11 Communication

"All the great speakers were bad speakers at first" - Ralph Emerson

Introduction

This module serves as a continuation of the previous public speaking module, and will emphasize drills that provide students with more practice on public speaking skills that they have previously learned. Students will be able to think quickly and deliver an impromptu speech to develop skills that may be used in real situations. This module also covers several topics in communication beyond public speaking. It emphasizes the importance of communication in general and how it relates to leadership. The module also demonstrates how a leader can use manipulation and persuasion, as well as the distinction between the two topics.

Agenda

1. Introduction (5 mins)
2. Drills (30 mins)
   a. Hot Takes Activity (15 mins) OR Photo Story (15 mins)
   b. Just Listen (15 mins)
3. Principles of Persuasion (15-20 mins)
4. Wrap up (5 mins)

Student Objectives:

1. Students will improve their public speaking skills by limiting their use of filler words and extraneous gestures.
2. Students will understand the importance of public speaking within the realm of leadership.
3. Students will be able to practice effective communication and listening skills and discuss its significance.

Facilitation Notes

1. If your class is difficult to get going on a specific drill, you can always perform an example for them. We've done a decent amount of speaking training throughout the summer, so we should all be equipped to, for example, do a quick passion pitch to

show the students.
2. Make sure to be a cheerleader of sorts when a student is nervous to speak or stumbles during a drill, and encourage the other students to do the same. This has such a profound effect on someone's confidence and overall performance.
3. Something that is up to the facilitator is to have students stand while they speak. The benefit of this is that it unmasks possible fidgeting or swaying of their body when speaking

Introduction (5 min)

CORE Crash Course (CCC):
    Effective Listening Skills
- Listening is more than just hearing what the speaker is saying
  - Analysis and processing what is being said
  - Giving the speaker your full attention: facing the speaker, making eye contact, being attentive, not interrupting
- Key elements of verbal communication (which can alert us to the speaker's feelings): inflexions of the voice, word choice, tonal quality
- There are valid reasons for interrupting a person such as wanting to ask a clarifying question or offering your own input, but this should be avoided as it sends the message that you don't value what the speaker has to say

    Effective Speaking Skills
- Be assertive: unafraid to express your own thoughts, feelings, and opinions in an open, honest, and transparent fashion while standing up for yourself and respecting others
  - **NOT** being hostile, aggressive, demanding, or inconsiderate.
- Do not to force an opinion on others, but rather allow the other person to understand you and communicate effectively.
- Tips: Value your own opinions, understand your various wants and needs, expressing negative thoughts, receive constructive criticism well, and learn how to say "no"

    Main Takeaway (Importance of Effective Communication):
- Leaves all parties satisfied with the results of the communication
- Prevents misunderstandings or alterations of meaning which can be important so as to avoid any unnecessary conflict
- In situations where communication is being used to aid the resolution of conflict, effective communication ensures that the conflict is resolved in a respectful and effective manner
- How one communicates can drastically change the results of all their communication on a daily basis

Hot Takes (15 minutes)

Purpose:
    Students will learn to limit their use of filler words and develop their ability to think on their feet.
Materials:

Your vocal cords
A timer
Two breakout rooms in Zoom

Directions:

- Students will enter a topic that they feel strongly against into the meeting chat. The facilitators will discourage them from choosing anything that may be offensive towards their peers.
- In this activity, students will create a story or speech about a hot take or unpopular opinion. Students will propose a hot take to the facilitator and then the facilitator can choose whether it would be appropriate in the setting. An example of a hot take could be putting pineapple on pizza. Then, the student will have to speak for one minute on this hot take. Following this, another student can be chosen to provide an argument to that hot take for one minute. If they are selected to do an argument hot take, then that would be their turn. Once the facilitator feels like the conversation has died down, the next student will be chosen to give a hot take. Each student in the group will give one hot take.
- Split the students into two groups of 7 (assuming 14 students present). Each facilitator takes a group.
- Students will clap every time somebody uses a filler word.
  - They can also make some sort of noise, it's up to you!
- Facilitators will judge whether a hot take is appropriate or not. If they feel that the students cannot come up with a good idea, they should be ready to provide students with a hot take.

Importance:

- The importance of this activity comes down to the fact that it is done essentially off the top of the head. This means that students must think about what they will say next while keeping continuity and flow. As a result, it becomes much harder to not use filler words to give themselves time to think. If they can master this, then they will both be able to do the real thing with an actual script with minimal flaws and be able to veer off the script in a real speech or pitch according to audience reaction.

Photo Story (15 minutes)

Purpose:

Students will be able to speak promptly and passionately about a photo they may not have knowledge about, building their impromptu and public speaking knowledge and letting them practice in front of the class.

Materials:

Vocal cords
A timer
Presentation – the facilitators will just select 15 random photos and compile them into a Google Slides **(Do this before the module)**

Directions:

- In this activity, facilitators will use a prepared presentation with 15 photos (one on each slide) to give each student in the class a topic to pitch/discuss for 1 minute (depends on

time and class size). Due to time constraints and the nature of this activity, students will not be allotted time to prepare for their speeches.

- Remind students to try their best to avoid filler words
- Give time for feedback at the end of each turn from both the class and the facilitator
- Encourage students to have complete freedom for whatever they decide to talk about
  - i.e., students can give a story about what's happening in the picture or connect the picture to a current issue

Importance:
- This activity will help students develop quick thinking skills, gain confidence in their speaking skills, and be able to have creative control with the topic they're given. Because of the prompt nature of this activity, students will benefit from the quick and fast-paced prepping and partial improv during their speaking time.

Just Listen (15 minutes)

Purpose:
This is an activity that encourages participants to communicate how they feel about a subject. People get into pairs and one member talks about his or her opinions. Their partner listens without speaking, and then, without rebuttal, recaps on what has been said.

Materials:
An even number of team members, ideally.
List of 8 topics (they should be interesting but not too controversial. You don't want the listeners disliking the speakers just because they disagree with their viewpoint.
Breakout room
Keeping Time

Directions:
1. Have your team members form a pair.
2. Give each pair the eight topics cards.
3. One partner will blindly choose a topic and then speak for one minutes on how they feel about the topic. As they talk, the other person cannot speak – the goal is to listen.
4. After one minutes, the listener has 20 seconds to recap on what their partner has said. They cannot debate, agree or disagree – only summarize.
5. Next, the roles switch, and the process starts again.

Talk with your team members about how they felt about this exercise. Discuss these questions:
How did speakers feel about their partners' ability to listen with an open mind? Did their partners' body language communicate how they felt about what was being said?
How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?
How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?

Importance:
This activity strengthens your team members' listening skills. Listening is an incredibly important part of good communication, and it's a skill that people often ignore in team activities. This activity also shows them how to listen with an open mind.

Principles of Persuasion (15-20 min)

Purpose:
>   To make students aware of the six principles people tend to follow when making a decision. Students will then use these principles to craft effective methods to persuade a person or group of people into doing something they need.

Materials:
>   Nothing
>   Source: http://www.influenceatwork.com/wp-content/uploads/2012/02/E_Brand_principles.pdf

Directions:
>   <u>Persuasion Definition</u>
>   *The method of changing a person's feelings or behaviors towards something. The term most commonly refers to changing a person by presenting a message containing information meant to alter some judgment. In leadership, persuasion can be used as a way to influence followers.*
>
>   Introduce the 6 principles of persuasion through six scenarios demonstrating each principle. Details of the scenarios can be varied to the discretion of the facilitator but should be able to exemplify each principle clearly. Six can be a lot to talk about. **Decide on 3 maybe 4 principles you as facilitators feel are most important/relevant to the students.** Or assign each group 1 principle and make them persuade something silly using it.
>
>   Principle 1 - Reciprocation
>   Reciprocation recognizes that people feel indebted to those who do something for them or give them a gift.
>
>   Principle 2 - Social Proof
>   When people are uncertain about a course of action, they tend to look to those around them to guide their decisions and actions. They especially want to know what everyone else is doing – especially their peers.
>
>   Principle 3 - Commitment & Consistency
>   People do not like to back out of deals. We're more likely to do something after we've agreed to it verbally or in writing, Cialdini says. People strive for consistency in their commitments. They also prefer to follow pre-existing attitudes, values and actions.
>
>   Principle 4 - Liking
>   "People prefer to say 'yes' to those they know and like," Cialdini says. People are also more likely to favor those who are physically attractive, similar to themselves, or who give them compliments. Even something as 'random' as having the same name as your prospects can increase your chances of making a sale.
>   Principle 5 - Authority
>   People respect authority. They want to follow the lead of real experts. Business titles, impressive clothing, and even driving an expensive, high-performing automobile are

proven factors in lending credibility to any individual.

Principle 6- Scarcity
In fundamental economic theory, scarcity relates to supply and demand. Basically, the less there is of something, the more valuable it is. The more rare and uncommon a thing, the more people want it. Familiar examples are frenzies over the latest holiday toy or urban campers waiting overnight to pounce on the latest iPhone.

Discussion:
1. Persuasion is a form of interaction between a leader and his/her followers (generally), which principles would be useful and where?
2. Discuss effectiveness and relevance to different social contexts as you go through each scenario.
3. Psychoanalyze the impact different types of persuasion have on different people.

At IMSA

Purpose:
      This discussion will examine the methods of communication that surround us every day and their role in respect and leadership. Drawing content from LEAD's module on communication, discussion will be framed around exploring how IMSA students talk to each other about various topics and through various mediums.

Discussion:
- What are the biggest differences between online and in-person conversations?
- As an IMSA student, based off of the communication we do everyday, what are some cases in which we have to understand who we are speaking to?
  - Are other forms of communication more effective when considering the people you are talking to?
- What makes someone prefer digital to personal communication?
- Has anyone noticed that people are afraid to discuss things intelligently?
- What are some topics that are taboo to discuss? Why are they taboo?'

Importance:
To convey the relevance of this topic in the IMSA community by relating it to participants' lives. People communicate every day and they should explore the tricks and nuances that allow leaders and students on campus to manipulate words and action into conveying the meaning they intend.

Wrap Up/Reflection (5 minutes)

Importance of Public Speaking:
- To communicate and share your ideas with your followers
- To help bring your message across
- To establish yourself as a confident and composed leader
- To empathize and connect with your followers

WITHOUT public speaking, you would not connect with your followers, and not be able to communicate with them. As the leader, it is YOUR responsibility to guide your followers and share your message with them. You must be able to have influence over your followers, as they will look up to you.

Ask the class what they thought of the current events activity. After gaining some responses, connect it to the relevance of public speaking when discussing social issues and in politics. Influential people must have good speaking skills.

Supplemental Activities

Current Event Discussion (15 minutes)

Purpose:

To engage students to open up and collaborate in a class wide forum to discuss and analyze any given topic. **Facilitators are encouraged to choose their own topic in any field (pop culture, science and technology, etc.).** The goal is for students to help grow their own public speaking skills by learning how to engage in open forums, so any topic will work, as long as it is relevant and engaging.

Resources:

Example Topic: Presidential Election

- https://www.nytimes.com/2020/07/17/us/elections/biden-vs-trump.html
- https://www.politico.com/news/2020-elections
- https://www.nbcnews.com/politics/2020-presidential-election
- https://abcnews.go.com/Elections
- https://www.theguardian.com/us-news/us-elections-2020

- https://www.foxnews.com/category/politics/2020-presidential-election

Example Topic: 5G

- https://www.pcmag.com/news/what-is-5g
- https://www.cnn.com/interactive/2020/03/business/what-is-5g/index.html
- https://www.digitaltrends.com/mobile/what-is-5g/
- https://www.cnbc.com/2019/02/08/sprint-is-suing-att-over-deceptive-5g-e-campaign.html
- https://www.phonearena.com/news/verizon-5g-rollout-san-jose-36-cities-t-mobile-expansion_id126466
- https://www.theverge.com/2020/8/4/21354010/t-mobile-standalone-5g-600mhz-better-coverage-now-available
- Or choose your own topic!

Directions:

- Select a topic. **The discussion topic is up to facilitator's discretion.** Any topic will work, the election and 5G are just examples.
- Start off with a brief overview of the topic up to that point. Direct the conversation towards the students forming their own thoughts and opinions of the election. Facilitators must ensure that all students feel safe, welcomed, and comfortable during this discussion. **Remind students that this is not a debate, this is an open discussion, and that if they do not feel comfortable at any time, they may leave and talk to a facilitator about it after.** Facilitators will introduce guiding questions and keep the group from dwelling on a certain question for too long. Remind students that there will be no facilitator interference with the conversation unless something occurs where students get too out of control.

Guiding Questions:

Example Topic: Presidential Election

- What was your overall reaction to the results of the election?
- How did you feel about the climate around the election?
- In what ways have your reactions to the election and view on the election been potentially affected by media organizations and political ads?
- What is your view on the overall election process in the US?

Example Topic: 5G

- What's your view on the status of 5G?
- How important is 5G to you and your daily life?
- If you guys were to buy a phone would you concern yourself with making sure it's equipped with some form of 5G?

Other topics

- What is your stance on this topic?
- How does this topic impact you and your community/the world today?