining permission to climb) and then discusses possible solutions.

Slide 13: As noted earlier, a speaker's credibility requires supporting material. This slide lists five of the most common and most effective forms of supporting material. The following piece can be used as a **handout** to support the discussion:

Supportive Material (handout)

A Definition:

The term supporting materials refers to the information a person provides to develop and/or justify an idea that is offered for a listener's consideration. Supporting materials serve a variety of functions in oral and written presentations: to clarify the author's point, to emphasize the point, to make the point more interesting, and to furnish a basis that enables others to believe the author's point. Without supporting materials, any presentation is little more than a string of assertions (claims without backing).

General Guidelines for Supporting Materials

1. **Pertinence** -- Each piece of support should be clearly relevant to the point it is used to support.
2. **Variety** -- The presentation should not rely excessively on one type of support (such as examples) but should instead use a number of different forms of support.
3. **Amount** -- The presentation should include a sufficient amount of support (enough to make the ideas presented both clear and compelling to the audience).
4. **Detail** -- Each piece of support needs to be developed to the point that audience members can both understand the item of support AND can see how the item backs up the point it is used to support.
5. **Appropriateness** -- Each piece of supporting material should meet the demands that the reader/audience and the occasion place on the kind of material that is likely to be received favorably. A "scholarly" audience, for example, will probably place higher demands on the author's sources of information than a "general" audience would. A "graphic" description of a particular topic, while entirely fitting in some occasions, might be out of place in another.

Forms of Supportive Material

1. Facts
 - a. Do the facts involve statistical information that can be demonstrated to be true?
 - b. Can the source of the information for that fact be examined?
 - c. Have you avoided using nonfactual information as fact?

2. Examples

- a. Is the example sufficiently detailed and vivid?
- b. Is the example personalized?
- c. Was the source cited?

3. Personal Experience

- a. Will your use of personal experience have the desired impact on the reader?
- b. How relevant are your personal experiences to the reader?
- c. How consistent are your personal experiences with other forms of supporting material such as facts and expert opinion?
- d. What are the potential consequences of revealing this information to the reader?

4. Statistics

- a. Is the source of the statistic reliable?
- b. Has the statistic been used correctly?
- c. Have you rounded-off complicated statistics?
- d. Have you interpreted the statistic (explained it in another way)?
- e. Have you done something to emphasize the statistic?

5. Testimony and Expert Opinion

- a. Is the source qualified to make the statement you're quoting and will the people cited be perceived as experts by others who are judged to possess similar expertise?
- b. Is the quotation accurate?
- c. Have you made it clear whether you are paraphrasing or quoting directly?
- d. Have you clearly signaled where the testimony begins and ends?
- e. Are the source's conclusions reasonably free from bias?

Slide 14: This slide lists the four most effective methods of opening a speech:

1. Without the attention of the audience, a speech will not succeed. It is important to use an appropriate attention-getting element. A loud noise is not appropriate. Humor could be.
2. The audience always wants to know why they should listen to you. What is the benefit to the audience if they agree with your argument?
3. A speaker who is well-qualified to speak on the topic could benefit from establishing his credentials.
4. Always let the audience know where your speech will be going. Preview the main points.

Slide 15 and 16: This slide provides guidance for the question and answer session which may follow the speech. The slide lists five key steps in handling questions.

1. Be prepared. Anticipate questions and prepare answers.
2. It is always important to know your topic and your audience.
3. Practice.
4. Repeat the question. It will give you a little more time to prepare and will help those who did not hear the question.

The next slide provides a tactics that can help the speaker during the question/answer period.

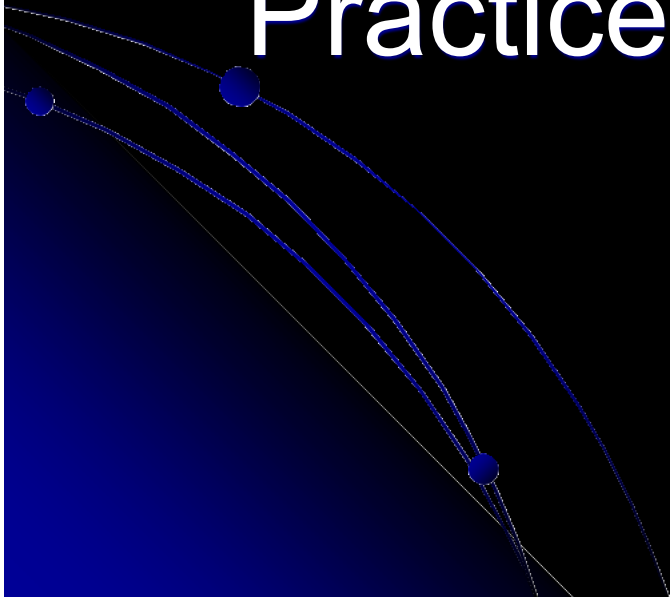
Slide 17 and 18: These two slides will lead into the first formal presentations, the **group speech**. In this exercise, students will be assigned to a group of four. It is suggested that the group consist of two of the pairs who introduced each other. Each group's goal is to motivate their audience to change their behavior in some way. This could mean asking them to donate time or money to a worthy cause, or moving them to improve diet or other lifestyle habits. Following the PowerPoint presentation, have students meet to select a topic which they will present to the class. One hint that can help in organizing the group presentation is to assign one member to do the introduction; two members to present the topic, and one member to provide a summary and conclusion.

The Group Speech has an absolute cut-off time of 15 minutes. Each student will prepare a full sentence outline for their portion of the speech, containing sufficient detail to show the relationships among the points and sub-points of the presentation and the evidence used to support these points.

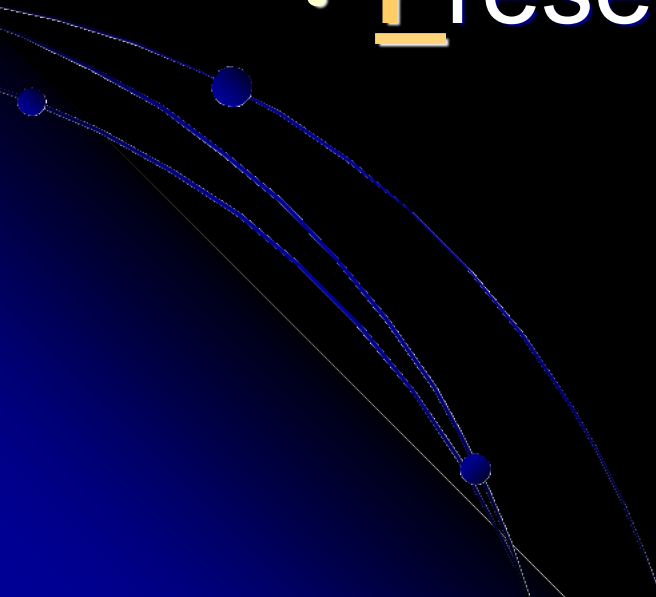
These two slides provide guidance for students in preparing their speeches. The steps include:

1. Plan and practice as a group
2. On the day of the speech, introduce each member
3. Remember that you are speaking to an audience
4. Stay within the time limits

Learning the Three P's of Oral Presentations: Preparation, Practice, and Presentation



Three P's of Oral Presentations

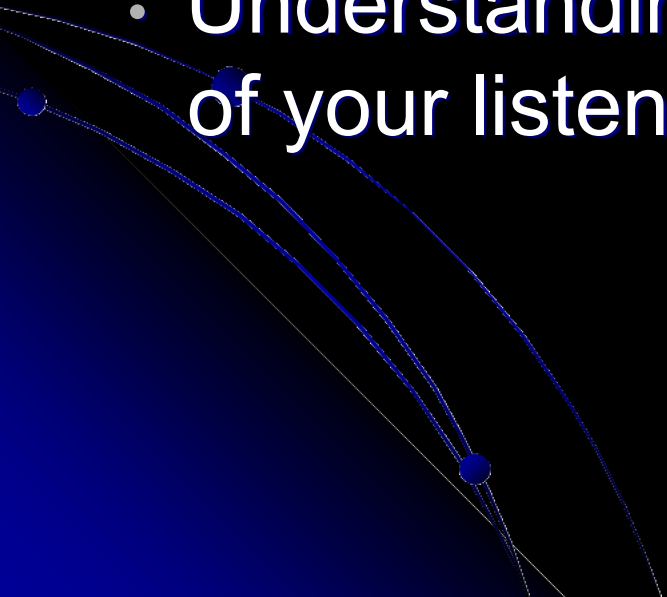
- Preparation
 - Practice
 - Presentation
- 

Determining the General Purpose

- Informing
- Persuading
- Entertaining

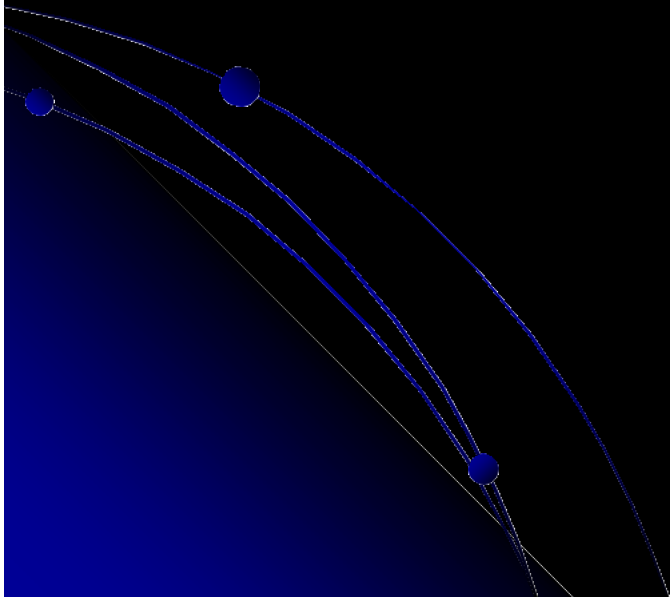


Persuading


- Being an Effective Speaker Depends on:
 - Providing facts and logical evidence
 - Being credible
 - Understanding the psychological needs of your listener
- 

Analyzing the Audience

To tailor your message, you *must*
know your audience.



Organizing the Presentation

- Examine your topic.
 - Develop a thesis.
 - List your main points.
 - Gather supporting material.
 - Prepare introduction and conclusion.
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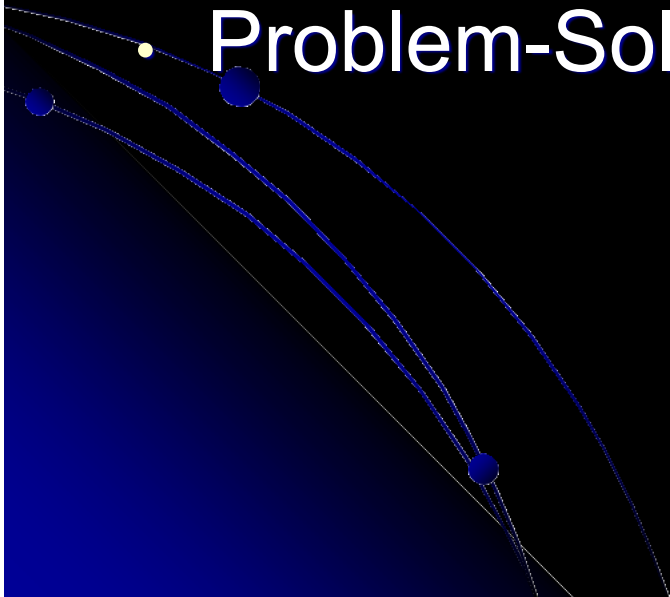
Fears of Public Speaking

- Fear of making embarrassing mistakes.... 81%
- Fear of damaging career or reputation.... 77%
- Fear of forgetting or freezing..... 63%
- Fear of being dull or boring..... 58%
- Fear of looking nervous or petrified..... 52%

Source: Edward Wakin, "Speaking Frankly about Speech Phobias," *Today's Office*, 25 (5), p. 50, October 1990.

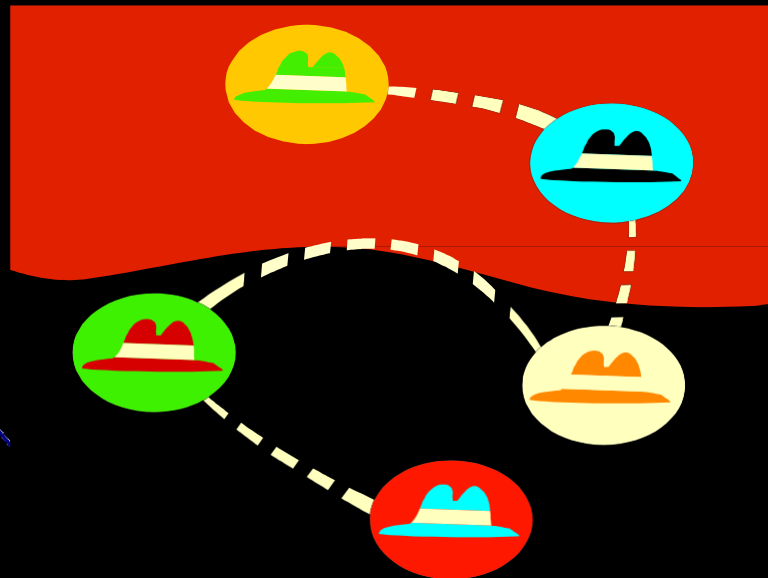
Forming the Main Ideas

- Topical Pattern
- Spatial Pattern
- Chronological Pattern
- Problem-Solution or Cause and Effect



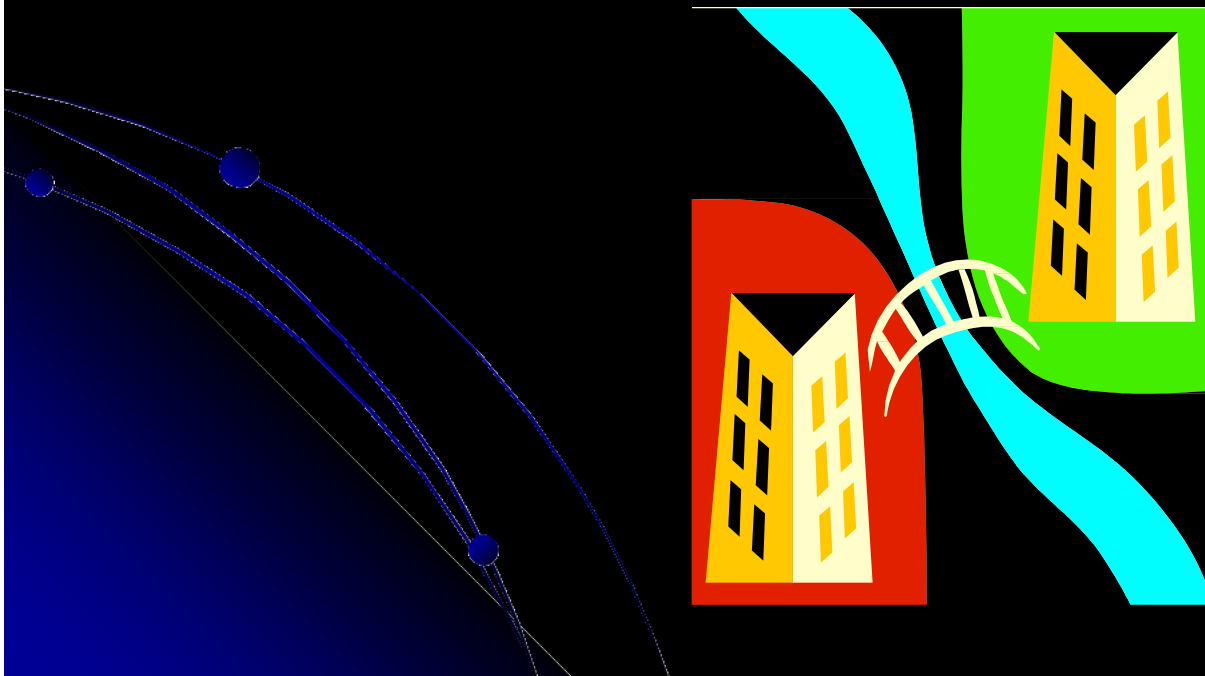
Topical Pattern

Arranges main points by type or category.



Spatial Pattern

Arranges main ideas according to physical location and shows the relationships among them.



Chronological Pattern

- Progresses from one given point in time to another.
- Commonly involves explaining steps.




Problem-Solving Pattern

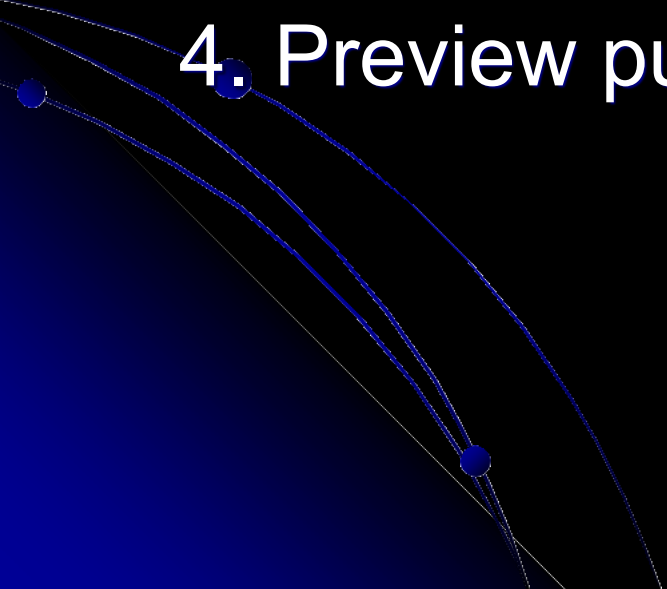
Points out certain forces or causes and then discusses results or solutions.



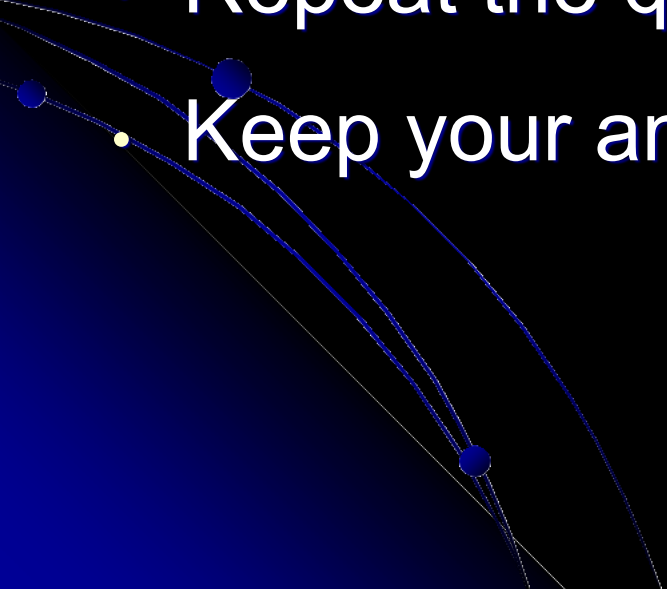
Supporting Material

1. Facts
 2. Examples
 3. Personal Experiences
 4. Statistics
 5. Testimony and Expert Opinion
- 

The Introduction

1. Capture attention.
 2. Show benefit to listeners.
 3. State your qualifications.
 4. Preview purpose and main points.
- 

Questions and Answers

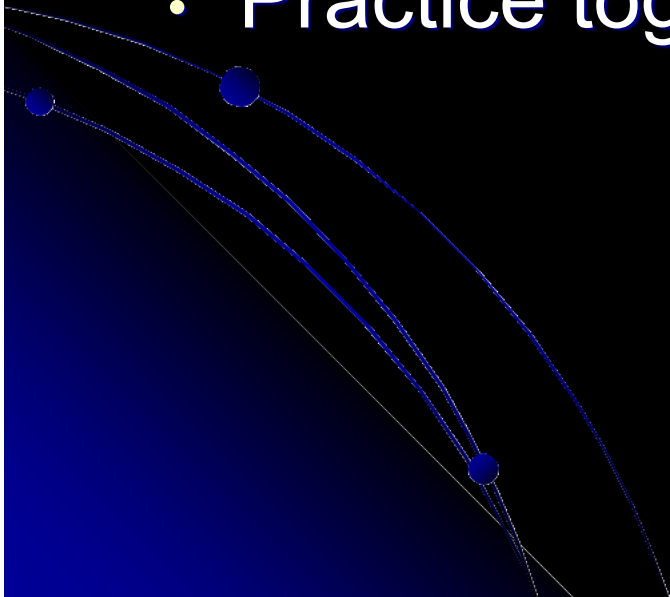
- Anticipate questions and your response.
 - Know your subject and audience.
 - Practice your answers.
 - Repeat the question.
 - Keep your answer short.
- 

Manage Your Body Language

- Move toward the person who asked the question.
- Repeat the question so the entire audience knows the question.
- Stay focused on the person who asked with five seconds of eye contact.

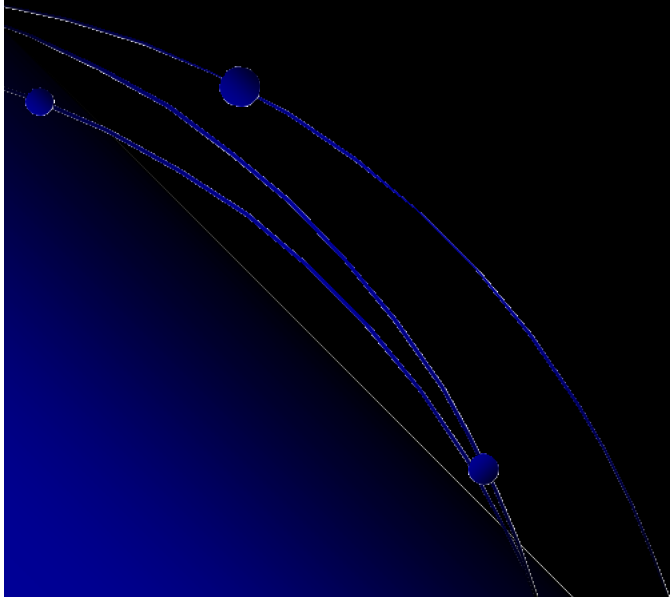
Team Presentations

- Plan together.
- Divide the topics into logical and well-balanced divisions.
- Practice together.



Team Presentations

- Introduce team members.
- Talk to your audience.
- Stay within time limits.



Here is a suggested **Sample Outline for Group Informative Speech: (handout)**

Topic: Gossip or Bullying

General purpose: To inform the class about Gossip or Bullying.

Specific purpose: To show how Gossip or Bullying relates to group communication and critical reasoning.

Introduction (First group member)

Attention getter: [some opening that catches our interest like a startling fact, quote, joke, etc.]

Thesis: [one clear and concise sentence that give your stance on your topic]

Preview: [list your main points in the order you intend to cover them]

Transition: (Second and third group members) Provide transitional word or phrase that leads into the first main point.

Provide a summary of the issue/problem from the support materials

A. [Claim 1]

1. [Evidence supporting claim 1]

2. [Analysis of evidence and link to main point]

B. [Claim 2]

1. [Evidence supporting claim 2]

2. [Analysis of evidence and link to main point]

C. [Claim 3]

1. [Evidence supporting claim 3]

2. [Analysis of evidence and link to main point]

Conclusion: (Fourth group member) Provide transitional word or phrase that is followed by a brief review statement

Discussion of how your topic relates to the class

A. [Claim 1]

1. [Evidence supporting claim 1]

2. [Analysis of evidence and link to main point]

B. [Claim 2]

1. [Evidence supporting claim 2]

2. [Analysis of evidence and link to main point]

Review the main points and restate the thesis. Leave the audience with something to think about.

OUTLINE OF SESSION 2:

1. Group Speech Evaluation (**handout**)
2. PowerPoint covering persuasive strategies in speech
3. Sample Persuasive Speech (**handout**)

Practical Communications

Public Speaking

Class Session 2: Group Speeches and Persuasion

Distribute the following assessment form: **(handout)**

Group Speech Evaluation

1. **Preparation as a group:** Did the group appear to have worked together? Were the transitions from speaker to speaker done smoothly?
2. **Coordinated:** Was there an effective opening overview and closing summary, giving the presentation a sense of cohesion?
3. **Listening:** Did the group members pay attention to each speaker and did they listen to what was being said?
4. **Goal achievement:** What were the goals of the group? Did they achieve what they set out to do?

As noted, this is a timed exercise. Select a time-keeper and have him/her hold up a card with the number two showing when the time reaches 13-minutes; number one should be shown when the time reaches 14 minutes, and a card with the word "Stop" when 15-minutes has elapsed. Students should learn to summarize when they see that time is running out and they should stop when they see the final card. Ending a speech earlier than 13-minutes is an automatic 'C' grade for the group.

Give the class time to complete their evaluations following each group's presentation and allow enough time between groups for discussion, including the instructor's comments. One suggestion is to indicate whether the first speaker provided an effective introduction, or road map which described the direction and goals for the speech; did the group provide sufficient support for their statements and conclusions, and did the final speaker provide a thorough summary?

The next speech requires students to employ **persuasive** strategies. The following **PowerPoint presentation** provides information for a discussion of persuasion in public speaking.

Slide 2: Following the title slide, the second slide lists four types of persuasive speech.

1. To persuade someone to buy something
2. To convince an audience to support your argument
3. To motivate an audience to take some action
4. To generate interest in the topic

Slide 3: As we discussed in the first session, all effective speeches must follow these four steps at the beginning of each speech.

1. Get the attention of the audience
2. Tell them why they should listen to you
3. Tell them why you are the right person to speak on this topic
4. Provide a quick overview of the speech, including the main points

Slide 4: It is helpful to discuss the ways in which Aristotle first identified the three ways in which humans persuade others.

1. By the use of logic
2. By appearing to be a credible speaker
3. By appealing to the emotions of the audience

Slide 5-10: These slides provide a review of supportive material that can be used to support a logically structured speech. An overview of this material and a handout can be found in the material for the first session.

Slide 11 and 12: These two slides list a number of strategies to connect a speaker to the audience by appealing to their emotions. Three effective strategies include:

1. Appeal to the audiences' sense of fairness. i.e. It is not fair to deprive a person of freedom.
2. Appeal for cooperation. i.e. Let's all work together to make this happen.
3. Appeal to the audience's self-respect: i.e. You will feel much better if you agree with me.

The next slide lists six strategies for connecting with an audience when the goal is to persuade.

1. Begin with an unusual statement.
2. Refer to a common concern
3. Use an effective quotation
4. Tell a personal experience

5. State a problem, a cause and a proposed solution

Slide 13: Studies have shown that an audience will rate a speaker as credible and believable based on their appearance, their voice and then on the content of the speech.

At the close of this session, describe the next speech—The Persuasive speech. This speech will demonstrate each student's ability to evaluate factual claims or statements used in reasoning and to evaluate the sources of evidence for such claims. The speech will last approximately five minutes (with a 1-minute grace period on either side). You must have a minimum of five high-quality sources. The assignment has two main parts. First, establish that a problem exists (or that current conditions are less than optimal) on either the local, national, or international level, demonstrating the problem's scope and harm. Second, propose a solution (or some way of ameliorating) for that problem, demonstrating the solution's effectiveness and practicality, and countering any objections that are likely to arise in regard to your solution.

Your goal is to persuade your audience to agree with your proposed solution. Grading will focus on the structure of your speech, and the structure of the arguments used in support of your goal. Each student will prepare a full sentence outline containing sufficient detail to show the relationships among the points and sub points of the presentation and the evidence used to support these points.

Each student should determine their topic and report it to the class. The key is to avoid too many people selecting the same topic. Assign the speech order on a random basis.




Speaking Persuasively

Speaking Persuasively

- When You Speak Persuasively, Try to:
 - Sell
 - Convince
 - Motivate
 - Create interest



It Starts Here...

1. Capture attention.
 2. Show benefit to listeners.
 3. State your qualifications.
 4. Preview purpose and main points.
- 

Aristotle's Means of Persuasion

- Logos: The logical appeal
- Ethos: Are you credible?
- Pathos: Appeal to emotion

Logos: Forms of Support

- Facts
- Personal Experience
- Statistics
- Expert Opinion

Facts

- Do the facts involve statistical information that can be demonstrated to be true?
- Can the source of the information for that fact be examined?
- Have you avoided using nonfactual information as fact?

Examples

- Is the example sufficiently detailed and vivid?
- Is the example personalized?
- Was the source cited?

Personal Experience

- Will your use of personal experience have the desired impact on the audience?
- How relevant are your personal experiences to the audience?
- How consistent are your personal experiences with other forms of supporting material?
- What are the potential consequences of revealing this information?

Statistics

- Is the source of the statistic reliable?
- Has the statistic been used correctly?
- Have you interpreted the statistic (explained it in another way)?
- Have you done something to emphasize the statistic?

Testimony and Expert Opinion

- Is the source qualified to make the statement you're quoting and will the people cited be perceived as experts by others who are judged to possess similar expertise?
- Is the quotation accurate?
- Have you clearly signaled where the testimony begins and ends?
- Are the source's conclusions reasonably free from bias?

Pathos: Appeal to Emotions

- Fairness
- Cooperation
- Self-respect

Persuade with Pathos...

- Make an unusual, suspenseful, or startling statement.
- Refer to a familiar event or timely concern
- Use a rhetorical question.
- Use a quote.
- Tell a story
- State a problem and promise to solve it

Ethos: Should I Believe This Person?

- How you look = 58%
- How you sound = 35%
- What you say = 7%

A Sample Persuasive Speech: (handout)

Topic: Breathing of smoke caused by someone else is known as passive smoking. It is also known as involuntary smoking or secondhand smoking. Secondhand smoke is also called environmental tobacco smoke (ETS).

Introduction: In passive smoking, the person is forced to breathe 'sidestream smoke' from the burning tip of a cigarette / cigar / pipe, and 'mainstream' smoke which is inhaled and then exhaled by the active smoker.

Today secondhand smoke is one of the major sources of indoor air pollution.

Who is at Risk?

Every passive smoker is at risk with exposure to environmental tobacco smoke. ETS causes the maximum damage to fetuses, infants, and small children by damaging their developing organs, mainly the lungs and brain.

Fetus and the Newborn

Pregnant women who smoke are advised to quit the habit. Smoking causes them much less harm than is caused to the developing fetus. Birth defects such as cleft lip and palate combined with a low birth weight have been noticed in cases of mothers smoking. With the mother continuing smoking even after giving birth, the production of milk is reduced. The chances of Sudden Infant Death Syndrome (SIDS) too increases due to maternal smoking.

A Child

Secondhand smoke and children are a lethal combination. Children are affected the most by it, especially when it happens at home.

All the organs of a child are in the developmental stage, and breathing in smoke can mainly impair proper development of their lungs and brain. Children exposed constantly to secondhand smoke tend to develop childhood asthma which could get worse with further exposure.

Sinusitis, cystic fibrosis, and chronic respiratory diseases get worse when a suffering child is forced into passive smoking. Other diseases that are caused due to passive smoking and can be very difficult for small children to cope with are bronchitis and pneumonia.

Many children exposed to secondhand smoke develop an infection in the middle ear. The inhaled smoke irritates the eustachian tube that connects the back of the nose to the middle ear. This irritation causes a swelling and obstruction, which causes an imbalance of pressure equalization in the middle ear. This causes fluid retention and infection in the middle ear which is very painful for the child. If diagnosed and treated in time it is totally curable, but if treatment is delayed, it could even lead to a permanent reduction in hearing.

Involuntary inhalation of secondhand smoke can have a variety of immediate effects. They are:

- Cough
- Nausea
- Headache
- Eye irritation
- Sore throat
- Dizziness
- Difficulty in breathing in those already suffering from asthma

Long term involuntary smoking increases the risk of smoking-related disease. A person exposed to involuntary smoking over a period of time could be infected by one or more of the following diseases.

- Lung Cancer
- Ischemic heart disease
- Harmful effect on the cardiovascular system, increasing the chances of a heart attack

Conclusion: There is absolutely no risk-free level of exposure to secondhand smoke. Even short exposures to passive smoking could cause the blood platelets to get stickier, damaging the lining of blood vessels, decreasing coronary flow velocity reserves, and reducing heart rate variability, all potentially increasing the risk of heart attack.

Reducing the Risk

If you are a smoker, there are many ways in which you can help prevent others around you from passive smoking.

Stop smoking. This is the best advice. It will not just benefit you, but everyone around you. If it is difficult (which it will be), consult your physician who could help.

If you do not intend giving up cigarette smoking, don't do it at home. Whenever you feel the urge to smoke, go outside the house where nobody will be at risk of your secondhand smoke.

Never smoke in the car.

Smoking in public places is banned almost everywhere, but even if it is allowed don't smoke where there is a large concentration of people. You could be causing someone unintentional harm.

Review: I have just told you about the dangers of second-hand smoke. I listed the immediate and long term effects and identified the most vulnerable people. I tried to identify the places where second-hand smoke is most prevalent and dangerous and provided some ways that it can be eliminated and reduced.

OUTLINE OF SESSION 3:

1. Persuasive Speech Evaluation (**handout**)
2. PowerPoint covering Nonverbal behavior
3. Introduction to the Persuasive Speech

Practical Communications

Public Speaking

Session 3: The Persuasive Speech and Nonverbal behaviors

Distribute the following assessment form:

PERSUASIVE SPEECH EVALUATION (handout)

1. What was the problem that the speaker wanted to address?
2. What was the primary solution proposed by the speaker?
3. Do you feel that the speaker did an effective job of describing the problem and did the proposed solution seem reasonable to you? Why or why not?

Once again, select a time-keeper. The card showing a two should be held up when the speaker reaches four minutes; one at five minutes, and "Stop" at six minutes. Stopping in less than four minutes is an automatic "C" grade.

Allow time for questions and brief discussion following each presentation. The same criteria listed in the evaluation should be used in grading, but weight should also be given to the competence shown by each student in speaking.

This is a good point to review the topic of nonverbal behavior. Discuss the elements which people can display when they are trying to persuade a listener.

The **following PowerPoint** presentation provides information for evaluating nonverbal behavior.

Slide 2: Studies have shown that an audience will rate a speaker as credible based primarily on how they sound and how they look. Specifically, a speaker will be judged 58-percent believable if they “look” like someone who is confident, 35-percent for how they sound (Does this speaker sound confident), and only 7-percent on the content of their speech.

Slide 3: This slide describes five clusters of signals and postures that may signal how a speaker is feeling.

1. Aggressive
2. Bored
3. Not interested or protective
4. Deceptive
5. Defensive

Slide 4: Describes three ways a person can demonstrate an aggressive posture

1. Through facial signals
2. Through overt attack signals
3. By assuming aggressive postures

Slide 5: Two ways in which a person signals that they are bored

1. By appearing to be distracted
2. Repetitive actions

Slide 6: This slide describes closed body postures which can signal that a person is not interested in what is being said, or prefers to ignore the speaker.

Slide 7: This slide lists three ways a person can signal that they are attempting to be deceptive. The most common behavior depicts anxiety.

Slide 8: This slide describes postures that indicate a person’s defensive posture.

Slides 9-14: These six slides provide an overview of how to evaluate nonverbal behavior. A complete list of behaviors and actions are described, including how people shake hands, how they dress and even how they breathe.

Ask students to observe the nonverbal behavior of their friends, co-workers and family and report their findings at the beginning of the next session.

Assign the order for The **Informative Speech**. This is a research-based speech which will demonstrate each student's ability to identify, analyze and evaluate different types of reasoning. The speech will last approximately five minutes (with a 1-minute grace period on either side). Each student will prepare a full sentence outline containing sufficient detail to show the relationships among the points and sub points of the presentation and the evidence used to support these points.

Grading will focus on the content of the speech, emphasizing clarity and quality of supporting material.

Students should select and report their topic.



Body Language

NONVERBAL

Do They Believe You?

- How you look = 58%
- How you sound = 35%
- What you say = 7%



Body language comes in clusters of signals and postures, depending on the internal emotions and mental states.

- Aggressive body language: Showing physical threat.
- Bored body language: Just not being interested.
- Closed body language: Many reasons are closed.
- Deceptive body language: Seeking to cover up lying or other deception.
- Defensive body language: Protecting self from attack.

AGGRESSIVE BODY LANGUAGE

- Facial Signals: Much aggression can be shown in the face, from disapproving frowns and pursed lips to sneers and full snarls.
- Attack Signals: When somebody is about to attack, they give visual signal such as clenching of fists ready to strike and lowering and spreading of the body for stability.
- Exposing Oneself: It can include not looking at the other person, crotch displays, relaxing the body, turning away and so on.

BORED BODY LANGUAGE

- Distraction: A bored person looks anywhere but at the person who is talking to them. They find other things to do, from doodling to talking with others to staring around the room.
- Repetition: Bored people often repeat actions such as tapping toes, swinging feet or drumming fingers. The repetition may escalate as they try to signal their boredom.

CLOSED BODY LANGUAGE

- Arms Cross: In a closed positions one or both arms cross the central line of the body. They may be folded or tightly clasped or holding one another. There may also be holding one another.
- Legs Cross: When legs are crossed but arms are not, it can show deliberate attempts to appear relaxed. This is particularly true when legs are hidden under a table.
- Looking down or away: The head may be inclined away from the person, and particularly may be tucked down.

DECEPTIVE BODY LANGUAGE

- Anxiety: A deceptive person is typically anxious. This may include sweating, sudden movements, minor twitches of muscles (especially around the mouth and eyes), changes in voice tone and speed.
- Control: In order to avoid being caught, there may be various signs of over-control. For example: forced smiles, jerky movements, etc.
- Distracted: A person who is trying to deceive needs to think more about what they are doing, so they may drift off or pause as they think about what to say or hesitate during speech.

DEFENSIVE BODY LANGUAGE

- Covering vital organs: In physical defense, the defensive person will automatically tend to cover those parts of the body that could be damaged by an attack.
- Fending off: Arms may be held out to fend off an attacker, possibly straight out or curved to deflect incoming attacks.
- Seeking escape: Flicking the eyes from side to side shows that the person is looking for a way out.

EMOTIONAL BODY LANGUAGE

- Anger: It occurs when achievement of goals are frustrated. Examples are red face, baring of teeth, clenched fists, invasion of body space, etc.
- Fear and nervousness: Fear occurs when basic needs are threatened. Examples are cold sweat, pale face, damp eyes, varying speech tone, etc.
- Sadness: It indicates a depressive state. Examples are drooping of body, flat speech tone, etc.

EVALUATING BODY LANGUAGE

- Hand movements: The classic signal of evaluation is the steeped hands which are clasped together, either looking like they are praying, with both hands pressed together, or with linked fingers and with index fingers only pointing upwards.
- Relaxed intensity: The body may well be relaxed and open. The person seems to be unafraid or even unaware of danger. However there is also a level of concentration, perhaps with pursed lips and an intense gaze. The chin may be resting in one or both palms.

OPEN BODY LANGUAGE

- Arms & Legs open: Arms and legs are not crossed. For example appearing to hold things and form more detailed shapes.
- Looking around and at the other person: The head may be directed solely towards the other person or may be looking around. Eye contact is likely to be relaxed and prolonged.
- Relaxed clothing: Clothing is likely to hang loosely and actions to loosen clothing may take place.

POWER BODY LANGUAGE

- Handshake: As the other person approaches, move to left side, extend your arm horizontally, palm down (be first to do this). Grab their palm firmly, pull them in and hold their elbow with your left hand.
- Touching: Touching is power symbol. Touching people can be threatening, and is used by leaders to demonstrate power.
- Talking & Emoting: Talk with confidence and use the body beat in time with assertions. It is also powerful to show that you have emotion, but in the right place only.

RELAXED BODY LANGUAGE

- Torso: The torso may sag slightly to one side (but not be held there by irregular tension). It may also be well-balanced, with the shoulders balanced above the pelvis.
- Breathing: Breathing is steady and slower. This may make the voice a little lower than usual.
- Relaxed limbs: Relaxed limbs hang loosely. They do not twitch and seldom cross one another, unless as a position of comfort.

SUBMISSIVE BODY LANGUAGE

- Body Positions: The body in fearful stances is generally closed, and may also include making the body small and motionless.
- Submissive Gestures: There are many gestures that have the primary intent of showing submission and that there is no intent to harm the other person. Hands out and palms up shows that no weapons are held and is a common pleading gesture.

OUTLINE FOR SESSION 4:

1. Informative Speech Evaluation (**handout**)
2. Sample Informative Speech (**handout**)
3. Conclusion of Public Speaking Segment and grading

Practical Communications

Public Speaking

Session 4: The Informative Speech and Conclusion of the Public Speaking Segment

Open this session with a discussion of the nonverbal behaviors observed by the students. It is helpful if the instructor provides additional information, such as observations of gender differences in hand-shaking, aggressive postures, bored or disinterested postures, etc.

Distribute the following evaluation form: (**handout**)

1. What is the thesis of the speech? (It may be stated explicitly, or you may need to create a single declarative sentence that you think sums up the essential content of the speech.)
2. What kinds of supporting material were present in the speech? Select one of the following to describe in detail and evaluate the effectiveness:
 - A. Definition,
 - B. Example
 - C. Statistical evidence
 - D. Testimony.
3. What were the main points of the speech?
4. What is the organizational pattern that the speech followed?
5. Identify at least two specific ways the speaker attempted to engage the attention of the audience
6. How effective was the speaker's vocal delivery? Address some of the vocal elements such as volume, rate, vocal quality, articulation, inflection, and possible distracting characteristics.
7. What are two important things you have learned from watching this speech that you can use to improve your own speaking?
8. How effective was the speaker's physical delivery? Address some of the vocal elements such as appearance, mannerisms, movement, gestures, eye contact, and facial expression.
9. What one or two suggestions would you offer to make this a more effective speech?

Assign a random order to the class by having them count off. Have the odd numbered students evaluate an even numbered student to be selected by the instructor. Each student will evaluate one other student.

Timing should be the same as it was for the Persuasive speech.

Grading should match the evaluation.

SAMPLE INFORMATIVE SPEECH (handout)

General Purpose: to inform

Specific Purpose: By the end of my speech the audience will be able to remember the steps in the journey of a unit of blood from creation to transfusion.

Central Idea/Thesis: Donating blood can help save lives.

Introduction

The 2004 Merriam-Webster's Collegiate Dictionary says that blood is, "the fluid that circulates in the heart, arteries, capillaries, and veins of a vertebrate animal carrying nourishment and oxygen to and bringing away waste products from all parts of the body."

That's a dry definition for the wet red substance that sustains our lives. Today I'm going to give you a closer look at blood.

Because by donating our blood, we can help save lives. We'll follow a unit of blood from creation to transfusion: looking at how blood is created and used by the body, how blood is collected and donated, and what happens to it after donation.

Transition Statement: Now, let's go to where it all begins, inside your bones.

Body

Blood is produced by the bone marrow inside your bones.

- A. Here three kinds of blood cells are produced: red blood cells, disease fighting white blood cells, and blood clotting platelets
- B. From the bone marrow these cells enter the circulatory system, your blood vessels.
 - 1. Here they are suspended in plasma, a watery liquid that makes up over half the total volume of blood.
 - 2. And when I say watery, you better believe it because plasma is actually 90 percent water! That's why your doctor tells you to drink seven glasses of water a day.
- C. This complete blood with cells and plasma, is pumped through your body, carrying oxygen to your cells and picking up waste products to be removed from the body.

Transition Statement: My second point is that blood is fantastic stuff, carrying oxygen and nutrients to cells, removing wastes, and fighting disease. But sometimes people need more blood than they have in their bodies, such as during surgery. That's why they donate blood.

- A. So who can donate blood?

1. The answer, according to America's Blood Centers, is that people who are over 17 years old, with more than 110 pounds, and are in general good health are probably eligible to donate blood.
2. I can tell you from personal experience that the blood donation process is simple.

When I donated blood for the first time last month, I filled out a questionnaire, went through a mini-physical, gave blood, and was given instructions on how to take care of myself for the next few days.

B. Dr. Jerry Squires of the Red Cross described the process of donating in detail in a 2002 article for PBS. First, he ways you answer a series of questions designed to see if the blood you donate will be safe for others to use.

C. Next, you take a mini physical, where a trained health historian checks your blood pressure, pulse, temperature, and the iron content of your blood.

D. Once you're cleared, you get onto the actual donation, which only takes about ten minutes.

1. First, a nurse sticks a needle into your arm and about one pint of your blood is drawn out into a plastic bag.
2. When the bag is full the needle is removed, you get to sit up, drink lots of water, and eat the cookies that are provided.
3. Your body replaces the fluids within 24 hours, Squires says, and most people don't have any side effects afterward.
4. I sure didn't. I went out and rode a horse after I gave blood! And I'm sure that my blood took a ride of its own.

Transition Statement: Now, let's move to my last point.
IWhat happens to your blood after it leaves your body?

A. Susan T. Johnson with the Blood Center of Southeastern Wisconsin says that the next step for blood that is being donated is testing.

1. Blood that's going to be going to another person has to be tested to make sure that it is free from any diseases such as hepatitis, syphilis, or HIV.
2. Blood is also tested to see what type it s: A, B, AB, or O.
3. The ABO blood groups are distinguished by A and B antigens and antibodies.

The Nobel Prize foundation's website explains the research done by Karl Landsteiner on blood typing.

B. This poster illustrates the blood types with antibodies and antigens. It explains that A blood has A antigens on the surface of the blood cells, and B antibodies in the plasma.

1. This means that A blood will literally react to B blood as though it is an invader and will cause it to clump together, or agglutinate.
2. B blood is similar, but it has B antigens on the surface of the cells and A antibodies in the plasma.
3. AB blood has both A and B antigens and not antibodies.
4. O blood has neither A nor B antigens but has both A and B antibodies.

C. Blood type is very important to consider during blood transfusions.

1. A blood transfusion is just taking blood from one person and putting it into someone else. This may be necessary during surgery, chemotherapy, or during treatment of blood diseases such as sickle cell disease.
2. If blood types are incompatible the blood will clot. Clogging blood vessels can clearly cause problems for the patient receiving the transfusion
3. O blood can be given to any blood type, A and B blood can be given to AB blood, but AB blood can only be given to AB blood types.

Conclusion

So now our discussion is complete. I've shown you all steps blood takes, from creation in your bone marrow, through donation, and finally out of the plastic bag and into another person.

Blood is more than the red stuff that runs out of you when you slip and fall, it is the very substance that maintains your life!

Conclusion of the Public Speaking Segment

Have each student evaluate their presentations, indicating how they think they did, what they did well and what could be improved. Be sure that they discuss the organization of each speech, their supportive material, persuasive strategies and nonverbal behavior

In grading this segment, allocate points according to this plan:

³⁵ ₁₇	The group speech	10 points (everyone in the group earns the same score)
³⁵ ₁₇	Problem-solution speech	20 points
³⁵ ₁₇	Informative speech	20 points
³⁵ ₁₇	Classroom participation	10 points (include points for evaluations)

Weight should be given to the outlines, quality and format of the references, as well as each speaker's presentation style.

OUTLINE OF SESSION 5:

1. Introduction to Small Group Communication
2. PowerPoint covering the “Rules” of Small Group Communication (**handout**)
3. Group formation exercise

Practical Communications

Small Group Communication

Class Session 5: Introduction to Small Group Communication

As we learned in the first segment of this course, public speaking, communication is about expressing and conveying thoughts, feelings, opinions and ideas to another person or a group of people. Good communication skills can help students confidently take charge of unfamiliar situations. People are more likely to listen to a speaker, if she or he can express themselves well. It is also important while resolving conflicts and dealing with difficult people.

This next segment is designed as an introduction to the practice of communication in small groups. Our main objective is to provide students with opportunities to practice specific skills that increase their effectiveness as participants and leaders in groups. After successfully completing this segment, students should be able to:

1. Apply group communication theories and concepts to everyday communication situations.
2. Demonstrate poise and confidence in communicating ideas in small group settings.
3. Use decision-making and problem-solving skills effectively in group meetings.
4. Apply course information and skills to personal experiences in academic and career settings and seek continued self-improvement.

Small group communication is the communication that is carried out within a small group. A small group is generally defined as a group that consists of at least three members or a maximum of around twelve to fifteen members. A group that has just two members or more than fifteen members would not come in the category of a small group. A small group may be a professional group, an educational group or a social group. The members belonging to it will have a common bond or interest or goal that brings them together. Even though the number of members is less in a small group, effective communication between them is still important.

Students will do the majority of their graded work in groups. Therefore, everyone should commit to participating fully and creating a safe and supportive environment, one that will facilitate personal growth and learning. Students should be aware of their responsibilities to one another and approach each other with care and respect.

In this first session, it is important to establish "rules" for our interactions in the classroom and in each team's work. Effective team communication in a small group is a mix of good manners, good attention and open-mindedness. Students should think before they speak and never raise their voices unnecessarily. Listen carefully to what others speak. Here are some tips about effective small group communication. **They are included in the next PowerPoint presentation.**

Which can be used as a **handout**

Organizing the Small Group (handout)

1. Ask if everyone understands what the team goals are. Ask for input and feedback from all members.
2. Listen carefully to what the other person is saying and don't interrupt until someone has finished talking.
3. Give feedback on what they've said. Speak slowly and clearly and make your points in a clear, logical manner.
4. Include facts and details and make sure they are all accurate. Don't ramble on. Be concise. Stick to the matter at hand.
5. Make sure every member of the group gets the chance to speak.
6. Be open-minded. If you've come to the meeting with your mind already made up, there's little point in having a discussion.
7. When responding to someone's question or statement, repeat it to make sure you have heard and understood correctly.
8. If you are taking a certain stand, take full responsibility for it.
9. Do not disparage anyone for their views and don't refute any point by taking personal shots at the speaker. Address the issue.
10. Watch your body language. It is more effective than what you say. So if you are angry and look angry, that is going to convey itself to the other members in your small group.
11. Don't make rash decisions or issue any statements when you are angry. Give yourself time to cool down.
12. If there are any misunderstandings, clear them up in a calm manner.
13. If you don't understand any point, speak up and ask questions. Get it clarified before you all move on.
14. When considering the pros and cons of any issue, study the exact pros and cons and not the opinion of the majority.
15. If you have an opinion, express it as such, with the reasons behind it, not as an ironclad fact.
16. Be polite always.

Group Formation Exercise:

This exercise is designed to introduce the class to how groups form, how they process information and communicate. As a first step, have everyone stand and move away from their tables and chairs. Arrange the chairs into groups of five to seven. Tell students to sit wherever they want.

Have students introduce themselves to each other. Give each group a topic for discussion and allow five to ten minutes for discussion.

When the time is up, have each student report the following:

1. Why did you select this group to join?
2. How do you think this group interacted?
3. What could have been done better?

In preparation for the next session, have each group select a “leader” and a topic or issue for discussion.

Rules of Engagement

SMALL GROUP COMMUNICATION



Good Manners

1. Does everyone understand the goals?
2. Listen carefully
3. Give feedback
4. Be accurate and be concise
5. Everyone gets to speak
6. Be open-minded
7. Repeat the question
8. Take responsibility

Rules...continued

9. Do not get personal
10. Be aware of your nonverbal language
11. Do not respond in anger
12. Remain calm
13. Seek clarification
14. Avoid the opinions of the majority
15. Opinions are not facts
16. Be polite

Summary of the Rules

- Good manners
- Good attention
- Be open-minded

OUTLINE OF SESSION 6:

1. Small Group Leadership
2. Leadership PowerPoint
3. Leadership exercise

Practical Communications

Small Group Communication

Class Session 6: Leadership

When the class convenes for this session, have students resume their seats in the prior session groups. Have each group leader introduce the members and summarize the topic or issue to be discussed. Groups should then take turns having the discussion, with the other groups as observers and note-takers. Time for this discussion should not exceed ten minutes.

Following each discussion, groups and observers should briefly discuss their observations of how the leaders provided effective, or less than effective guidance.

The instructor should point out that the success of a small group depends on good group communication and the most effective small group leaders should have the ability to encourage creativity, promote new ideas, and allow the free flow of ideas and information. The small group leader needs to restrain team members who talk at length and draw out the reserved and withdrawn team members.

The following PowerPoint presentation can provide an overview of the traits of an effective small group leader.

Slide 2: This slide lists four traits of experienced group leaders

1. Someone with experience with some level of leadership, such as a class leader, Boy Scout leader, etc.
2. Ability to create and sell a vision
3. Someone with the willingness to take on responsibility
4. Someone with the ability to complete tasks

Slide 3: This slide describes five effective leadership styles and one that should be avoided

1. **The participative leadership style**, where leaders facilitate sharing of information and ideas and consider inputs from the group members before making a decision.
2. **Democratic styles of leadership**, where leaders encourage team members to indulge in open discussions before the leader guides the decision making process.
3. **Transformational leadership**, where the leader motivates people toward a shared vision. A transformational leader thinks of improvement or development as doing the same thing better.
4. **Affiliate leadership**, where the leader tries to become friends with the members.

The leadership style most unsuited for small groups is the **autocratic leadership style** that leads by telling and directing without taking feedback or discussion within the group.

The instructor should point out that any leader, even a highly collaborative one, uses a range of different styles at different times. Decisions have to be made, major and minor crises have to be met, situations and conflicts have to be resolved, often right at the moment. It is important to realize that different styles may be appropriate at different times, and for different purposes. In an emergency, no one would suggest sitting down and making a group decision about what to do. There has to be decisive action, and one person has to take it as soon as possible. As long as it's clear who that person is, there should be no question about the philosophical issues involved.

By the same token, it's counter-productive to make decisions about how people should do their jobs without at least consulting those people about what might work best. **Good leaders** usually have a style that they consciously use most of the time, but they're not rigid. They change as necessary to deal with whatever comes up.

There are at least two other factors that have to be considered when choosing a leadership style. The first is that leadership style - at least at the beginning - must, to at least some extent, be consistent with what people in the group expect. A leader can try to change their expectations and perceptions of how an organization should be run - that's part of leadership - but it is important to start by meeting them at least halfway, or you'll never get close enough to talk about it.

If a leader tries to turn a system that's been autocratic into a collaborative one, she has to accept that most people in the system not only won't welcome the change, and that some won't even understand what is being suggested. It can take a long time for a leader to just have his ideas accepted and longer to help people overcome their suspicions and break old habits.

An effective leader needs patience.

At this point, have the group select a new leader and a new topic for discussion. Have each group work together to prepare an agenda for the next session's group discussion.

Leadership

SMALL GROUP COMMUNICATION

Effective Leaders

1. Experienced leaders
2. Innovative
3. Take responsibility
4. Ability to complete tasks

Leadership Styles

1. Participative
2. Democratic
3. Transformational
4. Affiliate
5. NOT Autocratic



Effective Leaders

Help the team reach its goals

OUTLINE OF SESSION 7:

1. PowerPoint covering Conflict
2. PowerPoint covering Defensive and Supportive Behavior in Small Groups
3. Setting an Agenda (**handout**)
4. PowerPoint covering the structure and organization of a Panel Discussion
5. Sample Panel Discussion (**handout**)

Practical Communications

Small Group Communication

Class Session 7: Organization

At the beginning of this session, students should have a discussion about conflict and defensive behavior in small groups. The **next PowerPoint presentation** is summarized here.

Slide 2: This slide describes the first way that conflict can occur in a small group environment

Simple Conflict, in which members have an actual disagreement. In this case, the leader's role should be clarify perceptions, keep the discussion focused on the facts and be sure that everyone understands the issues.

Slide 3: This slide describes a second form of conflict

Psuedo-Conflict, in which there is a misunderstanding. Leaders should ask for clarification and maintain a supportive climate until the misunderstanding is corrected.

Slide 4: The third form of conflict

Ego Conflict, in which someone thinks they are being attacked. Leaders must keep the group focused on the issues.

Defensive and Supportive Behavior

Slide 5: This slide lists four ways a leader can provide confirmation

1. Supportive Responses
 - a. By directly acknowledging what was said. i.e. "You make a very good point"
 - b. By agreement with the speaker i.e. "I agree with you."
 - c. By reassuring the speaker i.e. "You appear to be on the right track"
 - d. By clarifying what was said. i.e. "If I understand you correctly, you are saying..."

Slide 6 and 7: These two slides list six ways in which a leader can disconfirm what has been said in the group

Disconfirming Responses

- 1). Impervious. i.e. Speaking about oneself and not acknowledging others
- 2) Interrupting
- 3) Irrelevant i.e. bringing up topics that are not relevant to the discussion

- 4) Impersonal
- 5) Incoherent
- 6) Incongruous

Have the students discuss their observations of these strategies in their groups.



CONFLICT

Simple Conflict

- Actual disagreement about an idea, course of action, policy or procedure
 - Clarify perceptions
 - Be sure everybody understands the issues
 - Keep the discussion focused
 - Use facts, not opinions
 - Determine priorities
 - Look for alternatives or compromise

Pseudo-Conflict

- Misunderstanding
 - Ask for clarification
 - Establish a supportive climate
 - Active listening (paraphrase content and feelings)

Ego Conflict

- Someone thinks they are being attacked
 - Let members express their concerns, but do not allow personal attacks
 - Try to stay focused on issues
 - Use a problem-solving approach
 - Speak slowly and calmly
 - Agree to disagree



DEFENSIVE AND SUPPORTIVE RESPONSIVES

Confirming Responses

1. **Direct Acknowledgment:** Reacting directly and verbally
2. **Agreement about Content:** Reinforcing what was said
3. **Supportive Response:** Express understanding and give reassurance
4. **Clarifying Response:** Repeat what was said and ask for more information

Disconfirming Responses

1. **Impervious:** Don't acknowledge the speaker at all.
2. **Interrupting:** Cut another speaker short
3. **Irrelevant:** Say something unrelated to what was just said
4. **Tangential:** Acknowledge what was said, but change the subject ("Yes, but...")

Disconfirming...continued..

5. **Impersonal:** Speak about yourself...use "you" or "one"
6. **Incoherent:** Ramble, speak in incomplete sentences, interject "you know"
7. **Incongruous:** Saying one thing and showing the opposite in nonverbal behavior ("Who's angry? I'm not angry.")

The Agenda (handout)

Until this point, the groups have not experienced any organizational structure. Discussions have been free-flowing and unstructured. The agenda is the main tool used to organize the group discussions. An agenda is a thoughtfully prepared list of the issues, topics, and questions that the group will discuss and can help keep your group on track and focused. The most basic agenda structure includes these steps:

1. Identify and define the topic or problem to be discussed
2. Analyze the issues
3. Generate several possible outcomes or solutions
4. Select the best solution or combination of solutions
5. Summarize the discussion

Have each group engage in their discussion, using the prepared agenda as a guide. One group should discuss, with the others as observers. As each group ends (10-minutes maximum) its discussion, everyone should comment on the effectiveness of the agenda in bringing structure to the discussion.

In preparation for the next session, the instructor should point out that to this point, except for observers, the discussions were kept within each group. The final session in this segment will have each group open their discussions to an audience in a **panel discussion**, with a topic selected by each group.

As an introduction to the panel discussions, the **following PowerPoint** presentation is helpful.

Slide 1: The main difference is the addition of an audience.

Slide 2: The group's goal is to inform the audience of a problem, offer solutions and consider the pros and cons

Slide 3: This slide describes the structure of an effective panel discussion

- a. One member becomes the moderator
- b. All members are introduced, or introduce themselves
- c. Everyone participates
- d. Interaction with the audience is encouraged
- e. The moderator summarizes the discussion

Slide 4: This slide lists the tasks that should be undertaken for an effective panel discussion

- 1) Determine who is in the audience and what are their motivations
- 2) Determine the objectives of the panel
- 3) List the major ideas to be discussed
- 4) Determine the most effective way to present the discussion

Panel Discussion



Definition

- Group Discussion
- Audience

Purpose

- ⦿ Inform the audience
- ⦿ Solve a problem
- ⦿ Evaluate pros and cons

Structure

- ◉ Moderator
- ◉ Extemporaneous
- ◉ Introduction
- ◉ Qualifications
- ◉ Participation
- ◉ Conclusion

Tasks

- ⦿ Analyze the audience
- ⦿ Set an objective
- ⦿ List the major ideas
- ⦿ Support the major ideas
- ⦿ Organize the ideas
- ⦿ Determine the best way to present

Here is the format for a suggested Panel Discussion: **(handout)**

Targeted Opening

The moderator should introduce the topic in a focused and concise way, designed to grab the audience's attention. The moderator can use an anecdote or example from current media to hone in on the main points of the coming discussion. The intent is to provide an engaging opening for all members of the discussion, including the panel members, who will benefit from knowing where the moderator intends to lead the discussion.

Introduction of Panel Members

The agenda should include a panel member introduction following the moderator's opening. When the moderator introduces the panelists at the beginning of the discussion, she can do so by giving a quick bio of each panelist, targeting the panelists' qualifications for the discussion, or she can ask the panelists to introduce themselves if the setting is less formal. She should let the panelists know they'll be introducing themselves if that's the case.

Questions for Panelists

The moderator can move the agenda along to posing questions to specific panelists, or to the group as a whole. Ideally, the moderator should have communicated with the panel members in the days leading up to the discussion and provided sample questions, so the panel members can prepare. The moderator should be prepared to keep to time constraints and have a prepared list of segue phrases to move the discussion along if it strays off track. For example, the moderator might say, "Going back to the original question, what is your perspective of the issue in that context," or a similar phrase. To cut off panelists completely, she might say, "Moving on to the next question"

Panelist Closing Remarks

After the panel has participated in a discussion focused on the questions, each panelist should be given the opportunity to provide closing remarks. This gives the panelists the opportunity to highlight what they see to be the key elements of the discussion and their perspective on them. In order to keep the discussion moving, the moderator should introduce the closing remarks section by alerting panelists to their time constraints, for example two minutes each.

Question-and-Answer Section

A panel discussion should include audience interactivity in the form of a question-and-answer section. Allow the audience members to pose questions to the panelists after the discussion. The moderator should take control of this activity by reminding all audience members they are

limited to one question each and should refrain from making expository remarks that are too lengthy.

The Moderator should end by thanking the Panelists

OUTLINE FOR SESSION 8:

1. Panel Discussions and evaluation
2. Grading

Practical Communications

Small Group Communication

Class Session 8: Panel Discussions and Final Paper

The major activity in this session will be the panel discussion presentations. Each group should be allocated 15 to 20 minutes to present their panel discussion to the rest of the class. The audience should be encouraged to interact with the panel during each presentation.

After each presentation and follow up questions have ended, the instructor should add her comments, including her observations of how each member participated in the discussion, how effectively the panel was organized, and the effectiveness of the moderator. The actual content of the discussion is not important to this evaluation.

As a concluding activity, each student should write a brief report in which they consider each of the following activities:

1. Group formation
2. Managing conflict
3. Leadership
4. Group organization
5. Panel presentation

Students should describe the experience and how each participated in each activity. What lessons did each student learn from participating, or observing?

Students should analyze their strengths and areas in need of improvement.

In grading this segment, allocate points according to this plan:

³⁵ ₁₇ Participation in all activities	50 points (instructor's observation)
³⁵ ₁₇ Leadership skills	10 points (for those who took the role)
³⁵ ₁₇ Panel presentation	20 points
³⁵ ₁₇ Final self-analysis paper	20 points (for clarity of thought)

OUTLINE FOR SESSION 9:

1. Introduction to Communicating in the Virtual Workplace
2. The Basic Communication Model (**handout**)
3. Communication exercise
4. PowerPoint covering the “tools” of virtual communication
5. Questions for discussion and suggested responses

Practical Communications

Communicating in the Virtual Workplace

Class Session 9: Introduction

The first two segments of this course introduced students to the practice of public speaking and applied those skills to the practical communication needs of small groups. Since an ever-increasing amount of communication now takes place online, in a **virtual environment**, it is important for students to understand the unique elements required for effective communication in this realm.

This segment will provide students with an understanding of **technology-mediated communication** and the use of **new media** in organizational communications.

First a definition: For the purpose of our discussion in this segment, we will consider a virtual workplace as a collection of geographically distributed, functionally and/or culturally diverse entities that are linked by electronic forms of communication and rely on coordination of the relationships. Despite its diffuse nature, a common identity generally holds the organization together in the minds of its members.

This segment will focus mainly on virtual **teams**, linked primarily through electronic technology.

While it was not essential to the practical application of public speaking and small group communication, a brief introduction to the Basic Communication Model can provide a framework for this segment's discussion.

The Basic Communication Model (handout)

The communication model includes the basic components present in a simple two-way exchange of information. **Every** communication, whether it is real-time, such as with a face-to-face meeting or a telephone conversation, or asynchronous, as with e-mail and fax, involves the following elements:

1. The **environment** in which the communication takes place
2. A **sender** or encoder who starts with a purpose
3. A **message** created to accomplish the purpose through the following:
 - a. Content, or the words and images
 - b. Media, or the format in which the content is presented, such as audio, text, video, or multimedia

4. A **receiver** or decoder who interprets the message

In addition to these elements, virtual communication adds the following elements:

³⁵₁₇ **Technology**, which is made up of the following:

- 1) Encoding and presentation tools
- 2) Channels, or data networks appropriate to that technology

³⁵₁₇ **Noise**, which is anything that reduces the likelihood of the message being interpreted the way the sender intended

³⁵₁₇ A **feedback** message that reverses or concludes the process

With this template in mind, have the students analyze a simple, face-to-face encounter (have two students engage in a brief discussion). Identify each of the first four elements in this form of communication.

Next have two students engage in a written (paper) exchange. Have the class identify the same four elements.

And finally, have two students engage in an online exchange (preferably out of sight of each other). This time, have the class identify all of the elements listed above, including **feedback**, which in this case could be as simple as posting “will do,” or “I understand.”

Once students are comfortable with the elements of communication, shift the discussion to a practical consideration of typical communication situations in their own organizations. Have each student describe the way communication takes place, relating their descriptions to the communication model.

As starting point, the **following PowerPoint** presentation may be helpful:

In a global economy, people who are located in different cities and countries often work together on common projects. Some of the team players work for the organization while others are contractors. All should be seen as partners in the process. Here are some ideas as to how to work effectively together:

Slide 2 and 3: These two slides list the tools and media used in virtual communication

1. **Voice mail.** An easy way to set up a system to allow people to call in to a central number. This data can be updated regularly and fed back to all interested parties.

2. **Teleconferencing.** The cost of meeting with people out of town is high, so teleconferencing has become the cheaper alternative. It is possible to set up a number and have all members of the meeting call in at a specified time.
3. **Internet meetings.** While the technology is far from perfect, it is possible to hold a meeting on the Internet. NetMeetings (Microsoft), for example, allows people to communicate on a split screen so that typed messages go back and forth. It is also possible to draw on a board and have the other person see it as it is being done. Finally, it is possible to see each other with the use of a relatively inexpensive camera perched on your desk.
4. **Self-directed learning.** People needing to learn similar skills can do so on an as-needed basis by accessing increasingly popular tele-classes. While this form of learning is not always ideal, it can provide a low-cost alternative to classroom training for certain skills.
5. **E-mail.** This is quickly taking the place of conventional mail as the best and cheapest form of communication. E-mail saves paper and stamps, is typically easy to do, and can be sent with attachments, including voice messages.
6. **Pagers and cellular phones.** New satellite technologies are enabling people to stay in touch anywhere in the world — at a cost. Within a country, it is easy and inexpensive to update people on a daily basis.
7. **Chat-lines on the Internet or an intranet.** Organizations can encourage communications by setting up bulletin boards where people can post questions and get answers. Useful information for others on the team can be posted there too.
8. **Project management.** People sharing the same software can track their progress simultaneously to ensure that they are on time and within budget.
9. **Sharing a common vision and goal.** If everyone is aware of and buying into a common vision, they will all be marching in the same direction. If they have established the goal of the project together, they will be committed to achieving it.



STRATEGIES FOR COMMUNICATING IN THE VIRTUAL WORKPLACE


Tools and Media

1. Voice Mail
2. Teleconferencing
3. Internet Meetings
4. Self-directed Learning
5. E-mail

More....

Tools...continued...

6. Pagers and Cellular Phones
7. Chat-lines on the Internet or Intranet
8. Project Management
9. Sharing a Common Vision and Goal



**THE ULTIMATE GAUGE OF THE
EFFECTIVENESS OF A TEAM SHOULD
BE ITS ABILITY TO ACHIEVE THE
DESIRED RESULTS**

Following the discussion of the communication practices within their organizations, assign the following paper (due at the next session)

1. What are the characteristics of virtual communication? How do they differ from the characteristics of natural communication?

Suggested Correct Response: Many organizations use virtual communication tools such as email, instant messages social media outlets such as Facebook and twitter and other virtual applications.

One of characteristics that virtual communication would have is the message can be sent regardless of the availability of the recipient. Virtual communication will be fast way to communicate one's message.

Another characteristic that could be found is that the message is direct and to the point instead of in a written form. Sometimes the message when composed can lack personal feelings when being read by the recipient compared to giving the message in person.

Natural communication will use a personal touch when communicating with an individual. This type of communication will allow contact with the individual delivering the message. The recipient will be able to see body movement, facial expression to help interpret the message that is being sent. By watching and listening to these types of cues it will allow the individual to recognize the meaning of message faster.

2. How might the communications needs of a virtual worker differ from those of a more traditional office worker?

Suggested correct response: A virtual worker is one that doesn't work at the same location as the rest of the company. This makes it harder for them to communicate with coworkers. The person cannot simply get up and go to the desk of their coworker or supervisor. With this in mind, there needs to be an efficient and easy method of communicating information back and forth. By having access to the internet, and the plethora of communication methods inherent, the virtual worker can have access to company information and coworkers at the touch of a button. The structure of that communication needs to be exact and efficient as well. Communication through the internet uses bandwidth, whether it is in the form of an e-mail which can take time to read, video conferencing which take large amounts of company resources (equipment, power, bandwidth, etc.) or voice mail which has to be listened to. These forms of communication work well, but can be time consuming for the person receiving the information.

3. How would a manager's style need to change if he or she supervises a virtual staff?

Suggested correct response: Manager's that supervise a virtual staff need to be more aware of the time constraints of their workers. This means that a communication from an offsite worker needs to be dealt with in a timely manner. Information that pertains to company procedure needs to be communicated to that offsite worker quickly.

One of the most important skills that a virtual company would need to have is that employees will need to have the strong ability to communicate with their peers and their customers effectively. Virtual employees will need to learn how to communicate and use their personality traits through different types of media like video conferences, email and their phones. Virtual employees are going to be using their verbal and written communications skills. If these employees have weak conversations with their managers or if emails are hard to translate, these workers may not make strong candidates for remote work.

Virtual workers will need to be good at initiating the communication between the other employees or their customers. These employees also need to be good at problem solving. Virtual workers will need to be able to challenge problems and implement decisions independently and these workers need to seek help from managers or other employees when stuck.

OUTLINE OF SESSION 10:

1. Discussion of E-Commerce
2. PowerPoint covering Behaviors inherent in E-Commerce (**handout**)
3. E-Commerce assignment
4. Suggested process (**handout**)

Practical Communications

Communicating in the Virtual Workplace

Class Session 10: E-Commerce

Begin this session with a review of each student's response to the questions. Lead the discussion into consideration of **e-commerce**. Have students describe their own experience dealing with e-commerce organizations (i.e. Amazon.com, EBay, etc).

Discussion points:

Electronic commerce or e-commerce is a term for any type of business, or commercial transaction that involves the transfer of information across the Internet. It covers a range of different types of businesses, from consumer based retail sites, through auction or music sites, to business exchanges trading goods and services between corporations. It is currently one of the most important aspects of the Internet to emerge.

E-commerce allows consumers to electronically exchange goods and services with no barriers of time or distance. Electronic commerce has expanded rapidly over the past five years and is predicted to continue at this rate, or even accelerate. In the near future the boundaries between "conventional" and "electronic" commerce will become increasingly blurred as more and more businesses move sections of their operations onto the Internet.

A list of behaviors inherent in e-commerce is in the **following PowerPoint** presentation. Have students discuss each one. (**handout**)

1. Availability: How easy is it to find the Website and navigate
2. Reliability: Can you trust the organization to do what it says?
3. Marketability: Does the organization offer something that people want?
4. Fraud: What has been the experience of other users of the site?
5. Globalization: Is the site online everywhere?
6. Convenience: How easy is the site to navigate?
7. Advertising: Does the organization advertise effectively?
8. Demographics: What is the target audience for the site?
9. Variety of Goods: Does the organization offer a wide range of products?
10. Ease of Use: How easy is it to complete a purchase?
11. Customer Service: How responsive is the customer service?
12. Discounts for e-tailing: What is the price comparison?
13. Loyalty Programs: Is there an advantage to remaining a customer?
14. Comparative Pricing: How easy is it to compare prices?
15. Web Environment: How did you find the site?
16. Actual Purchase: Was it easy to complete the purchase?
17. Repurchase: Are there incentives to return to the site?
18. Product: What is the quality of the products:
19. Perceived Reputation: Has the organization been reviewed?
20. Perceived Privacy: Are the transaction secure?
21. Enjoyment: How much fun was involved in the purchase?
22. The Shopping Cart: How accurate and convenient is the shopping cart?



BEHAVIORS INHERENT IN E-COMMERCE

How Does Each Work?

- Availability
- Reliability
- Marketability
- Fraud
- Globalization
- Convenience
- Advertising
- Demographics
- Variety of Goods
- Ease of Use
- Customer Service
- Discounts for e-tailing
- Loyalty Programs
- Comparative Pricing

Behaviors...continued

- Web Environment
- Actual Purchase
- Repurchase
- Product
- Perceived Reputation
- Perceived Privacy
- Enjoyment
- The Shopping Cart

For further discussion:

E-commerce can be a very rewarding venture, but creating a successful online store can be difficult if a person is unaware of e-commerce principles. Understanding the behaviors inherent in the process is a crucial part to becoming successful with building an online store.

Assignment:

Working in teams of three or four students, each team should plan to start an online business. It is best to find a niche product that consumers have difficulty finding in malls or department stores.

1. Each team must take shipping into consideration (Pets.com found out the hard way: dog food is expensive to ship via FedEx!)
2. Then, each team needs to develop, or describe an e-commerce-enabled website. This can either be a new site developed from scratch, or an existing site to which they can add e-commerce shopping cart capabilities.
3. The next step is to develop a marketing strategy for driving targeted traffic to the site and a means of enticing repeat customers.

Suggested Process: (handout)

There is a proven sequence of steps you can follow to guarantee your success when you're starting a small business online. The following six steps are important:

1. Find a need and fill it.
2. Design and build an easy-to-use website.
3. Use search engines to drive traffic to your site.
4. Establish an expert reputation for yourself.
5. Follow up with your customers and subscribers with e-mail.
6. Increase your success through back-end sales and upselling.

Step 1: Find a need and fill it

Most people who are just starting out make the mistake of looking for a product first, and a market second.

To boost your chances of success, start with a market. The trick is to find a group of people who are searching for a solution to a problem, but not finding many results. The Internet makes this kind of market research easy:

³⁵₁₇ Visit online forums to see what questions people ask and what problems they're trying to solve.

³⁵₁₇ Do keyword research to find keywords that a lot of people are searching, but for which not many sites are competing. You can find keywords using Google's free keyword tool.

Turn these into some long keyword phrases. To check out your competition for the keyword, enclose your keyword phrase inside quotes and run it through the google search engine. Anything that shows (using the phrase inside quotes) less than 10,000 searches is more than likely something you can get on the first page of google with your article using those keywords.

Keyword research is not difficult, but it doesn't do any good if you're using a keyword phrase that 1,000,000 other Internet marketers are using no matter how well written your article may be.

³⁵₁₇ Check out your potential competitors by visiting their sites and taking note of what they're doing to fill the demand. Then you can use what you've learned and create a product for a market that already exists--and do it better than the competition.

Step 2: Design and build your website

Once you've got your market and product, and you've nailed down your selling process, now you're ready for your small-business web design. Remember to keep it simple. You have fewer than five seconds to grab someone's attention--otherwise they're gone, never to be seen again. Some important tips to keep in mind:

- ³⁵₁₇ Choose one or two plain fonts on a white background.
- ³⁵₁₇ Make your navigation clear and simple and the same on every page.
- ³⁵₁₇ Only use graphics, audio or video if they enhance your message.
- ³⁵₁₇ Include an opt-in offer so you can collect e-mail addresses.
- ³⁵₁₇ Make it easy to buy--no more than two clicks between potential customer and checkout.
- ³⁵₁₇ Your website is your online storefront, so make it customer-friendly.

Step 3: Use search engines to drive targeted buyers to your site

Pay-per-click advertising is the easiest way to get traffic to a brand-new site. It has two advantages over waiting for the traffic to come to you organically. First, PPC ads show up on the search pages immediately, and second, PPC ads allow you to test different keywords, as well as headlines, prices and selling approaches. Not only do you get immediate traffic, but you can also use PPC ads to discover your best, highest-converting keywords. Then you can distribute the keywords throughout your site in your copy and code, which will help your rankings in the organic search results.

Step 4: Establish an expert reputation for yourself

People use the Internet to find information. Provide that information for free to other sites and you'll see more traffic and better search engine rankings. The secret is to always include a link to your site with each tidbit of information.

- ³⁵₁₇ Give away free, expert content. Create articles, videos or any other content that people will find useful. Distribute that content through online article directories or social media sites.
- ³⁵₁₇ Include "send to a friend" links on valuable content on your website.
- ³⁵₁₇ Become an active expert in industry forums and social networking sites where your target market hangs out.

You'll reach new readers. But even better, every site that posts your content will link back to yours. Search engines love links from relevant sites and will reward you in the rankings.

Step 5: Use the power of e-mail marketing to turn visitors into buyers.

When you build an opt-in list, you're creating one of the most valuable assets of your online business. Your customers and subscribers have given you permission to send them e-mail. That means:

³⁵₁₇ You're giving them something they've asked for.

³⁵₁₇ You're developing lifetime relationships with them.

³⁵₁₇ The response is 100 percent measurable.

³⁵₁₇ E-mail marketing is cheaper and more effective than print, TV or radio because it's highly targeted.

Anyone who visits your site and opts in to your list is a very hot lead. And there's no better tool than e-mail for following up with those leads.

Step 6: Increase your success through back-end sales and upselling

One of the most important internet marketing strategies is to develop every customer's lifetime value. At least 36 percent of people who have purchased from you once will buy from you again if you follow up with them. Closing that first sale is by far the most difficult part--not to mention the most expensive. So use back-end selling and upselling to get them to buy again:

³⁵₁₇ Offer products that complement their original purchase.

³⁵₁₇ Send out electronic loyalty coupons they can redeem on their next visit.

³⁵₁₇ Offer related products on your "Thank You" page after they purchase.

³⁵₁₇ Reward your customers for their loyalty and they'll become even more loyal.

Students should use the remaining time in this session to develop their e-commerce businesses. Reports are due in the next session.

OUTLINE OF SESSION 11:

1. Introduction to Business-to-Business Communication (**handout**)
2. B2B Exercise: Communication Consultant Presentation
3. Sample presentation (PowerPoint)
4. Discussion of the role of Social Media in business communication
5. Social Media assignment
6. Template for Social Media Assignment (**handout**)

Practical Communications

Communicating in the Virtual Workplace

Class Session 11: Business-to-Business Communication in the Virtual Environment (handout)

Following team presentations of their e-commerce business plans, the instructor should shift the discussion to the Business-to-Business (B2B) realm. B2B refers to electronic commerce between businesses rather than between a business and a consumer. B2B businesses often deal with hundreds or even thousands of other businesses, either as customers or suppliers.

Carrying out these transactions electronically provides vast competitive advantages over traditional methods. When implemented properly, e-commerce is often faster, cheaper and more convenient than the traditional methods of bartering goods and services.

Electronic transactions have been around for quite some time in the form of Electronic Data Interchange or EDI. EDI requires each supplier and customer to set up a dedicated data link (between them), where e-commerce provides a cost-effective method for companies to set up multiple, ad-hoc links. Electronic commerce has also led to the development of electronic marketplaces where suppliers and potential customers are brought together to conduct mutually beneficial trade.

Instead of generalized marketing strategies, such as we have seen in the Business-to-Consumer (B2C) realm, companies must pinpoint the specific buyer whose needs best fit the services of the selling business. The goal is to cater marketing content to business customers depending on where they are in the buying process.

Some B2B companies are beginning to explore new approaches to their chain of command within marketing initiatives. In larger B2B companies, the Information Technology (IT) department typically reports to the operations department because that's where the most money has traditionally been invested. That is now changing as the IT department reports directly to the marketing department. By doing this, information regarding a business' technological holdings and services can be more accurately and efficiently marketed to potential clients.

B2B In-Class Assignment:

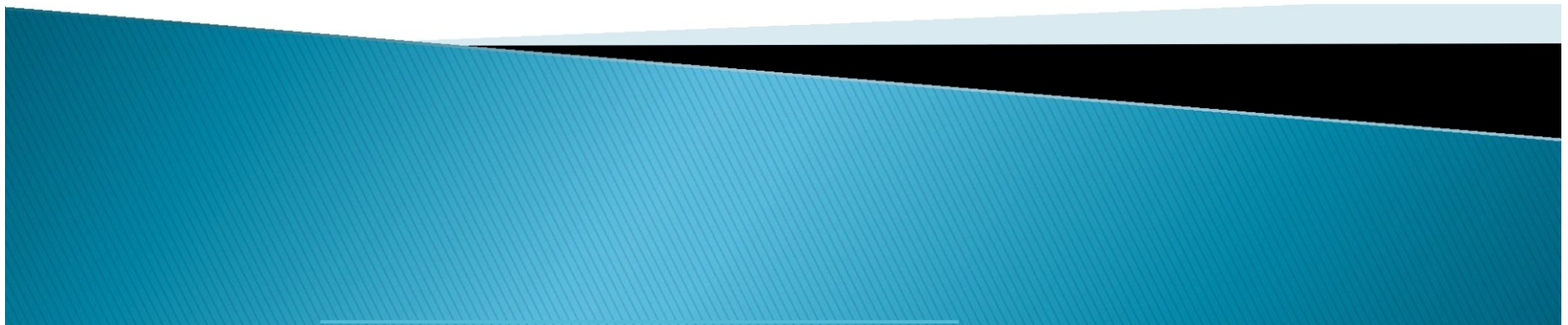
Working in teams of four-to-five students (it is suggested that the earlier teams be shuffled), each should imagine that they are a team of communication consultants assigned with the task of helping a company executive make his B2B online presence more efficient and effective.

The company executive is aware that several competitors have been implementing new methods of communication and have been producing high quality output in less time. The executive is eager to do the same but wants to understand how communications technologies may help the business' issues.

Create a 6- to 8-slide persuasive Microsoft® PowerPoint® presentation that explains how new communication systems can provide more options for communication and enhance the company's online presence. If the software and computer technology is not available, students can produce paper versions of the proposed slides. Each slide should be accompanied by notes to clarify the information presented.

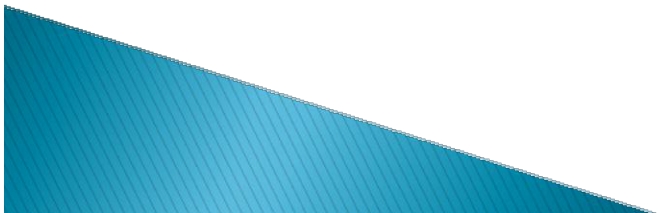
A sample presentation is included in the **next PowerPoint**, including the notes.

Communication Consultants Presentation



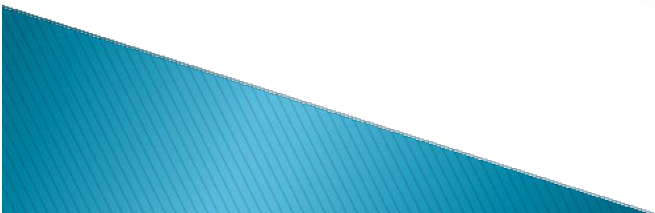
Introduction

- ▶ Finding ways to efficiently and effectively communicate
- ▶ Build team rapport, healthy relationships
- ▶ Produce high quality output in less time
- ▶ Understanding communications technology



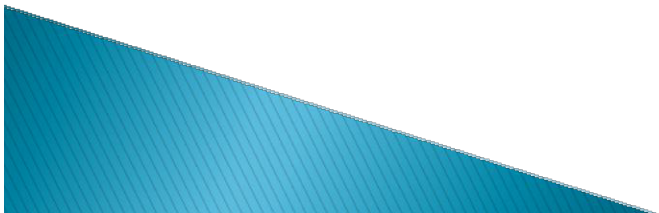
Holes in Team Oriented Projects

- ▶ Meetings are too infrequent
 - Indecisive goals and tasks
 - Procedures and scheduling are misunderstood
 - No way to build business relationships with team
 - No structure
- ▶ Unbalanced time management
 - Understanding tasks and goals allow employee to complete group and individual goals



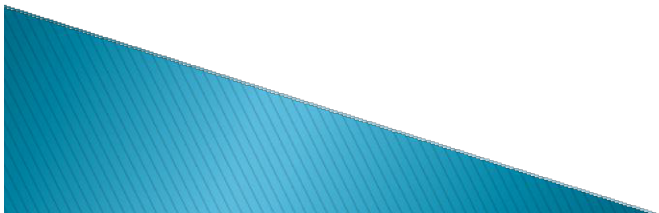
Holes in Team Oriented Projects

- ▶ Lack of up-to-date technology
 - Updated technology provides a means to communicate effectively and efficiently
- ▶ Lack of up-to-date/enforced procedures
 - Enforced procedures hold all team members accountable to their actions and work



Recommendations

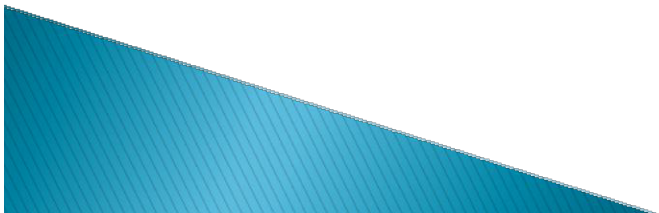
Text Messaging
Chat
Emailing Instant
messaging Schedule
Enhancement



Recommendations

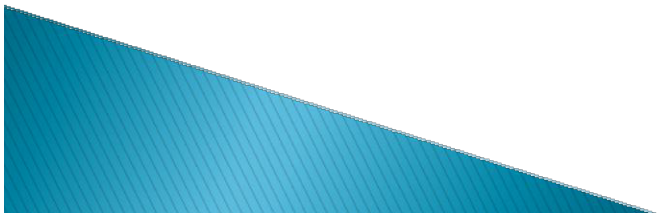
- ▶ Telephones
- ▶ Video Teleconferences
 - Allows team to clearly define procedures, tasks, and goals prior to project during video teleconferences
 - Weekly teleconferences provides project updates and concerns

These options allow personalization during team communication.



Recommendations

- ▶ Implement “Remote Control”
 - Dedicated “forum” for each team
 - System allows teams:
 - Common area to voice questions and assistance
 - Organize team projects
 - Real time access to completed tasks/goals
 - To continue building rapport and



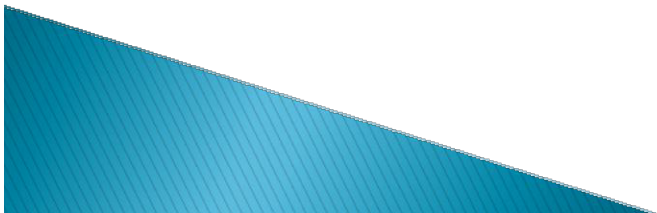
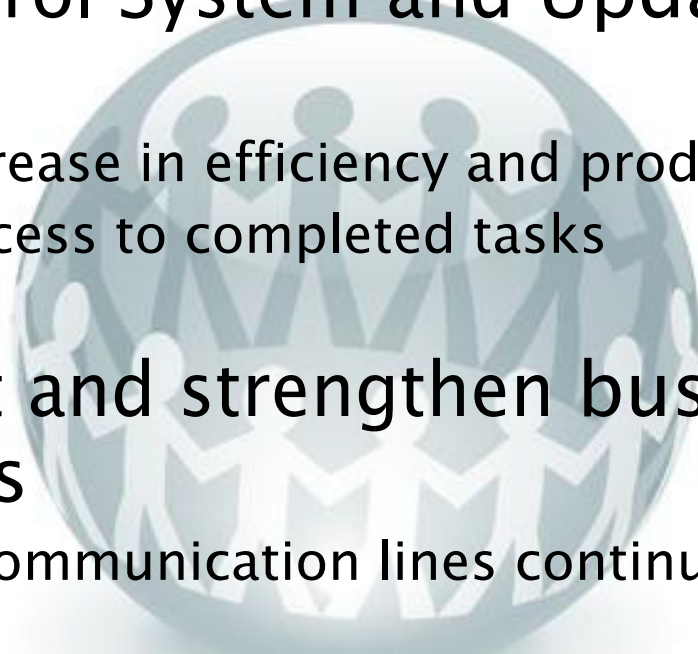
Conclusion

Remote Control System and Updated Technology

- Dramatic increase in efficiency and productivity
- Real-time access to completed tasks

Build rapport and strengthen business relationships

- Helps keep communication lines continuously open



Following the presentations and discussion, the instructor should shift the class to a consideration of the role of **social media** in e-commerce.

Some Points for discussion:

As the Web advances into a new decade, e-commerce and B2B marketing strategies will also continue to develop. There are an increasing number of digital platforms, like social media, for marketers to explore. The “winners” will be the companies and organizations that are best able to target their efforts to their customers' online habits and interests, and provide true value.

Through the collection and analysis of data, companies are discovering ways to link varied online "handles" across social networks to a single individual they wish to target for marketing purposes. Businesses are beginning to understand the “identity management” challenge and how a person’s activity on Facebook, on Twitter, on LinkedIn, and the various social properties indicates their buying intentions.

Social Media Assignment

Working with the same teams, have students prepare presentations that respond to the following questions:

1. What new social media tools may be used to distribute messages to consumers and clients?
2. Explain how to determine the best tools to use in specific situations.
3. Analyze the ethical issues involved in social media use and how to address them. The analysis should address the following issues:
 - a. Security concerns, such as identity theft
 - b. Credibility, maintaining trust and honesty in marketing and advertising, product reviews, and comments
 - c. Privacy and sharing private information without consent
 - d. Maintaining reputation

The following is an example of how students can prepare this assignment: (This can also be provided to students as a template for this assignment—**handout**)

Social Media Tools in E-Commerce

Inside any organization, the keys to success are many. Determining which key fits the exact door of success is the focus of most organizations. During this trial and error period, technology plays an extremely significant role. Technology is ever-increasing. This allows the production of more advanced tools to improve organization, effective communication, and the highest quality of work produced by employees. This is contingent upon using the proper tools at the correct times. When spearheading the task of assisting with the launch of a new e-commerce unit, it is imperative to identify what the deciding factors to success will be.

Organizations carry out transactions globally, and they must adjust to continue to contend, move forward, and thrive in technology. E-commerce presents a stage to encourage growth and development for organizations worldwide to do just that. E-commerce uses are to sell goods or services and assemble across continental connections. Organizations no longer just sell products locally but presently their clients or customers dwell in different parts of the world. Social media tools permit the E-Commerce organization to convey messages to their clients and consumers regardless of location. Social media tools are used frequently and most people spend several hours corresponding with friends and family via these networks. The use of social media tools allow consumers to obtain advertisements or messages regularly. Facebook is one these social media tools used regularly. Organizations distribute messages to thousands of patrons by posting information on the company's page. Special offers and new locations also are corresponded in real-time to the consumers. Clients and customers also post

messages to the company's page and receive immediate replies. This in turn enhances the business relationship with consumers.

Deciding what tool will be the most useful is reliant upon the needs and objectives put in place by the organization. E-commerce tools most commonly used are the Internet, verbal conversations on the telephone, face-to-face conversations, and the usage of company newsletters via physical or intranet exhibited. With a plethora of alternatives, the organization or the employees within must establish tools that will best provide accommodations for certain circumstances. The Internet is ideal when dealing with groups of scattered employees for one organization. In this circumstance, each individual is in diverse localities from the west coast to the east coast.

Internet-Based Communication

The capability to make use of Internet-Based Communications, such as instant messaging and video chats, offers a real-time reaction allowing the team of employees to correspond more quickly. Unlike the use of conventional e-mail through a company's intranet, there is not a delay in responses with the contemplation of the difference in time zones, providing as much of an open window of same time communication. E-mail leaves the sender with waiting for the receiver to reply at their availability that may be later than sooner. Another circumstance in which an e-commerce tool is in use most efficiently would be video chatting. This allows team members the ability to set a specific time to meet online as well as provide visual aids, such as charts and graphs.

An additional and highly effective tool is the use of company cellular phones. Many companies distribute these among their employees. Because texting is the common day form of

speaking, some companies also have unlimited plans where this is permitted as long as it is work related. The text messages are also regulated and can be accessed at any time if needed by an administrator. Texting provides an open line of direct communication when working out of office. The use of the cell phone for verbal and manual communication through texting is a tool that would be accepting and resourceful for any team of employees.

Some of the issues consumers can stumble upon are higher risk of fraud online, defective goods, and an increase of spyware. The merchants are also at risk with issues, such as fraudulent purchases with stolen credit cards. To avoid many of these issues, the company will need to ensure all the web applications include a secure (SSL) Secure Sockets Layer. This procedure is how web servers and web browsers encrypt and decrypt all the details are transmitted and received.

Ethics

Knowing that ethics is a part of daily living is not something a person just knows. People have an opportunity every day to decide to do what is ethically right. Morals and values are characteristics that an individual develops during his or her lifetime. Because a person's perception is his or her own reality, we as individuals should guard the information we take into our minds. Managers have to find creative ways to change unethical behaviors into ethical behaviors without offending or compromising the targeted population. Implementing mandatory ethic trainings annually for every employee to attend is a primary responsibility of senior management. Because of the absence of face-to-face contact developing a clear code of ethics is essential to promoting customer satisfaction and productivity for an organization.

Using e-mails and text messages are social media tools that are common, inexpensive, and familiar to consumers. Text messaging and e-mails will facilitate the process of marketing the organizations products, distribution of coupons, and informing customers of upcoming sales and promotions. Marketing plans to retrieve a prospective customer's email address or telephone number through website registrations are governed by the organizations code of ethics. Customer, stakeholders, or partners testimonies are accessible on the organizations website for review and updates.

To ensure that the customer and employee are protected from unethical behaviors the home page of the E-business will consist of the organizations privacy act, code of ethics, and contact information. To avoid unethical behavior, such as employees using customer's email addresses or telephone numbers to market his or her business plan is protected by allowing limited access to employees. Every e-mail or text message sent on behalf of the organization includes information on the privacy act and satisfaction guarantee policy. Using e-mails and text messages to relay information to customers is user-friendly, convenient, and quick. Emails allow the customers to print out coupons and text messages allow the customer to receive the coupon codes to purchase products.

Organizations are faced with ethical issues in the workplace, understanding where the issues lie is a skill that managers acquire through training. The issue identity theft online brings ethics to the spotlight. Managers in the E-commerce industries are challenged with the task of minimizing the unethical behaviors exposed to purchasers. To reduce unethical behaviors in the E-commerce workplace management has a paperless Code of Ethics Manual available to employees, customers, stakeholders, and the targeted virtual population to ensure involved

parties has a fair process. Creating, implementing, and managing the code of ethic allows the organization to be seen as an ethical office. Your code of ethics provides a “big picture” statement of your principles and values, and then allows you to set a personal example.” Customer complaints and ethical incidents by employees are mediated by the organizations designated board. Responses to customers, stakeholders, or partners complaints are handled by senior management team.

Conclusion

Launching a new unit of service in e-commerce is an experience that some managers embrace. Managers have a task of strategically and creatively identifying social media tools to use to facilitate the process of productivity. Creating and implementing a code of ethics is one way of protecting the customer, agency, and stakeholders from identity theft and other unethical behaviors that occur. Keeping customers safe and the organization reputable throughout the Internet is a responsibility of administration and the senior management team. Evaluations are conducted daily to address issues and modify the executive summary when in need. To ensure productivity of the new unit appointed managers follow the plan of operations, financial, and marketing closely. An effective organization builds the skills of the employees by practicing and implementing techniques to support virtual communication between the sender and receiver.

OUTLINE FOR SESSION 12:

1. Social Media presentations
2. Course and Segment conclusion
3. Grading

Practical Communications

Communicating in the Virtual Workplace

Class Session 12: The Role of Social Media in the Virtual Workplace and Conclusion

In this final session, teams will present their analysis of how social media can contribute to an organization's effectiveness online. Each team should comment on the presentations and the instructor should provide an overall evaluation of the quality of the work and clarity of presentation.

Following the presentations, individual students should be called upon to describe their learning outcomes in each segment of the course. **As a suggestion, the instructor should look for trends that weave throughout the course, which can include the following:**

1. How do nonverbal messages influence meaning in all aspects of communication, including in the virtual environment?
2. How does the ability to speak in public increase a student's ability to function in a small group environment.
3. How does leadership and organization enhance a small group's effectiveness?
4. What lessons did each student learn in the small group panel discussion?
5. How does online communication differ from face-to-face interaction?
6. What is the role of social media in e-commerce?
7. What are the "practical" aspects of this course that each student will carry forward?

In **grading** this segment, allocate points according to this plan:

³⁵ ₁₇	Session 9 Paper	20 points
³⁵ ₁₇	Session 10 Project	20 points (for each team member)
³⁵ ₁₇	Session 11 Project	20 points (for each team member)
³⁵ ₁₇	Session 12 Project	10 points (for each team member)
³⁵ ₁₇	Participation	10 points