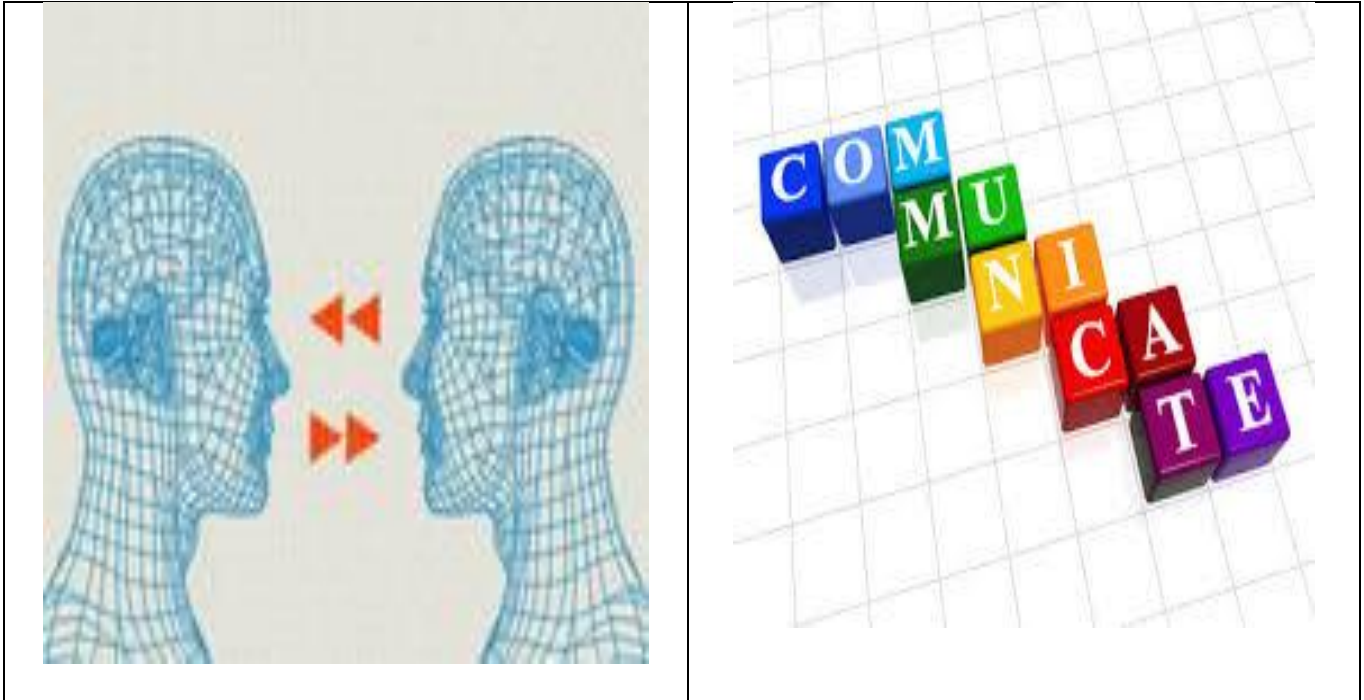


Module

Principles of Communication and Learning



Written By: Muhammad AsifNadeem. chughtaima@gmail.com

M.Phil Education, M.A English

Sana Qazi, M.Phil (English, Literature)

Department of Education

The Islamia University of Bahawalpur

Introduction to Module

Time: 48 hours

Abstract

This **module** for communication is set for the learners to Communicate in their daily lives. It provides students with rudimentary knowledge that can be applied in real life situation. Through these Modules teachers can easily develop better communication among the learners. These modules cover all language processes (speaking , listening, writing, reading, viewing, and representing) and considers communication from the communicator's and the receiver's points of view. It is hoped that through these modules learner can easily develop better language skills, better performance in interviews, enhance competency level of the learners and make them a better communicator in the social set up.

Purposes

- to convince students of the importance of effective communication in all aspects of their lives
- to provide an opportunity for students to apply their communication skills and abilities in a project that relates in some way to their own lives and interests

Foundational Objectives

To develop interactive communication skill of learners and to provide help to the teachers so that both of them impart objective based education.

Specific Learning Objectives

These modules would make them able to:

- participate in describing and refining their skill in communication
- participate in defining tasks, products, and assessment and evaluation procedures
- participate in setting timelines
- Work independently.

Suggested Resources

- Academic discourse for Masters level
- Teachers and community members
- Appropriate books, articles, videos, etc.
- Appropriate computer hardware and software
- Internet
- Other, depending on individual projects

Suggested Topics

- Communication project with a mentor
- Work study project
- Participation in a community-based or school-based communication activity (e.g., debating society or club, Toastmaster Club, storytelling group)
- Promotional project (e.g., of a recreation site)
- Teaching and learning process
- Organization and management of a panel discussion or forum
- Creation of a manual
- Other student-generated and teacher-approved project

Audiovisual Resources

- Examples of various types of technical writing
- Recorded speeches and guest speakers
- Internet
- Examples of visual, audio, multimedia aids

Session 1

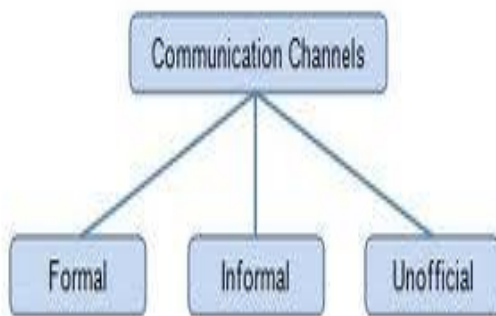
Introduction to Communication

Origin of communication

The word communication is derived from the Latin verb *communicare*, which means "to share" or "to make common".

Communication is a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information but also create and share meaning. Communication is a key element

Channels of Communication



Types of Communication

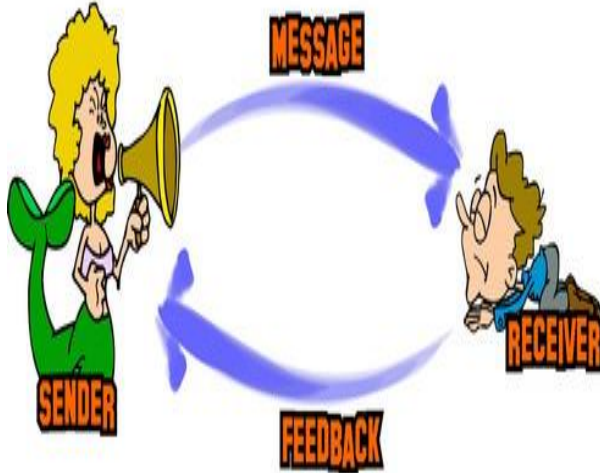
There are two types of Communication. Verbal and Non Verbal



Components of Communication

Barriers in Communication

EFFECTIVE COMMUNICATION



Barriers to the Communication Process



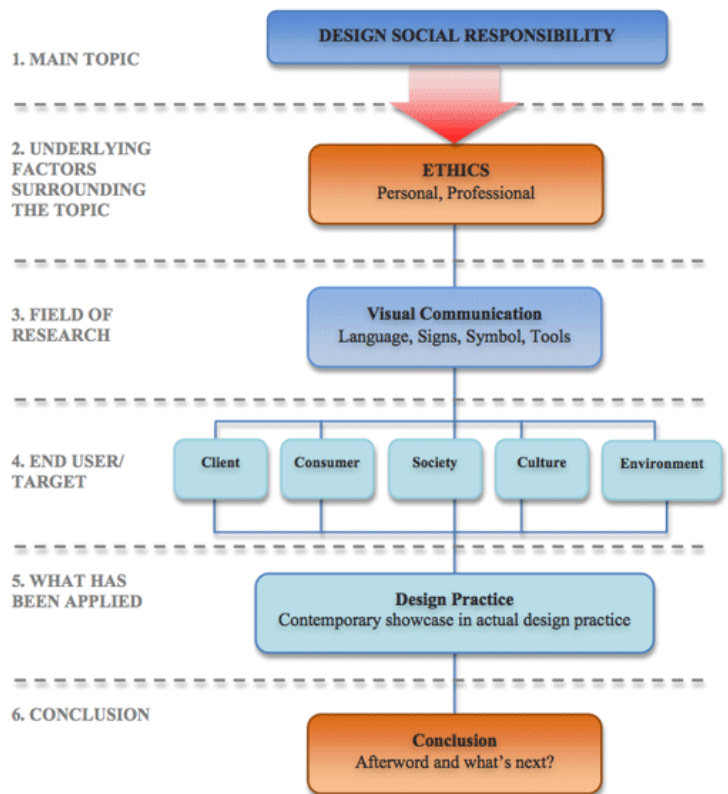
The noise in this diagram could be any barrier to communication. It is not limited to audible sounds.

Effective Ways to Communicate

Ways to Communicate Effectively in the Workplace

Encourage Feedback	Be Appreciative
Open Meeting	Communication via Training
Emails	Display Confidence and Seriousness
One on One	Listen to Your Team Members
Use Presentations	Act Out Your Message
Avoid Unnecessary Repetition	Use The Appropriate Tone of Voice
Use Visuals	Use Simple Words
Use Body Language	Create a Receptive Atmosphere
Be Humorous	Be Articulate
Avoid Mumbling	Gesticulate

Ethics in Communication



<p>7 Cs On Communication</p> <ol style="list-style-type: none"> 1. Completeness 2. Conciseness 3. Clarity 4. Correctness 5. Consideration 6. Courtesy 7. Concreteness 	<p>Ethical principles in Communication</p> <ul style="list-style-type: none"> • Be truthful. • Prepare adequately. • Give credit to original sources. • Become familiar with the term "intellectual property". • Do what you can to be a participant in the "global village". • Do all you can to foster potential in yourself and others?

Session I Outline

Competent Communication: Effective and Appropriate

- I. Benefits of Communication Competence**
 - A. Social Connection: Communicating with Others**
 - B. Personal Well-Being: Staying Alive**
 - C. Workplace Benefits: Positions, Performance, and Promotion**
 - D. Communication Improvement: All Can Benefit**
- II. Communication Myths**
 - A. Myth 1: Communication Is a Cure-All**
 - B. Myth 2: Communication Is Just Common Sense**
 - C. Myth 3: Communication Quantity Equals Quality**
- III. Defining Communication Competence**
 - A. Effectiveness: Achieving Goals**
 - 1. Degrees of Effectiveness: From Deficiency to Proficiency**
 - 2. We-Orientation: We-First Not Me-First**
 - B. Appropriateness: Communicating By the Rules**
 - 1. Rules: Explicit and Implicit**
 - 2. Rule Violations: Consequential Effects**
- IV. Achieving Communication Competence**
 - A. Knowledge: Learning the Rules**
 - B. Skills: Showing Not Just Knowing**
 - C. Sensitivity: Developing Receptive Accuracy**
 - D. Commitment: Acquiring a Passion for Excellence**
 - E. Ethics: Determining the Right and Wrong of Communication**
- V. Creating a Communication Climate**
 - A. Types of Climates: Constructive and Destructive**
 - B. Communication Patterns and Climates: Competition and Cooperation**
 - C. Drawing Clear Distinctions: Conceptual Clarity**
 - D. Competitive and Cooperative Communication Climates: Consequences**
 - 1. Interpersonal Relationships: Stress and Strain**
 - 2. Group Effects: Teamwork/Cohesiveness**
 - 3. Achievement and Performance: Not What You Might Think**
- VI. Summary**

Allied Material

Chapter Summary

Communication is the transactional process of sharing meaning with others. The communication competence model acts as a map that can guide your transactions with others. Studying the human communication process increases your knowledge of how to behave appropriately and effectively in a specific context. Communication skill development allows you to use your knowledge of communication in useful ways. Knowledge and skills, however, don't automatically improve relationships. Being sensitive to your social environment by detecting, decoding, and comprehending signals increases effective communication. Sensitivity means monitoring your communication so you can improve. Being committed to improving your communication by investing time, energy, feelings, thoughts, and effort is also necessary. The communication competence model of knowledge, skills, sensitivity, commitment, and ethics will serve as the map directing your journey into a variety of communication environments that will be explored in later chapters. Developing a constructive communication climate is a first step in this journey.

Key Terms

Key Term	Definition	Key Term	Definition
Empathy	thinking and feeling what you perceive another to be thinking and feeling	Sender-receiver	not only a speaker in a conversation but a receiver of information
Communication	a transactional process of sharing meaning with others	Communication competence	engaging in communication with others that is perceived to be both effective and appropriate in a given context
Channel lean	text-only communication	Receiver	decoder of a message
Message	stimulus that produces meaning	Ethics	system for judging moral correctness by using an agreed upon set of standards to determine what constitutes right and wrong behavior
Feedback	the receiver's verbal and nonverbal responses to a message		

Activity Sheet

Session 1- Activity. 1

45 min

What is Communication? Give At least one definition of your own and share it with other.

Activity 1.1 Complete the following sentences with the words given in bracket: (Meaning, Process, Comprehending/meaning, Understanding/sharing meaning)

1. An activity, exchange, or set of behaviors is considered a _____.
2. A shared understanding of the message is the definition of _____.
3. Communication is a process of _____ and _____.
4. Understanding means perceiving, interpreting, and _____ the _____ of verbal and nonverbal behavior of others.

Activity 1.2 Complete the Sentence with what comes to mind first:

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. I am _____
7. I am _____
8. I am _____
9. I am _____
10. I am _____

Activity 1.3

Channels of Communication can be counted as:

Activity 1.4

Enlist some of the major components of Communication.

Activity 1.5

List some of the barriers which you feel while communicating

Activity 1.6

Paste some ways of effective communication

	Be Appreciative
Open Meeting	Communication via Training
Emails	
One on One	
	Act Out Your Message
Avoid Unnecessary Repetition	
Use Body Language	
	Be Articulate
Avoid Mumbling	Gesticulate

Quiz on Communication Skills

- 1) Identify the word that clearly defines the word communicate.
a) To share b) To make common c) a & b d) to think
- 2) A two way process of reaching mutual understanding is said to be
a) Personal process b) communication c) Impersonal d) Fatal
- 3) Identify components found in narrative process of communication
a) Participatory b) cause effect c) Summary report d) personal Expression
- 4) Identify major component of effective communication out of which communication remains incomplete.
a) Message b) Sender c) Receiver d) Feedback
- 5) Major barrier that occurs while communication may be
a) Noise b) Sender c) Receiver d) Feedback
- 6) Give the one that is not necessary ethics in communication

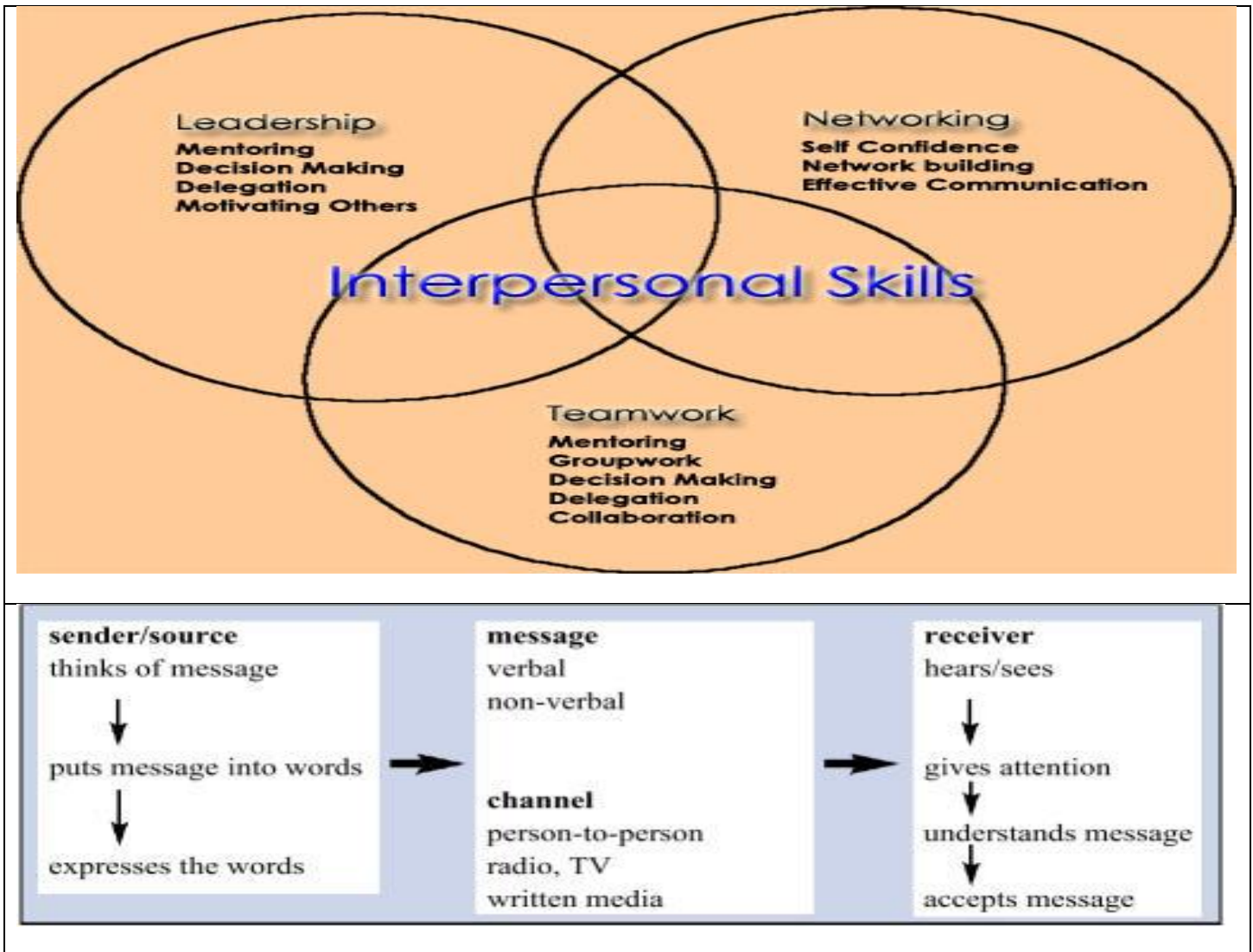
a) Be truthful c) Give credit to original sources
b) Prepare adequately d) Clarity
- 7) Identify factor without which a message would not be conveyed clearly
a) Conciseness b) Clarity c) courtesy d) completeness
- 8) Identify factor without which a message would not be conveyed precisely
a) Conciseness b) Clarity c) courtesy d) completeness
- 9) Identify factor without which a message would not be conveyed concretely
a) Conciseness b) Clarity c) courtesy d) concreteness
- 10) We should do all to make a global village what type of communication this thinking would denote.
a) Regional b) International c) Country d) Ethical

Explanatory Questions:

- 1- **7 C's of communication are the most effective in developing communication skills. Illustrate your answer with examples.**
- 2- **Develop some ethical code for the communicators at global level.**
- 3- **Explain some of the major barriers faced while teaching in the classroom, also devise some ways to overcome those barriers.**

Session II: Role of Interpersonal Skills in prospective teachers

Interpersonal skills are skills needed to communicate, interact and get along with other people.



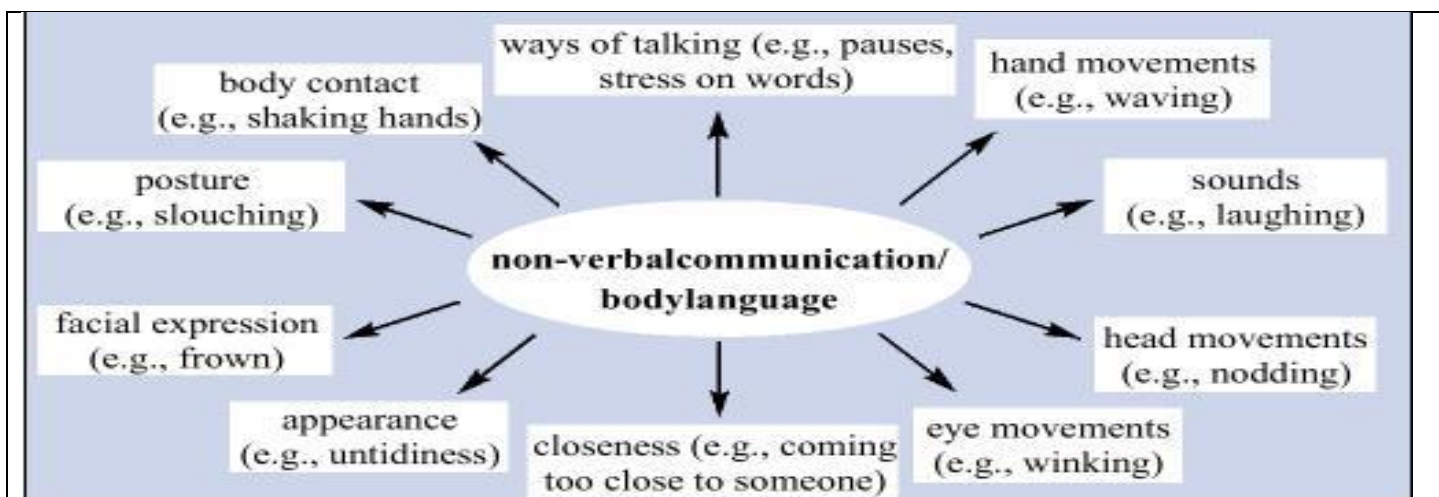


Chart of teacher's communicative approach in a class.

	Interactive	Non Interactive
Dialogic Interactive/dialogic Non	interactive/dialogic	Dialogic Interactive/dialogic Non
Authoritative	interactive/authoritative	Authoritative Interactive/authoritative Non

Issues effecting teacher's interpersonal skills

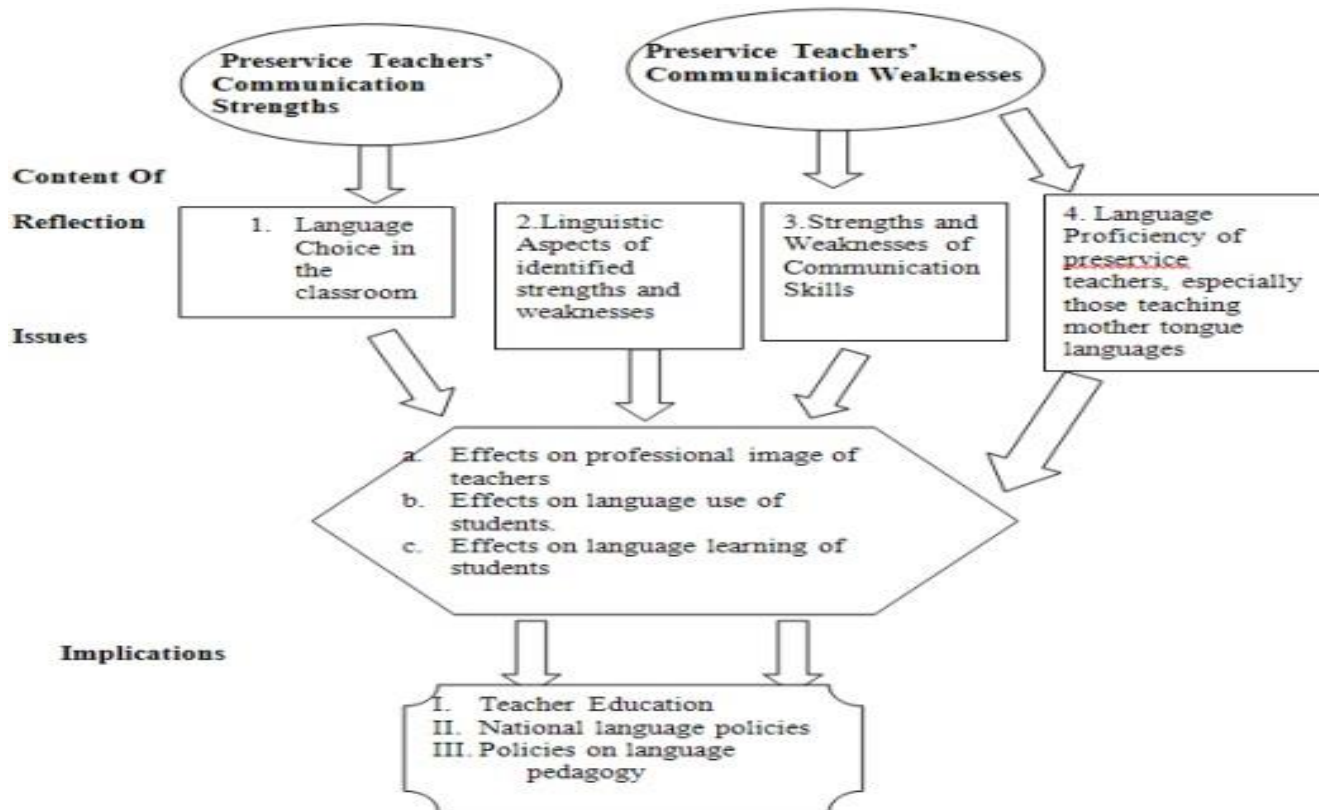


Figure 2– Preservice Teachers' Reflection of their Communication Strengths and Weaknesses and the Perceived Impact in the Classroom
Page 8

Characteristics of Interpersonal Skills

1. Collaborative Skills – the capability to jointly complete tasks with others
2. Cooperative Attitude – the willingness to offer and accept input
3. Leadership – recognition by peers as someone to follow
4. Social Influence – an ability to persuade others
5. Social Empathy – an awareness and concern for others
6. Social Connection – a skill for meaningfully relating to others

Session II Outline

Power: The Inescapable Interpersonal Dynamic

- I. Definition of Power
 - A. The Nature of Power: No Powerless People
 - B. Forms of Power: Dominance, Prevention, and Empowerment
 - C. Power Struggles and Power Sharing: A Comparison
- II. Communication Indicators of Power
 - A. General Indicators: Defining, Following, Opposing, and Inhibiting
 - B. Verbal Indicators: Language Choices
 - 1. Powerful and Powerless Language: Communicating Status
 - 2. Gender and Cultural Influences: Powerful Language Differences
 - C. Nonverbal Indicators: Silent Exercise of Power
- III. Power Resources
 - A. Information: Scarce and Restricted
 - B. Expertise: Information Plus Know-How
 - C. Legitimate Authority: You Will Obey
 - D. Rewards and Punishments: Pleasure and Pain
 - E. Personal Qualities: A Powerful Persona
- IV. Problems of Power Imbalance
 - A. Relationship Failure: Why Share Power
 - B. Relationship Aggression: Battle for Dominance
 - 1. Aggression Types: Direct and Indirect
 - 2. Solutions: The Communication Link
 - C. Verbal and Nonverbal Abuse: Expressing Contempt
 - D. Sexual Harassment: When "Flirting" Is Hurting
 - E. Commonplace Difficulties: Lighter Side
- V. Competent Communication and Balancing Power
 - A. Dominance Prevention: Competitive Power Balancing
 - 1. Coalition Formation: Pooling Power
 - 2. Defiance: Digging in Your Heels
 - 3. Resistance: Dragging Your Feet
 - a. Strategic Stupidity: Smart People Acting Dumb
 - b. Loss of Motor Function: Conscious Carelessness
 - c. The Misunderstanding Mirage: Confusion Illusion
 - d. Selective Amnesia: Fake Forgetfulness
 - e. Tactical Tardiness: Late By Design
 - B. Empowerment: Exercising Positive Power
 - 1. Developing Assertiveness: Neither Doormat nor Boot Wiper
 - 2. Increasing Personal Power Resources: Expanding Choices
 - 3. Employing Cooperative Argumentation: Deliberations Not Combat
 - 4. Seeking Mentors and Networking: Looking for Assistance
 - 5. Encouraging Leadership That Empowers: Delegating, Not Ordering
- VI. Summary

Allied Material

Session II Summary

Power is the ability to influence the attainment of goals sought by you or by others. It is inherent in all human relationships. There are three forms of power: dominance, prevention, and empowerment. Power imbalances produce several consequences: relationship failure, physical violence, verbal and nonverbal abuse, sexual harassment, and commonplace difficulties. Power imbalances also produce anger, frustration, wariness, and resentment in common everyday situations. Information, expertise, legitimate authority, rewards and punishments, and personal qualities are the primary power resources. Coalition formation, defiance, and resistance strategies are the chief power-balancing approaches employed in dominance-prevention power struggles. Although dominance and prevention forms of power can produce the "dark side" of interpersonal relationships, empowerment is a very positive form of power. Becoming empowered is an important step in becoming a competent communicator. Empowerment is a win-win cooperative approach to power balancing.

Key Terms

Key Term	Definition	Key Term	Definition
Assertiveness	the ability to communicate the full range of your thoughts and emotions with confidence and skill	Behavioral inhibition	a general indicator of power
Charisma	personal qualities, such as good looks, an attractive personality, dynamism, persuasive skills, warmth, and charm, that draw people to them and make them positive role models	Dominance	the exercise of power over others
Empowerment	power derived from enhancing the capabilities, choices, and influence of individuals and groups	Hedges	a way to prevent or hinder someone else that is usually an indicator of powerless speech
Hostile environment harassment	an environment that contains discriminatory insults, ridicule, or intimidation	Mentor	knowledgeable individuals who have achieved some success in their professions or job and who assist people trying to get started in a line of work
Power	the ability to influence the attainment of goals sought by you or others	Quid pro quo harassment	occurs when the more powerful person requires sexual favors from the less powerful person in exchange for keeping a job, getting a high grade in a class, landing an employment promotion, and the like

Activity Sheet

Session 1I- Activity. 1

Time: 45 min

Activity 2.1 Define Interpersonal skills developed among you while becoming prospective teacher in the department of Education

Activity 2.2 Identify the issues that affect a teacher's interpersonal skill.

Activity 2.3 Enlist some of the most important qualities of interpersonal skills.

Activity 2.4 Devise a Chart of teacher's communicative approach in a class.

	Interactive	Non Interactive

Activity 2.5 How would you use interpersonal skills in your daily communication in the class room set up especially with students and with your colleagues.

[illegible]

Quiz on Communication Skills

- 1) A leader has the ability to influence others through qualities such as personal....., expertise, command of language, and the creation of mutual respect — all of which require strong interpersonal skills.
a) Aura b) Charisma c) elan d) machismo
- 2) Interpersonal skills include the ability to and manage the emotions, motivations, and behaviors of oneself and others during social interactions or in a social-interactive context.
a) Feel b) read c) Suss d) view
- 3) The challenge is to interpersonal skills not only in face-to-face interactions but in virtual interactions as well.
A) Perfect b) Perform c) Produce d) Project
- 4) Those who have interpersonal skills are able to manage their behavior during social interactions and align their goals to the goals of others during activities.
a) Cohesive b) Collaborative c) Collocation d) concessive
- 5) They are able to empathize and are sensitive to the needs of others and to the forces that the way that others feel and behave.
a) Bend b) mar c) Mend d) shape
- 6) They manage conflict effectively by devising win-win solutions, constructively influencing the behavior of others, and using effective communication andstrategies.
a) Enforcement b) evasive c) Performance d) Persuasive
- 7) Many have wondered how it happens that persons with high IQs don't always..... the top jobs: the answer often lies in interpersonal skills.
a) Land b) Leave c) sack d) Seize
- 8) Modern teamwork often brings together individuals from diverse groups who may not share common norms, values, or but who do offer unique expertise, insights, and perspectives.
a) Accommodations b) cubicles c) salaries d) vocabularies
- 9) Modern technologies that enable individuals to communicate with each other not only increase the ways in which individuals can interact but also require a heightened sensitivity to the of interpersonal interactions.
a) Innuendos b) naivate c) nuances d) repartee
- 10) This idea is particularly true in the worlds of virtual learning and virtual communication, where one cannot yet use hand gestures, facial expressions, or body to fully express ideas.
a) Language b) movement c) poses d) positions

Session III: Illustration of Communication through Body Language

Three elements in any face-to-face communication:

Words = 7%	Tone of Voice = 38%	Body language = 55%
------------	---------------------	---------------------

Describing Communication Through physiognomy

Hands Gestures: Hands and arms are used by most of us to communicate our thoughts.



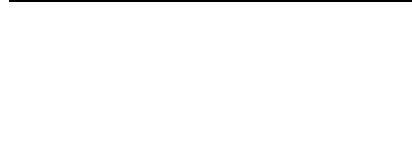
Dominating palm Gesture












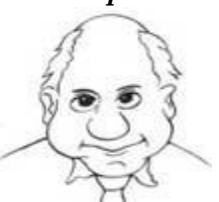


Submissive palm Gesture



Authoritative palm gesture



<p>Submissive handshake</p> 	<p>Eye Gestures</p>  <p>The business gaze</p>	 <p>The Social Gaze</p>	 <p>The intimate gaze</p>
 <p>The shut others gestures</p>	<p>Leg gestures</p>  <p>Cross-leg gestures</p>	 <p>leg-cross position</p>	 <p>leg-lock position</p>
 <p>Leg clamp</p>	 <p>Picking Imaginary Lint</p>	<p>Head Gestures</p>  <p>Neutral position</p>  <p>Disapproval Position</p>	<p>The communication about this non spoken communication, which tells us something about the relationship between people, is called Meta-Communication: Communicating about communication!</p>

Summary of Non Verbal Cues: Body language is a form of non verbal communication.

a) Body Language is integral to effective communication. B) Body language is definitely revealing. C) It facilitates our understanding accompanied with the verbal language. D) it gives us messages about the other person. E) It is used especially to express feelings. F) Usually body language occurs unconsciously. g) body language has different meanings in different cultures.

Session III Outline

Nonverbal Communication: Sharing Meaning Without Words

- I. The Power of Nonverbal Communication
- II. Distinctions Between Verbal and Nonverbal Communication
 - A. Number of Channels: Single- Versus Multi-Channeled
 - B. Degree of Ambiguity: No “Reading A Person Like A Book”
 - C. Discrete Versus Continuous: Stop and Go
- III. Interconnectedness of Verbal and Nonverbal Communication
 - A. Repetition: Same Message, Different Channels
 - B. Accentuation: Intensifying Verbal Messages
 - C. Substitution: No Words Necessary
 - D. Regulation: Conversational Traffic Cop
 - E. Contradiction: Mixed Messages
- IV. Types of Nonverbal Communication
 - A. Physical Appearance: Looks Matter
 - 1. Physical Attractiveness: The Beauty Bias
 - 2. Body Shape and Size: Universal Standards of Attractiveness
 - 3. Body Adornments: Tattoos and Taboos
 - 4. Clothing: Not Just for Warmth
 - 5. Hair: Styling
 - B. Facial Communication: Your Personal Billboard
 - 1. Eyes: Your Personal Windows
 - 2. Facial Expressions: The Look of Emotions
 - C. Gestural Communications: Bodies in Motion
 - D. Touch Communication: Hands-On Experience
 - 1. Significance of Touch: Life Changing
 - 2. Types of Touch: Function, Usage, and Intensity
 - 3. Touch Taboos: Keeping Your Hands to Yourself
 - 4. Competence and Touch: Some Suggestions
 - E. Voice Communication: How You Sound
 - F. Space Communication: Distance and Territoriality
 - 1. Distance: Defining Relationships
 - 2. Territoriality: Defending Your Space
 - G. Environment: Creating Atmosphere
- V. Communicating Competently With Nonverbal Codes
 - A. Monitor Nonverbal Communication
 - B. Resist Jumping to Conclusions
 - C. Observe Multiple Nonverbal Cues
 - D. Recognize Cultural Differences
 - E. Strive for Consistency
- VI. Summary

Allied Material

Session Summary

Nonverbal communication affects our communication with others in powerful ways, yet it is often ambiguous and difficult to read. Much of the advice offered in the popular media on nonverbal communication is incorrect or overstated because a single nonverbal cue is given too much emphasis. Specific advice on communicating competently has been offered for each of the numerous types of nonverbal communication (physical appearance, facial communication, gestures, touch, voice, space, and environment), but general, overlapping advice also has been offered: monitor your nonverbal communication, resist jumping to conclusions based on a single nonverbal cue, observe multiple nonverbal cues before drawing conclusions about others, recognize vast cultural differences in nonverbal communication, and strive for consistency in your verbal and nonverbal communication to avoid mixed messages.

Key Terms

Key Term	Definition	Key Term	Definition
Facial feedback hypothesis	the idea that facial expressions can influence emotions	Haptics	the study of touch
Friendship-war	the most ambiguous type of touch which leads to the most misunderstandings between people	Kinesics	the study of both facial communication and gestures
Manscaping	removing body hair by having it waxed or lasered off	Nonverbal communication	sharing meaning with others nonlinguistically
Oculesics	the study of eye contact	Paralanguage	vocal cues
Proxemics	the influence that distance and territoriality have on our communication	Discrete	not continuous

Session III- Activity. 1**Time: 45 min****Activity 3.1-3.4 NONVERBAL VIOLATIONS**

Many norms about nonverbal behavior are mentioned in this chapter. Choose one (1) of these norms and deliberately violate or ignore it. Please be certain that you do nothing to hurt, offend, or otherwise create a problem either for yourself or any other person. Come to class prepared to discuss the following:

3.1 A description of the situation

3.2 An explanation of the nonverbal norm that was violated

3.3 A description of the responses for all those who were involved

3.4 A list of ways that individuals can communicate more competently with their nonverbal behaviors

Activity 3.5-3.8 INVESTIGATING INSTRUCTORS

Choose one of your current instructors. Observe the nonverbal communication of that instructor (e. g. artifacts, body movement, clothing, eye contact, space, touch, and voice).

3.5 What do these nonverbal messages say about the instructor?

3.6 What does the body movement and eye contact of the instructor communicate?

3.7 How does the instructor use space in the classroom? How does this affect the communication of the class?

3.8 Does the nonverbal communication of this instructor impact his/her effectiveness?

Statement	True	False
1. 93% of all communication is nonverbal.		F
2. Appropriateness of touch largely depends on understanding which type of touch is acceptable in which situation.		T
3. Members of diverse cultures recognize different intensity of emotion communicated by facial expressions.		T
4. Tecce concludes from his research on blinking rates that the more a person blinks the more anxious they are. This conclusion is clearly valid.		T
5. All cultures consider spatial distances of 0 to 18 inches between people to be the intimate zone.		T

True/False Exercise

	India	Pakistan	China
Use of Gestures			
Facial Expressions			
Use of Space			
Rate of Speech			
Conversational Tone			
Clothing			
Touching			

Activity 3.9 GOOD NEIGHBORS

Compare and contrast the Pakistan with its neighboring countries on the following nonverbal communication behaviors. Be sure to include both similarities and differences. Use the back of the paper if needed.

Quiz on non verbal Communication Skill

1. Non-verbal communication is:
 - a. Linguistic in nature
 - b. Single channeled
 - c. Less ambiguous than verbal communication
 - d. Continuous
2. The following rules are appropriate for dealing with touch violations:
 - a. begin by assuming the first touch violation is accidental
 - b. provide gentle nonverbal signs of rejection for repeat offenders
 - c. describe your reaction and the behavior that produces the perception of violation to the offender
 - d. both a and c
3. An obnoxious driver flips you off, gives you the finger, shows you the middle digit. This is an example of
 - a. an illustrator
 - b. a manipulator
 - c. an emblem
 - d. none of the above
4. Nonverbal and verbal communication are interconnected in which of the following ways?
 - a. nonverbal cues can repeat verbal messages
 - b. nonverbal cues can substitute for verbal messages
 - c. nonverbal cues can contradict verbal messages
 - d. all of the above
5. Which of the following linguistic characteristics also apply to nonverbal communication?
 - a. Displacement
 - b) Self-reflexiveness
 - c. Structure
 - d. None of the above
6. To communicate competently with nonverbal communication
 - a. observe multiple nonverbal cues before drawing any conclusions about a person's communication
 - b. try to match nonverbal and verbal communication to avoid mixed messages
 - c. monitor your own nonverbal communication
 - d. all of the above
7. The following are valid conclusions, based on research, about gestures and cultures:
 - a. identical gestures always produce identical meaning in different cultures because gestures are natural displays of feelings
 - b. illustrators usually come naturally to individuals from all cultures
 - c. there are no gestures that mean the same thing to members of different cultures
 - d. every culture uses the thumbs up sign to mean "good going" or "nice job"
8. Differences between verbal and nonverbal communication include
 - a. verbal communication is multi channeled; nonverbal communication is single-channeled
 - b. nonverbal communication possesses none of the four essential characteristics of language (verbal communication)
 - c. verbal communication is single-channeled; nonverbal communication is multi channeled
 - d. both b and c
9. Friendship-warmth touch
 - a. is the least intense form of touching
 - b. is most ambiguous type of touch
 - c. leads to the most misunderstandings between people
 - d. both b and c

Key

1	D	2	D	3	D	4	D	5	B
6	D	7	b	8	D	9	d	10	

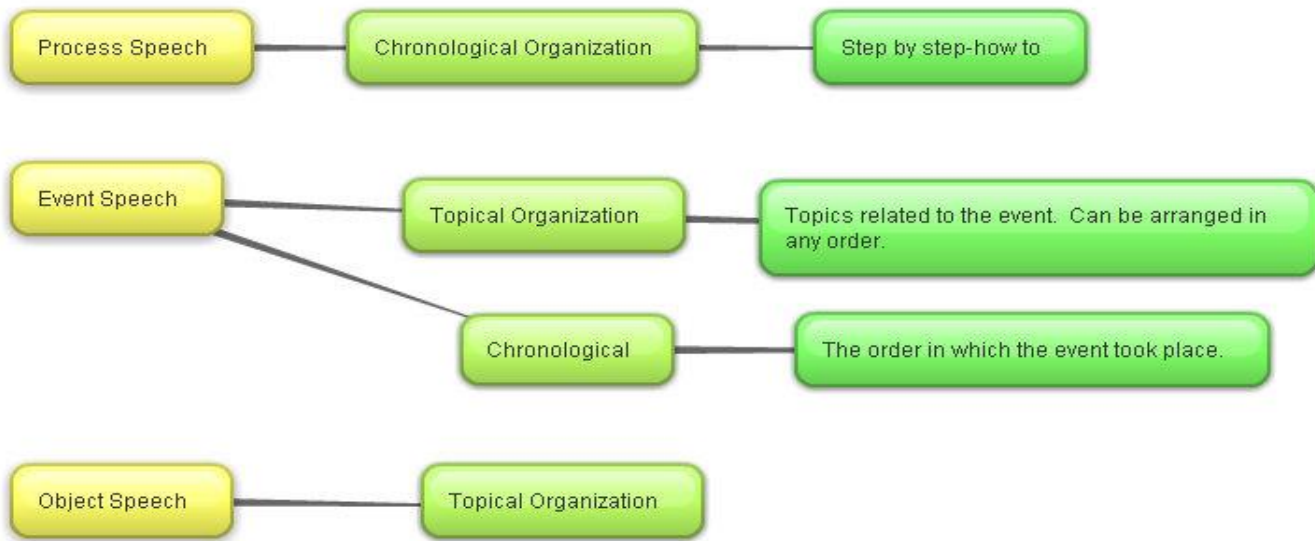
Session IV Outline

Informative Speaking

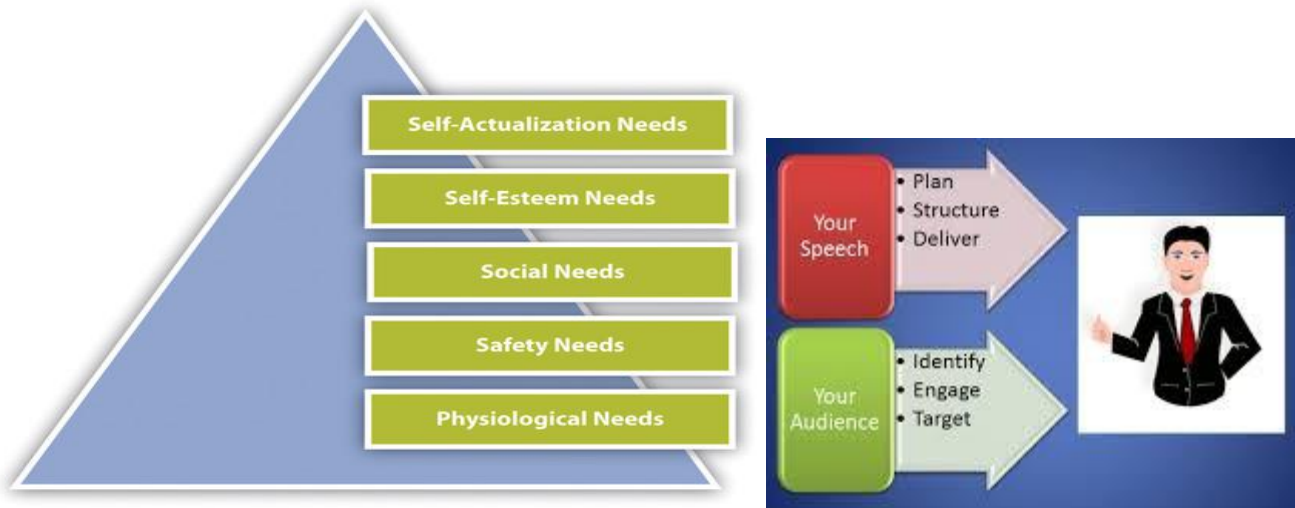
- I. Distinguishing Informative from Persuasive Speaking
 - A. Noncontroversial Information: Staying Neutral
 - B. Precursor to Persuasion: No Call to Action
- II. Types of Informative Speeches
 - A. Reports: Facts in Brief
 - B. Explanations: Deeper Understanding
 - C. Demonstrations: Acting Out
 - D. Narratives: Story Telling
 - E. Comparisons: Pros and Cons
- III. Guidelines for Competent Informative Speaking
 - A. Inform: Tell Us What We Don't Know
 - B. Adapt: Audience Analysis
 - C. Organize Carefully: Clarity is Critical
 - 1. Basic Structure: The Cultural Challenge
 - 2. Clarify Key Terms: Definitions
 - 3. Make Connections: Signposts and Transitions
 - 4. Clarifying as You Go: Internal Summaries
 - D. Supporting Materials Revisited: Follow the Rules
 - 1. Choose Interesting Support Materials: Counteracting Boredom
 - 2. Abbreviate Source Citations: Brief Reference Reminders
 - E. Avoid Information Overload: Don't Drown in Data
 - F. Tell Your Story Well: Narrative Tips
- IV. Visual Aids
 - A. Types: Benefits and Drawbacks
 - 1. Objects
 - 2. Models
 - 3. Graphs
 - 4. Maps
 - 5. Tables
 - 6. Photographs
 - 7. Drawings
 - B. Media: Simple to Complex Technology
 - 1. Chalkboard and Whiteboard: All Dinosaurs Aren't Extinct
 - 2. Poster Board: Simplicity Itself
 - 3. Handouts: An Old Standby
 - 4. Video Excerpts: DVDs, YouTube, and Visual Power
 - 5. Projection Equipment: Blowing It Up
 - 6. PowerPoint: Computer-Assisted Presentations
 - C. Guidelines: Aids Not Distractions
 - 1. Keep Aids Simple
 - 2. Make Aids Visible
 - 3. Make Aids Neat, Attractive, and Accurate
 - 4. Don't Block Audience's View
 - 5. Keep Aids Close to You
 - 6. Put Aid Out of Sight When Not in Use
 - 7. Practice with Aids

8. Don't Circulate Your Aids
9. Don't Talk in the Dark
10. Anticipate Problems

V. Summary



Informative and persuasive speaking



Styles of delivering speeches



Allied Material

Session IV Summary

A key difference between informative and persuasive speaking is that informative speeches attempt to teach listeners something new, and persuasive speeches, although oftentimes informative, move beyond and attempt to change behavior. There are five types of informative speeches that sometimes overlap during the same presentation: those that report, explain, demonstrate, tell a story, or compare pros and cons of a proposal without taking a position. Competent informative speaking is achieved by considering your audience when choosing a topic, organizing carefully, avoiding information overload, keeping your audience interested, using supporting materials competently, and telling stories well.

Visual aids must be both visually interesting and an actual aid to your speech. Sloppy, poorly prepared, and poorly selected visual aids can bring you ridicule and embarrassment. Always choose and prepare your visual aids carefully. Visual aids can clarify complicated points, gain and maintain audience attention, enhance your credibility, improve your delivery, and make your information memorable. You have many types of visual aids to choose from, but make sure that you don't become enamored with the technologically sophisticated and glitzy aids when you aren't well versed in their use. If you do, your speech could be diminished by too much flash and not enough substance. Follow the guidelines for using visual aids.

Key Terms

Key Term	Definition	Key Term	Definition
Speech that	a speech that explains problems that exist and then compares a variety of potential	Speech to	a speech that shows the audience how to use an object or perform a

compares	solutions	demonstrate	specific activity
Speech to report	a speech that is usually a brief informative presentation that fulfills a class assignment, updates a committee about work performed by a subcommittee, reveals the results of a study, provides recent findings, or identifies the latest developments in a current situation of interest	Transitions	connect what was said with what will be said
Visual aids	an aid to a speech that clarifies different points, gain and maintain audience attention, enhance the speaker's credibility, and improve the delivery of the speech	Internal summary	restates a key point in a speech
Posterboard	a simple medium for visual aids	Signposts	organization markers that indicate the structure of a speech and notify listeners that a particular point is about to be addressed

Activity Sheet

Session 1V- Activity. 1

Time: 45 min

Activity 4 INFORMATIVE SPEECHES: TYPE ANALYSIS

The text identifies three (3) types of informative speeches. Think back over the past week and make a list of all the informative messages that you have received. Try to sort them out based on the categories listed below.

Activity 4.1 REPORTS

Activity 4.2 LECTURES

Activity 4.3 DEMONSTRATIONS

Activity 4.3 WORKSHEET FOR INFORMATIVE SPEAKING

Your assignment is to prepare an informative speech that you will deliver in class. The key to informative speaking is to present new ideas or information to your audience. Follow the steps contained in this worksheet.

Topic:

Purpose:

Thesis:

Introduction

Attention Getter:

Topic Significance:

Preview:

Body

Main Ideas (limit based on time available to speak):

1.

2.

3.

Conclusion

Review:

Closing Remarks:

Activity 4.4 APPROPRIATE AIDS

For each topic listed below, choose a visual aid that best fits the topic and describe how you would incorporate that visual aid into the speech.

Topic	Visual aid	How to use
-------	------------	------------

Flag etiquette

How to cook a hen

Fine juice

What is a listserv?

Big Ben

Coin collecting

How to start your own small business

Photo development

Weight loss

How to use PowerPoint

The Minar-e-Pakistan

Iqbal's poem

Guinness World Records

Examine your list. Which type of informative message was easiest to identify? Which was the hardest? How much of an impact does informative speaking play in your life?

Quiz on Information speaking

1. "My third reason is . . ." is an example of
 - a) a transition
 - b) an internal summary
 - c) a purpose statement
 - d. a signpost
2. The benefits of visual aids include that
 - a. they can clarify a difficult or complex point
 - b. they can gain the attention of an audience
 - c. they can increase the speaker's credibility
 - d. all of the above
3. To use visual aids effectively, a speaker should
 - a. face the visual aid
 - b. pass out the visual aid during the speech
 - c. put the visual aid out of sight when not referring to it
 - d. make visual aids complicated and detailed
4. "James Jones at Merck notes that a cure for cancer is only a few years away" is a citation of a source that is incomplete in which of the following ways?
 - a. missing specific date of statement
 - b. credentials of Jones are insufficient
 - c. Jones is a questionable source for the statement
 - d. all of the above
5. The limitations associated with using objects as visual aids include that
 - a. some objects may be illegal
 - b. some objects are too large and bulky
 - c. live objects such as animals can be difficult to control
 - d. all of the above
6. Drawings as visual aids are ineffective when
 - a. they are drawn by the speaker
 - b. they are too small to be seen by listeners in the back of the room
 - c. they are sloppy and poorly drawn
 - d. both b and c
- e. "So how does this affect us?" is an example of
 - a. a signpost
 - b. a transition
 - c. an internal summary
 - d. a final summary statement
7. "According to Francine Freederhouser, director of research at Plantonometrics, a manufacturer of computer chips, global warming will cost \$3 trillion worldwide to reverse" is a weak use of a source because the source is
 - a. missing a date
 - b. Biased
 - c. cited out of her field of expertise
 - d) both a & c
8. When using video clips during your 10-minute speech,

- a. make sure the sound provides good background music
- b. be certain the clip is cued up
- c. use clips that are at least two minutes in length
- d. all of the above

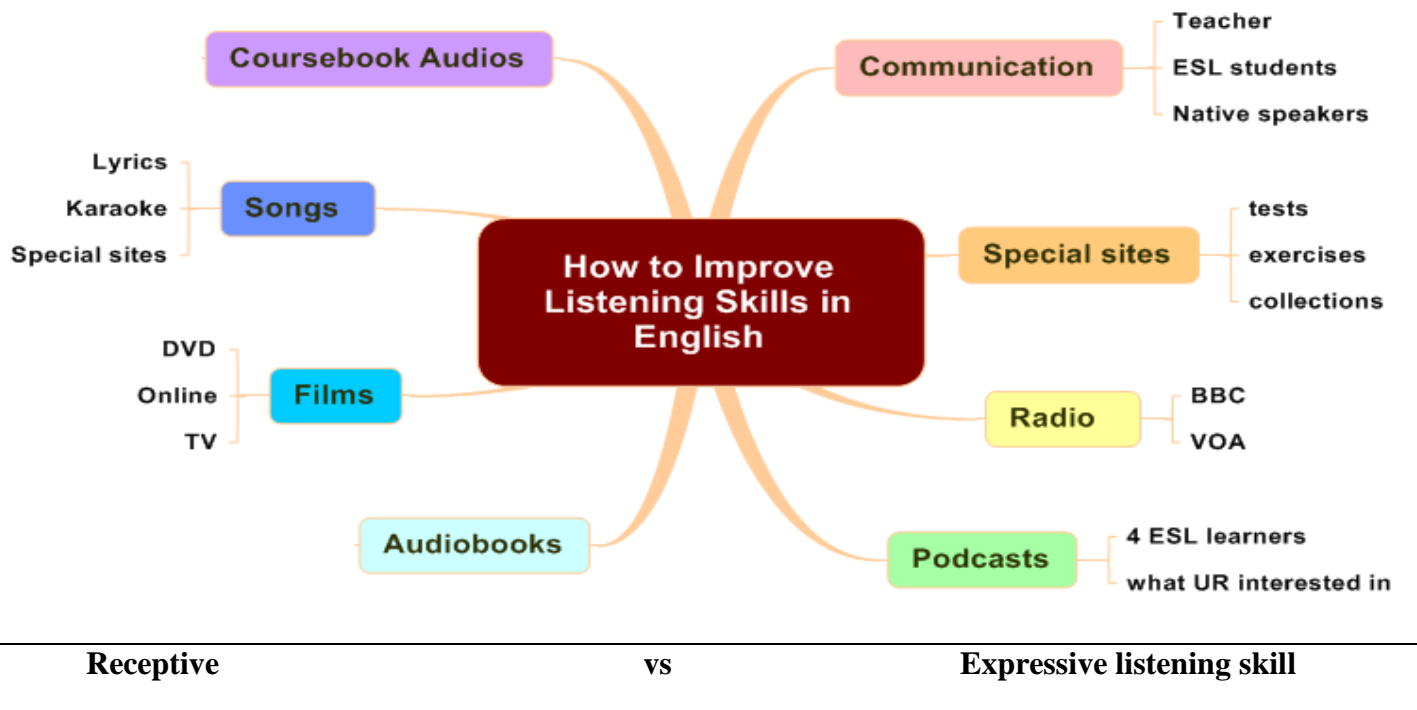
Key

1	d	2	d	3	c	4	d
5	d	6	d	7	b	8	d
9	c						

True/False Quiz Exercise

Statement	True	False
1. Informative speeches do not usually stir disagreement and dissension.		F
2. Informative speeches typically tell us what to think, and persuasive speeches tell us what to think about.		F
3. A speech is divided into an introduction, body, and conclusion.	T	
4. An informative speech may produce a strong desire from listeners to correct a problem presented during the speech.	T	
5. Demonstrations and lectures are the same type of informative speech.		F

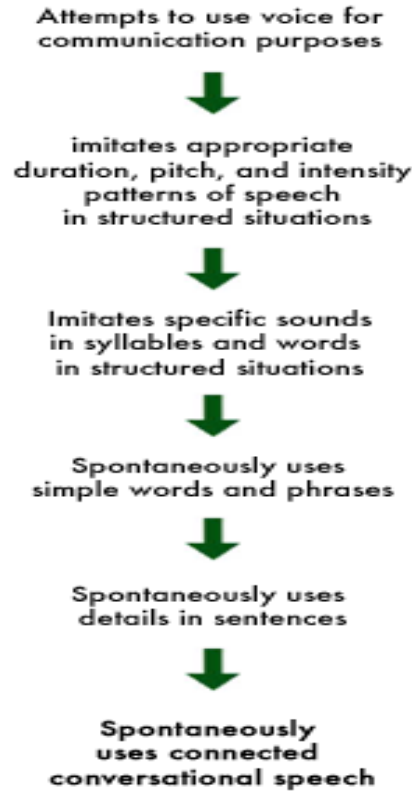
Session V Listening to others



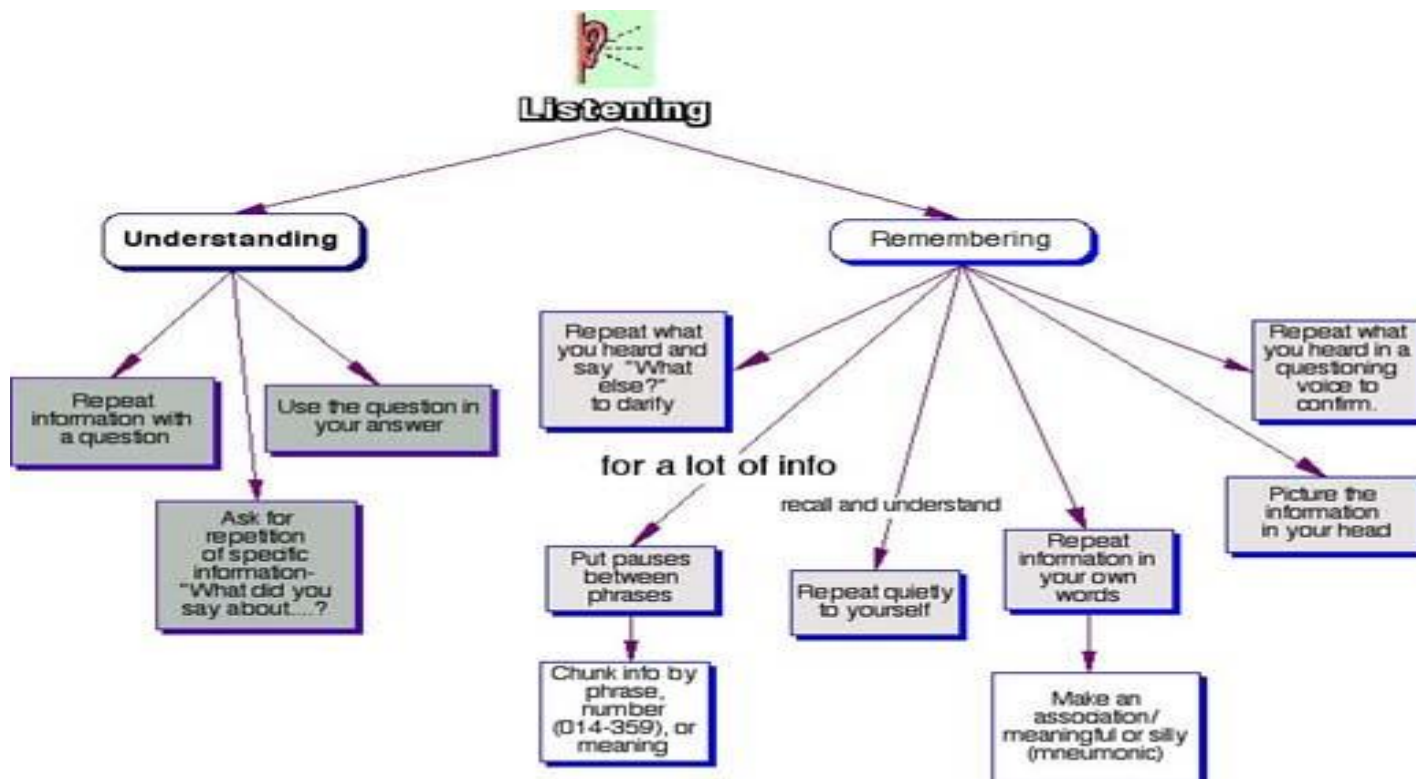
Receptive listening skill development



Expressive skill development



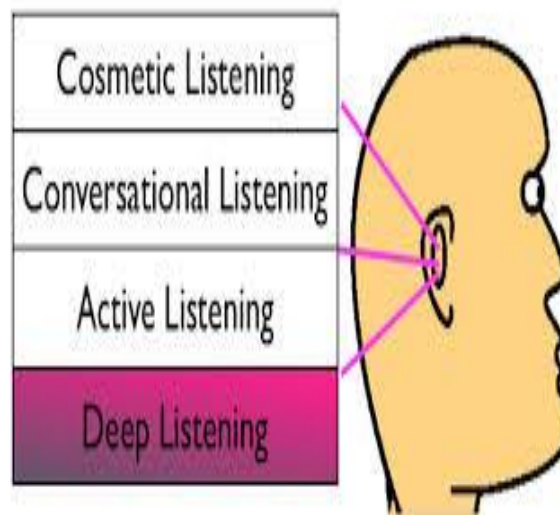
Process of listening



Listening stands for

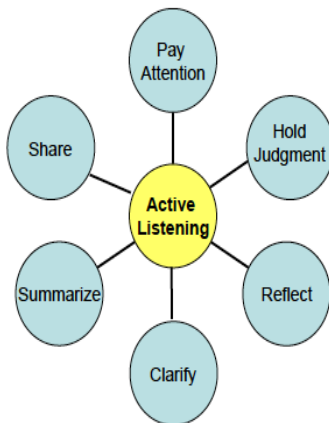
- L** = Look interested - get interested
- I** = Involve yourself by responding
- S** = Stay on target
- T** = Test your understanding
- E** = Evaluate the message
- N** = Neutralise your feelings

Types of listening skills



Active listening skill

The Active Listening Skill Set



Effective listening



Session V Outline

Listening to Others

- I. Significance of Listening
- II. The Listening Process
 - A. Comprehending: Discriminating for Understanding
 1. Discriminating Speech Sounds: Comprehending Phonemes
 2. Speech Segmentation: Comprehending Morphemes
 - B. Retaining: Memories

1. Fallibility of Memory: You Can't Retain Everything
2. Benefits of Forgetting: Curse of Infallible Memory
3. Why You Forget: Inattention, Meaninglessness, and De-motivation
- C. Responding: Providing Feedback
- III. Competent Informational Listening
 - A. Information Overload: Too Much of a Good Thing
 - B. Shift Response: Conversational Narcissism
 - C. Competitive Interrupting: Dominating Conversations
 - D. Glazing Over: The Wandering Mind
 - E. Pseudolistening: Faking It
 - F. Ambushing: Focused Attention with Prejudice
- IV. Competent Critical Listening
 - A. Skepticism, True Belief, and Cynicism: Differences
 - B. The Process of True Believing: Uncritical Listening
 1. Confirmation Bias: Searching for Support
 2. Rationalization of Disconfirmation: Clinging to Falsehoods
 3. Shifting the Burden of Proof: Whose Obligation Is It?
 - C. The Skepticism Process: Exercising Competent Critical Listening
 1. Possibility: Could Happen, But Don't Bet On It
 2. Plausibility: Making a Logical Case
 3. Probability: Likelihood of Events
 4. Certainty: Without Exception
 5. Self-Correction: Progressing by Mistake
 6. Parsimony: Making Fewer Assumptions
- V. Competent Empathic Listening
 - A. Response Styles: Initial Response Patterns
 1. Evaluative Response: Making Judgments
 2. Advising Response: Telling Others How to Act
 3. Interpreting Response: Explaining Meaning
 4. Content-Only Response: Ignoring Feelings
 5. Probing Response: Asking Questions
 6. Supporting Response: Bolstering Others
 7. Understanding Response: Paraphrasing and Perception Checking
 - B. Response Styles and Empathic Listening: Making Choices
 1. Empathic Response Styles: Probing, Supporting, and Understanding
 2. Nonempathic Responses: Evaluating, Advising, Interpreting, and Content-Only
 3. Choosing Competent Response Styles: Frequency, Timing, and Solicitation
- VI. Summary

Session V Summary

Listening is the most frequent type of communication any of us do on a daily basis. Listening is first and foremost an active process. You cannot comprehend information, retain it, or respond appropriately to what you hear from others without focused attention. Listening is effortful, not effortless. The competent communicator recognizes when informational, critical, and empathic types of listening are appropriate and effective. Be an informational listener when the principal focus of the communication is learning or retaining information. Be a critical listener when you need to find solutions to problems or make decisions that have consequences for yourself and others. Be an empathic listener when you are trying to build or maintain a relationship with another person and that person comes to you with a problem or crisis.

Key Terms

Key Term	Definition	Key Term	Definition
Ambushing	when we listen for weaknesses and ignore strength of a speaker's message	Confirmation bias	the tendency to seek information that supports one's beliefs and to ignore information that contradicts those beliefs
Competitive interrupting	when we dominate the conversation by seizing the floor from others who are speaking	Conversational narcissism	the tendency of listeners "to turn the topics of ordinary conversations to themselves without showing sustained interest in others' topics"
Critical listening	the process of evaluating the merits of claims as they are heard	Cynicism	nay-saying, fault finding, and ridiculing
Speech segmentation	the ability to discern breaks between recognizable words when speakers often make no apparent pauses to signal distinct words	Content-only response	a response that comprehends the literal meaning of message from others but doesn't recognize the feelings that ride piggyback

Activity Sheet

Session V- Activity. 1

Time: 45 min

Activity LISTENING DIARY

Spend a day charting your listening behaviors. For each hour of the day, indicate how much time you spent listening and whether it was appreciative, empathetic, or critical listening. If it was more than one type, record the proportion of each. Then answer the questions to analyze your listening behaviors.

Hour of Day	Time spent Listening	Appreciative-Empathetic-Critical
7 am		
8		
9		
10		
11		
12		
1 pm		

2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Activity **5.1** How much time during this day did you engage in listening?

5.3 Which type of listening did you practice most?

5.4 Which type of listening did you practice least?

5.5. How can you use the results of this diary to become a more competent listener?

5.6 LISTENING BEHAVIORS: SELF ASSESSMENT

Complete the following questionnaire that measures your listening behaviors. Circle the first response that you think of.

	Rarely		Sometimes		Always
1. I listen only if the information is important.	1	2	3	4	5
2. I often jump to conclusions before I have listened to all of the message.	1	2	3	4	5
3. I listen when I don't have a lot on my mind.	1	2	3	4	5
4. I stop listening when a subject is difficult to follow.	1	2	3	4	5
5. I listen for facts and often ignore the rest of the message.	1	2	3	4	5
6. I listen as long as the speaker isn't monotone.	1	2	3	4	5
7. I use the same listening style for all my interactions.	1	2	3	4	5
8. I listen until the speaker says something that I disagree with.	1	2	3	4	5
9. I react emotionally to some words.	1	2	3	4	5
10. I can look like I'm listening when I'm not.	1	2	3	4	5
Total _____					

What do your answers say about your listening behavior?

Quiz on listening others.

- Listening is composed of which of the following elements?
 - comprehending
 - retaining
 - responding
 - all of the above
- A shift response is
 - a type of conversational narcissism
 - a kind of interrupting response
 - a competitive vying for attention and focus on self by shifting topics
 - both a and c
- What percentage of their time do college students spend listening?
 - 22%
 - 33%
 - 44%
 - 55%
- Skepticism is
 - a process of seeking evidence that supports accepted beliefs
 - a process of tearing apart and finding fault with the beliefs and values of others
 - a process of examining claims, evaluating evidence and reasoning, and drawing conclusions based on possibilities
 - a process of examining claims, evaluating evidence and reasoning, and drawing conclusions based on probabilities
- Which of the following are not criteria for evaluating reasoning and evidence when critically listening?
 - credibility
 - sufficiency
 - relevance
 - vividness

6. Mindful listening is
- a. a goal we should always strive for
 - b. active listening
 - c. an easily garnered skill
 - d. all of the above
7. You are asked by a speaker to accept her point of view because most people already do, as indicated on several national surveys using random samples of more than 1,000 subjects. She has committed a fallacy called
- a. ad hominem
 - b. biased source
 - c. false analogy
 - d. ad populum
8. A friend comes to you with a problem. He has lied to his partner, and he feels terrible about it. Your initial response is, "That was a lousy thing to do." This response is
- a. probing
 - b. evaluative
 - c. interpretive
 - d. advising

1	d	2	c	3	d	4	d	5	d
6	b	7	d	8	b				

True/False Quiz

Statement	True	False
1. Hearing and listening are the same thing.		F
2. Cynicism is persistently finding fault with the beliefs and opinions of others.	T	
3. We do not usually remember what has not received our focused attention.	T	
4. Men interrupt, on average, more than women do in conversation.		F
5. A shift response is interrupting to seize the floor during a conversation.	T	

5.7 ACTIVE LISTENING

Choose five times throughout one day to close your eyes and listen. Then open your eyes and, using the space below, record what you heard. Bring the list to class for discussion.

1.

2.

3.

4.

5.

Session VI
Models and Short Forms of Written Communication
Session Outline

- I. Models of communication
 - a) Aristotle model of communication
 - b) Berlo's Model of Communication
 - c) Linear Models
 - d) The Shanon Waver Model of Communication
 - e) Schramma's Model of communication
 - f) The transactional model of communication
 - g) Ecological model of communication
2. Letters
 - a) Block and modified blocked letters
 - b) request or inquiry letters
 - c) letter of refusal
 - d) Letter to complaint or claim letter
 - e) Official correspondence
3. Memoranda
4. E-mail
5. Abstracts
6. Executive Summaries
7. Minutes
8. Log or Journal Entries
9. Summary

Allied Material

Chapter Summary

Aristotle model of communication is the golden rule to excel in public speaking, seminars, lectures where the sender makes his point clear by designing an impressive content, passing on the message to the second part and they simply respond accordingly. The Berlo's model of communication takes into account the emotional aspect of the message. In the block style, every line begins at the left margin. In the modified block style, the date and the complimentary closing begin at the centre point. The writer of a request letter should make it as easy as possible for the receiver to answer the request. The main purposes of replying to a letter of inquiry are: to maintain a spirit of good will. The main purposes of replying to a letter of inquiry are: to maintain a spirit of good will. The memorandum (memo) is a form of communication used to relay information within a company, club, or other organization. The executive summary of a report is sometimes called the management summary or management overview.

Key Terms

Key Term	Definition	Key Term	Definition
Channel	medium through which a message travels, such as oral or written	Transactional model	a communication model by definition, assumes that people are connected through communication
Cohesiveness	the degree of liking we have for members of a group, and the level of commitment to the group that this liking produces	Communication competence	engaging in communication with others that is perceived to be both effective and appropriate in a given context
Channel lean	text-only communication	Receiver	decoder of a message
Content dimension	what is actually said and done	Interactive model	a communication model that includes feedback
Linear model	communication that is one-way	Constructive communication climate	composed of openness and a pattern of supportiveness

123 Acacia Avenue
Portland, OR 97205

July 21, 2008

Mr. Bob Jones
Widgets Inc.
987 Straight Road
Springfield, OR 97477

Full block format

Dear Mr. Jones:

REQUEST FOR JOB APPLICATION PACK

I am writing to ask for a job application pack for the role advertised on your website.
Please find my address details above.

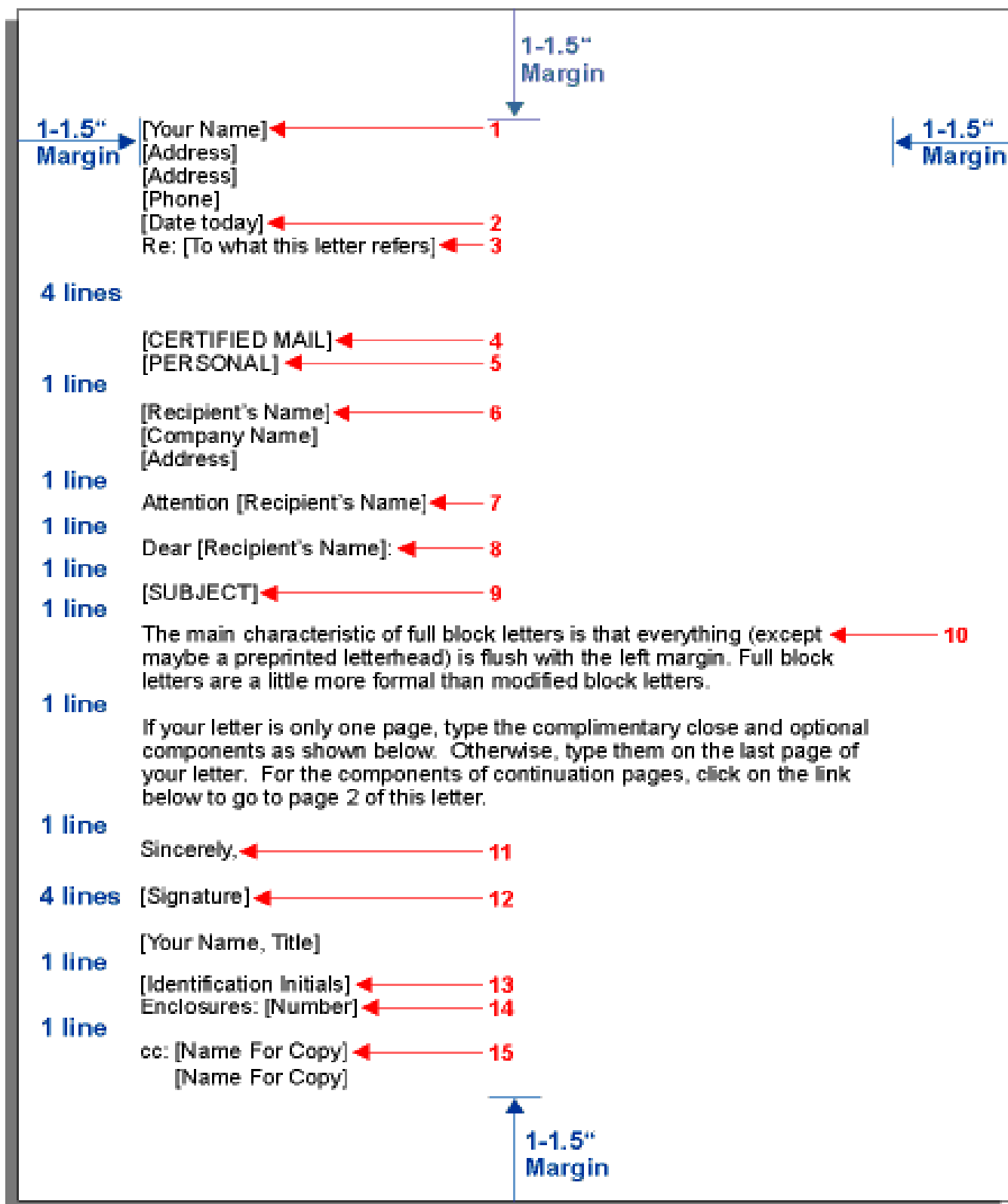
Thank you for your time.

Yours faithfully,

Tom Smith

Tom Smith

Sample letter



Reply to Inquiry and Inability to Offer Substitute

Dear

Your letter inquiring about (subject of inquiry) was brought to my attention. While we manufacture a vast assortment of (products) , none of our models fit the description which you provided. We have never manufactured (subject of

inquiry). You may wish to direct an inquiry to the following distributor, whose firm has been in existence for many years and who may have the answer you are seeking:

____(name of firm)____

____(address)_____

____(city,state,zip)___

I am sorry that I am unable to be of more assistance to you. Best of luck!

Letter of Refusal

Sometimes it is necessary to refuse a person's request. For example, the person may have asked for information that is confidential or for a service that cannot be provided.

Reply to Inquiry and Inability to Offer Substitute

Dear

Your letter inquiring about (subject of inquiry) was brought to my attention. While we manufacture a vast assortment of (products) ,none of our models fit the description which you provided. We have never manufactured (subject of inquiry). You may wish to direct an inquiry to the following distributor, whose firm has been in existence for many years and who may have the answer you are seeking:

____(name _____ of _____ firm)_____

____(address)_____

____(city,state,zip)___

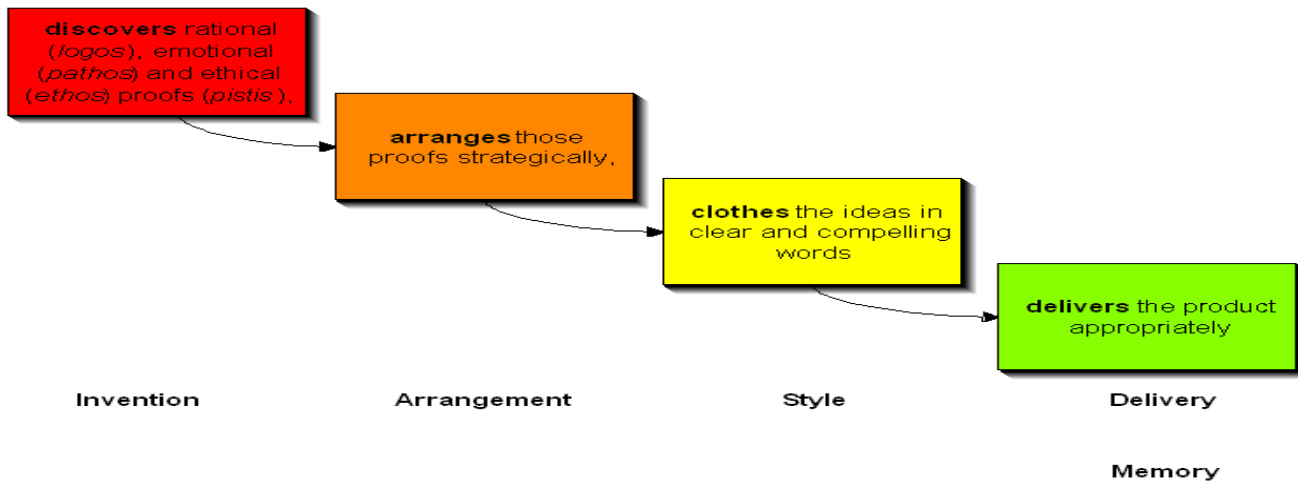
I am sorry that I am unable to be of more assistance to you. Best of luck!

Models of communication

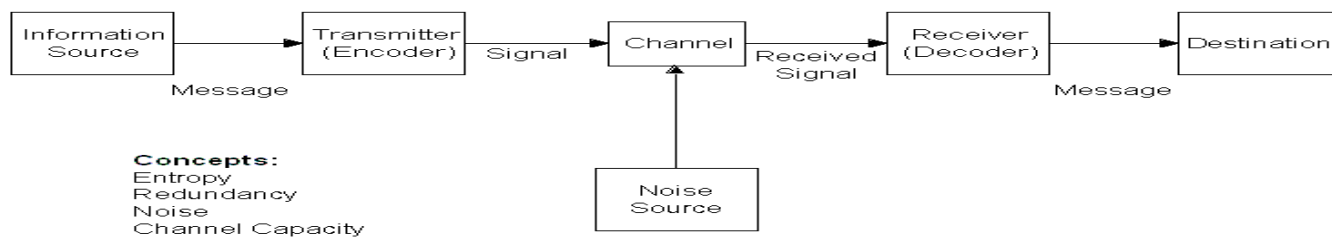
Aristotle's Model of Communication

from Ehninger, Gronbeck and Monroe

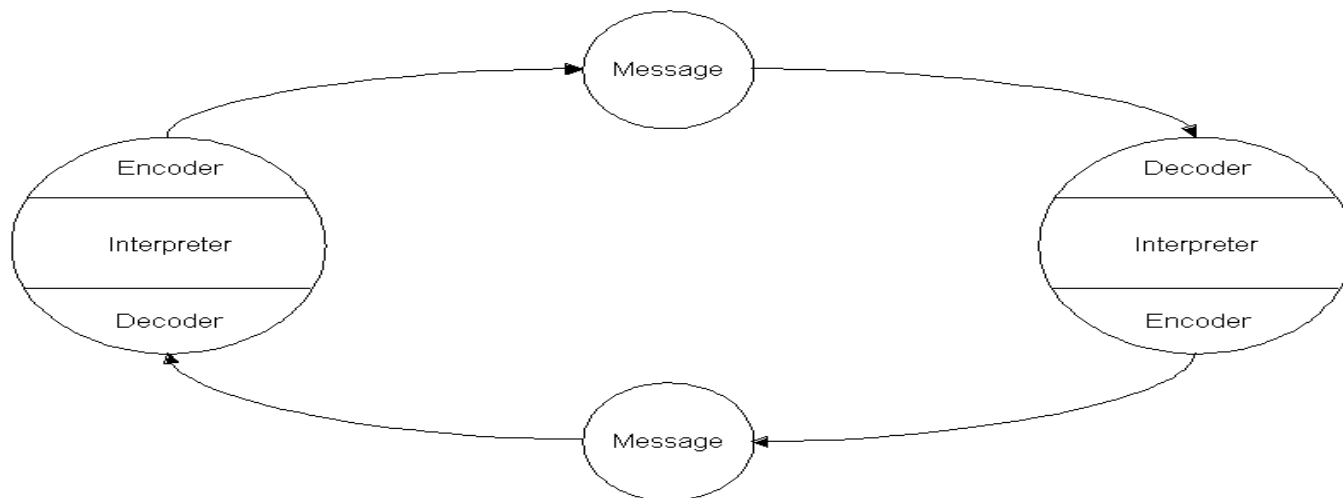
A Speaker . . .



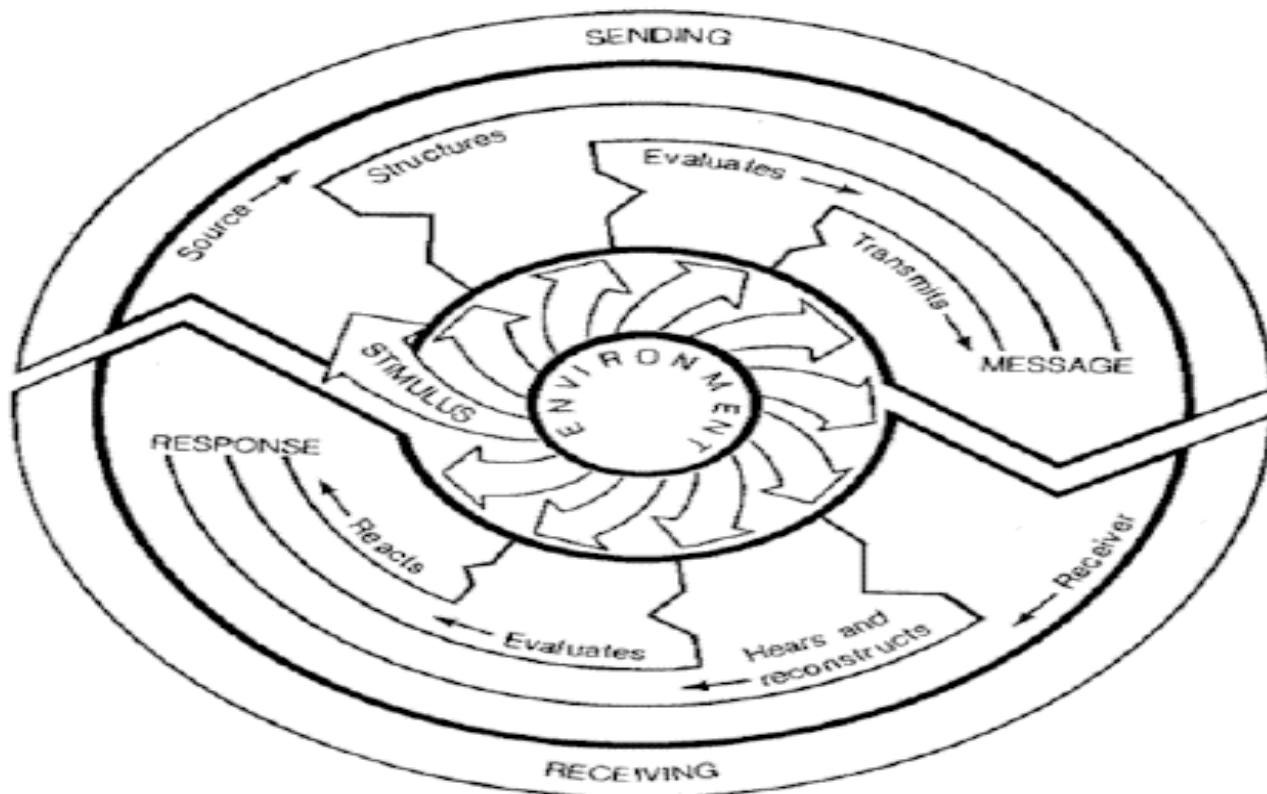
The Shannon-Weaver Mathematical Model, 1949



Schramm's Model of Communication, 1954

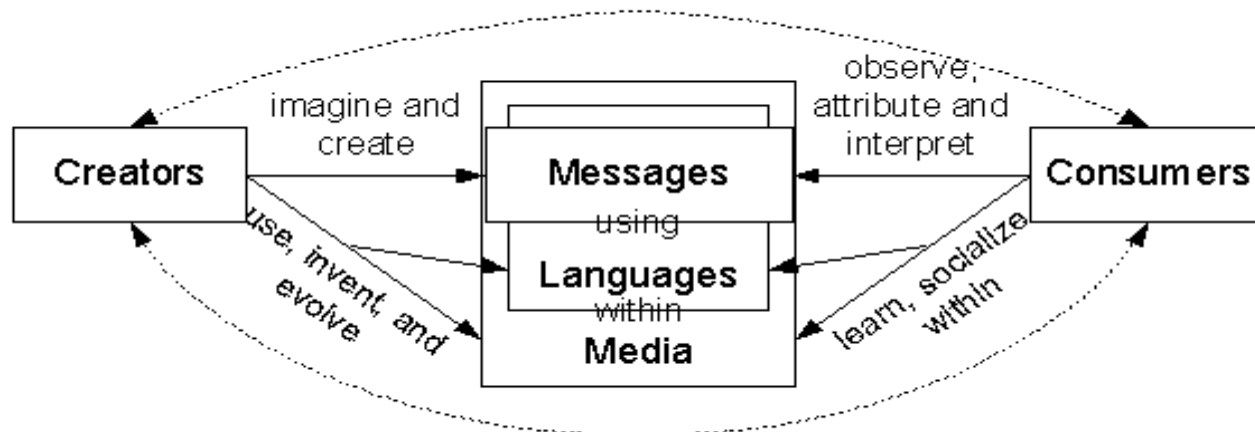


Transactional Model of Communication (Mohan et al, 1989, 42)



Modern Model of Communication (Ecological Model of communication)

become creators when they reply or provide feedback



have perspectives of and relationships with

Copyright, 2004,
Davis Foulger

Multiple Choice Quiz

1. Ethics in the communication competence model is
 - a. the successful performance of a communication behavior
 - b. receptive accuracy, decode, and comprehend signals in your social environment
 - C. a conscious decision to invest time and energy in improving our communication with others
 - D. a set of standards for judging the moral correctness of communication behavior
2. Which of the following is not a weakness of the linear model of communication has:
 - a. it doesn't include feedback B. doesn't include noise
 - C. it assumes listeners are passive not active participants
 - D. it assumes sending and receiving are separate, not simultaneous activities
2. Noise from a communication perspective includes
 - a. startling sounds b. biases and assumptions c. confusing word choices d. all of the above
3. Fields of experience refer to
 - a. cultural background b. geographic location c. ethnicity d. all of the above
4. The interactive model provides the following insights about human communication:
 - a. a communicator is both a sender and a receiver at the same time
 - b. fields of experience can significantly affect the understanding of messages transmitted
 - c. communication has an impact on all parties involved in the communication
 - d. all of the above
5. Meaning is
 - a. socially constructed b. never perfectly shared, only approximately shared
 - c. shared both verbally and nonverbally d. all of the above
6. Rules
 - a. provide a basis for determining the appropriateness of our communication
 - b. can be both implicit and explicit
 - c. should never be modified; that would be inappropriate d. both a and b
7. If everyone who works in the office leaves early on days when the boss is not there, but no one reports it. This represents a:
 - a. implicit rule b. explicit rule c. rule violation d. Receptive Accuracy

1	d	2	c	3	d	4	b
5	d	6	d	7	a		

Activities

- 6.1 Write official letters as given in the models.
- 6.2 Give out the models which you wish to follow in future.
- 6.3 What style of writing would you follow while writing
- 6.4 In official correspondence what would you keep in mind while writing.
- 6.5 Official writing is necessary in official routine identify some of the techniques taught to you in this module.

Session VII Presenting Speeches

Speech Anxiety



8 steps to avoid Speech Anxiety



Know your Audience



Know your topic



Practice B4 Presenting



Prepare your speech



Take control



Take care of you

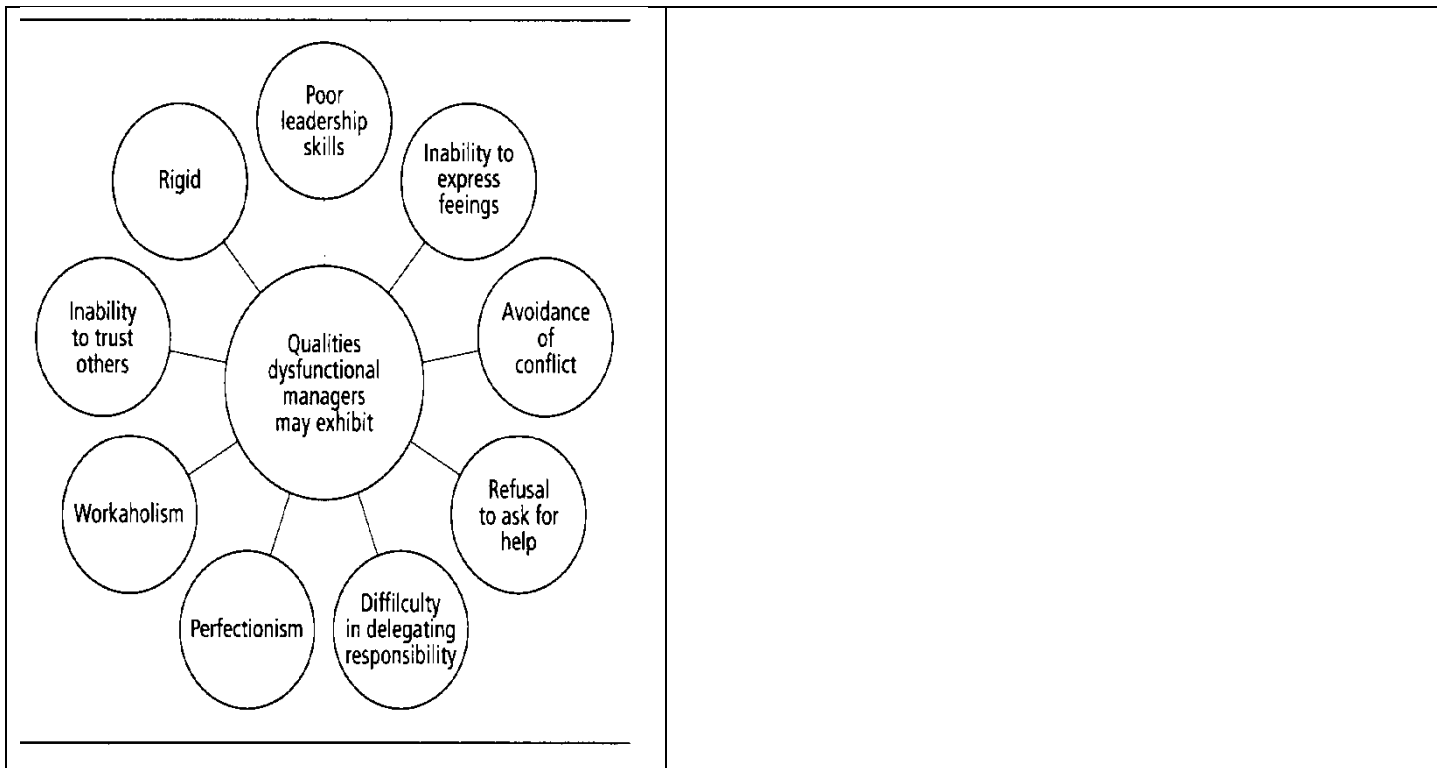


Find Friendly Faces



Channel your energy

Dysfunctional speech Anxiety



Outline

- I. Addressing Speech Anxiety
 - A. Pervasiveness: You're Not Alone
 - B. Symptoms: Fight-or-Flight Response
 1. Basic Symptoms: Responding to Threat
 2. Appropriateness of Symptoms: Relevance
 - C. Causes: Dysfunctional Anxiety
 1. Self-Defeating Thoughts: Sabotage
 - a. Catastrophic Thinking: Fear of Failure
 - b. Perfectionist Thinking: No Mistakes Permitted
 - c. Desire for Complete Approval: Trying Not to Offend
 2. Anxiety-Provoking Situation: Context
 - a. Novelty of the Speaking Situation: Uncertainty
 - b. Conspicuousness: In the Spotlight
 - c. Types of Speeches: Varying Responses
 - D. Strategies: Managing Anxiety
 1. Prepare and Practice: Novelty to Familiarity
 2. Gain Perspective: Rational Thinking
 3. Communication Orientation: Reframing
 4. Coping Statements: Rational Reappraisal
 5. Positive Imaging: Visualizing Success
 6. Relaxation Techniques: Reducing Fight-or-Flight
 7. Systematic Desensitization: Step-by-Step
- II. Gaining and Maintaining Attention
 - A. Attention Strategies: Involuntary Triggers
 1. Novelty: The Allure of the New
 - a. Unusual Topics: Choosing Creatively
 - b. Unusual Examples: The Anti-Sedative

- c. Unusual Stories: Nothing Like a Good Tale
 - d. Unusual Phrasing: It's in the Wording
 - 2. Startling Appeal: Shake Up the Audience
 - a. Startling Statements, Facts, or Statistics
 - b. Inappropriate Use: Beware Bizarre Behavior
 - 3. The Vital Appeal: Meaningfulness
 - 4. Humorous Appeal: Keep 'Em Laughing
 - a. Don't Force Humor: We're Not All Funny
 - b. Use Only Relevant Humor: Stay Focused
 - c. Be Sensitive to Context: Humor Can Backfire
 - d. Use Self-Deprecating Humor: "I'm Not Worthy"
 - 5. Intensity: Concentrated Stimuli
- III. Competent Presentation of Introductions and Conclusions
 - A. Competent Introductions: Four Requirements
 - 1. Gain Attention: Focusing Your Audience
 - a. Begin with a Clever Quotation: Let Others Grab Attention
 - b. Use Questions: Engage Your Audience
 - c. Begin with a Simple Visual Aid: Show and Tell
 - d. Tell a Relevant Story: Use Narrative Power
 - e. Refer to Remarks of Introduction: Acknowledging Your Audience
 - 2. Make a Clear Purpose Statement: Providing Intent
 - 3. Establish Topic Significance: Making Your Audience Care
 - 4. Preview the Main Points: The Coming Attractions
 - B. Requirements for Competent Conclusions: Finishing Well
 - 1. Summarize the Main Point: Connecting the Parts
 - 2. Refer to the Introduction: Bookending the Speech
 - 3. Make a Memorable Finish: Sizzle Don't Fizzle
- IV. Competent Presentation of Supporting Materials
 - A. Examples: Appropriateness and Effectiveness
 - 1. Use Relevant Examples: Stick to the Point
 - 2. Choose Vivid Examples: Creating Strong Images
 - 3. Stack Examples: When One is Not Enough
 - B. Statistics: Quantifying Your Points
 - 1. Use Accurate Statistics Accurately: Be Careful with Statistics
 - 2. Make Statistics Concrete: Clarifying Meaning
 - 3. Make Statistical Comparisons: Gaining Perspective
 - 4. Stack Statistics: Creating Impact
- V. Competent Style of Presentation: A Signature Event
 - A. Oral versus Written Style: An Essay is Not a Speech
 - B. Standards of Competent Oral Style: The Language of a Speech
 - 1. Clarity: Say What You Mean
 - 2. Precision: Picking the Apt Words
 - 3. Vividness: Paint a Picture
 - a. Metaphor and Simile: Figures of Speech
 - b. Alliteration: Several of the Same Sounds
 - c. Parallelism: Vivid Rhythm
 - d. Antithesis: Using Opposites
- VI. Competent Delivery of Speeches
 - A. Common Delivery Problems: Distractions
 - 1. Weak Eye Contact: Avoiding Your Audience

2. Monotone Voice: Flat and Uninteresting
 3. Vocal Fillers: Um, Know What I Mean?
 4. Rapid Pace: Speed Speaking
 5. Awkward Body Movements: Physical Distracters
 6. Distracting Behaviors: Stop Clicking the Pen
- B. Methods of Delivery: The Big Four
1. Manuscript Speaking: It's All There in Black and White
 2. Memorized Speaking: Memory, Don't Fail Me Now
 3. Impromptu Speaking: Off-the-Cuff Presentations
 4. Extemporaneous Speaking: The Virtues of an Outline

VII. Summary?

Allied Material

Summary

The substance of your speech, no matter how well prepared, will make little difference to an audience if presented poorly. Speech anxiety can significantly interfere with competent presentation. Addressing this potential problem is critical. Gaining and maintaining the attention of your audience throughout your speech increase the likelihood that your carefully prepared speech will resonate with listeners. An effective introduction gets your speech off to a good start, and an effective conclusion ends it with a bang. Style should be clear, precise, and vivid. Delivery should incorporate strong eye contact, vocal variety, moderate body movements, and be free of distracting mannerisms. Extemporaneous speaking¹ is the type of delivery to master for most occasions.

Key Terms

Key Term	Definition	Key Term	Definition
Adaptation phase	after the beginning of a speech, when the speaker reaches a comfortable level within a couple of minutes	Alliteration	the repetition of the same sounds, usually a consonant sounds, starting each word
Anticipation phase	when your symptoms elevate just prior to giving your speech	Cliché	a cone-vivid expression that has been overused to the point of seeming commonplace
Dysfunctional speech anxiety	occurs when the intensity of the fight-or-flight response prevents an individual from giving a speech effectively	Emotional contagion	feeling happy or sad depending on a speaker's voice
Extemp speech	a speech delivered from a prepared outline or notes	Functional speech anxiety	occurs when the fight-or-flight response is managed and stimulates an optimum presentation
Impromptu speech	a speech delivered without preparation, or so it seems	Rhetorical question	a question asked by a speaker not intended to be answered out loud

Activity Sheet

Session VII- Activity. 1

45 min

7.1 EFFECTIVE LANGUAGE

The language the speaker uses, in large part, determines his or her credibility. One must consider the appropriateness of the language for the audience. Language should be clear and specific. Avoid abstract words or words that demean a person's worth. For each of the passages below, express the same ideas in language that is more effective.

1. Please find enclosed a bank draft in the amount of \$100. In spite of the fact that the device was not usable, we are reasonably certain we can repair the damages and use it in the near future.

-
2. You must go for the simple reason that the present time is correct chronologically.

3. At the present time there is no sympathy for a bleeding heart liberal like you.

7.2 DUELING DELIVERY

Observe two speakers and record your observations below. Be prepared to discuss the methods of delivery used by the speakers.

DELIVERY	SPEAKER ONE	SPEAKER TWO
Type/Style (Impromptu, Extemporaneous, Manuscript, Memorized, etc.)		
Attention Getter		
Vocal Delivery (Rate, Pitch, Volume)		
Corporal Delivery (Eye Contact, Body Movement)		

7.3 PRESENTING SUPPORTING MATERIALS

Listed below are the three types of supporting materials discussed in your text. For each type, list two strengths and two weaknesses.

	Strengths	Weaknesses
Quotations/ Testimonials		
Examples		
Statistics		

Explanatory Questions

Use the following questions to demonstrate an understanding of key chapter concepts.

1. Eliminating speech anxiety is not the goal of a competent communicator; rather, managing that anxiety is. Identify and describe strategies for managing speech anxiety.
2. Public speakers have varying ways to gain and maintain the listener's attention; identify and describe four distinct strategies.
3. Writing an essay to be read is different from writing a speech to be delivered. Highlight the differences between a written and an oral style.
4. Public speakers can choose from four distinct delivery styles. Most public speaking course emphasize extemporaneous style. Discuss the advantages of this style over the other three.

Multiple Choice Quiz

1. Supporting materials for speeches accomplish which of the following purposes?
a. support claims b. amplify ideas c. clarify points d. all of the above
2. Examples used as supporting material for a claim are likely to be effective when they

- a. are very vivid b. aren't relevant to the claim that is made
c. are a hasty generalization d. aren't representative of the claim that is made
3. When citing testimony from an expert as supporting material for a claim made in a speech, a complete citation should include the
a. name of the expert b. expert's specific title or expertise
c. publication in which the expert's statement appears d. all of the above
4. Fredricka states in her speech that "35% of the world's children live in poverty." As credible support for her claim that poverty is a serious global catastrophe, this statistic as cited
a. is sufficient to establish the credibility of her claim
b. could be dated since no date is provided
c. has no credible source for the statistic d. both b and c
5. "A hypnotic horror that hounded them to hell" is an example of
a. a simile b. a parallelism c. alliteration d. antithesis
6. Credibility of a statistic used to support a claim in a speech is enhanced by
a. citing a credible source for the statistic
b. citing a source of the statistic that is objective (no special interest in an outcome)
c. citing a source of the statistic that has a history of accuracy d. all of the above
7. Manuscript speaking is
a. extemporaneous speaking b. impromptu speaking
c. speaking from a written version of the speech d. microphone speaking
8. Which of the following are common disadvantages of manuscript speaking?
a. weak eye contact with audience
b. changes in content to adapt to audience feedback are difficult to make smoothly
c. speech sounds read instead of natural d. all of the above
9. My old neighbor was French and he was very rude. Thus French people are rude". This is:
a. a hypothetical example b. a testimonial
c. a credible source d. a hasty generalization
10. Which of the following is accomplished by using a well-chosen statistic?
a. supports a claim b. corrects a false assumption
c. amplifies an idea d. all of the above

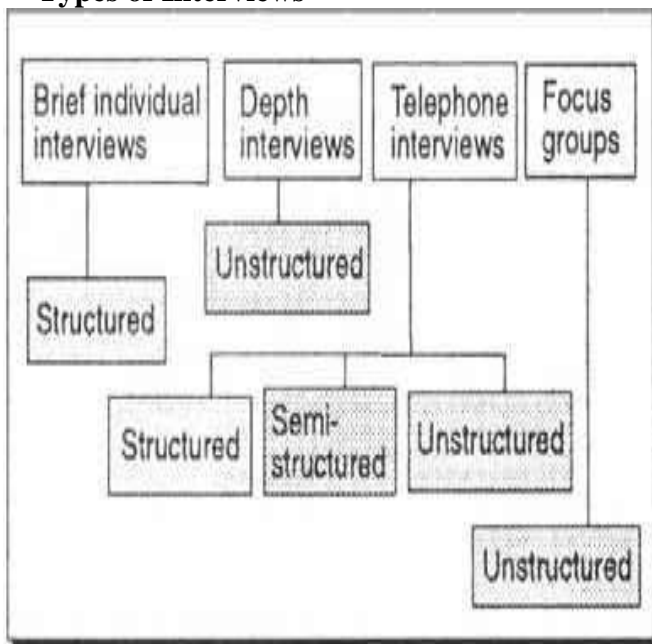
1	d	2	d	3	d	4	d	5	c
6	d	7	c	8	d	9	d	10	d

True/False Quiz

True/False Quiz

Statement	True	False
1. "Imagine that you have just entered the on-ramp of a busy freeway" is the beginning of a hypothetical example to illustrate a point.	T	
2. Hypothetical examples are more effective than real examples for making points in a speech.		F
3. Testimony cited on the Internet is usually reliable and credible evidence.		F
4. Oral and written style are virtually the same, so writing your speech word for word and reading it to your audience is an effective way to present a speech.		F
5. Clarity of style comes from a simple, concise use of language.	T	

Session VIII
Interview techniques
Types of Interviews



Dress for Professional interview (Male)



Dress for women

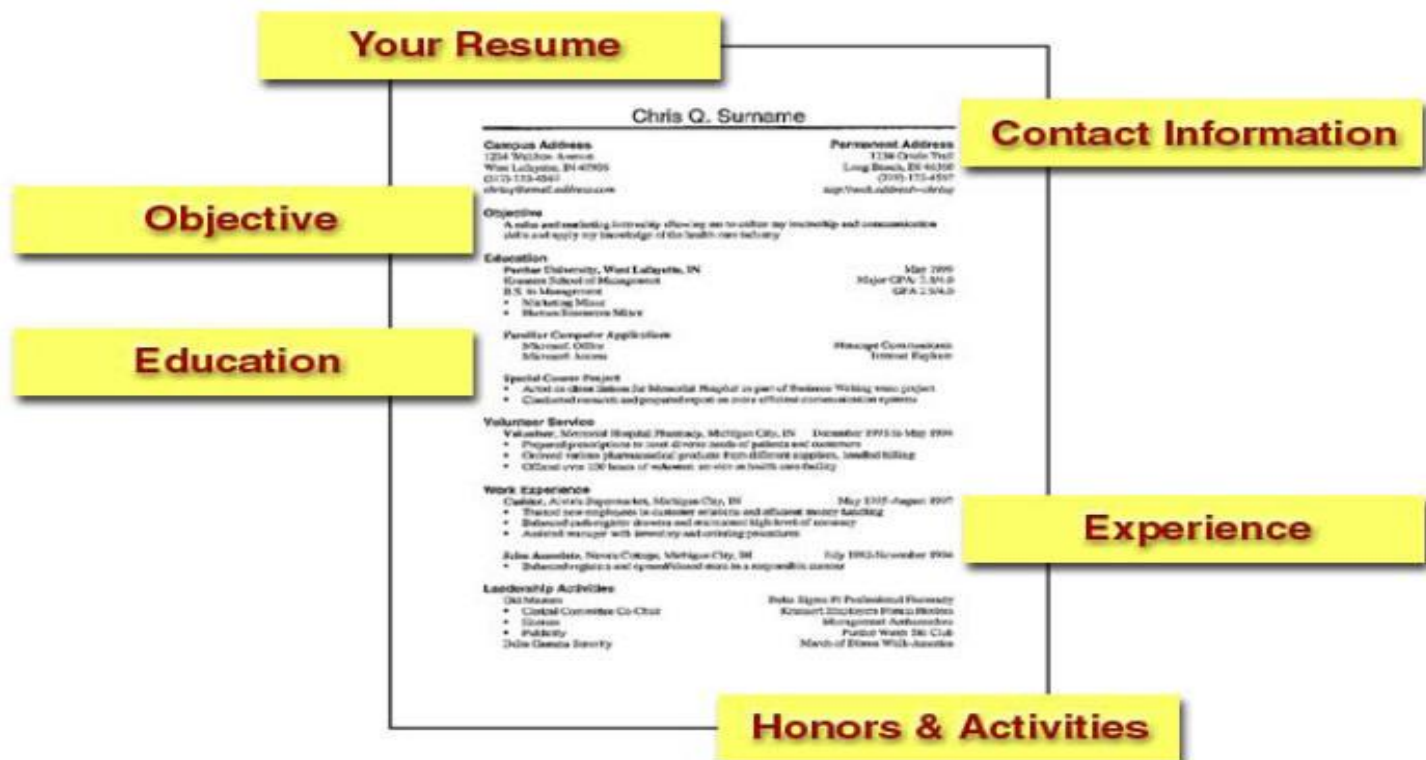


Dos

- Do wear a belt that matches your polished shoes
- If you have a beard or mustache, your facial hair should be neatly trimmed
- If you have any visible body piercings or tattoos, remove and/or cover them
- Do wear comfortable fabrics that will breathe, resist wrinkling, and retain their shape
- Do have fingernails that are neat and clean
 - Do carry a briefcase

Don'ts

- Don't have excessive body odor or cologne
- Don't show too much skin. No low-rise pants, exposed chest hair, or see-through shirts
- Don't wear ill-fitting clothes
- Don't carry too much in your pockets. No bulges or rattling keys/coins
- Don't wear a hat or clothing with visible logos



﴿ خواتین کا لباس انٹرویو کیلئے ﴾

”آپ کا لباس آپ کی شخصیت کو ظاہر کرتا ہے“ آپ نے اکثر یہ فقرہ سنا ہوگا مگر کیا آپ نے کبھی اس جملے پر عمل بھی کیا ہے؟

اگر آپ کا جواب ہاں ہے تو اس کا مطلب ہے کہ آپ کافی سمجھدار ہیں اور اگر آپ کا جواب ناں ہے تو کوئی بات نہیں ہم آپ کی مدد کر سکتے ہیں لیکن پہلے یہ بات سن لیں کہ:

”آپ کا پہلا تاثر دراصل آخری تاثر ہوتا ہے“

جی ہاں اس سے مراد ہماری یہ ہے کہ آپ کا اچھا یا برا پہلا تاثر کسی بھی دماغ پر دیر تک قائم رہتا ہے پھر چاہے بعد میں آپ اسے کتنا ہی بدل لیں۔ انٹرویوز کے وقت بھی ایسا ہی کچھ تاثر آپ کا سامنے والے پر پڑتا ہے۔ جب آپ صرف ایک کال پر بھاگی ہوئی جائیں اور آپ کے سارے سوالوں کے صحیح جواب میں بھی آپ کو رد کر دیا جائے تو ہو سکتا ہے کہ آپ سامنے والے میں خامیاں نکالیں مگر ایک نظر ذرا اپنے کاغذ نہیں سے ہٹا کر اپنے آپ پر بھی ڈال لیجئے ہو سکتا ہے کہ آپ کے لباس میں کمی ہو۔ جی ہاں آپ کے لباس میں بھی کمی ہو سکتی ہے۔ ہوتا یہ ہے کہ کبھی کبھار آپ انٹرویو کا نام سن کر بڑبڑا جاتی ہیں اور اس ضمن میں آپ ہر طرح کا کسی سے مشورہ لیتی ہیں کہ آپ سے کیا کیا پوچھا جاسکتا ہے۔ مگر آپ کو انٹرویو کے دن کیسے تیار ہو کر جانا چاہئے آپ شاذ و نادر ہی کسی سے پوچھتی ہوگی۔ ذیل میں دیا ہمارا آرٹیکل اس لئے ہی لکھا جا رہا ہے کہ ہم آپ کی زیادہ نہ سہی مگر کم از کم لباس کی مشکل کو ہی حل کر دیں۔ اس لئے نیچے دی گئی ہدایات ضرور پڑھیں۔

(1) آپ نے کس میں ماسٹر کیا؟

(ج) میں نے انگلش اور فلسفہ میں کیا۔

(2) اس کا آپ کو کیا فائدہ ہوا؟ یا

اس تیزی کی دنیا میں آپ نے ان ڈگریوں کا ہی انتخاب کیوں کیا؟

آپ جس ادارے میں آئے ہیں آپ کو اس کے بارے میں کچھ پتہ ہے؟

آپ کو کیا چیز سب سے زیادہ ناپسند ہے؟

اگر کوئی آپ کو سڑک پہ جاتے وقت مارے تو آپ کا رویہ کیا ہوگا؟

یہ وہ فرضی سوال ہیں جن کو اکثر انٹرویو دینے والا یا تو سمجھتا نہیں اگر سمجھ میں آجائے تو جوش سے بھرپور جوابات دے دیتا ہے مگر جوش سے زیادہ ہوش کی ضرورت ہوتی ہے۔ CSS یا PCS کے انٹرویو میں انسان کا ضبط میں رہنا اس کی سب سے بڑی ڈھال ہوتا ہے۔ زیادہ مغرور لہجہ بھی آپ کو آؤٹ کروا دیتا ہے اور زیادہ جھکا ہوا رویہ بھی آپ کو کمزور ثابت کر دیتا ہے۔ آپ اسی طرح کسی غیر سرکاری سطح پر بھی جاب کیلئے جاتے / جاتی ہیں تو وہاں بھی حالات کے برعکس آپ کی حاضر جوابی کو دیکھا جاتا ہے۔

☆ ایک اور اہم بات کہ انٹرویو میں ایک بات یاد رکھیں کہ آپ کو ایک پراڈکٹ ماننا ہے جس کو اتنی خوبصورتی سے پیش کیا جانا ضروری ہے کہ دوسرا آدمی اس کو خریدنے پر مجبور ہو جائے۔ اس کو **Be prepared to sell yourself** کہنا غلط نہ ہوگا۔

☆ جب آپ سے یہ پوچھا جائے کہ آپ کو یہ جاب کیوں چاہئے تو اچھی کہانی بنائیں جس میں اس جاب کو حاصل کرنے کا شوق اور لگن اس اگلے آدمی کو نظر آئے۔

☆ انٹرویو میں حد درجہ جھوٹ سے اجتناب کریں کیونکہ آپ کہیں بھی پکڑے گئے تو یہ بات آپ کو جھوٹا ثابت کرے گی اور نتیجتاً آپ کے ہاتھ آئی نوکری ہاتھ سے نکل جائے گی۔

☆ انٹرویو دیتے وقت اپنے مستقبل کے عزائم کو اس طرح بیان کریں کہ ان کو اندازہ ہو کہ یہ مستقبل میں بھی ہمارے ساتھ کام کرنا چاہتا ہے۔ اگر آپ اپنے کسی اور شوق اور کسی اور انٹرسٹ کو بیان کریں گے جو کہ اس جاب سے الگ ہو اور وسیع ہو تو ظاہری بات ہے انٹرویو لینے والا سوچے گا کہ کل کو یہ کسی بھی وقت خدا حافظ کہہ سکتا ہے تو اس سوچ کے ساتھ وہ آپ کو شاید سلیکٹ نہ کرے۔

☆ آخر میں جب آپ سکون سے ہر بات کا جواب دے دیں تو ان پر اعتماد دکھائیں۔ ان کو اس بات کا احساس دلائیں کہ آپ کو ان کے بارے میں جان کر اور اس ماحول میں کام کر کے کتنی خوشی ہوگی۔ انٹرویو میں یوں شکر ادا کرنے کا ایک فائدہ ہوتا ہے کہ انٹرویو لینے میں یوں آپ کی تہذیب کا اندازہ ہوتا ہے اور یہ بھی کہ آپ کے دل میں ان کیلئے Rewarding نظریات مثبت ہیں چاہے اس لیول پر آپ سلیکٹ نہ بھی ہوئے ہوں پر آپ انٹرویو لینے والے کی نظر میں آجائیں گے اور وہ آپ کو Long term memory میں رکھے گا۔

☆ انٹرویو میں زبان پر گرفت رکھیں کیونکہ ہم پاکستان میں ہیں تو انگلش زبان کو Lingua Franca کی اہمیت حاصل ہے تو پہلے کسی اچھے استاد سے زبان کو سیکھ لیں تاکہ آپ کی زبان کی جھجک ختم ہو جائے ورنہ جب آپ ایک دم سے Alien Language کو سنے گے تو آسانی سے Puzzle ہو سکتے ہیں اس کو بہتر کرنے کا ایک اور طریقہ Subtitle کے ساتھ آئی انگلش فلمیں ہیں جن میں اچھی کہانی بھی ہو اور انگلش زبان کا خوبصورت استعمال بھی۔ اس کے علاوہ آپ انگلش نیوز چینل کو سن سکتے ہیں۔ پہلے کچھ دن آپ کو کوفت لگے گی مگر جب آپ کا شوق جاگے گا تو آپ کو پڑھنے اور سننے میں مزہ آئے گا جو کہ بعد میں انٹرویو میں آپ کے کام آئے گا۔ ہم امید کرتے ہیں کہ ان اچھے اور سادہ طریقوں پر عمل کر کے آپ اپنے انٹرویو میں خاطر خواہ کامیابی حاصل کر پائیں گے۔

﴿ انٹرویو میں کامیاب ہونے کیلئے اہم ٹپس ﴾

☆ انٹرویو میں سب سے پہلی چیز جو نوٹس کی جاتی ہے وہ آپ کا لباس ہے ڈگریاں اور آپ کے بولنے کا انداز بعد کی بات ہے۔ سب سے پہلے آپ کے لباس کو دیکھ کر آپ کی Mental Approach کا اندازہ لگایا جاتا ہے۔ ویسے ایک اچھے انٹرویو کی شروعات کیلئے سادہ کپڑے اور صو برنگوں کے انتخاب کو پسند کیا جاتا ہے۔ پینٹ شرٹ اور اس کی مناسبت سے سکون دہ رنگ کی ٹائی انٹرویو لینے والے پر مثبت اثر ڈالتی ہے۔ عموماً سفید رنگ کی شرٹ اور بلیک پینٹ کو ہر جگہ اہم مانا جاتا ہے کیونکہ اس میں ہر انسان صو بردکھتا ہے اور عورتیں بھی اسی طرح کے ہلکے رنگ کے کپڑوں کا انتخاب کریں تو انٹرویو لینے والے کی نظر میں آپ کی شخصیت صابر اور منظم دکھتی ہے۔

☆ دوسری اہم بات آپ کے بیٹھنے کا سلیقہ ہے جس کی وجہ سے بھی انٹرویو لینے والا آپ کے بارے میں محتاط اندازہ لگاتا ہے۔

☆ اب سب سے اہم رکن کی باری آتی ہے وہ ہے آپ کے بولنے کی صلاحیت۔ آج کل کے دور میں جس جگہ بھی آپ جاب کیلئے جاتے ہیں تو بولنے کی صلاحیت ہر وقت آپ کا ہتھیار رہتی ہے اس بات کے برعکس کہ آپ کس فیملی سے ہیں اور آپ کی ذات کیا ہے۔ جس بندے کے پاس انٹرویو میں بولنے کی صلاحیت اچھی ہے تو کئی باریہ ڈگریوں کی اہمیت کو بھی مات دے جاتی ہے۔ آج کل انگلش زبان انٹرویو کی شرط ہے۔

☆ اس کے بعد آپ جس جگہ بھی جاب کیلئے جارہے ہیں یا جا رہی ہیں تو وہاں کے بارے میں آپ کا علم اچھا ہونا بھی ضروری ہے۔ اس بات سے کہ آپ کو اس ادارے میں کچھ نہ پتہ ہو اور آپ یوں ہی اپنی بات کو منوانہ سکیں تو یہ بھی انٹرویو میں آپ کا منفی رخ ثابت ہو سکتا ہے۔ یہ بھی ضروری ہے کہ آپ کی ڈگریاں مقررہ جاب کے Criteria پر پورا اتریں۔

☆ اپنے دل و دماغ کو ہمیشہ اعتدال میں رکھیں جب بھی انٹرویو دینے جائیں کیونکہ اگر آپ معمولی بات پر زیادہ ہنسنے اور چھوٹی سی بحث کو لمبا لیتے جائیں تو انٹرویو لینے والا آپ سے اکتا بھی سکتا ہے۔

☆ انٹرویو میں آپ کا حاضر دماغ ہونا بہت ضروری امر ہے۔ دنیا میں کچھ لوگوں میں یہ خوبی ہوتی ہے مگر یہ کوئی ایسی بات نہیں جس کو انسان خود میں پیدا نہ کر سکے۔ اس ضمن میں کامیابی کیلئے ٹی وی کے Talk Shows دیکھنے چاہئیں اس سے ایک فائدہ یہ ہوتا ہے کہ انسان میں بحث کرنے کی اور Healthy بحث کرنے کی عادت جنم لیتی ہے۔

☆ اس بات کیلئے تیار رہیں کہ آپ انٹرویو دینے جارہے ہیں تو دماغی طور پر اس بات کا اندازہ رکھیں کہ وہ آپ سے کچھ بھی پوچھ سکتے ہیں جیسے۔۔۔۔۔

SAMPLE -C.V.

Use this sample when you do not have a clear idea of what job you are seeking or do not want to limit your application.

**Your Name in bold and/or large
Address**

Phone number/e-mail

LANGUAGES

Describe varied levels of fluency according to the following: Fluent, Intermediate, Basic. If you are unilingual, leave this section out.

English and French (Fluent)

SKILLS

Depending on your skills, this section could also be entitled or subtitled Computer Skills, Technical Skills, Laboratory Skills, or Research Skills. Include all software and hardware knowledge, lab techniques, equipment and specific methodologies you are familiar with.

EDUCATION

Bachelor of ____: Major area of study, Minor area of study date - date

McGill University, Montreal, Quebec

- add academic awards and any subjects taken relevant to your career objective
- add research undertaken with results if possible

Diploma of Collegial Studies, Discipline date - date

Dawson College, Montreal, Quebec

- add academic awards and any subjects taken relevant to your career objective

High School Graduation Diploma date - date

It's usually not necessary to include high school unless:

- it shows that you have studied in another language or you studied abroad or you went

- to school in the same town where you would like to work (i.e. you're a "local")

WORK EXPERIENCE

List all the paid work experience you have had.

Position Title (in bold)

date

Name of company or organization, City, Province

- use "one-liners" to describe your activities and "action verbs" to give more impact
- at least one of the one-liners should describe an initiative you took or an achievement you had with results
- consider using the P.A.R. formula (problem, action, result)
- emphasize your "transferable skills" : leadership, organization, communication, creativity, etc.
- you should specify if the position was contract, part-time or summer

News Editor (summers)

date - date

The McGill Daily – McGill University, Montreal, Quebec

- Oversaw and planned the news section
- Researched and compiled news leads, and conceived story ideas
- Edited articles and instructed reporters on effective writing techniques
- Wrote general and investigative articles concerning today's health issues

WORK EXPERIENCE (continued)

Field Research Assistant

date

N.B. Mammal Institute, St. Andrews, New Brunswick

- Researched marine mammals on-site
- Analyzed the results of the oceanographic factors of the field study
- Studied the biology, taxonomy and social aspects of marine mammals
- Communicated all findings to the research team and participated in group discussions

(Add other positions if applicable)

EXTRA-CURRICULAR AND VOLUNTEER EXPERIENCE

List the positions you have held in student and other voluntary organizations. Treat them like “regular” jobs.

Position Title (in bold)

date

Name of club, council, etc.

- describe what you did in this position
- emphasize your “transferable skills” and any achievements

Committee Member

date -

Students’ Society of McGill University (SSMU)

- Organized social activities and fundraising events
- Responded to student needs at the front desk and via telephone

(Add other positions if applicable)

AWARDS AND DISTINCTIONS

List your awards, scholarships and distinctions here if they are numerous. If you have only a few awards or if they are prestigious, you may include them under the relevant degree program, under education.

ACTIVITIES AND INTERESTS

This section will include any additional information about activities you are involved in or interests you have that are not included above. Avoid “reading, sports, films” which is too general. Be creative and specific. This is often the section where employers look to start an “icebreaker” conversation. Some activities could include the following:

- Sports Activities – mention levels of competition and any prizes awarded in a particular sport.
- cuTravel Overseas – mention places traveled, length of stay and any independent trips
- Personal Improvement – mention organizations and what you learned

(Add other activities if applicable)

REFERENCES ARE AVAILABLE ON REQUEST

Do not list references, but prepare a list with all contact information. Be certain to contact your references in advance and inform them of the position for which you are applying.

Curriculum Vs Resume

	C.V	Resume
Length	Two pages or a little more	One page, sometimes two pages
Contents	Name, contact information, education, work experience and relevant work-related skills. Includes a summary of academic background as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details	Name, contact information, education, work experience and relevant work-related skills. Focus is on work experience, listed in reverse chronological order.
Purpose	In Europe, the Middle East, Africa and Asia, employers expect a CV. In the U.S., a CV is used primarily when applying for academic, education, scientific or research positions.	Job applications.
other purpose	personal use	Official use

Quiz Session 8

1. The interviewer says, “Tell me about your self is the best.” answer? Which of these
 - a) “I was born in Oregon and moved to the East Coast After graduating from high school, I attended college and worked a couple of part-time jobs.”
 - b) I enjoy“ helping people and this drives my desire to master the art of fundraising. I have been volunteering with American Red Cross for the past two years and have learned many useful skills about organizing fundraisers. I think my experiences have prepared me to be a great Fundraising Coordinator.”
 - c) “I’m a pretty outgoing person with an open personality and visiting new places. One of my favorite things to do is spend time with friends.
 - d) I also like to travel. Last summer, I took a trip to Europe with a couple of buddies. We had a great time.”
2. You’re asked a really difficult question. You don’t know you:
 - a) answer,That’s“ a tough.I’mquestionreally” not sure.
 - b) say the first thing that comes to mind.
 - c) take a deep breath and think of an answer while paraphrasing the question.
3. Which of the following is okay to do at an interview?
 - a) Ask the employer questions
 - b) Answer your cellphone
 - c) Be a few minutes late
4. You’re asked what your biggest How do you answer a Knesset? is.
 - a) “I can sometimes be disorganized. I have been tryin creating a calendar for myself and categorizing things in folders. So far, these methods seem to be working.”
 - b)Honestly,“ I don’treallyhave one.”
 - c) “I’m a perfectionist. As a result, I often work very usually at the office for more hours than the average em
5. Which of these things should you bring to an interview?
 - a) Copies of your resume
 - b) A list of references
 - c) Both a and b
6. How early should you arrive to the interview?
 - a) 30 minutes
 - b) 10 minutes
 - c) 1 minute
7. Your interviewer asks you what you think about your previous boss. You didn’t get alon your previous boss. You answer:
 - a) “He goodwasleader and really kept the team focused and on-task.”

- b) "He was alright, but we weren't that close."
 - c) "We didn't exactly get along because demands he made a lot constantly on the phone."
8. The secretary who greets you prior to your interview:
- a) is only being friendly because it's his job.
 - b) is the person you should go to if your interviewer is a few minutes late, if you need a cup of water, or if you think the room is too cold.
 - c) will probably be asked his opinion of you by the employer after you leave.
9. Which one of these things should you always try to do during an interview?
- a) Ask your interviewer(s) for their business card and/or contact information at the end.
 - b) Inquire about your salary.
 - c) Smile and nod at everything the interviewer says.
10. Thank-you notes are:
- a) not necessary to send.
 - b) necessary only if you think your interview went well.
 - c) something that should be sent within 48 hours of the interview.
11. Your interviewer asks you what your greatest strengths are. How do you respond?
- a) By listing five or ten qualities you think are your best ones.
 - b) Give two or three strengths and concrete examples of them.
 - c) Say all the qualities and requirements that were listed on the job description.
12. The purpose of an interview is:
- a) to match employees with the employer that best suits them, and vice versa.
 - b) for the job candidate to talk about his achievements.
 - c) for the employer to test the interviewee by asking tricky questions.
13. When you're asked longer what your goals are, you say:
- a) "Develop my customer service skills by meeting with a and challenging myself to address a wider set of needs."
 - b) "I hope" to one day become a manager."
 - c) "I'm not really sure, I haven't exactly thought about
14. Which of these is not a good reason for wanting to work for a company?
- a) Your vision aligns with the company's mission.
 - b) The location, salary, and benefits are all great.
 - c) You have skills that you think will contribute to the
15. Which of these is an example of a good question to ask the interviewer?
- a) What is the average salary for somebody in my position?
 - b) What do you think is this company's greatest challenge
 - c) What skills does this job require?
16. Other than your responses, you need to also pay close attention to:
- a) your body language.
 - b) your eye contact.
 - c) both a and b.
17. You think the employer might ask you for a list of references during the interview. Prior to the interview, you:
- a) let your references know that they might be contacted, but don't give them details

- about the job.
- b) let your references know that they might be contacted and tell them about the job you're seeking and why you're a good fit for it.
 - c) choose to not tell your references that they may be contacted.
18. What should you do research on before the interview?
- a) The company you're interviewing for.
 - b) The industry you hope to work in.
 - c) both a and b.
19. What's the safest thing to wear to an interview, if you company's dress code?
- a) A suit.
 - b) A collared shirt and khakis.
 - c) A comfortable t-shirt and jeans.
20. When talking about your past experiences, you should:
- a) only mention things that occurred at work.
 - b) only mention your successes.
 - c) Do not be afraid to mention things that happened outside of work or failures as long as it provides a good answer to the question.

1	B	2	c	3	a	4	a	5	C
6	B	7	a	8	c	9	a	10	C
11	B	12	a	13	a	14	b	15	B
16	C	17	b	18	c	19	a	20	C