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# COMMUNICATION APPREHENSION: A PRESSING MATTER FOR STUDENTS, A PROJECT ADDRESSING UNIQUE NEEDS USING COMMUNICATION IN THE DISCIPLINE WORKSHOPS

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COMMUNICATION APPREHENSION: A PRESSING MATTER FOR

STUDENTS-A PROJECT TO ADDRESS UNIQUE NEEDS USING

COMMUNICATION IN THE DISCIPLINES WORKSHOPS

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A Project

Presented to the

Faculty of

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by

Brenda Louise Rombalski

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ABSTRACT

Speaking skills are one of the most desired outcomes for university students. Competent communicators have more opportunities for professional development and upward mobility. On the other hand, research shows that several types of communication are on the "greatest fears" list for a majority. This project contains six one-hour workshops to help reduce communication apprehension. Communication apprehension (CA) is the concept; Communication in the Disciplines (CID) is the theoretical foundation, applied to this project. CID has contributed to an increase in literature in communication, program development, new communication events, and communication support technologies, for example. Researchers expect to see a rise in communication fears, Nevertheless, these workshops are timeless and pragmatic, each contribute to reducing communication apprehension by teaching strategies that manage communication challenges, providing communication skills training, helping students to connect (or reconnect) to each other, faculty, and campus communication support services. Participating in communication events has been correlated with communication competency and a reduction in communication apprehension.

Keywords: Gen Z, communication apprehension, speaking anxiety, communication in the disciplines, communication workshops.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this project to my former and future students. Your voice is a valuable and unique gift to this world. Use it.

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CHAPTER ONE

INTRODUCTION

In a survey with over 9,000 people, participants identified their greatest

fears. Their responses in ranked order are as follows: public speaking; speaking

up in a meeting or class; meeting new people; talking to people in authority;

necessary examination or interview; going to parties; talking with strangers

(Lucas, 2015). These data reveal that many people are afraid of several

moments, but moments centered around communication more specifically. On

the other hand, confident speakers and competent communication skills are

central to the list of graduate objectives, as well as sought after traits of hiring

employers (Schroth, 2019). As such, scholars have attempted to understand the

gap between communication anxieties and needed outcomes for future

endeavors (Bodie, 2010). These studies typically explore "public speaking

anxiety" and "communication apprehension," which are often incorrectly spoken

about as if they are the same experience. Public speaking anxiety (PSA) is

defined as "a situation specific social anxiety that arises from the real or

anticipated enactment of an oral presentation" (Bodie, 2010, p.

72). Communication apprehension (CA) is a fear or anxiety associated with either

real or anticipated communication with one or more persons' (Beatty &

McCroskey, 1984, p. 79). This project utilizes the broader application of

communication apprehension to justify the need for

communication workshops. The workshops specifically contribute to

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reducing four different types of communication

apprehension: Traitlike CA, Context-based CA, Audience- based

CA, and Situational CA (Davis, McCroskey, &

Richmond.,1986). Participation in communication workshops, events, and

communication appointments, at campus speaking centers, for example, will help

develop strategies to manage and reduce communication

apprehension.  Furthermore, participation in such events provide communication

skills necessary to succeed professionally.

Currently, two frameworks foster specific communication instruction

across college campuses: communication across the curriculum and

communication in the disciplines. Communication across the curriculum (CXC)

was founded by the need for oral communication to be provided to all students

through instruction, activities, and support. Whereas CID extends CXC, as an

integrated program-based theoretical framework (Dannels, & Housley-Gaffney,

2009). Furthermore, CID was later developed to offer a theoretical framework in

communication scholarship that has advanced communication literature across

the disciplines. The impact of CID is seen beyond progress in communication

literature, but also by communication assistants who are steadily employed

through support services offered on many campuses.

Those who work in CID programs have sought to reduce communication

apprehension and help prepare students across campus to gain professional

communication skills for many years. A need for such services, and even the

types of services, have evolved yet continued to be consistent. At the core of the

communication in the discipline's theory is the idea of change (Dannels, 2001).

Some examples of what changes CID promoted have included-growing

knowledge about discipline specific communication, expanded speaking center

support services, and advancements in presentation related technology for

students on campus. Recently, we have seen a unique change and increase in

the needs students have in addressing communication apprehension and

communication skill building. The workshops format, topics and content are

timeless, pragmatic, and theoretically informed. According to findings in

communication apprehension, a series of regular workshop events help reduce

communication apprehension by teaching strategies to help manage

communication apprehension and help better serve current

student populations (Barber, 2020).  Offering the workshops in this project is an

effort to reduce different types of communication apprehension and to give

a much-needed communication education, to connect, students to each other,

faculty, and their campus resources.

CHAPTER TWO

COMMUNICATION APPREHENSION

Most people are afraid of public speaking, and scholars have spent decades interrogating why (Beatty, & McCroskey, 1984) (Dwyer, Kangas, & Davidson, 2012) and to what consequence (McCroskey,1977a). Public speaking anxiety (PSA) is defined as "a situation specific social anxiety that arises from the real or anticipated enactment of an oral presentation" (Bodie, 2010, p. 72). Similarly, yet distinct, communication apprehension (CA) is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with an individual or individuals" (Beatty & McCroskey, 1984, p. 79). Communication apprehension is the explanation of a communication anxiety that occurs during various communicative moments such as: interpersonal, small group, mass, or public speaking. Often the terms "public speaking anxiety" and communication apprehension" are spoken about as if they are the same thing. However, communication apprehension is a much broader perspective. Additionally, communication apprehension is a more thorough topic to apply to this project because self-reported surveys have revealed that several different communication encounters are on the list of "greatest fears" of many. Despite the fact public speaking is on that list, the majority of the "greatest fears list" list are impromptu types of speaking (e.g., talking with strangers, speaking in a meeting, interviews). Communication apprehension includes the fears people experience with a variety of impromptu communication situations (Bytwerk, 1985). This does

not dismiss the fact that PSA is the most prevalent subtype of communication apprehension, affecting almost everyone (McCroskey, 1970a, McCroskey, 1970b, McCroskey, 1972). The term "communication apprehension" was coined by McCroskey, who was motivated to dedicate extensive time researching PSA, which later led him to the broader topic of CA, after a scary situation happened with McCroskey's student that brought to his attention to the potential severity of the issue, which studies show is still at hand.

McCroskey noted and would share with his graduate classes the story about his student (Tillson, 2015). "One evening, I received a phone call at home from a Penn State psychologist." His student was about to jump off the top of a thirteen-story building on campus and was rescued. The student disclosed that she "could not go through giving another speech" at the university. McCroskey was disturbed; she never appeared to be any more reluctant than other students in his Public Speaking class (Speeches, 2015). Later, McCroskey discovered that a few years before the incident, there were thirteen student suicides recorded at Pennsylvania State University, all but one of the students were enrolled in Public Speaking courses during the time of their death. Both public speaking anxiety and communication apprehension are typical for people to experience. There are various levels of CA and PSA and their impacts can range from minor to severe, and this story is a severe case. Earlier studies found that 20% of people suffer from CA; high levels of CA can be disabling to a person (Beatty & McCroskey, 1984). Later, McCroskey developed the Personal Report of Communication

Apprehension (PRCA) which is a 24-item Likert type scale to help know where a person is at in their level of communication apprehension. This scale is often used in communication research or to help instructors and students gage student progress with reducing CA by taking the test before and after they take an Oral Communication course. McCroskey (1984) suggested there are 4 main types of CA: Traitlike CA, Context-based CA, Audience-based CA, and Situational (Davis, McCroskey,& Richmond,1986). Traitlike CA is a type of CA that is similar to an invariant trait, such as eye color and is highly resistant to change. Traitlike CA covers a wide range of types of communication and is more personality related. Context-based CA is a generalizable CA that happens during or about specific contexts, such as public speaking. Context-based CA explains why some people can have apprehension about group communication and on the other hand feel comfortable speaking to strangers at a networking event. Audience-based CA is a type of CA which happens with a certain person or group. For example, a person interviewing for a job they are not very interested in will feel differently with that audience compared to the same person being interviewed for their dream position. Most people have some communication context that they will feel apprehension in.   (McCroskey & Richmond, 1982). Situational CA is about the state of a person is in, which can vary. Situational CA represents apprehension which only occurs with a certain individual or a group in a particular situation or at a particular time. For example, a person may feel comfortable speaking one on one, unless they are asking the person out on a date. This situation is what

creates the communication apprehension. Earlier work had emphasized pure trait CA and pure state CA. McCroskey argued that categorizing a broader perspective and defining specific subtypes of CA gives a distinguishing marker from old approaches and new approaches. In addition, it is unlikely there would be any person that experienced trait CA without some level of state CA, as earlier literature indicated (Davis, et al., 1986) Each workshop in this project gives strategies to improve or reduce these 4 specific types of CA. The specific type/types of communication apprehension that each workshop targets is stated in the workshop rationale. CA subtype information in the project is important; it helps to expand awareness of how CA impacts people differently. This awareness provides an opportunity for those experiencing CA to home in on confronting the root (the subtype of CA an individual is experiencing), therefore reducing that type of CA.

The general concept of CA has expanded research and literature extensively. To give a few of many examples of topics  that have expanded literature about communication apprehension: a pilot study of a peer mentoring program for university students with autism (Siew, Mazzucchelli, Rooney, & Girdler, 2017), communication apprehension and communication self-efficacy in accounting students (Hassall, Arquero, Gonzalez,, 2013), exploring connections of eating disorders and communication apprehension (Goldberg, 2016), transgender communication, loneliness, communication apprehension, in a Canadian sample (Heinz, 2018), communication apprehension among Black

students on predominantly White campuses (Byrd & Sims, 1987), communication apprehension in parent-child relationships regarding parental alienation and self-esteem (Aloia, & Strutzenberg,. 2019). These examples show the variety of populations and situations that are impacted by CA. CA has allowed communication scholars to assess physiological, cognitive, and behavioral impacts that people experience and attempt to treat CA, for example, using skills training and relaxation techniques. CA is a very complex topic. The CA concept is unarguably strong and prevalent, evident in the amount of research, literature, and continuous reports from people experiencing CA. CA, the broader topic which extended PSA, is the best concept to apply to current and evolving communication related anxieties. Additionally, by incorporating the 4 different types of CA addressed in each workshop, this project contributes to progressing the concept of CA while extending the reach to the theoretical frame of CID to subtypes of CA.

Current Contextual Considerations

Even though there has been extensive research done over decades of time, in some ways, we could be falling behind in putting a dent into reducing CA. For examples, cell phone and computer use has reduced face-to-face communication, which is what assists us in interpersonal rapport. Rapport leads us to more trusting and cooperative relationships and more positive communication outcomes (Lattie, Lipson, & Eisenberg, 2019). An increase in technology use has been found to be correlated with an increase in anxiety,

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potentially more negative communication outcomes (Gander, 2020). Most college students are in Generation Z, who have relied heavily on technology to communicate. Some scholars assert that Gen Z has "missed out on vital rules of conversation" (Schroth, 2019). In addition, Gen Z has self-reported greater anxiety than any other previous generations (American College Health Association, 2001) (American College Health Association, 2014). According to data from The American Psychological Association (APA), Gen Z is currently seen as the most stressed-out group in America (APA, 2018). Furthermore, 52% of Gen Z reports being even less involved in extracurricular activities in 2020. Over 80% of Gen Z reported school now being their biggest stressor (Karter, 2020). 2021 is not the time for communication scholars to give up on doing work that contributes to helping students to reduce CA. CA is a seasoned concept, however it can use more attention due to the fact it is a prominent problem that has not been solved. Communication educators should be mindful that CA has been on the rise and is projected to increase in the current student population (Barber, 2020).

Learning to manage fear or anxiety about public speaking or communicating and learning communication skills is important for professional development and communication practitioners will likely need to put in more effort in helping students Communication scholars assert that preparation and practice can help reduce the fear or anxiety from speaking (Bytwerk,1985). Preparation can include many things, such as: learning about the audience,

conducting research, gaining support material, organizing your communication, and practicing delivery. These steps in preparation apply to reducing anxiety in many different types of communication, from job interviews to networking opportunities, to formal presentations. University speaking centers provide a place where students prepare and get assistance, both are strategies that reduce problematic communication apprehension.

CHAPTER THREE

COMMUNICATION IN THE DISCIPLINES

University speaking centers are common programs on university

campuses that are often informed by theoretical underpinnings. Campus

speaking centers originated in the late 80s as communication across the

curriculum (CXC) gave the basic premise of providing oral communication and

job readiness to all students, regardless of their major, to speak professionally in

order to enter the workforce and advance in careers. By the late 90s speaking

centers on campus were more common (Gaby-Fisher, 1999). As an extension of

CXC, communication in the disciplines (CID) provided a theoretical framework

that expanded literature and program options within the disciplines. A limitation of

CXC was the breadth of application leading to minimal theoretical richness

because the initial purpose was to teach oral communication and professional

speaking skills across campuses. In this section, CXC is introduced to give a

better understanding of the shift and impact CID has had on communication

literature and communication support offered in all disciplines.

CXC is a program-based model using three categories: separate

communication instruction, integrated communication instruction, consultant-

based support (Tuleja & Greenhalgh, 2008). Some scholars criticized the CXC

model, asserting it was not theory-based (Dannels, 2005; Garside, 2002). In

addition, pressure on communication educators arose from business, industry,

and accreditation agencies for profession-specific communication training.

Curiosity arose within the discipline to learn discipline-specific communication practices in addition to providing the theoretical base some scholars were seeking, CID promotes communication program development and growth that CXC was lacking.

The CID framework was created by Deanna Dannels and is marked by three specific activities: (1) generates locally constructed communication outcomes, (2) identifies and supports discipline specific genres (3) incorporates discipline specific evaluation and assessment (Dannels, 2001). CID is a distinctive educational approach which promotes disciplines collaborating to improve students' communication competence and skills with the needs within their discipline and their future professionals. Part of CID assists in orienting and socializing students by professional preparedness for what their professions require (Sullivan& Kedrowicz, 2011). This is a theory that has space for communication scholars to be the students, to learn about communication across disciplines, specific to the discipline oral communication styles and in discipline specific locations situations. CID allows the application of new ideas and program developments to meet the needs of current and future student populations, and imperatively, theoretical considerations. The increase in communication research and literature in all disciplines is one noticeable impact of the CID theoretical framework provided. For example, CID welcomes and encourages communication research to topics that need progress. There is a noticeable shift and abundance in communication literature contributions from outside

disciplines. CID has been expanded through literature on a variety of topics: integrating students in ethics education (Canary, et. al., 2014), gender (Sullivan& Kedrowicz, 2011), simulation-based communication training (Koponen & Julkunen, 2015), communication skills for medical students, simulation, and gaming (Koponen, Pyörälä, & Isotalus., 2014), speaking in engineering (Dannels, 2005), and design for interactive IT applications (Sundblad & Lenman, 2001).

CID has promoted program expansion. For example, new technology related to presentations, workshops about global communication, are topics that can be successful working within the CID model. Students have often seen communication skills from a surface perspective of a way to get from point "A," an unemployed broke student, to point "B," an employee with a growing bank balance (e.g., Kedrowicz & Taylor, 2013). Or students see a communication class as a basic list of organizational steps they must learn (like a speech outline) to meet graduation requirements and move forward to "real life" after they graduate. CID takes communication instruction from the sole ideas of the "how" and extends to ask many questions of "why;" this curiosity leads to new studies and findings in communication literature. Scholars have realized and recommended a shift in CID pedagogy from being primarily communication that is focused on function and structure to a liberal education with a global community perspective (Palmerton, 2005). This shift places emphasis on communication as a social interaction and meaning, which meets the needs of the current and progressing world (Kedrowicz & Taylor, 2013). The fact scholars

see a shift as necessary and possible within the CID framework means its model

possesses the theoretical characteristics to demonstrate additional contributions

in this realm. Additionally, this is evidence of the applicability of CID and the

continued contributions as CID expands the way communication skills are

integrated into different models and communication scholarship.

These examples demonstrate how rich and flexible of a communication

theory CID is for all disciplines. CID has promoted collaboration across

disciplines in communication literature and has provided space for programmatic

evolution. The workshops in this project can be facilitated by campus speaking

centers staff. They may be used by outside disciplines, or even institutions other

than academics. Additionally, there seems to be a gap in literature of assessment

on how communication skills training impacts CA in different disciplines (Rust,

Gentry, & Ford, 2020), and these workshops may be used in later work

contributing to such assessment. CID is a theoretical frame that has room for all

of these possibilities, which makes it the most appropriate framework to use for

reducing communication apprehension through the workshops in this project.

CHAPTER FOUR

AUTHOR MOTIVATIONS, EXPLANATION OF PROJECT

I experienced dichotomies during my initial public speaking experiences. In my first presentation, at an advertised event at a town hall, I spoke successfully, giving an introduction speech to a live public audience. I won a speech contest that day. Two months and three speeches later, I experienced a panic attack during a speech. I was dumbfounded at the opposite experiences and did not understand what had happened. This experience led to studying public speaking anxiety, further, to the broader topic of communication apprehension. Through discovering communication apprehension, I began to understand myself; I found myself wanting to help others overcome their own communication anxieties and speak more effectively.

During self-awareness and a process of self-improvement, I developed a holistic approach for myself that I still practice. These techniques address the cognitive, physiological, and behavioral aspects of communication apprehension and improve speaking confidence, which is informed by Lang's 3 System Stress Model (1968) (Bodie, 2010). My approach can be found in the Reducing/Managing Communication Anxiety workshop. In the behavioral section, the importance of engaging in different communication opportunities and events, to help reduce communication apprehension, is explained. Engagement, practice, and community support offered to participants by attending such events helps reduce CA while building necessary communication skills. Creating

platforms that help students feel positive about communicative events should be a top priority in communication pedagogy.

Feeling comfortable communicating can have a considerable impact on professional development. Communication in the discipline's programs and the CID theoretical frame has space for communication practitioners to develop services to meet the contextual, situational, and audience needs. I chose communication workshop topics that have the most practical and integrative life application. Furthermore, they are not addressed often in communication pedagogy. Each workshop will help participants to develop strategies to manage communication apprehension.  Regardless of what type of communication event a person participates in, the engagement and practice are worth the time and effort. The project manual consists of six-one-hour communication workshops. Workshop topics are listed below and can be used individually or in combination. Each workshop includes the following: a theoretical justification, corresponding research, rationale, workshop objectives, intended audience, instruction details, materials list, step-by-step directions, a facilitator script, and timeline. The script is a dialogue; however, a facilitator can use it as a monologue if they prefer. Some workshops have supporting materials in prompts, skeletal notes, or worksheets for individual or group work. These are in Appendix A

Group Communication/Presentations

Persuasion/Negotiation

Reducing/Managing Communication Anxiety

Speaking on the Spot

Networking/Listening

Audience Analysis/Enhancing Delivery

Limitations

The limitations of this project regarding the CID theory itself are that some of the language and topics used in the workshops could easily be considered communication discipline specific and biased. This is somewhat conflicting to the foundational purpose of CID, to bring together a collaboration of all disciplines together and the workshops are not written as situated in discipline specific locations or with discipline specific oral genres. The workshops were created with the main idea of communication experts at speaking centers facilitating them. With that said, anyone in any discipline could be a facilitator of them by following the script.

On the other hand, one way I see this project being more effective in helping all disciplines and contributing to literature would be to use these workshops to assess students in specific disciplines for CA pre and post workshop attendance and participation. For example, to test to see how much communication apprehension was impacted on criminal justice students, after they participated in the workshops. This was not my original intention, however, now that I see that the assessment of impact of communication skills training on CA seems to be a gap in literature about CA. This is an area that merits further work and could contribute to new findings.

Practical Application

My speaking experiences started in 2015. For four years, I viewed the journey of navigating communication apprehension as a series of small successes and significant failures. Today, I have a gentler perspective and believe that speaking and communicating is better seen as a "progress not perfection" process. Giving myself the gift of a shift in my thinking permits me not to need to be all-knowing or always good at speaking. However, if I want to learn and improve, I must show up to practice and participate in a variety of communication opportunities. Placing a high priority on managing communication apprehension and improving communication skills has paid me back in benefits and growth many times over by feeling more comfortable, personal growth, and a sense of altruism through helping others. From the time I walked off the podium in a panic attack (2015) until a few years ago (2019), when I began teaching oral communication in a GTA program at my university, I developed a holistic approach to reduce my own communication apprehension. This approach includes physiological, cognitive, and behavioral techniques and is covered in managing speaking anxiety. When I practice all three areas intentionally, my speaking tends to be noticeably higher quality, which is the best version of me that I can offer to share with the world.

These workshops will help participants to develop strategies to manage communication apprehension. The topics can be applied to and used by all disciplines, in academic settings, to gain data on impacts of communication skills

training (a behavioral process) on reducing CA (a cognitive process). Additionally, the workshops address the four different types of CA. Student responses could help us know more about the better ways to help the current university students reduce CA. I would like to eventually see these workshops developed into more. For example, the topic of networking and persuasion have so much more rich content and activity options. The fact that these were one-hour workshops, and only one on each subject, reduced the content to surface concepts, discussions, and activities.

Furthermore, using these workshops could help vulnerable populations.  For examples, those who have higher rates of CA, such as those participating in educational based support communities which serve victims of violence, who need to communicate clearly to testify in court and to rebuild successful lives, Prison populations, who need to rebuild lives and competent and confident communication skills will give them a better chance at being productive members of society and re-enter the workforce successfully. I would like to look at these two specific populations because CA  is likely higher in those who have been victims of violence and prison populations than the average population. In addition, these populations would be less likely to have strong communication support services to specifically teach communication skills and reduce CA.

Conclusion. Communication apprehension (CA) is something that students need help addressing. Competent and confident communicators are generally more employable and successful (Tuleja & Greenhalgh, 2008). Those who work at universities have a responsibility to offer new ways to help reduce CA and teach communication skills training through a variety of methods. Understanding different types of CA can help us to know how to reduce CA specific to an individual.

CA and PSA is often thought of as "over studied" topics because ample research and literature is available on the topic. However, CA needs more attention with the current student population situation and generational concerns that may be negatively impacting communication. If anything, it is my hope that communication workers see that CA and communication training skills are areas that when improved make a noticeable improvement in a student's life for the better. These are the reasons I am motivated to continue to focus on reducing CA using CID on college campuses and universities.

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APPENDIX A

THE WORKSHOPS

WORKSHOP INTRODUCTION

Two of my most profound and early memories of public speaking happened about two months apart. The first memory I have was when I was a brand-new club member in a professional speaking organization. The club had scheduled my introduction speech at an advertised and well-attended open house event at our town hall. This event's highlight was a mini-speaking competition, and I was competing against two other seasoned speakers. One of the speakers was the "District 12 Champion Speaker." Surprisingly, at the end of the open house, I was the one given a ribbon after being voted to be the "Best Speaker." The second memory happened two months after the open house. I was giving my fourth speech at the club, to a tiny audience, and I started having a panic attack so bad that I was removed from the podium. I was confused about what had occurred for me to have such dramatically different outcomes. Ultimately, I was led to research communication apprehension and have been able to develop a liberating holistic approach for myself to confront the ailment that I now speak about frequently. At times, I still can feel uneasiness about speaking; however, I feel the overall freedom from communication apprehension that I have experienced through the techniques I still practice must be passed on to others.

"How" students feel about communicative events should be a top consideration in communication pedagogy. Feeling comfortable communicating can have a considerable impact on professional development. Communication in

the disciplines (CID) is a theoretical framework for communication programs; it acts as an umbrella model with space to include many types of communication platforms and events. Furthermore, I discovered pertinent communication-related topics outside of public speaking that are often bypassed or barely brought up because the Basic course centered around 4-10 larger speeches where organization, delivery, and content are the primary focus. I chose communication workshop topics that have the most practical and integrative life application. Furthermore, they are topics that will be helpful if expanded on beyond a traditional speaking course. Each workshop has the potential to contribute to reducing different types of communication apprehension.

<u>Communication Apprehension</u>

Many students want to improve their fear of public speaking. More accurately, the fear of public speaking. Many speaking situations, in general, are on lists of "top fears" for most people today (Lucas, 2015). On the other hand, strong public speaking and communication skills are paramount to students' potential or permanent employment and upward mobility (Bodie, 2010). Improving student professional success is one main driving force for communication scholars to research ways to improve student communication outcomes.

In breadth and depth, James McCroskey was the communication scholar most significantly involved in academic work about public speaking anxieties which was expanded to the much broader topic, communication apprehension.

McCroskey noticed some students would not speak in class at all. He discovered that those who suffered the most anxiety regarding communication, struggled with more than just fear from public speaking. McCroskey and his colleagues found a type of communication anxiety that happens with interpersonal communication, small group communication, mass communication, or public speaking. McCroskey coined the term "communication apprehension". Communication apprehension (CA) is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with an individual or individuals" (Beatty & McCroskey, 1984, p. 79). Later work specifically addressed four different types of communication apprehension: Traitlike CA, Context-based CA, Audience-based CA, and Situational CA (Davis, McCroskey, & Richmond, 1986). A clearer perspective about communication-related fears, coupled with knowing the primary responsibility of communication education to prepare students for the professional world, has motivated communication scholars to provide theoretical foundations for communication programs to develop in academics.

COMMUNICATION IN THE DISCIPLINES

Communication in the Disciplines (CID) is a program and theory-based communication framework developed to address limitations in the parent model, Communication Across the Curriculum (CXC). Both focus on improving or developing oral communication and professionalism (Dannels, Gaffney, &Housley, 2009). CXC acted as a basic premise; it did not rely on the theoretical

density that communication scholarship can offer. Dannels (2001) created the Communication in the Disciplines (CID) model to provide a more pragmatic model that furthers communication scholarship by acknowledging that communication is contextual, situational, and discipline specific. CID initiated scholarship by giving outside disciplines a place to share their uniqueness in a variety of professions. The following easy-to-use workshops are additional support tools used in cross-curricular communication events or communication events in all disciplines. They are appropriate for use outside disciplines. These workshop topics were chosen because have personal and professional benefits. Additionally, each one addresses one or more of the 4 different types of CA. The primary purpose and intended use of the workshops is to enhance communication development at speaking centers, in university campus events, or classrooms. However, these concepts are timeless, and the workshops are scripted in a way that organizations outside of academics can benefit from engaging with the content.

<u>A PREVIEW OF THE WORKSHOPS</u>

GROUP COMMUNICATION/PRESENTATIONS

PERSUASION/NEGOTIATION

REDUCING/MANAGING ANXIETY

SPEAKING ON THE SPOT

NETWORKING/LISTENING

AUDIENCE ANALYSIS/ENHANCING DELIVERY

**PREVIEW OF WORKSHOP 1 GROUP COMMUNICATION/PRESENTATIONS**

The Group Communication/Presentations workshop provides knowledge about group development theory, expands on the benefits of studying group communication, and gives an activity to improve group communication outcomes using an agreement/contract. Additionally, the activity reduces communication apprehension (common in the forming stage) by clarifying communication through the structure of the agreement/contract. This workshop targets reducing Context-based, Audience-based, and Situational CA.

**PREVIEW OF WORKSHOP 2 PERSUASION/NEGOTIATION**

The purpose of the Persuasion/Negotiation workshop is to help participants recognize the importance of persuasion in professional development. Persuasion is a highly complex topic; therefore, this workshop offers a sampling of persuasive techniques. The breakout session provides networking, thus reducing communication apprehension through experience and practice. This workshop targets reducing situational CA and audience-based CA.

**PREVIEW OF WORKSHOP 3 REDUCING AND MANAGING**

**COMMUNICATION ANXIETY**

The Reducing and Managing Anxiety workshop will help participants feel more comfortable communicating. This session provides theoretical perspectives and participants evaluate physiological, cognitive, and behavioral effects of communication apprehension; techniques to reduce and manage their anxiety. This workshop targets reducing traitlike and situational CA.

**PREVIEW OF WORKSHOP 4 SPEAKING ON THE SPOT**

Speaking on the Spot is a workshop that provides participants the opportunity to learn and practice impromptu speaking. Participants practice impromptu games using a prompt in small groups and as an audience. This session helps develop all aspects of oral communication, which improve confidence, therefore, the practice also can reduce communication apprehension. This workshop targets reducing context-based CA and situational CA.

**PREVIEW OF WORKSHOP 5 NETWORKING/LISTENING**

The purpose of the Networking/Listening workshop is to draw attention to the importance of networking in professional development. The session includes methods to practicing active listening in networking situations that can be applied in all areas of communication. There is a breakout session for the audience to practice networking following a prompt; this will reduce participants' communication apprehension because they will have practice and a frame of reference through application of the prompt. This workshop targets reducing situational CA, audience-based, and context-based CA.

**PREVIEW OF WORKSHOP 6 AUDIENCE ANALYSIS/**
**ENHANCING DELIVERY**

The Audience Analysis/Enhancing Delivery workshop promotes audience centeredness and more thorough methods to look at audiences to include speaker bias, stakeholders, and psychographics. Additionally, awareness and

addressing speaker biases and a section about physical and situational delivery

are included. Participants will expand knowledge on preparation and engaging

with their audience; thus, improving their speaking confidence, therefore reducing

communication apprehension while speaking. This workshop targets reducing

audience-based CA and situational CA.

**GROUP COMMUNICATION WORKSHOP**

**THEORETICAL RATIONALE AND WORKSHOP STRUCTURE:**

Research in group development has been thoroughly documented (Fujishin, 2013). Many scholars have sought to learn more about group processes as a way of understanding how they operate. Ultimately, this would build helpful theoretical explanations and models that may aid in more successful group outcomes. Psychologist Tuckman focused on the role communication plays in forming groups with both successful and unsuccessful group dynamics. During the 1960s, he studied earlier work about groups (e.g., therapy groups, natural groups, laboratory groups). The theory of group dynamics was the foundational theory that led Tuckman to explore group development more specifically. In 1965, he published "Tuckman's theory of group development." In his theory, Tuckman classified all group processes based on the group setting, what is occurring in the group-task or interpersonal, and the position of a group in a hypothetical sequence (the stage of development). Initially, Tuckman identified 4 stages of development, "forming, storming, norming and performing." A 5th stage, "Adjourning" was added in 1975, as a material understanding of the importance for groups to wrap up work, receive recognition, and get appropriate closure when the group ends. Tuckman's classification of group development processes helped social scientists to explore new ideas, which led to contributing to theoretical perspectives and pragmatic models. Furthermore, it provided those who engage with groups (e.g., practitioners, pedagogical groups, business

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groups, layman groups) new theoretically based considerations to improve efficiency, productivity, and member satisfaction. There has been a correlation made between working in groups and reducing communication apprehension. The theory of group development remains pragmatically applicable in academic, business, medical, and non-professional environments.

Overall, this workshop outlines reasons to study group communication, fundamentals on advantages and disadvantages that are situated during communication in small groups, foundational theoretical perspectives, and supplies a structured activity connected to Tuckman's theory, specifically the "forming stage." The activity is a small group communication exercise where participants will need to communicate intelligibly as a group to produce their own example agreement/contract during the workshop. The purpose of using the agreement/contract is to increase clarity of communication, inefficiency, ineffectiveness, and labor inequities. Often, these problematic matters are communication related and are primary complaints of group work. Additionally, the activity reduces communication apprehension (common in the forming stage) by using clear communication and intentional structure. The workshop targets addressing context-based communication apprehension, audience-based communication apprehension, and situation communication apprehension.

The workshop begins with the facilitator presenting research-based information about motivations to study small group communication and foundational theoretical perspectives using a discussion-based format. The script

can be used as dialogue or monologue if the facilitator wishes to reduce

discussion for instructional preference or controlling time. Next,

the facilitator explains the activity, the agreement/contract, role assignment for

the activity. The facilitator divides participants into small groups to complete their

own agreement/contract. This portion of the workshop is designed to guide the

group to practice transparent discussions, make concrete decisions, and

document their group conclusions on how their group will operate.

The agreement/contract example in this workshop uses information for a

group that is preparing an oral presentation. The general structure of the

agreement/contract can be used for any group project or assignment. The

agreement/contract is a communicatively pragmatic and flexible model for faculty

or students to use to improve any type of group's overall experience, efficiency,

and effectiveness.

**Workshop Objectives**

**By the end of this workshop, participants will be able to**:

1. Identify foundational group theorists, theories, and communication applications to group processes.

2. Name the benefits to studying group communication and relate them to everyday life.

3. Define small groups, evaluate the advantages and disadvantages of working in groups.

4. Translate theoretically based classification of group processes to creation and application of a planned agreement/contract to improve group communication, efficiency, effectiveness, and member satisfaction.

5. Participate as a group member while utilizing a role assignment.

6. Engage with the group and help generate a detailed agreement by using communication skills written, verbal, and listening.

7. Analyze a model agreement/contract that can apply to a group oral presentation.

**Intended Audience:** Students and faculty will be the primary audience of this workshop. Students in the workshop will learn skills to improve overall outcomes when working in groups. Faculty in the workshop will learn a structure for incorporating groups that will add clarity to improve student and group learning outcomes.

**Instruction Details:**

The workshop is formatted to last for one hour. The script is written as a dialogue: if the facilitator prefers to, the script can also be used as a monologue instead of a dialogue. First the facilitator explains theoretical applications. Next, participants are working in groups as the facilitator is walking around to assist groups by answering questions and offering

suggestions. Following the group agreement/contract agreement, the facilitator will call on a few Reporters to share their agreement details. Announcements will be made, and certificates of completion will be issued in email after the workshop.

**Materials:**

Agenda of workshop for participants

Blank group agreement/contract forms

Sample completed agreement contract

Dry erase marker/board or digital note taking method

Certificate of completion (Digital format option)

Page Break

| Time Schedule | Content |
| --- | --- |
| **11:50 am–12:00 pm** | Facilitator arrives 10 minutes early |
| | Greet participants as they arrive |
| **12:00-12:05 pm** | Welcome participants |
| | Distribute agenda |
| | Document attendance (pass around an attendance sign in sheet with name, participant information for tracking, and email address for certificate of completion to be emailed after session). |

**12:05-12:20 pm**                Facilitator Introduction

"Who here has had at least one terrible experience

working in a group?

Did one person seem to do the work? Maybe it was

something else; can you describe what happened?"

(Allow the audience to fill in some experiences).

Today, we are going to learn about group

communication and how we can intentionally handle

groups differently so that we can have successful

experiences with group presentations or group

assignments. We will learn why you want to learn

about group communication, defining what a group is,

and the advantages and disadvantages of working in

groups. We will identify a few foundational

researchers, their theories regarding groups, and how

those theories can connect to improving your group

experiences. The application will be carried out by

you taking a role assignment during the "forming

stage" which is a part of one theory we will discuss.

Groups will create an agreement/contract as a group.

This activity is a structured method that helps reduce

challenges that were found in theory. The method

also helps to improve communication and groups are

more effective, efficient and equitable."

(Estimate spending 3-4 minutes on each question to follow

this timeline)

*Sample answers are in italics*

Q. Where do we see groups?

Write down any student answers, thank them.

        A.      *Example answers*

        1.      *Families*

        2.      *Friendship circles*

        3.      *Sport teams*

        4.      *Committees*

        5.      *In classes*

        6.      *Work teams*

Facilitator Speaking Notes

"For our purposes, a group is a small collection of

people, who interact over time to reach common

goals. A small group consists of 3 or more individuals. There is not an agreement on the maximum size (Adler, Rodman, & du Pre',2017). However, research suggests that the best size is the smallest number of people who can get the task done effectively. Generally, the larger a group becomes, the more difficult it is to schedule meetings, manage participation, and information."

Q. Why would you want to study group communication?

Write down any student answers, thank them.

A. *Example answers*

1. *To have a better understanding of how groups cooperate, make decisions, influence members, accomplish goals*

2. *Employers indicate that the ability to work well within a group is in the top ten most sought-after traits in people they hire*

3. *According to Maslow's Hierarchy of Needs the benefits are*

*enormous and impact each level of need, such as monetary rewards, position advancement, and self-actualization*

4. *Knowledge about group communication can improve interactions in groups, including in academics, professional settings, parent groups, athletic teams, volunteer groups, etc.*

Q. What are the advantages you experience when working in a group?

Write down any student answers, thank them.

A. *Advantages*

1. *Each member brings unique experiences*

2. *More ideas are presented*

3. *Each member has different resources and has a connection with different people*

4. *This bigger collective perspective is distinctively different than any individual*

5. *Members are likely to voice problems they see in a thought process if they see potential problems if they see in a thought process if they see potential problems and if members the group becomes self-correcting its errors and thinking*

6. *Broader perspective enhances creativity in solutions.*

7. *Working in a group can be more fun and satisfying than working alone*

8. *Gives a sense of belonging*

9. *Has been shown to reduce communication apprehension*

Q. What are disadvantages you experience when working in a group?

B. <u>*Disadvantages*</u>

1. *More time consuming (time=expense) time to call meeting, hear each person's input, e.g.*

2. *Groups may not have a cooperative climate*

3. *In certain situations, groups may not be productive.*

4. *If group is not working leadership can be burdened*

5. *Imbalances in work*

**12:20-12:30 pm** "Now that we understand how prevalent groups are on our working and a personal life, it's best to recognize best

strategies for being in  them and improving efficiency and

the experience for the people in them. Research about

groups has been thoroughly documented to improve group

communication and understand group processes.  There are

many theorists and theories about group

communication.  Today I am introducing to you two people

who conducted foundational research about groups and their

theories." Review the following content (use marker/board)

    A.  Kurt Lewin (a psychologist)

"The theory of group dynamics" 1943, 1948, 1951

    B.  Bruce Tuckman (a psychologist and professor)

"Tuckman's theory of group development" 1965.  1975

        Studied all earlier work

        Used Lewin's theory as a foundation

        Conducted further group research (therapy groups,

        natural Groups, lab groups, e.g.)

           A.     Tuckman's theory of group

           development classified all group processes,

           including communication, based on:

               1.     The group setting

2.   What is occurring in the group-task or interpersonal?

3.   The position of a group in a hypothetical sequence (the stage of development)

B.   Initially 4 stages of development

1.   Forming (uncertainty on roles, group logistics, anxiety)

2.   Storming (conflict, personalities show, questioning)

3.   Norming (group enjoyable, cooperative, productive)

4.   Performing (group flexible, high morale, synergy, trust)

5.   Adjourning (1975) (when task is finished all move on)

"Tuckman asserted that challenges in the forming stage were related to uncertainty of roles, and the group function. This uncertainty can be anxiety producing. Exchanging information, schedules, determining roles, work division, group goals, rules, e.g., in an agreement/contract can help

reduce anxiety and improve group communication to increase effectiveness, efficiency and member satisfaction. This activity will give you an opportunity to meet in a group of 3 and complete your own group agreement/contract."

**12:30-12:45 pm** "For efficiency, I will put you in groups of 3.

If you are number 1, you are assigned the Discussant role, if you are a number 2, you are assigned the Recorder role and I will hand you the agreement/contract packets. If you are a 3 you are the Reporter for your group. Starting here, with the person in front on this side, you are the 1st group member, then the person next to you is the 2nd group member, here are your agreement/contracts, and the person next to you is the 3rd group member. 3. Now the three of you are in a group." (Facilitator repeat putting people in groups of 3 according to who is the next three sitting near each other until all are in a group of 3. If there is an odd number than a group of 4 works-one person can be a participant and not take a role)

1. Discussant-leads meeting

2. Recorder-writes contract details and agreement

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3. Reporter-communicates on behalf of the group with facilitator and may be asked to present agreement for 1-2 minutes

"I will explain the agreement before you begin your group meeting."

Remind participants to move their chairs so they are in a circular manner to maximize listening with eye contact, privacy, and to best hear members speak. As groups form, walk around the room and double check that people are proceeding by using the Discussant, Recorder, and Reporter roles.

"Look at the contract agreement template. This is an example of some best communication practices to do when a group is forming to maximize success when working in small groups. Please complete your group agreement. For this activity you are free to make up names and information. For this task I suggest an oral group presentation. I have provided a sample contract that applies to an oral group presentation in your packet if you would like to see an example."

Discuss, explain, and review each page of the agreement

example by holding up the pages for the participants to

follow along.

Group writes agreement/contract

Walk around the room to answer questions, clarify

the agreement process, or offer suggestions

"We have a few minutes left. At 12:45 I will ask for a

few Reporters to volunteer to share highlights of their

agreements with us to get some ideas on different

agreements made."

**12:45-12:50 pm**     Select a few reporters and ask them to read what

they consider 1-2 highlights in their contract/agreements

**12:50-1:00 pm**     Final announcements (facilitator plan to stay after for at least

10 min.)

Facilitator will provide contact information

Certificates will be emailed to participants

Thank participants for attending

**SUPPORT MATERIALS**
**Agreement (Example)**

| Group members Name | Email | Cell Number | Preferred Method to Communicate | Best Days/Times to Communicate |
|---|---|---|---|---|
| 1.Bruce Tuckman | n/a | 196-519-7535 | US Mail/Call (no text/email) | 9AM-2PM M-F |
| 2.Kurt Lewin | n/a | 194-319-4851 | US Mail/Call no text/email) | 8AM-6PM M-F |
| 3. Aubrey Fischer | n/a | 194-219-7178 | US Mail/Call no text/email) | 4AM-2PM M,W,F |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |

**Presentation:** "Three Theories in Thirty Minutes"
**Due Date:** 5/9
**Meetings Dates: (**Tuesdays) 2/23, 3/2, 3/9, 3/16, 3/23, 4/6, 4/13,4/20, 4/27, 5/4
(Spring break, no meeting 3/30)
**Meetings Times:** 1:00-1:45 PM

| Group Members Name | Roles/Responsibilities |
|---|---|
| 1. Bruce | 1. Present theory stages group develop 9 mins/2-3 slides 2. Prepare Introduction 1 min/1 slide<br>Discussant, Reporter, Recorder (rotating each meeting) |
| 2. Kurt | 1. Present theory of group dynamics 9 mins/2-3 slides<br>2. Prepare Conclusion 1 min/1 slide<br>Discussant, Reporter, Recorder (rotating each meeting) |
| 3. Aubrey | 1. Present Grounded theory small groups 10 mins/2-3 slides<br>2. Accept content/create/edit Slides<br>Discussant, Reporter, Recorder (rotating each meeting) |
| 4. | |
| 5. | |

| 6. | |
| --- | --- |
| | |

**Expectations of Team Members**
1. Be accountable for tasks/assignments
2. Complete work on time as assigned/agreed
3. Listen to each other
4. Give and get respect
5. Make an equal contribution to the final product as agreed
6. Let the group know about absence
7. Make your best effort
8. Ask for assistance

**Goals for this project/presentation**

| **1.** Create an inform group presentation showing 3 theories about groups |
| --- |
| **2.** Schedule/attend a group practice appointment for the week of presentation at campus Speaking Center (schedule appt by meeting 4/20) |
| **3.** Slides/presentation completed 1 week prior to due date. Group do a timed practice presentation together before practice meeting at Speaking Center |
| **4.** Presentation wear black slacks/ long sleeve dress shirt/tie option/black shoes |
| **5.** Receive an A grade individually and an A for the group work portion |

**Group Rules**

| **1.** Attend each meeting/be on time/stay the whole meeting |
| --- |
| **2.** Rotate roles every meeting |
| **3.** No cell phone/texting during the meetings (silence cell phone, put phone on vibrate) if a call is taken but group will stop meeting and then the meeting will be extended the duration of that call (emergency calls will be handled and adjust this rule if needed) |
| **4.** All final edits/work will be reviewed prior to presentation as a group to approve |
| **5.** Bring a joke to share at open of each meeting |

**Consequences to not following agreement**
**1.** Discussant required to mention issue in next group meeting open to discussion
**2.** If an issue reoccurs/a new offense, the offender buys a group (lunch, ice cream,eg.)
**3.** For new/returning offenses group brings agreement break up to class professor
**4.** Group will discuss and vote if person should be dismissed (professor updated)
**5.** Group will move forward with completing the group presentation with least disruption to presentation/members (professor informed to support/mediate in group as needed)

**We have written this contract, and all agree to abide by the goals/guidelines. I am acknowledging this by my signature below.**

**Printed Name** Bruce Tuckman     **Signature Bruce Tuckman Date** 2/23/21
**Printed Name** Kurt Lewin          **Signature Kurt Lewin      Date** 2/23/21
**Printed Name** Aubrey Fischer      **Signature Aubrey Fischer  Date** 2/23/21

**Communication Group Project/Presentation Agreement**

| Groupmembers Name | Email | Cell Number | Preferred Method to Communicate | Best Days/Times to Communicate |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3, | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |

| Group Members Name | Roles and Responsibilities |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

**Expectations of Team Members**

*Consider discussing performance level/grade expectations of each member/the group*

1.

2.

3.

4.

5.

6.

7.

8.

**Goals for this project/presentation**

| 1. |
|---|
| 2. |
| 3. |
| 4. |
| 5. |

**Group Rules**

| |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

**Consequences**

1.

2.

3.

4.

5.

**We have written this contract, and all agree to abide by the**

**goals/guidelines. I am acknowledging this by my signature below.**

**Printed Name_____Signature_____Date_____**

**Printed Name_____Signature_____Date_____**

**Printed Name_____Signature_____Date_____**

**Printed Name_____Signature_____Date_____**

**Printed Name_____Signature_____Date_____**

**Printed Name_____Signature_____Date_____**

**PERSUASION AND NEGOTIATION WORKSHOP**

**THEORETICAL RATIONALE AND WORKSHOP STRUCTURE:**

Persuasion is a type of communication concerned with changing a person's attitude, intentions, behaviors, motivations, and beliefs (Gass & Seiter, 2018). Modern-day communication scholars confirm that Aristotle's rhetorical proofs are the foundation of persuasion; ethos (credibility), pathos (emotion), and logos (logic) are how a person is persuaded (O'Hair, Rubenstein, & Stewart, 2015). Persuasion helps us to achieve specific outcomes for specific changes and needs that exist.

Compliance gaining is an example of persuasion. Compliance is restrictive and is typically related to changing a person's behavior immediately. Research on compliance-gaining behaviors is often from interpersonal communication or, more specifically, face-to-face communication and not about one person communicating to many, which falls under the more significant idea of persuasion. Marwell and Schmitt (1967) were two sociologists who were the first to use empirical evidence to classify the dimensions of compliance-gaining behaviors. Their work inspired many articles in communication literature about compliance-gaining messages to follow.

The purpose of this workshop is to provide time-tested tools to improve participants' persuasive skills and to offer some compliance-gaining tactics. There are many ways to achieve these goals; the content in this workshop was chosen based on simplicity, successful outcomes, ethical concerns, and

giving some variation. In addition, participation in the workshop targets the reduction of situational communication apprehension, and audience-based communication apprehension.

Some Persuasive strategies have proven to be successful, simple, and timeless. Dale Carnegie wrote *How to Win Friends and Influence People* in 1936. The text has over 30 million copies, making it one of the most sold books of all time. The communication-based techniques in the book not only define the purpose of the techniques but are also things that many would consider as kind and courteous things to do. In one section, Carnegie classified the techniques as: be genuinely interested in other people; smile; remember that that person's name, to them, is the sweetest and most important word in any language; be a good listener, encourage others to talk about themselves; talk in terms of the other person's interest; make the other people feel important and do it sincerely. Most of these suggestions center around communication types that require development, except for smiling and saying a person's name. Neither of these requires significant experience as a communicator to implement. In addition to the success with these strategies, they are ethical; ethics can be a significant concern in persuasive tactics. There are many compliance-gaining behaviors; in this session we discuss three from that were listed by Gass & Seiter (2018). These compliance-gaining behaviors are explained further in the scripts.

"Pre-giving" is about gaining favor from a person giving them something or doing something for them before making a request.

"Asking for the stars" (also called *door-in-the-face technique*) is a tactic where a person pitching their idea or product shows the most expensive product first.

"That's not all" is a tactic that is practiced through the persuader throwing in an upgrade or an additional item to make the deal look better.

One of the oldest closing strategies for handling objections (or to finalize the sale before objections) is called "feel, felt, found."

The workshop begins with the facilitator distributing a workshop prompt with skeletal notes and key points before introducing Aristotle as the foundational theorist on persuasion, the complexity of persuasion, the modern-day theoretical perspective of compliance gaining. The facilitator introduces the traditional challenges in persuasion (including ethical concerns) using a discussion format. Next, the facilitator explains Six Ways to Make People Like You (Dale Carnegie, emphasis on smiling, and using names), and three sequential techniques to improve compliance-gaining. The final strategy that will be introduced is "feel, felt, found". This ancient model of closing a deal will be explained. Additionally, the technique will be demonstrated with the new method of using a satisfied customer as the example; instead of the traditional way where the salesperson says they themselves felt and found.

**Workshop Objectives**

**By the end of this workshop, participants will be able to**:

1. Define persuasive communication and identify it as the most complex type of communication

2. Identify Aristotle's initial rhetorical proofs as the core of persuasion and are applied today

3. Differentiate between persuasion and compliance gaining

4. Apply theoretical foundations in compliance gaining

5. Identify, examine, and practice techniques to gain persuasive skills

6. Recognize three compliance gaining tactics and apply them

7. Define a persuasive closing technique and demonstrate using it

**Intended Audience:** Students are the primary audience of this workshop. Participants will learn new persuasive techniques, compliance gaining tactics, and learn one method to responding to objections/closing.

**Instruction Details:** The workshop is formatted to last for one hour. The script is

written with the facilitator using a discussion method for 10 minutes. If the facilitator prefers to, the script can be used as a monologue instead of a dialogue. During the next 20 minutes the facilitator explains theoretical applications. Participants are working in groups for 15 minutes; the facilitator is walking around to assist groups by answering questions and offering suggestions. The facilitator will call on a few participants to share their technique practice and comments. Announcements will be made at the conclusion of the session.

**Materials:**    Agenda of workshop for participants

Prompt for participants

Dry erase marker/board or digital note taking method

Certificates of completion (Digital format available)

| Time Schedule | Content |
|---|---|
| **11:50am-12:00 pm** | Facilitator arrives 10 minutes early |
| | Greet participants as they arrive |
| **12:00-12:05 pm** | Welcome participants |
| | Distribute agenda |

Document attendance (pass around attendance sign in sheet with name,

participant information for tracking, and email address for certificate of completion to be emailed after session).

**12:05-12:15 pm**     Facilitator Introduction

"By a show of hands, can you think of a time you needed to change someone's mind about something? Today, we will begin by talking about persuasion and then we will move into the subtopic of compliance gaining. Once we differentiate those two topics, we will cover time tested skills in persuasion you can apply to get people to like you. After that we will cover 3 compliance gaining tactics. Finally, we will cover a very popular method to address objections/and or help you close a deal.

Each person has received a prompt with key point skeletal notes and the techniques we are learning. You will be divided into groups of 3 to practice the techniques by using the prompt. The workshop concludes with debriefing by a recap and encouraging comments from the participants. The techniques practiced are pragmatic to apply in academic, professional, or personal persuasive communication."

(Estimate spending 3-4 minutes on each question to follow this timeline)

*Sample answers are in italics*

Q. What is your definition of persuasion?

Write down any student answers, thank them.

> A. *"For our purposes, persuasion is a complex psychological process related to changing attitude, intentions, behaviors, motivations, and beliefs. Think of persuasion as more of an art than a science and it is an umbrella topic involving many facets."*

"Modern day communication scholars confirm that Aristotle's rhetorical proofs are the foundation of persuasion; ethos (credibility), pathos (emotion), and/or logos (logic) are how a person is persuaded."

Q. When you hear the phrase "compliance" what do you think of?

Write down any student answers, thank them.

        A.     *"Compliance is more restrictive than persuasion, it is typically related to changing a person's behavior immediately. Compliance gaining is a small subcategory of persuasion, it is a concept from the broad traditional ideas of persuasion"*

"Research in compliance gaining behaviors tends to be around influence in interpersonal or face to face communication and not about one person communicating to many, which falls under the larger idea of persuasion."

"Marwell and Schmitt (1967) were two sociologists who were the first to use empirical evidence to classify the dimensions of compliance-gaining behaviors. Their work inspired many articles in communication literature about compliance-gaining messages to follow."

"Some Persuasive strategies have proven to be successful, simple, and timeless. Dale Carnegie wrote How to Win Friends and Influence People in 1936. The text has over 30 million copies, making it one of the most sold books of all time. This book was written during the "relationship selling" period in marketing technique history. The techniques in the book not only provide communication intentions but they are also kind things to do. In one section, "The Six Ways To Make People Like You" Carnegie classified six "liking" techniques to make people show you favor as:

1. Be genuinely interested in other people

2. Smile

3. Remember that that person's name, to them, is the sweetest and most important word in any language

4. Be a good listener, encourage others to talk about themselves

5. Talk in the terms of the other person's interest

6.  Make the other people feel

important and do it sincerely."

"Carnegie claimed that a person can make more friends in two

months by being interested in them, than in two years by making

them interested in you. Additionally, Carnegie asserted the only way

to make quality, lasting friendships is to learn to be genuinely

interested in them and their interests."

"Notice that neither of these require significant experience as a

communicator to implement. This list can likely be categorized as

ethical; ethics can be a significant concern in persuasive tactics."

"Next we will talk about three compliance gaining tactics. There are

many compliance gaining behaviors; in this session we will discuss

three.

1.  "Pregiving - is gaining favor from a person giving them

    something or doing something for them before making a

    request. Supermarkets that hand out free samples are an

    example for this. Common explanations to the effectiveness

    or ineffectiveness of pregiving are physical attraction,

perceived motives, thankfulness, impression management, and beliefs about norms."

"The Impacts on effectiveness/ineffectiveness of pregiving are:

- a. physical attraction
- b. perceived motives
- c. thankfulness
- d. manage impression
- e. beliefs of norms"

"Dennis Regan showed how successful pregiving can be through a study at Stanford University where students thought they were participating in "aesthetics". There, they were given a Coca-Cola. Later, the participant would see the same person selling raffle tickets and would buy twice as much as someone who was not given anything."

2."Asking for the stars" (also called *door-in-the-face technique or DITF*) This a tactic where a person pitching their idea or product shows the most expensive product first.

This request is so big, it is often turned down, leading the persuader to offer a second less expensive option. This second option is what the salesperson was hoping to sell all along. Empirical studies have been conducted since 1975 by Robert Cialdini. The effectiveness of the DITF tactic has been repeatedly demonstrated effective in research.

3. "That's not all"-a tactic practiced through the persuader throwing in an upgrade or an additional item to make the deal look better. The salesperson does not wait to be rejected before offering the better offer. Discounting a price applies as part of this tactic, however, some evidence has shown that the persuader should use this with caution because if the discount is a large amount, it can stop a sale from closing if the customer feels distrust or deception (Gass & Seiter, 2018). Closing a sale can often be very challenging. Therefore, learning to close a deal or sale is very valuable.

"After using persuasive techniques and compliance gaining tactics, closing a sale is still a necessary part of the conclusion of any persuasion process. Closing can often be

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very challenging and learning to close a deal or sale is very valuable."

"Now, we are going to learn one very traditional popular objection handling technique using empathy in a manner that has been proven to be effective in closing a sale. The method is called "feel, felt, found" and it is so old that we don't know who originally created it. There are unconfirmed sources indicating that it may have been Zig Ziglar who was an American author, speaker and salesman."

"Feel, felt, found-using finishing graduate school as the example with a committee chair speaking to a graduate student"

     1.    Feel - "I know how you feel about graduate school, it is exhausting and too hard to finish."

     2.    Felt - "I felt the same way when I was in graduate school, it was overwhelming."

     3.    Found- "However, I found out that when I just did not give up and made small goals

every day, I was able to finish graduate school in a reasonable time period"

"Now, this technique was updated in a manner to help the buyer relate to another customer instead of the salesperson attempting to relate to the buyer. This is especially helpful if there is an age gap or other differences between the buyer and seller. According to John Palumbo, it is almost as if a satisfied customer just "appears" through this technique being adjusted this way.

"The new feel, felt, found"

1. Feel - "I know how you must feel about graduate schoolwork, you must be feeling exhausted and that it is too hard to finish."

2. Felt - "I just had a graduate student that I sat on their committee send me an email last week saying they felt graduate school was too difficult to finish. They were so exhausted juggling so many things and it seemed like it would never end."

3.      Found - "The email went on to say how grateful they were to find out even though it was very challenging, it was not as bad as they thought it would be when they set daily work goals and they were so happy to be finished now."

"Do you hear the difference between the two examples? The original uses the speaker as the person relating to the other party's situation. The newer technique uses someone the speaker knows who is more relatable to the other party than themselves. With that said the initial feel, felt, found is still used frequently and successfully today."

"Now we are going to be divided into groups for you to get support and practice these skills using what we learned and your prompt as a guide. After each member has had a chance to practice each method, you can debrief and share your thoughts about these techniques. For the sake of efficiency, I will put you in a support group of 3. Starting here, with the person in front on this side, you are the 1st group member, then the person next to you is the 2nd

group member, and the person next to you is the 3rd group member. 3. Now the three of you are in a group." (Facilitator repeat putting people in groups of 3 according to who is the next three sitting near each other until all are in a group of 3)

Remind participants to move their chairs so they are in a circular manner to maximize listening with eye contact, privacy, and to best hear members speak. As groups form, walk around the room to offer support by answering questions or to make suggestions of how to get group members started.

**12:45-12:55 pm**     Select a few participants to share what compliance technique they think they will use the most, any comments about Carnegie's six ways to get people to like you or feel, felt, found.

**12:55-1:00 pm**      Final announcements (facilitator plan to stay after for at least 10 min.)
Facilitator will provide contact information
Thank participants for attending

**SUPPORT MATERIALS**

(PROMPT ANSWERS AND HANDOUT)

Answers

1. psychological, beliefs

2. restrictive, immediately

3. (2.) smile, (3.) name, most important

4. favor, before

5. expensive, less expensive

6. upgrade, better

**Persuasion, Compliance Gaining and Closing**

1. Persuasion is a complex _____ process related to changing attitude,

intentions, behaviors, motivations, and _____.

2. Compliance gaining is more _____ than persuasion, it is typically

related to changing a person's behavior _____.

3. Dale Carnegie wrote "Six Ways to Make People Like You". Be genuinely interested in other people, _____, Remember that that person's_____, to them, is the sweetest and _____ _____ word in any language

Be a good listener, encourage others to talk about themselves

Talk in the terms of the other person's interest. Make the other people feel important and do it sincerely.

4."Pregiving" is gaining _____ from a person giving them something or doing something for them _____ making a request.

5. "Asking for the stars" (also called *door-in-the-face technique or DITF*) a tactic where a person pitching their idea or product shows the most_____ product first. This request is so big, it is often turned down, leading the persuader to offer a second _____ _____ option, which was the salesperson's goal.

6."That's not all" is a tactic practiced when the persuader throws in an _____ or an additional item to make the deal look _____.

**Group Practice**

*During the time in the group, you will practice incorporating these techniques. First introducing yourself to your prospect and being mindful to smile sincerely. Say their name back to them. You will initiate a conversation*

*that allows your prospect to talk about themselves and show genuine interest*

*before presenting your product/idea to them. You will offer your prospect a gift*

*(pregiving). You will then present a "top of the line" version (Ask for the stars)*

*of your product/idea. When you present your product/idea to them you will be*

*sure it is in the best interest of the prospect and convey that as your priority.*

*Allow the prospect to respond. Add an additional item to make the deal look*

*better (that's not all). Lastly, ask for the prospect to choose your product/item.*

*Move on to practice the feel, felt, found statements, and guide the*

*conversation to close.*

*During the encounter*

1. *Smile*

2. *Use name (s) of prospect*

3. *Give a gift*

4. *Present the "top of the line" version*

5. *Add an additional item to sweeten the deal*

6. *Use feel, felt, found in closing*

**REDUCING AND MANAGING ANXIETY WORKSHOP**

**THEORETICAL RATIONALE AND WORKSHOP STRUCTURE:**

Many students implicitly and explicitly express that their college public speaking course is a class to "survive" or "endure" caused by the common fear of public presentations. Students are often assigned presentations in a variety of classes or see on-campus opportunities that require the ability to present well. The Association of American Colleges and Universities (2015) asserts that oral communication skills remain one of the most intentional learning outcomes for all college students. A typical oral communication textbook (e.g., *The Art of Public Speaking*, Lucas, 2015) dedicates about one page to address "the fear of speaking." Unpacking speaking anxiety and providing techniques to reduce/manage the problem is imperative to improve outcomes in oral communication pedagogy. If a person completes an oral communication course yet remains uncomfortable, embarrassed, or afraid to speak, they are more likely to avoid speaking opportunities and not feel confident or prepared professionally. Moreover, the primary responsibility in education is to facilitate professional preparedness. Ideally, students learn how to be confident speaking; employers and the like will offer them new jobs or career advancement opportunities. Surveys of employers repeatedly indicate that clear and competent communication is more related to career success than an applicant's area of study. Top executives and managers in today's workplace name communication skills high on the list of traits in people they hire.

Western culture expects us to be able to speak in front of people - in academics, business, and social events like weddings and funerals - not just in a classroom. In a survey with over 9,000 people, participants were asked to write a list of their greatest fears. The following list is the ranking of their responses: public speaking, speaking up in a meeting or class, meeting new people, talking to people in authority, important examination, or interview, going to parties, and talking with strangers (Lucas, 2015). It is unquestionable that people are afraid of communication situations in and outside of formal public speaking.

The purpose of this workshop is to help participants evaluate their challenges with communication apprehension. In the beginning, the facilitator introduces communication concepts regarding speaking and communication anxieties, defines public speaking anxiety (PSA) and communication apprehension (CA). Further, explains ways these communication anxieties affect us, what we can do about addressing CA, by using a discussion-based format. Next, the facilitator explains the group activity, the role assignment for the activity, and then divides participants into groups of 3. In groups, participants will follow a prompt (provided) to recap what they have learned, share their own experiences, and set goals for the coming week to practice applying the physiological, cognitive, and behavioral techniques.  An example plan of goals is included to give participants a clear frame of reference. This portion of the workshop is designed to guide the individuals in the group to transparent discussions, receive relief, and support through sharing (a

"me too" moment) and make concrete goals with a documented plan of action to apply the following week. This workshop targets reducing traitlike communication apprehension and situational communication apprehension.

**Workshop Objectives**

**By the end of this workshop participants will be able to:**

1.    Identify two foundational theories related to speaking anxiety

2.    Define communication apprehension and public speaking anxiety, additionally, understand the differences between them.

3.    Recognize the advantages to reducing/managing communication apprehension

4.    Describe the physiological, cognitive, and behavioral impacts of communication apprehension

5.    Evaluate their individual experience with communication apprehension and create a plan to manage/reduce communication using an intentional holistic approach

6.    Practice implementing psychological, cognitive, and behavioral methods to manage/reduce communication apprehension

**Intended Audience:** Students and faculty will be the primary audience of this workshop. Students and faculty in the workshop will learn about communication apprehension, how it affects them, and what they can do to manage or reduce it. Instructors may learn these techniques to help manage their own communication apprehension while teaching and/or to help their students in their classes reduce communication apprehension.

**Instruction Details:** The workshop is formatted to last for one hour. The script is written as a dialogue: if the facilitator prefers to, the script can also be used as a monologue instead of a dialogue. During the next 15 minutes, the facilitator explains theoretical applications. Participants are working in groups for 20 minutes; the facilitator is walking around to assist groups by answering questions and offering suggestions. At the end of the group session, the facilitator will ask a few participants to share what they learned about their own communication apprehension and some goals they set in the group to reduce/manage it. Announcements will be made, and certificates of completion will be issued.

**Materials:**        Agenda of workshop for participants

Participant prompt (key point skeletal notes, goal setting

section)

Dry erase marker/board or digital note taking method

Certificates of completion (emailed)

**Time Schedule**        **Content**

**11:50 am-12:00 pm** Facilitator arrives at least 10 minutes before the workshop

begins. Greet participants as they arrive.

**12:00-12:05**        Welcome participants

Distribute agenda

Document attendance (pass around an attendance sign in

sheet with name, participant information for tracking, and

email address for certificate of completion to be emailed

after session).

**12:05-12:20**        Facilitator Introduction

"By showing a thumbs up, have you experienced feeling

uncomfortable from public speaking? What about talking on

the phone or speaking in class? Fears about speaking are

seen to a certain degree in every culture across the globe

(McCroskey, 2004). Speaking anxiety affects

your physiological (body), cognitive (thinking), and behaviors

in a negative way. When I say behaviorally, I am referring to

the fact many people adjust their behaviors by avoiding

speaking situations altogether-often missing wonderful

opportunities personally, academically, and professionally.

Today, we will be learning about foundational theories about

communication apprehension and public speaking anxiety.

We will learn the differences of the two and focus on

communication apprehension; what it does to us and what

we can do about it from psychological, cognitive, and

behavior angles. Before you leave today, you will be able to

engage in an active plan on reducing your communication

apprehension."

(Facilitator, if desired, talk for 1-2 minutes about a personal

experience with communication apprehension to help relate

to your audience)

"First, let us think about what happens to our physiology, our

body, when we are afraid of speaking, for example our heart

rate. Getting to our first question..."

(Estimate spending 3-4 minutes on each question to follow this timeline)

*Sample answers are in italics*

Q. In what ways can fear affect our physiology (body)?
Write down any student answers, thank them.

    A. *Physiological responses*

        1. *Heart racing*

        2. *Difficulty breathing/shallow breathing*

        3. *Sweaty palms*

        4. *Body shaking*

        5. *Vision changes (seeing spots, tunnel vision, etc…)*

        6. *Upset stomach (nausea, vomiting, pain, bowel disruptions)*

7. *Lightheaded (extreme cases losing consciousness)*

8. *Skin changes (hives, rashes)*

9. *Ringing in ears*

"Our physiology can change depending on how the speaker feels that day, what the occasion is, who is in the audience, the size of the audience, etc."

"Now let's think about what happens to you cognitively when you are afraid of speaking, getting to our next question…"

Q. What thoughts go through your mind when you are afraid to speak?
Write down any student answers, thank them.

A. *Cognitive responses*

1. *Ruminating conscious thoughts such as "I hate public speaking" or "I*

*always forget what to say" or*

*"Remember last time when…."*

> *2. Subconscious thoughts which we are not aware of (more powerful than conscious). Subconscious thoughts are based on literal messages our minds picked up on at any given moment of our lives*

"Think about the ways people act differently when they are afraid to speak."

Q. How do you or people adjust their behavior when they are afraid to speak?

Write down any student answers, thank them

> *A. Behavioral responses*
>> *1. Avoid speaking in class/meetings*
>> *2. Avoid public speaking*
>> *3. Avoid jobs/business that require speaking*

*4. Avoid phone calls*

*4. Avoid parties/events/limit friendships*

*5. Avoid beneficial networking opportunities*

Q. Why would you want to work on being more comfortable in speaking situations?

Write down any student answers, thank them.

A.

1. *More opportunities (communication) (networking, superior interview skills, increase in chance of hire, employment advancement)*

2. *Many people do not like to speak; therefore, if you are comfortable with it, you stand out significantly in many situations (personal, academic, professional)*

3. *Increase your self-esteem, feel better and more confident*

4. *You may be able to help someone else by sharing your experience*

**12:20-12:30 pm**     "Now that we about ways that we approach speaking affects

our lives. Research about the fear of speaking is

thoroughly documented. We often hear the terms "public

speaking anxiety" and "communication apprehension"

interchanged as if they are the same thing, but in fact they

are different. Originally, James McCroskey conducted

research and published findings and created measurement

scales about public speaking anxiety

(PSA). McCroskey defined PSA as "the intense worry and

fear that a person experiences when delivering or preparing

to speak to an audience. Public speaking anxiety

is sometimes referred to as stage fright or communication

apprehension; however, CA is a much broader

term. In observations, McCroskey realized students who

suffered the most anxiety regarding communication struggled

with more than just anxiety from public speaking. For

instance, some students in class would not want to talk at all.

Eventually, McCroskey and his colleagues realized what

they were observing was a type of communication anxiety

that could happen with interpersonal communication, small

group communication, mass communication, or public

speaking. McCroskey coined the term "communication

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apprehension" and defined it as "an individual's level of fear or anxiety associated with either real or anticipated communication with an individual or individuals."

Today we are focusing on C and the following information gives the reasons why. In a survey of 9,000 when people wrote out their greatest fears list, they had several different fears about communication participants were asked to write out a list of their greatest fears. These are their answers and in the ranking of their responses: Public speaking; speaking up in a meeting or class; meeting new people; talking to people in authority; important examination or interview; going to parties; talking with strangers (Lucas, 2015). Because research has identified that people are afraid of more than just public speaking, we will use a broader perspective today and use a holistic (mind, body, behavior) approach that will help to manage and reduce a variety of types of communication fears. We discussed earlier the ways CA can negatively impact our physiology, cognitive, and behavior. Now, we will discuss how we can try successful approaches in each of these areas to help us manage and reduce our CA."

I. Physiological/Body Responses

"First, we will talk about reducing/managing the physiological/body responses to the fear of speaking. Many things can help people calm down before speaking. Dr. Flome, a psychology professor at Victor Valley College in Victorville, California, created and published one breathing technique that works universally if a person follows the instructions. It works because it forces your body to change its state. The breathing technique is called 5,5,5. When we are afraid or upset, the logical part of our brain shuts down. We forget our lines; our symptoms can worsen. This method induces a dual neurological state called alpha-gamma; it is a very relaxed state where you are alert to perform optimally. People in alpha-gamma state perform their best. You simply breathe into the count of 5 seconds. Hold your breath for 5 seconds, and then blow out your breath for 5 seconds. Repeat this 5 times. Let's practice this now."

(Facilitator- hold up one hand and count off out loud and use your fingers to guide the group)

SAY "Breathe in through your nose 1,2,3,4,5. Now hold your breath 1,2,3,4,5. Now blow out your breath from your mouth 1,2,3,4,5. (Pause for 5 seconds while participants can process how they feel in that moment)

"Notice how you feel."

## II.     Cognitive/Mind

SAY "Next, we will talk about managing/reducing the fear that impacts your cognitive/mind. I want you to think about what you are thinking about. What are you thinking about when you are afraid to speak? One technique that can help reshape CA is to create a new narrative by using affirmations and put the new thoughts in simple sentences. Here are a few examples:

> a.     I love speaking
>
> b.     My speaking is improving
>
> c.     People love hearing me speak
>
> d.     I am very comfortable speaking

You use these affirmations by writing them down, speaking to them out loud, and/or listening to your voice replaying a recording of you saying them. When you create your own

affirmations, I suggest you keep them as positive

statements. You can write them a few times or many times.

The idea is you are working towards reprogramming your

mind to a new way of thinking. You can also use these

affirmations to do "mirror work". You look in the mirror and

say these things to yourself. This may be something to

consider, especially if you have a high stakes presentation or

possibly an interview for your dream job. An additional

cognitive technique to reduce/manage CA is to use

visualization. Imagine your speech, presentation, or

interview going exactly the way you want it to; hold

that image as long as you are able in your mind. At first, it

may feel silly when you do these techniques. Many express

these techniques have been a part of them overcoming or

managing their apprehension about communicating or public

speaking."

### III.        Behaviors

"Now, I will explain changes in behavior that people often

make when they have suffered from the symptoms we talked

about with their body or thinking. I encourage you to do

something different. Get support. Instead of avoiding

speaking situations, you can reduce CA by increasing

practice and getting support by seeking help from others.

These are some ideas."

1. Visit the Speaking Center at JHBC

The Speaking Center at JHBC has

Communication Consultants who are graduate

students with advanced communication skills.

They offer 45-minute consultations where you

can get help with any part of a presentation,

which will improve your confidence.

Preparation and practice are two things that

have been found to decrease communication

apprehension. In addition, consultants also can

help you with communication apprehension.

2. Visit a Toastmasters club

Toastmasters, International (TI) is a

fun/professional speaking organization. TI is a

worldwide organization that has clubs

everywhere. The clubs meet weekly or

biweekly to learn and practice speaking skills in

a supportive group in a way that is enjoyable.

3. Join a campus speaking club (Forensics and Debate e.g.)

There are campus clubs that are centered around practicing speaking, such as Forensics and Debate. This is another opportunity to practice your communication skills.

4. Form an informal group

Ask a few fellow students to form a support group to practice speaking and give each other feedback. This can be a short- or long- term support.

5. The Career Center at CSUSB

This office helps with mock interviews/role play with a focus on successful interviewing and getting hired.

**12:30-12:45 pm**    "Now, we are going to be divided into support groups for you to share some of your experiences with CA reflecting on the

questions after the skeletal notes. After each member has had a chance to share, you will each decide on a plan of action for you to work toward reducing/managing your CA. On your worksheet, there is a prompt to guide your group discussion and a place for you to write your goals. For efficiency, I will put you in a support group of 3.

Starting here, with the person in front on this side, you are the 1st group member, then the person next to you is the 2nd group member, and the person next to you is the 3rd group member. 3. Now the three of you are in a group." (Facilitator repeat putting people in groups of 3 according to who is the next three sitting near each other until all are in a group of 3.)

Remind participants to move their chairs so they are in a circular manner to maximize listening with eye contact, privacy, and to best hear members speak. As groups form, walk around the room to offer support by answering questions or to make suggestions of how to get group members started.

**12:45-12:55 pm**     Select a few participants to share what the most

significant observations

today and what goals they will be applying after they leave.


**12:55-1:00 pm**     Final announcements (facilitator plan to stay after for at least

10 min.)

Facilitator will provide contact information

Certificates will be emailed to participants

Thank participants for attending

**SUPPORT MATERIALS**

**Reducing and Managing Anxiety Workshop**

*Personal Reflections*

*Question:* What types of communication do I feel apprehensive about?

Phone calls___ Talking to people in authority___

Public speaking___ Interviews___

Speaking in a meeting or class ___Interacting at parties___

Meeting new people___    Talking with strangers___

*Group time* -As you are comfortable, share answers to #1 Personal Reflections

with your support group. After each person has shared move on to complete #2

below. After you have finished, as you are comfortable, share with the group the

approaches you are committed to practicing.

*Question*: What approaches am I willing to apply in my life to reduce/manage my

communication apprehension?

**Physiological**

5,5,5___

Other_____

**Cognitive**

Creating affirmations ___

Writing affirmations ___

Mirror work with affirmations ___

Recording/replaying affirmations ___

**Behavioral**

Attend an appointment with the Speaking Center at JHBC ___

Visit a Toastmasters International club___

Get information about the Forensic and Debate club___

Find a few people interested to form an informal speaking support group___

Which of these approaches are you willing to commit to doing within the next week?

_____

_____

Which of these approaches are you willing to commit to doing within the next month?

_____

_____

Name: _____

Major: _____

Email: _____

The Speaking Center at JHBC

Email: speaking.jhbc@csusb.edu

Website: https://www.csusb.edu/speaking-center-jhbc


Toastmasters International

Website: https://www.toastmasters.org/

SPEAKING ON THE SPOT WORKSHOP

THEORETICAL RATIONALE AND WORKSHOP STRUCTURE:

Impromptu speaking is defined as "done without being planned, organized or rehearsed" and it is the type of oral communication we use the most. Earlier studies showed it is one of the most ignored types of speech in classes, including public speaking courses and textbooks (Bytwerk, 1985). However, some Public Speaking classes do practice impromptu speaking exercises in the course. Preston (1990) asserted that training in impromptu speaking allows "important practical experiences to prepare students to communicate intelligently on the spur of the moment beyond the classroom into society."

One can argue that communication education, or education in general, is missing an opportunity to develop students' communication skills and confidence through setting aside time to practice impromptu speaking. Impromptu speaking is an imperative and prevalent type of speech. As discussed in previous workshops, people are afraid of more than public speaking (Lucas, 2015). When people were surveyed, many people listed different types of impromptu speaking on their greatest fears list, in addition to public speaking.

The purpose of this workshop is to inform participants about the importance of practicing impromptu speaking as a pragmatic way to improve communication skills. Impromptu speaking acts as an underpin to all aspects of good public speaking; swift thinking, sound argumentation, organization, strategic word selection, and engaged delivery. Furthermore, it is a way to help

build confidence and reduce communication apprehension, another pressing communication matter which often takes low or no priority in public speaking courses.

There are two main areas of research in impromptu speaking. The first, primarily focuses on the relationship between invention and memory; the second, focuses on the arrangement of speech. Aristotle's theory of rhetorical proof has pragmatic and broader offerings to impromptu speaking (Duke, 2015). Regardless of what method is applied to impromptu speaking or if there is no method applied and a student is engaging with speaking in a fun class impromptu game, students benefit from the experience (Bytwerk,1985). Bytwerk suggested six different impromptu exercises; each of them only requires a brief period and students usually enjoy them, making them more effective and practicing skills used in every type of speaking.

## <u>5 IMPROMPTU EXERCISES APPLIED IN THIS SESSION </u> (BYTWERK,1985):

**A short notice topic**: Each participant is given a slip of paper and is asked to write a topic (serious or not, the facilitator should plan the topic in advance.)

**A serial speech**: One participant starts to tell a story and speaks for 30 seconds to one minute, the next person picks up where the first speaker left off, and so on.

**Two people speaking at once:** Two people deliver a 30 second- or one-minute speech at the same time. This persuades students to speak with energy and enthusiasm. The audience can vote for the best speaker and that winner goes to the next round. This can be a loud but enjoyable game.

**Pull an item out of a bag**: The instructor or facilitator puts random items in a paper bag (a stapler, a sock, a rock, a clothes pin, e.g.). Participants reach into the bag and pull out the first thing they feel and proceed to give a persuasive speech convincing the audience they need to purchase the item.

**A desperate situation**: The instructor describes a desperate situation. You are about to be suspended for your low grades and for repeatedly playing practical jokes in your classes, you have two minutes to persuade the appeals board to give you another chance.

The workshop begins with the facilitator defining impromptu speaking, explaining the importance, benefits of practice, and pointing out this type of speech is not usually a main practice in classes. Foundational theory and research about impromptu speaking will be introduced. Participants will be divided into groups of 5 to practice impromptu games using a prompt. Then, the audience will reform as one group and engage in one impromptu speaking game where each person will participate. The workshop concludes with debriefing by a recap and encouraging comments from the participants. Participants will learn some ways they can continue practicing impromptu skills in fun and supportive environments. The impromptu speaking practice in the sessions helps to

develop all aspects of oral communication, which improve confidence; therefore, the practice also can reduce communication apprehension. This workshop targets reducing context-based communication apprehension and situational communication apprehension.

**Workshop Objectives**

**By the end of this workshop, participants will be able to**:

1. Identify impromptu speaking pragmatically and as an event

2. Evaluate connections of impromptu speaking and communication apprehension

3. List benefits of impromptu speaking practice to benefit themselves

4. Describe theoretical perspectives and a set of norms created in academics

5. Combine theoretically based techniques with applied methods to create a simple, enjoyable, and flexible approach to improving impromptu speaking

6. Construct their own impromptu responses

7. Organize and deliver a variety of impromptu responses

**Intended Audience:** Faculty and students will benefit from this session.

Students will be the primary audience for this workshop and learn value in gaining impromptu speaking skills to increase their confidence. Participants will be given opportunities to practice impromptu speaking in a fun and supportive environment. Faculty will view exercises to implement impromptu speaking development into communication across the disciplines.

**Instruction Details:** This workshop is written with the facilitator using a discussion method format for 15 minutes. The following 15 minutes is when the facilitator explains research and theoretical applications. The next 15 minutes, participants are working in groups following a prompt where small groups engage in a small group game practicing impromptu speaking. The facilitator walks around the room to offer support through praise and encouragement to individuals and groups. The groups rejoin as one audience and engage in a group impromptu speaking game.

**Materials:**        Agenda of workshop for participants

Dry erase marker/board or digital note taking method

Certificates of completion (sent by email after session is

recommended)


| Time Schedule | Content |
| --- | --- |
| 11:50 am | Facilitator arrives at least 10 minutes before the workshop begins.<br>Greet participants as they enter. |
| 12:00-12:05 pm | Welcome participants<br>Document attendance (pass around attendance sign in sheet with name,<br>participant information for tracking, and email address for certificate of completion to be emailed after session). |
| 12:05-12:15 pm | Facilitator Introduction<br>"By a show of hands, who here has taken an oral communication or public speaking class or had to give a presentation at some point? Has anyone here participated on a debate or forensics team?"<br><br>"Today we will learn more about how impromptu speaking helps build public speaking and find out how we can practice |

impromptu skills to improve our overall communication skills."

(Estimate spending 3-4 minutes on each question to follow this timeline)

*Sample answers are in italics*

Q. What were the primary things you learned or might learn in a public speaking class?

Write down any student answers, thank them.

> *A. Public Speaking Classes usually teach students*
>
>> 1. *audience analysis*
>>
>> 2. *ethics in public speaking*
>>
>> 3. *speech organization*
>>
>> 4. *content information*

"Public speaking is *generally taught through 4-10 formal speeches delivery extemporaneously (spoken conversationally), written/planned, practiced, a few notes*"

"Think of all of the different formal and informal places you may need to speak."

Q. "What are the different types of speaking that you do or have done?"

Write down any student answers, thank them

      A.    *Speaking in class or in a meeting at work*

           1.    *Job interview*

           2.    *Meeting new people*

           3.    *Public speaking*

           4.    *Phone calls*

           5.    *Checkout person in stores*

           6.    *Conversations with different people (friends, family, e.g.)*

**12:15-12:25** *"*Notice how many of these types in our everyday lives are impromptu speaking. Impromptu speaking acts as a foundation to all aspects of good public speaking; swift thinking, sound argumentation, organization, strategic word selection, and engaged delivery. Practicing impromptu

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speaking is a way to help build confidence and reduce communication apprehension, which is another pressing communication matter that often takes low or no priority in public speaking courses."

It is common to hear people share that public speaking is the (or their) greatest fear. People have said in surveys they are also afraid of other types of impromptu speaking, like meeting people or talking at parties.

Practicing impromptu speaking helps to build confidence and reduce communication apprehension, another pressing communication matter which often takes low or no priority in public speaking courses.

Research on impromptu speaking is scarce and outdated. This is partially due to the fact scholars' struggle with theoretical development to something that is constantly shifting as one impromptu speech is almost never identical to another. The common thread in impromptu speaking (as an event) is that there is a time limit.

Two main areas of research in impromptu speaking

        1.  Focuses on the relationship

           between invention and memory

    a.      Bury (1999) use a notebook, metaphorical examples will come naturally

    b.      Dean (1987) borrows from Quintillion's concept of copia impromptu requires mastery of memory and quick recall. Speaker should develop a stockpile of examples and arguments that are familiar to be quickly and easily retrieved

    c.      Boon (1987) participants should come up with metaphors, put in a notebook with several examples that can be metaphorically related to the topic. Creativity is key

2. Focuses on the arrangement of speech

    a.      Common in tournaments, more complex than argument by example (Carroll, 1998). Dominant mode of organizing the speech

centers on the use of an introduction with an example, the quotation, interpretation, and preview. The body contains two arguments with two examples each and a conclusion that is the inverse of the introduction.

3. Aristotle's theory of rhetorical proof has pragmatic and broader offerings to impromptu speaking (Duke, 2015). Some main points:

    a. Aristotle preferred placing arguments first then support after

    b. Pointed out analogies/metaphors are easy for philosophers and academics to understand, not necessarily all.

    c. It is easier for people to understand examples directly related. The audience must be considered (Boone's creativity is not

relevant if people cannot

understand)

"Impromptu as an event is difficult to pin down. It can happen at any time like when you have been looking for a job and you just realized you have a friend of a friend that is hiring someone for a position you really want. You need to be able to feel comfortable enough to introduce yourself, speak about your experience and ask for what you want."

"Impromptu speaking practice does not have to be complicated to be beneficial. We are going to apply some examples of impromptu exercises."

1. A short notice topic: Each participant is given a slip of paper and is asked to write a topic (serious or not, the facilitator should plan the topic in advance.)

2. Two people speaking at once: Two people deliver a 30 second- or one-minute speech at the same time. This persuades students to speak with energy and enthusiasm. The audience

can vote for the best speaker and that winner goes to the next round. This can be a loud but enjoyable game.

3.     Pull an item out of a bag: The instructor or facilitator puts random items in a paper bag (a stapler, a sock, a rock, a clothes pin, e.g.) Participants reach into the bag and pull out the first thing they feel and proceed to give a persuasive speech convincing the audience they need to purchase the item.

4.     A desperate situation: The instructor describes a desperate situation. You are about to be suspended for your low grades and for repeatedly playing practical jokes in your classes, you have two minutes to persuade the appeals board to give you another chance.

5.     A serial speech: One participant starts to tell a story and speaks for 30 seconds to one minute, the next person picks up where the first speaker left off, and so on.

**12:25-12:45 pm**     "In just a few minutes, we are going to divide you up into

groups of 3. I am passing around a list of 5 different types of

impromptu speech games. You will play the first 4 games in

your group following the prompt. On the bottom of

the prompt, you will see some suggestions on ways to

answer impromptu situations, if you want ideas. The

objective is to engage, have a good time and this is not

about a right or wrong way to impromptu speak, this is about

practice.

"Since there is some fear connected with this method it

induces a dual neurological state called alpha-gamma; it is

a very relaxed state where you are alert to perform optimally.

People in alpha-gamma state perform their best. You simply

breathe into the count of 5 seconds. Hold your breath for 5

seconds, and then blow out your breath for 5 seconds.

Repeat this 5 times. Let us practice this now."

(Facilitator, when leading the group in the breathing exercise

below, hold up one hand and count off out loud and use your

fingers to guide the group in their breaths)

"Breathe in through your nose 1,2,3,4,5. Now hold your breath 1,2,3,4,5. Now blow out your breath from your mouth 1,2,3,4,5. (Pause for 5 seconds while participants can process how they feel in that moment)

Notice the way you feel after doing 5,5,5."

"Now I will divide you up into groups of 3. Starting here, with the person in front on this side, you are the 1st group member, then the person next to you is the 2nd group member, the person next to you is the 3rd group member. Now the three of you are in a group."

Facilitators repeat putting people in groups of 3 according to who is the next five sitting near each other until all are in a group of 3. Larger groups can be used if desired or needed. Ideally, the groups will have 3-5 people in them. Remind participants to move their chairs so they are in a circular manner to maximize listening with eye contact, privacy, and to best hear members speak. As groups form and begin to go through the prompt and start engaging in the impromptu exercises, walk around the room, observe, and offer suggestions if needed.

**12:45 -12:55 pm**      Groups engage with prompt exercises 1-4 or until allotted

time is over.

**12:55-1:00 pm**      *"That is all the time we have for group exercises. Now we

are going to end our session with one final exercise to

participate in as a group. This is a serial impromptu exercise

where we will introduce the person next to you and say their

name. After you say their name, you will say something about

them or how you met them, something completely made up.

So, for example, I might say (speak to an imaginary friend

next to you), "Hi everyone, this is my friend Chris. I met Chris

at the mall when he was trying to buy a manikin at Hot Topic.

He was arguing with the manager that it should not cost one

thousand dollars to buy the manikin. Then Chris might say

"Yes, that was such a crazy day, and I got that manikin for

ten dollars after I told the manager I was

related to Taylor Swift. But y'all, I really want to introduce to

you my friend Roman, he is applying to be an astronaut in the

upcoming NASA space program, and so on. We will go all

around the room. Have fun with this."*

(Facilitator begins and motion with hand who will speak after you-start from one side of the room)

**1:00 pm**     Final announcements (facilitator plan to stay after for at least 10 min.)

Facilitator will provide contact information

Thank participants for attending

**SUPPORT MATERIALS PROMPT**

    1.  Pull an item out of a bag: The instructor or facilitator puts random items in a paper bag (a stapler, a sock, a rock, a clothes pin, e.g.) Participants reach into the bag and pull out the first thing they feel and proceed to give a persuasive speech convincing the audience they need to purchase the item.

    2.  A desperate situation: The instructor describes a desperate situation. You are about to be suspended for your low grades and for repeatedly playing practical jokes in your classes, you have two minutes to persuade the appeals board to give you another chance.

    3.  A serial speech: One participant starts to tell a story and speaks for 30 seconds to one minute, the next person picks up where the first speaker left off, and so on.

**A breathing exercise to practice**: Breathe into the count of 5 seconds. Hold your breath for 5 seconds, and then blow out your breath for 5 seconds. Repeat this 5 times.

<div align="center">

Tips from a club within Toastmasters International

(a worldwide speaking organization)

</div>

Suggested impromptu speaking methods to consider incorporating

     a.     Restate the question (works as a good introduction).

     b.     Restate the problem/discuss possible solutions.

     c.     Take time to think (embrace silence to think, people will appreciate your thoughtfulness. There is "power in the pause").

     d.     You may list pros and cons, discuss past and present, broaden the topic.

     e.     Be enthusiastic (makes a difference)

     f.     Open with a smile and enthusiasm, even if you don't know what you are going to say exactly.

     g.     State your answer as best as you can

     h.     Summarize what you said

     i.     Do your best to end with a strong conclusion

**NETWORKING/LISTENING WORKSHOP**
**THEORETICAL RATIONALE AND WORKSHOP STRUCTURE:**

Many sources assert that most jobs are never actually advertised but are filled by word-of-mouth (Cash &Stewart, 2011). Networking seems to be the most successful way to locate positions before jobs become available to the public. Surveys have confirmed that somewhere between 41 to 80 percent of applicants have gotten their jobs by networking; it goes back to the old saying, "It's not what you know but *who* you know." There are several important components involved in successful networking. How well you know *who* you know will depend on many factors. Listening is one multiplex communication skill that is very important in this process. However, here we begin by assessing the basic concept of networking.

How do people go about networking? Some start by writing out a network tree where you apply a method of organization to compiling information from people you know. This compilation includes names, contact information, and other specific details which may have been collected (e.g., what their position is, the company they work for.). These people may include relatives, friends, colleagues, acquaintances, neighbors, co-workers, friends from high school, college, church, and the gym. When you do have your network in some sort of order, you re-establish your relationship with each person and are more intentional in conversation with them. Importantly, one should not start by asking for help, rather engage in informal "catching up." It is important the communication process is intentional and does not include interference, to

maximize the benefit for both parties. You would not want to be distracted by something in the room or going on in the environment. Keep in mind that at the core, networking is the belief that every person has something to learn and gain from networking as an event or networking during normal day to day to interactions.

When you do have a conversation with the person within your network, you do not want to say, "I am looking for a different job", instead, you do want to say, "I am looking for a position as a bank manager." You should share what your situation is and your goals. When you get some information about a potential lead, you should write down the full name, position, organization, and phone number under the contact's name so you know who suggested the lead and ask if you can use the contacts name. When you do request help, be specific. Although there are many ways to network in person, social media, websites, career centers, and employment agencies are all networking tools that you do not want to overlook. Networking is an imperative part of career life. However, there is one communication element that is a building block which can keep people from successful networking if they are not intentional in its use: listening.

People often think of listening and hearing as the same thing. Hearing is defined as the vibration of the sound waves on the eardrums and the firing of electrochemical impulses in the brain.  Listening is defined as paying close attention to, and making sending of, what we hear (Lucas, 2015). When we are listening carefully, we only actually grasp 50% and after 24 hours, it's 10%.

Most of us only listen at about 25% efficiency. Furthermore, we spend more time listening than any other communicative activity; more than reading, writing, or speaking. Moreover, we do not have a class in academics solely dedicated to teaching listening; having better listening skills will improve our networking, making this an important workshop.

One of the reasons lack of listening does not always seem like a problem is because people practice pseudo listening. Pseudo listening is fake listening where people can have wandering minds, yet, have a habit of giving nonverbals that they are engaged. Common nonverbal behaviors of pseudo listening can be nodding, smiling, and making eye contact with the speaker. This is especially problematic due to the fact it often misleads the speaker to believing the communication process has not had interference.

There are many other logical reasons that motivate people to practice bettering their listening skills. Students with best grades usually have the strongest listening skills and top business performers have excellent listening skills. Being a good listener means less mistakes at work. One study says over 60% of errors made in business come from poor listening (Lucas, 2015). How can we improve our listening skills so that we can be competent communicators and improve our networking experiences? First, notice that you have room for improvement by developing this communication skill. Next, be aware of the causes of poor listening. Four primary causes of poor listening are listening too hard, jumping to conclusions, focusing on delivery, and personal appearance.

To take listening seriously, there are several things you will need to practice. Being an active listener means you will give undivided attention and genuine effort to understand the speaker's point of view, resist distractions, not be preoccupied by appearance, suspend judgement, and take some key word notes. All these skills will help you improve your overall communication skills for personal and professional developments.

The purpose of this workshop is to draw attention to the importance of networking and draw attention to the connection between successful networking and using superior listening skills. Furthermore, this session will provide methods to practicing active listening in networking situations that can be applied in all areas of communication. This workshop will begin with a discussion of the importance of networking and give a general idea of how it is done. This will be followed why active listening is imperative. The differences between listening and hearing will be explained, things that interfere with listening, and ways we can improve our skills. In this session we will break out the audience and practice a real networking situation following a prompt. The breakout networking portion provides a real-life networking situation where individuals can practice what they have just learned about active listening and apply it to the communication process to include creating their own responses reflecting in active listening techniques. This workshop targets reducing situational communication apprehension, audience-based communication apprehension, and context-based communication

apprehension. The knowledge and practice acquired in the breakout networking practice can provide communication skills that benefit not only professional developments but also interpersonal communication.

**Workshop Objectives**

**By the end of this workshop, participants will be able to**:

1.  Identify what networking is and the importance of it in professional development

2.  Summarize basic steps to creating a network tree

3.  Identify theoretical perspectives and research about networking

4.  Examine correlations in networking and listening

5.  Recognize what listening is and give examples of its role in professional development

6.  Distinguish the differences between listening and hearing

7.  Recognize theoretical perspectives and research about listening

8.  Summarize problems that interfere with active listening and learn techniques for improving active listening skills.

9.  Apply effective networking and listening practices in an actual networking situation

**Intended Audience:** Students will be the primary audience of this workshop. Students will learn that networking is a key component that can improve their career development. In addition, they will understand the basics of how to organize a network tree and how to obtain maximum utilization of their networking opportunities, and career advancement, through improving their active listening skills. Faculty can benefit by thinking more deeply about how they teach and talk about networking.

**Instruction Details:** This workshop is written with the facilitator using a discussion method format for 15 minutes. The following 15 minutes the facilitator explains research and theoretical applications. The next 15 minutes participants participate in a networking event following where the audience engages in practicing active listening skills. The facilitator walks around the room to offer support through praise and encouragement. The session closes with the facilitator debriefing and calling on participants to offer their comments on the networking experience or what they learned in the workshop.

**Materials:**          Agenda of workshop for participants

                        Dry erase marker/board or digital note taking method

                        Certificates of completion (sent by email after session is

                        recommended)

| Time Schedule | Content |
|---|---|
| **11:50 am** | Facilitator arrives at least 10 minutes before the workshop begins. Greet participants as they arrive |
| **12:00-12:05 pm** | Welcome participants Distribute agenda Document attendance (pass around an attendance sign in sheet with name, participant information for tracking, and email address for certificate of completion to be emailed after session). |
| **12:05-12:20 pm** | Facilitator Introduction "Who here can complete the following phrase, "It is not what you know but _____ you know? (Let the audience say "who") Sometimes when people hear this, they seem |

skeptical. The fact is that many sources assert that most

jobs are never actually advertised but are filled by word-of-

mouth (Cash & Stewart, 2011). Networking seems to be the

most successful way to locate positions before they are

available to the public. Surveys have confirmed

that somewhere between 41 to 80 percent of applicants

have gotten their jobs by networking, which confirms some

truth to that old saying, "It's not what you know but *who* you

know." There is a lot involved in networking. How well you

know *who* you know will depend on many factors. Listening

is one multiplex communication skill very important in this

process. In today's workshop we are learning how important

networking is, some basics to creating a network tree, and

then we will learn about listening in a way that will maximize

your chances at successful networking.  You will have an

opportunity during this session to apply the knowledge you

gain through practice for an actual

breakout networking portion. This practice is

situated to provide communication skills that improve

professional developments and apply to interpersonal

interactions. First, we begin by discussing the basic concept

of networking. Let us think about what it is and begin a conversation there.

(Estimate spending 3-4 minutes on each question to follow this timeline)

*Sample answers are in italics*

Q. What do you think of when you think of when you hear the term "networking"?

Write down any participant answers, thank them.

> A. *Webster's dictionary definition of networking: the exchange of information or services among individuals, groups, or institutions: specifically: the cultivation of productive relationships for employment or business*

Q. Other than getting a good job or a business deal, where do we practice networking?

Write down any participant answers, thank them.

A. *Sharing knowledge/resources for mutual benefits*

    a. *Neighborhood watch groups*

    b. *Schools*

    c. *Workplaces (jobs/business)*

    d. *Support groups*

    e. *Nonprofit organizations*

"At the core of networking is the belief that every person has something to learn and gain from being active in this type of communication, whether it is as an event or in normal activities of daily life. How do people go about networking for career advancement? A common practice is to start by writing out a network tree where you apply a method of organization to compiling information from people you know."

Q. Who are people that could be included in your networking tree?

Write down any participant answers, thank them.

    A.    *Anyone you know*

1. Relatives

2. Friends

3. Colleagues

4. Acquaintances

5. Neighbors

6. Co-workers

7. Friends from high school

8. College

9. Any organization you volunteer with

10. The gym

"Your networking tree is created by you writing down names, contact information, and other specific details you may have collected (the company they work for, what their position is, e.g.). When you do have your network in some sort of order, you re-establish your relationship with each person and engage in conversation with them. Actively listening is important so communication process is intentional and is not

interrupted. Your communication should not include interference, to maximize the benefit for both parties. You also want to be sure to begin by "catching up" and not with asking for help."

"Now that we can see the benefits of networking, whether it be at a structured event or during day-to-day activities, and how to create a basic network tree, it is time to assess one communication. Do you know what kind of communication we use the most and yet are taught the least about? It is listening. People often think of listening and hearing as the same things. Let us think about what each of these really are."

Q. What is listening? What do we notice when someone is listening?
Write down any student answers, thank them.

> A.  *Listening is defined as paying close attention to, and making sense of, what we hear (Lucas, 2015)*

Q. What is hearing? What do we notice when someone is hearing?

Write down any student answers, thank them.

> A.    *Hearing is defined as the vibration of the sound waves on the eardrums and the firing of electrochemical impulses in the brain.*

Q. What are reasons you might want to develop good listening skills?

Write down any student answers, thank them.

> A.    *There are many reasons why*
>> 1.    *Students with best grades usually have the strongest listening skills*
>> 2.    *Top business performers have excellent listening skills*

3.  *Avoiding errors-*

*over 60% of errors made in*

*business come from*

*poor listening*

4.  *Employers and*

*managers assert strong*

*communication skills are one of*

*the most sought-*

*after characteristics in hiring,*

*more than a candidate's major*

*in college*

5.  *Better interpersonal*

*relationships*

"If networking is about establishing or re-establishing a

relationship and most people have challenges engaging in

active listening continuously, you can see why learning more

about listening and how to improve your listening skills would

contribute to more effective networking."

1.  "In what ways can we improve

our listening skills so that we can be competent

communicators and improve our networking experiences?

Be aware of your listening strengths and weaknesses.

    2.    Notice that nobody listens perfectly, and you have room to improve your listening skills

    3.    Learn and pay attention to the causes of poor listening

        a.    listening too hard

        b.    jumping to conclusions

        c.    focusing on delivery and personal appearance

    1.    Learn the several ways you will need to practice becoming an active listener

        a.    Give undivided attention

        b.    Make genuine effort to understand the speaker's point of view

                                              c.      Resist distractions

                                              d.      Do not be

preoccupied by appearance

                                              e.      Suspend judgement

                                              f.      Focus on

your listening

                                              g.      Take some

key notes

All of these skills will help you improve your overall

communication skills for personal and professional

developments."

**12:30-12:45 pm**      "In just a few moments we are going to take some time to

engage in a practice networking event. Turn to your

right and introduce yourself to the person next to

you. Practice what you have learned in this session, not only

obtaining information to add to your network but also

applying the techniques to practicing active listening. As we

engage in this time, I want you to write down the information

from the connection you have made. Afterwards, we can

check to see how accurate we were in our active listening. I

will ask for a few volunteers to share what they learned and

ask the person they spoke to if the information

was accurate."


**12:45-12:55 pm**    Facilitator debrief by calling on a few participants to

sharing information on a few people they spoke with. Ask the

person in the audience if what was shared is accurate to

assess active listening.


**12:55-1:00 pm**    Final announcements (facilitator plan to stay after for at least

10 min.)

Facilitator will provide contact information

Thank participants for attending

**AUDIENCE ANALYSIS AND ENHANCING DELIVERY WORKSHOP**
**THEORETICAL RATIONALE AND WORKSHOP STRUCTURE:**

Before 300 B.C., Aristotle's model of communication determined the importance of the role of the audience. Aristotle's communication process model focused on public speaking more than on interpersonal communication. The model includes the following variables:

1. Speaker, 2. Speech, 3. The occasion, 4. The audience, 5. Effect. In sum, the model advises speakers to build speeches for different times and different effects. Audience-centeredness is the practice of keeping the audience as the highest priority during each step of the speaking process, from planning through presenting. Audience-centeredness is crucial in deciding *what* to present and *how* to present it; there are many audience analysis methods that can help a speaker be audience centered.

Communication Professor Lon Schiffbauer points out that there are different ways to analyze an audience. However, people often fall back on using demographics. Demographics are at least a "slippery slope," if not "stereotyping," and many argue using demographics may lead (or at least contribute) to biases and prejudices. Nevertheless, on many occasions, we see demographic analysis as a primary way to consider the audience today. When people make demographics a "go-to" in rhetorical strategy, which can create less obvious challenges; often speakers are not aware of biases and prejudices they may have subconsciously which may unknowingly guide their decisions during their analysis.

The purpose of this workshop is to look at audience analysis through a wider lens by confronting demographics as stereotyping and points out it is often the primary method used. Besides, it limits us from finding more valuable knowledge about our audience and about ourselves. The session expands audience analysis to include psychographics and stakeholders. Participants will be aware of methods of delivery, another part of considering the audience. Moreover, learning about potentially unknown audience biases is encouraged by using a tool called Project Implicit.

Project Implicit was created by three scientists in 1998. The project is a non-profit organization and international collaboration that gathers data for research on implicit social cognition (i.e., how people think and feel about things outside of their awareness because subconscious thoughts are not something we are aware of). Project Implicit is a virtual-based laboratory that collects data of thoughts. According to their website, "Project Implicit also provides consulting services, lectures, and workshops on implicit bias, diversity, and inclusion, leadership, applying science to practice, and innovation." Fourteen different tests on the website (e.g., testing age, gender, skin tone) allow people to evaluate prejudices. When we have biases or prejudices, we engage differently. These biases or prejudices can keep us from positively and/or fully connecting with our audience (e.g., we can unknowingly show nonverbals that appear as disapproval). Project Implicit helps us know if we have these biases; awareness gives us an opportunity to make a conscious effort to set

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biases/prejudices aside. With this awareness and conscious intention, we are apt to be more engaging and open to interaction from audiences who are different from us.

This workshop explains Aristotle's foundations of audience importance. In the session we explore the common method of audience analysis and why this can be problematic. The content encourages participants to be more thorough in audience analysis using psychographics (measuring attitudes, beliefs, values). Acknowledging psychographics is more difficult to quantify, however, it offers unique and valuable information that traditional analysis methods do not include. Also, stakeholders in the environment are referenced as an essential consideration in audience analysis. Further, we explore how to detect our own biases and how that knowledge can benefit both the speaker and the audience. Project Implicit is discussed as a tool for workshop participants to use. A group activity consists of groups of 5 evaluating some potential situations with biases. A variety of delivery methods are introduced, as well as ways to be considerate of the audience when deciding what methods to use to enhance delivery using a handout. This workshop targets reducing audience-based communication apprehension, context-based communication apprehension, and situational communication apprehension.

**Workshop Objectives**

**By the end of this workshop, participants will be able to**:

1.      Identify Aristotle as the original theorist of audience centeredness

2.      Recognize application of traditional audience analysis methods

3.      Understand that demographic analysis has limitations and can contribute to stereotyping

4.      Extend audience analysis to analyzing psychographics, stakeholders, and speaker biases

5.      Apply the Harvard Implicit Project as a tool for detecting one's own unknown biases

6.      Recognize ways to intentionally set their biases aside to connect better with their audiences.

7.      Explain ways to implement specific delivery modes, methods, and techniques to presentations

**Intended Audience:**

Students are the primary audience of this workshop. Additionally, faculty will benefit from this information due to the emphasis of using a broader lens of audience analysis which includes delivery method selection. Participants will be more confident in audience analysis and will apply their analysis to selecting appropriate and effective delivery methods to

their presentations. The workshop will give faculty fresh ideas on the way they present audience analysis to improve its effectiveness.

**Instruction Details:** The workshop is formatted to last for one hour. The script is written with the facilitator using the discussion method. If the facilitator prefers to, the script can be used as a monologue instead of a dialogue. During the next portion, the facilitator explains theoretical applications. The facilitator demonstrates how to take the IAT. The last part of the workshop a handout with two fictional audiences for groups of 3-5 to assess through discussion a fictional audience and delivery is reviewed and explained. Announcements will be made at the conclusion of the session.

**Materials:**   Workshop agenda for participants

Dry erase marker/board or digital note taking method

Certificates of completion (sent by email after session is recommended)

| **Time Schedule** | **Content** |
| --- | --- |
| **11:50 am** | Facilitator 10 minutes early |
| | Greet participants as they arrive |

**12:00-12:05 pm**     Welcome participants

Document attendance (pass around attendance sign in

sheet with name,

participant information for tracking, and email address for

certificate of completion to be emailed after session).

**12:05-12:15 pm**     Facilitator Introduction

"By a show of hands, who is a student here? Are there any

faculty here today? Who is here because you are getting

extra credit or attending is an assignment for a class?  Who

is here with a friend? Who is here because you are

interested in audience analysis and delivery?

(Remember to pause for responses)

"What did I learn by asking you these questions?"

*"*These questions are a starting point for evaluating this

audience in this room, however the answers tell me very

limited information. These simple questions do not tell me

enough to qualify to be a thorough audience analysis and

are not what we call being audience-centered, they are just

questions to use to get the attention of my audience and find

out some basic information about your attendance. Today

we are going to discuss the way we traditionally analyze our

audience and look at our audience through a wider lens, to

include looking within ourselves. Additionally, we will review delivery techniques and methods appropriate for a variety of audiences. Let us begin with thinking about the term audience centered."

(Estimate spending 3-4 minutes on each question to follow this timeline)
*Sample answers are in italics*

Q. What do you know about being audience centered, and why is it important?
Write down any student answers, thank them.

> A. *Audience-centeredness is the practice of keeping the audience as the highest priority during each step of the speaking process, during the entire planning and delivery process.*

"Before 300 B.C., Aristotle's model of communication determined the importance of the audience role. Aristotle's communication process model focused on public speaking

more than on interpersonal communication (citation). The model includes the following variables:

1. Speaker

2. Speech

3. The occasion

4. The audience

5. Effect

"In sum, the model advises speakers to build speeches for different times and different effects. Audience-centeredness is crucial in deciding *what* to present and *how* to present it; we want to ask: 1. Who am I speaking to? What do I want them to know, believe or do because of my speech? Another part of audience analysis is situational analysis, which is about finding information in the situation such as things about your setting-the room (e.g., size, temperature, podium, microphone, potential distractions, the size of the audience, disposition towards occasion and topic). There are many audience analysis methods to consider."

Q. What do you know about demographic analysis?

Write down any answers, thank them.

C. *Demographic analysis is a type of audience analysis that focuses on factors such as:*

1. *Age*

2. *Gender*

3. *Religion*

4. *Sexual orientation*

5. *Group membership*

6. *Racial, ethnic, or cultural background*

"Demographic analysis is the most common starting point for looking at an audience. However, limiting an audience analysis to demographics can also be problematic."

Q. In what ways might limiting audience analysis to demographics be problematic?
Write down any student answers, thank them.

A.     *Stopping at a demographic analysis is a "slippery slope" and can lead to stereotyping.*

1.     *Stereotyping is creating an oversimplified version of a particular group of people, generally by making assumptions that all members of the group are similar. (e.g., assuming a Black male is good at and plays basketball, assuming a woman is or wants to be a biological mother)-it can be offensive and very inaccurate when we make assumptions about a group of people.*

2.     *We are not seeing other information that is often available. Expanding our audience knowledge to a broader lens can help us create a much more audience centered topic. For example, 2 types of information often overlooked that are important to consider are*

a.     *Psychographics-(has some elements included in situational*

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*analysis. Differs in psychographics is more values/attitudes based and does not include set up/setting).*

*Psychographics measures, attitudes, beliefs, values Articulating that this is more difficult to quantify, however, it is more valuable information than traditional analysis methods.*

*(e.g., Finding out if people in your audience feel strongly that social change is an urgent matter for all, or an audience that places highest value on scientific data, or people in the audience that believe the family unit is a top priority). Psychographics are hard to get, it is very valuable to get this type of information about an audience (conversations, polls, questionnaires are some ways to gather psychographic and other audience information).*

b.     *Stakeholders-*

*Stakeholders are people that have an*

*interest in something, especially a*

*business interest. Stakeholders may not*

*be present in the presentation, however,*

*they need to be considered in*

*conducting an audience analysis (e.g., if*

*you are speaking to an audience of 14–*

*16-year-old about driving you need to*

*consider their parents/guardians, if you*

*are a speaker hired to talk to an office*

*about time management techniques,*

*you want to consider stakeholders*

*goals/wishes).*

"Now that we have covered traditional and broader ways to

look at an audience, we are going to talk about analyzing

ourselves to be more audience centered. Many times, people

have biases towards certain groups of people that they are

not even aware of because they are on a subconscious

level. This could be as simple as having a look of disgust on

your face if you learn someone loves to eat eggplant and

you can't stand the taste of it. They don't necessarily have to be about serious matters like prejudices of different race and ethnic backgrounds. These unknown biases can negatively affect the way an audience engages with each other (e.g., a speaker might unknowingly demonstrate

negative nonverbal behaviors that show disapproval like turning their body away from a person or a facial expression showing disgust) Being aware of our own biases gives us an opportunity to set them aside, work on them, intentionally being more open to and getting to know the people we have biases towards. Many biases can be unknown, again, deep within our subconscious. There is a tool that I want to share with you today that can help speakers to find out information about their own biases. It is called Project Implicit. I am passing out a handout about Project Implicit so that you know how you can test to see if you have biases and at what level those biases exist."

1. Project Implicit (aka IAT)
(https://implicit.harvard.edu/implicit/)

a. Created by three scientists at Harvard University in 1998.

b. Non-profit organization

c. International collaboration that gathers data for research on implicit social cognition (i.e., how people think and feel about things outside of their awareness because subconscious thoughts are not something we are aware of).

d. Project Implicit is a virtual-based laboratory that collects data of thoughts.

e. Project Implicit also provides consulting services, lectures, and workshops on implicit bias, diversity, and inclusion, leadership, applying science to practice, and innovation (from website)

*Facilitator notes: Go to the website, ideally, on a computer that is connected to a projector to allow the audience to watch what you are doing easily.*

*https://implicit.harvard.edu/implicit/*

*Show participants:*

1. *How to register or continue as a guest*

2. *The list of different tests*

3. *Go through a few questions so they understand the way the tests look*

4. *Show and explain the report from an exam*

"If you are aware of your biases, you have taken the first step to address them. On the handout there are four tips on addressing personal biases."

4 Tips on Addressing Personal Biases

1. Personal awareness

2. Acknowledgement (this is problematic to connecting with certain people)

3. Empathy (learning to attempt to see the world from this perspective)

4. Education (learn as much as possible about the people you are biased. What is their world experience? What have been their hardships? e.g.)

**12:30-12:45 pm** *"Let us get into groups of 3-5 and practice audience analysis. I am handing out a prompt with two audiences for your group to discuss and analyze. For efficiency, I will put you in a group. Starting here, with the person in front on this side, you are the 1st group member, then the person next to you is the 2nd group member, and the person next to you is the 3rd group member… (Facilitator repeat putting people in groups of 5 according to who is in the next chair and sitting near each other, until all are in a group of 5.)*

Remind participants to move their chairs so they are in a circular manner to maximize listening with eye contact, privacy, and to best hear members speak. Read, review, and explain the group prompt out loud.

As groups form, walk around the room to offer support by answering questions or to make suggestions of how to get group members started.

**12:45-12:55**      Facilitator asks for volunteers to share their groups findings.

**12:55-1:00 pm**      Final announcements (facilitator plan to stay after for at least 10 min.)

Facilitator will provide contact information

Thank participants for attending

**SUPPORT MATERIALS PROMPT**

**As a group, read about the two audiences below. You will**

**discuss analyzing your audience. Your group will consider demographics,**

**psychographics, stakeholders, potential biases.**

**Audience #1** You are going into a job interview next week and need to think

ahead about your audience. There will be five people interviewing you at a

company that manufactures organic gluten free dog treats. The company is

in San Francisco. You do not know the gender identification of any of your

interviewers. However, you did learn from someone you spoke with three of the

people are founders of the company, which has been in business for 40

years. Two of the interviewers are new managers.

What ideas do you have as you attempt to analyze this audience?

Demographics

Psychographics

Stakeholders

Potential biases (you or interviewers)

How might you adjust for this audience based on the information you have?

Dress for interview

Is there anything you would prepare or plan to say to this audience?

**Audience #2** You have been invited to be a student guest speaker at a university

you want to be a teacher after you graduate. You will be speaking to a group of

30 different professors and instructors for a luncheon during and

for teacher's appreciation week. The school is in New York.

What ideas do you have as you attempt to analyze this audience?

Demographics

Psychographics

Stakeholders

Potential biases (you or interviewers)

How might you adjust for this audience based on the information you have?

Dress for interview

Is there anything you would prepare or plan to say to this audience?


**(Handout)**

**Audience Analysis and Enhancing Delivery**


Project Implicit (aka IAT) ([https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/))

        a.  Created by three scientists at Harvard University in

        1998.

        b.  Non-profit organization

        c.  International collaboration that gathers data for research

on implicit social cognition (i.e., how people think and feel about things outside of their awareness because subconscious thoughts are not something we are aware of).

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4 Tips on Addressing Personal Biases

1.  Personal awareness

2.  Acknowledgement (this is problematic to connecting with certain people)

3.  Empathy (learning to attempt to see the world from this particular perspective)

4.  Education (learn as much as possible about the people you are biased. What is their world experience? What have been their hardships? e.g.)

**Information on Delivery (Modes, Vocal, Physical)**

**Modes of Delivery**

1.      *Extemporaneous:* The speaker prepares uses a brief

outline with key terms and quotes. The

speaker demonstrates knowledge and understanding of the

contents. This method allows the speaker to maintain eye

contact, adapt to the audience, and speak in a dynamic

conversational style. Most speakers prefer

the extemporaneous method; there is more flexibility in language

and thought than impromptu speaking, however, unlike the

manuscript, it is adaptable to a wide range of situations. This

flexibility to adapt gives space to concentrate on delivery

techniques such as making eye contact and talking with the

audience instead of recalling words you memorized or are

reading.

*(Appropriate in most situations when the speaker has notice and*

*manuscripts are not necessary)*

2.      *Impromptu:* The speaker has limited time to prepare,

usually less than 5 minutes. Often the impromptu speaking

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happens when someone asks you to "share a few words." He or she can generate three main points and a first and last line by taking a moment to gather thoughts. This method can often seem spontaneous and dynamic.

(*Appropriate in many situations such as class discussions, committee report, responding to a speaker*)


3. *Memorized:* Memorizing speeches is an older method rarely used. It can be effective if desired in very short speeches. Practice it so well that you can speak in a natural way and are able to communicate with your audience.

*(Appropriate, for some people, in situations such as toasts, congratulatory remarks, acceptance speeches, introductions, and the like)*


4. *Manuscript:* Certain speeches must be delivered word for word like an engineer's report to a professional meeting where absolute accuracy is essential. For example, a President misstating a phrase could lead to an international incident. If you need to read from a manuscript, be sure you practice including vibrant and conversational speaking.

*(Appropriate in formal situations where accuracy is essential*

*such as a speech where the press will be analyzing the speaker word for word or a report with specific details that are required to be precise)*

**Vocal Delivery Skills**

*Vocal Variety*-When speaking, you should strive for vocal variety, changes in volume, rate, pitch

*Volume*-Remember your own voice always sounds louder to you than to a listener. It is a good practice to check the expressions for engagement on the people furthest away from you and speak louder if they look puzzled or are leaning forward.

*Rate*-There is no uniform rate. The average speaker in the United States talks 120-150 words per minute. If you speak too slow your audience may get bored. If you speak too fast, they don't process all the information. The vocal attributes depend on the mood the speaker wants to create, who is in your audience, and the nature of the occasion.

*Pitch*-Changes in pitch are used innate in ordinary conversations. You want to include different voice inflections; these will help your audience stay engaged.

Sometimes intentional and dramatic changes in pitch improve a presentation because the audience may not expect sudden variations. Word emphasis can add significant appeal to the audiences listening experience.

*Pauses*-Pauses can be tricky for new speakers to implement. Practice using them and you will notice they are powerful and often keep your audience engaged because they are curious what you will say next. In addition, using the pauses can help train you to not say filler words and give your mind time to find the word you want to say instead. Pauses are often thought of negatively to new speakers. Try to remember, there is power in the pause!

**Physical Delivery**

*Appearance*

How you look is the first message you will send your audience. Ask yourself what you want to say to your audience through your dress, hair, and accessories. You may dress for the occasion, dress for your topic, consider how you want your audience to see you (a costume may be appropriate in some instances).

*Movement*

For **formal** speeches you may want to use a podium. If you plan to use one, consider practice beforehand. Do not lean or grip the podium if you do.

For **informal** speeches there is something called the speaker's triangle. Imagine a triangle in the middle of your speaking area and you can use that to guide your movement. When using it, walk slowly and pause at each angle.

*How much movement is enough?*

A moderate amount of movement is expected in most situations. If you move much more than this you will seem energized, nervous or excited. Less movement seems more detached, and formal. If your movements do not seem natural, your audience will feel less comfortable with you and your presentation.

*Eye contact*

Eye contact is very important. For small audiences, try to engage each person in the room by meeting his or her eyes for three seconds before looking at someone else. If you have lights glaring in your eyes, do your best to try to look around the room. The point is to allow people to feel as if you are talking to them. Use eye contact to keep the pulse of your audience. Do you have them hanging on your every word or is it time to speed up your speaking before you lose them. Don't overthink these observations-a thoughtful audience can still be hard to read.

*Facial expressions*

If you know your material and have an emotional connection to it, facial expressions will likely happen naturally. Make sure your expressions agree with your message (e.g., if you talk about death and smile, your audience will think you are insensitive)

*Gestures*

Use hand movements like those you would normally use in conversation. Gestures should coincide with the meaning of your message.

The larger the room, the more animated your movement and gestures should be.

If you are describing a large balloon, hold your arms in the shape of the balloon. This will reinforce your verbal message and help the audience remember your speech.

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