Projects in
Professional
Communications

Perfection Learning®

P **Perfection LEARNING®**

Teacher Wraparound Sampler
Table of Contents

The pages in this Teacher Wraparound sampler illustrate the features of the Student Edition as well as the extensive teacher support that makes this program effective and enjoyable for students and teachers alike.

Program Component	Print	Digital
Student Edition	X	X
Teacher Wraparound Edition	X	X
Teacher Resource Binder	X	X
ExamView® Test Generator		X
PowerPoint Classroom Presentation Tools		X
Companion Website		X

An introduction to professional communications is followed by an in-depth exploration of each of the main categories of communication. No other book covers group communication and professional communication as thoroughly.

- **Chapter Opener**—Each chapter opens with an Essential Question and a brief description of the learn-by-doing project the students will complete. (See pages 16–17)

- **Chapter Content**—Provides the background and purpose for the project, including detailed Project Prep activities followed by formalized planning focused on Preparing, Presenting, and Evaluating the projects. In addition, each chapter includes features that enrich the core content such as

  —**Communication in a Diverse World**—explores similarities and differences across cultures and gender. (See page 24)

  —**Is This Job for Me?**—explores careers and key career-related skills. (See pages 28–29)

- **Chapter Review**—Activities at the end of each chapter reinforce key ideas, encourage reflection and synthesis, provide real-world applications, and offer additional projects. (See pages 30–31)

The unit closers offer more opportunities for active learning and for applying what students have learned in new ways. Four culminating activities are career-related, real-world application for using communication strategies.

- **Workplace Workout**—presents an on-the-job scenario related to unit themes to analyze what went wrong and suggest strategies to make it right.

- **Gender Journey**—relies on firsthand research to draw conclusions about gender differences.

- **Media Master**—an activity centered on media and technology.

- **Own It!**—an opportunity to think back through the unit and refine understandings.

Projects in Professional Communications

Chapter Projects
Engaging "Learn-by-Doing" Activities

Project	Page	Concept	Participants
1. Personal Inventory	4	field of professional communications	group
2. Trace a Pathway	32	evolving careers	group
3. Predict the Trends	62	economic factors	group
4. Instant Replay	86	communication process	group
5. "Who's on First?"	106	language choices	partner
6. Silence, Please!	130	nonverbal communication	partner
7. Listen Here	148	types of listening	group
8. Change the Channel?	170	channels and meaning	partner
9. Lend Me Your Ear	198	interpersonal listening	partner
10. Work It Out	214	problem-solving	partner
11. "So Tell Me About Yourself . . . "	234	interviews	partner
12. Power to the Group!	260	nature of groups	group
13. The Group Roles On	276	member roles	group
14. Got a Problem? Here's the Solution.	292	problem-solving	whole class/group
15. Informal Presentation	320	purpose, type, audience, and situation	partner
16. Says Who?	344	reliable sources	individual
17. Map It!	372	graphic organizing	partner
18. Worth a Thousand Words	400	visual and audio aids	group
19. Deliver!	426	deliver and evaluate	individual
20. A Bright Idea	454	written proposal	individual/partner
21. Web Portfolio	484	digital product	individual

Chapter Projects

Students actively participate in learn-by-doing individual and group projects specific to the concept focus in each chapter. The group projects encourage collaborative learning in small groups or with a partner.

Unit ONE

Introduction to Professional Communications

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Unit
TWO

Communication Basics

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Unit THREE

Interpersonal Communication

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Unit **FOUR**

Group Communication

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Unit FIVE — Developing Presentations

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Unit SIX — Delivering Presentations

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Group Communication

To speak effectively in a group, it is important to understand something about how groups function. Unit Four focuses on the power and dynamics of the group. Additionally, students learn about the roles group members play and how to approach group discussions in professional groups.

Pacing for a Semester's Study

Week Nine: Chapter 12
Week Ten: Chapter 13
Week Eleven: Chapter 14

Pacing Suggestions

Chapter-by-chapter pacing suggestions to teach the course in one semester.

Unit Four

Group Communication

Teaching Resources

Point-of-use references to reproducible chapter support activities and assessments.

Teacher Resource Binder

- CI Pack Handouts I, J
- Career Handout P
- Activity Sheets pp. 51, 55, 59
- Worksheets pp. 52, 56, 60
- Critique Sheets pp. 53, 57, 61
- Chapter Tests* pp. 54, 58, 62
- Unit Test* p. 63

* Available in ExamView

Resources and References

Book
The following title is an accessible guide to fixing problems that affect teams in any setting.

Lencioni, Patrick, *The Five Dysfunctions of a Team: A Leadership Fable*, Jossey-Bass, 2002.

Communication is the real work of leadership.

—*Nitin Nohria*

Responding to the Quote

Ask students to discuss ways in which leaders use communication to demonstrate their leadership.

Key Points

- Group norms govern the way people in groups interact, formally and informally.

- Public groups function differently and have more rigid norms than private groups.

- Group members fulfill specific roles, which they may or may not acknowledge.

- Identify the purpose of group discussions and the processes professional groups use to solve problems and work through common goals.

- Employ critical thinking skills in groups to keep your conclusions sound.

- Effective leaders identify and use the process of leading a group from beginning to adjournment.

- Communicate effectively in group contexts by managing conflicts in groups with supportive strategies.

- A compromise focused on achieving the group's goal should resolve the problem.

Tapping Prior Knowledge

Discuss the following questions about groups with your students.

Basic How many kinds of groups do you belong to? Which groups are voluntary?

Basic Why do you belong to certain voluntary groups? Help students discuss the needs met by various groups.

At Level What do you like about your favorite groups? Can their good qualities be replicated in other groups?

At Level When did a group you were part of solve a problem effectively? Explain.

Challenging What procedures do the groups you belong to follow?

Challenging What rules of behavior and procedure would you suggest for a group that is about to form?

Speaking of Technology

Many schools and businesses hold nationwide and worldwide meetings using open-source course management software. Educators create online courses complete with bulletin boards, forums, and meeting rooms. They speak to groups as a whole with the use of Internet tools, and individuals reply in a real-time virtual chat room. Collaboration is possible through the use of wikis or by accessing web pages for authorized users.

Websites

Online information about group dynamics can be found at http://managementhelp.org/groups/dynamics-theories.htm.

Chapter 12

The Power of Groups

The ability to function in a group is a fundamental life skill. People belong to and interact with formal and informal groups on a daily basis. These interactions fulfill both individual and group needs. They also fulfill other purposes, including social interaction and performance of a task.

ESSENTIAL QUESTION

What purposes and functions of groups make them so important?

Invite students to share the names of groups in which they participate. Write their replies on the board. To extend the activity, work with the students to classify the groups.

Chapter Project: Power to the Group!

Ask for a show of hands from students who are interested in signing up for an architectural tour of your community. Ask the students who raised their hands to identify whether they want to see residential, commercial, or industrial architecture. Four groups are now potentially formed, including one group that does not want to take a tour. Discuss these groups, their purposes, and their composition.

CAPS

Invite students to discuss the different roles people assume when they are part of a group. Ask: In what roles are you most comfortable? Do you prefer to be a leader, organizer, implementer, or some other kind of participant?

Objectives

- Understand the purpose and function of groups.
- Evaluate how group norms govern the way that people in groups interact.
- Recognize that different groups have different purposes.
- Evaluate the individual needs that groups fulfill.
- Analyze different types of groups.

The Power of Groups

ESSENTIAL QUESTION

What purposes and functions of groups make them so important?

Chapter Project: Power to the Group!

Think of the many groups you are a part of: your family, your class, maybe your school government, a club, or a team at work. You will continue to belong to groups during your whole life. This project will help you understand how a group is greater than the sum of its individual parts.

You will form a group with several classmates. You might be a group of diplomats debating responses to global warming, a committee to plan an all-school celebration, or any other type of group. Together, you will determine the group's purpose, the type of group it is, and how it qualifies to be that type of group. Your group will present a three-minute description of all the aspects of your group. Refer to the following CAPS guidelines as you work to meet this challenge.

The rubric on page 271 shows the traits on which your presentation will be evaluated.

CONCEPT	the ability to function effectively in a group is a fundamental life skill
AUDIENCE	classmates, teacher, and other group members
PURPOSE	to practice effective group communication.
SITUATION	a cooperative classroom discussion
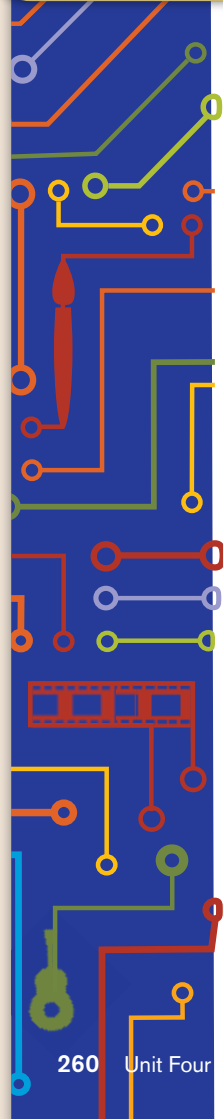
Pacing Guide

Pacing for a semester's study appears on p. 258.

Teacher Resource Binder

CIPack Handout J

Career Handout P

Activity Sheet	51
Worksheet	52
Critique Sheet	53
Test	54

Colleagues who regularly have lunch together make up one type of group.

Speak Up!

What groups do you interact with in a typical week? Write a quick list of as many as you can think of. Then, taking turns, share your list aloud with the class. Do you have similar ideas about the definition of the word *group?* Think about your list, and the lists of others, as you read this chapter.

Key Vocabulary

civic groups voluntary groups based on shared interests, concerns, and goals

professional groups groups based on the careers people have chosen

group norms standards of behavior expected from group members

formal group a group with clearly expressed group norms

informal group a group without clearly expressed group norms

command group a group resulting from the structure of an organization's departments

functional group a group that fulfills an ongoing function in an organization

task group a group formed around doing work or solving a problem

public group a group that meets in a public place and/or keeps written records

private group a group that meets in private

committee a group of members within a group who meet to consider a subject

subcommittee a small group within a committee that reports to the committee on their progress or findings

Visual Impact

Challenge students to analyze the characteristics of the group in this photograph.

Speak Up!

Discuss with students variations in composition, size, purpose, and activity of the groups they belong to.

Speak Up! Activity

Each chapter opens with a **Speak Up!** activity to excite and energize students.

Critical Thinking

Display photographs of a variety of groups ranging from people attending a professional conference to a group of kids playing baseball.

Interpret Challenge students to discern characteristics that are part of each group. Write their responses on the board.

Analyze Discuss with students how they would describe each group.

Evaluate Ask students which group or groups they identify with, and why.

Apply Have students discuss groups they admire and explain what is attractive about each of them.

Personal Message

Individual commitment to a group effort– that is what makes a team work, a company work, a society work, a civilization work.

–Vince Lombardi

Background for the Project

Discuss with students the groups they are required to be a part of as opposed to those they joined because they wanted to. How are the groups different? What do they have in common?

Groups in American Society

Discuss with students what activities are made possible or easier by groups. Challenge them to try to list all the groups that contribute to their activities in a single day.

Visual Impact

Ask students to share the largest group experiences they have been part of. Ask them to identify the purpose of the group and describe the prevailing mood. Invite them to describe how their own feelings were affected by the mood of the group.

Purposes of Groups

Have students work in small groups to determine the purpose of groups such as the ones below.

- Department of Sanitation
- Boy Scouts and Girl Scouts
- soccer teams
- National Wildlife Federation
- movie club
- AFL-CIO
- United Nations
- Spanish club
- Junior Achievement

BACKGROUND FOR THE PROJECT

Pages 262–269 will provide the information you'll need to complete this project.

Groups in American Society

Alexis de Tocqueville, a French political thinker, visited the United States when it was still very young. He observed American society closely and in 1835 published a book called *Democracy in America*. He believed that Americans' drive to form groups, or associations, set them apart from other countries. He wrote, "Americans of all ages, all stations of life, and all types of disposition are forever forming associations." He went on to say that knowing how to form groups is what makes progress possible.

Purposes of Groups

Americans do have a long history of forming groups that fulfill a variety of *purposes*. For example, people come together in book groups, scout troops, congregations, bowling leagues, block parties, and many other local associations. These kinds of associations are called **civic groups.** Membership is voluntary and based on shared interests, concerns, and goals. When people feel connected to one another, they are more invested in their communities than if they remain isolated. People united in concern about their neighborhoods or social problems can achieve much positive change.

In a similar way, **professional groups** bring members together who share interests, concerns, and goals based on the careers they have chosen. In the arts, A/V technology, and communication career cluster, there are a number of national organizations addressing the interests of industry professionals. Following is just a sampling of these organizations, which are all nonprofits.

- Business Professionals of America
- Telecommunications Industry Association
- International Association of Business Communicators
- National Communication Association

Many professional organizations hold an annual convention that brings together members from across the country to discuss industry concerns and sharpen their skills through professional development.

Differentiated Instruction

Students with Disabilities
Physical Disabilities Ask students to identify the contributions they make to each of the groups they are part of.

Struggling Learners Students might find it easier to consider how their individual needs are met by completing the sentences in the next column.

- I like being in the group because . . .
- Being in the group makes me feel . . .
- The group helps me . . .

Accelerated Learners Review with students the groups and purposes they described under Purposes of Groups at the left. Challenge them to expand their consideration of goals by identifying short-term goals the groups might use to reach long-term goals.

- Institute of Electrical and Electronics Engineers
- Association for Women in Communications
- Association of Information Technology Professionals
- American Communication Association
- National Association of Black Journalists
- Organization of Black Designers

These organizations and others like them can serve different purposes. One group might be dedicated to the advancement of the professions by following and sharing information on leading-edge technologies. Another might have the responsibility of setting professional standards and issuing certifications or licenses to qualifying members. Another group might represent the academic base of the profession where research is encouraged and disseminated.

Most national associations also have smaller groups within them. There might be regional chapters of an association, or there might be groups dedicated to a specific aspect of the industry.

KEY POINT

Identify the purposes of professional groups in the career cluster and in your chosen pathway.

Groups and Individual Needs

Groups provide benefits to not only the profession as a whole but also to individuals within the profession. The chart below shows some of the needs that various groups fulfill.

Individual Needs and Group Purposes	
Individual Needs	**Group Contribution to Meeting Individual Needs**
Belonging	A group can give individual group members a sense of being a part of something. Families often help us meet the need for belonging, as can clubs and other organizations. Many groups that represent professional interests give their members a sense of belonging to a larger body of similar workers.
Accomplishment	Some groups are set up to allow individuals to achieve specific goals. For example, the Future Business Leaders of America–Phi Beta Lambda provides real-life career training to its members. Members can feel both accomplishment and a sense of belonging in such a group.
Support	Sometimes individuals become members of a group to meet highly personal emotional needs. For example, many groups help people deal with grief or substance abuse problems.
Learning	A learning group satisfies individual needs for gaining new knowledge and skills. Technical user groups help members understand and learn more about the newest technology in their professions.

KEY POINT

Have students meet in their project groups to discuss how the purposes of professional groups differ from those of other groups to which they belong.

Groups and Individual Needs

Ask students to determine the individual needs met by each of the groups for which they identify a purpose.

Graphic Interplay: Individual Needs and Group Purposes

Challenge students to give examples of the needs fulfilled for them by being part of a group. Then ask them to suggest additional individual needs they feel such a group might meet. Encourage them to offer details or examples to support their suggestions.

☑ Checkpoint

Ask students to explain how a group they belong to meets their need for belonging, accomplishment, support, or learning.

Framing the Project

Have each group discuss and decide upon their group's purpose. Direct each student to identify one or more individual needs their group will meet.

Visual Learners Invite students to draw logos, crests, or trademarks to represent their favorite groups.

Cross-Curricular Connection

Social Studies Challenge students to create a relationship web showing the groups to which they belong, larger groups their groups are part of, and affiliate groups to which their groups are related.

People who study groups use a precise definition of them. They have determined that a group must meet one or more of the individual needs listed in the chart on page 263. In addition, a group must have each feature listed in the chart below.

Defining Features of a Group	
A Group Is	**Explanation**
a number of people . . .	Groups are made up of three or more people.
who interact with each other . . .	Members of a group must be able to talk to each other directly, often face-to-face. With a large number of members, this isn't possible. Hence groups, or the subgroups within larger groups, usually don't get much larger than 20 people.
who have standards and values that determine an individual's behavior . . .	The members of a group must share some standards for behavior. If they don't, the group will likely dissolve, or members who do not follow the group's standards will leave.
who share common interests or goals . . .	Members of a group share ideas, goals, or activities that keep them together.
and who see themselves as a group.	Even if people meet daily to communicate, if they don't perceive themselves as a group, they will not function as well as they could.

PROJECT PREP

With your **project group,** identify the purposes of professional groups in your area of interest. Note which ones have student memberships that might be of interest to you. Discuss how you could benefit from membership in such a group.

On the basis of this photograph, would you see the people seated at the table as having the defining features of a group?

Types and Functions of Groups

All groups share defining features and fulfill certain individual needs. All groups also have **group norms,** standards of behavior expected from group members. Any group that has been together for a while is likely to have clearly defined norms, and some of them can be fairly strict. Groups differ in the extent to which their norms are formally expressed.

Formal and Informal Groups

A **formal group** is one in which group norms are often verbalized. Often, the norms are written down so that they remain stable over time, and members can refer to them. Consider a group formed by the company to represent the employees' interests. This group probably has written norms and processes.

- One person puts together the agenda for each meeting and runs it.
- Anyone who will be absent must let group members know in advance.
- Everyone must bring paper and pen to the meeting.
- Everyone will get an opportunity to share his or her views and opinions.

These norms might be part of the group's rules, or bylaws. They might have developed over time, or they could have been set up when the group first formed.

Now imagine another type of group—say, five workers that eat lunch together every day. Here are some of the group norms that could develop.

- Members bring their lunches so they don't have to wait in the cafeteria line.
- Members do not talk about work-related topics.

What norms might be part of this group's behavior?

- Members always sit in the same order around the table.

The group might follow this pattern every day and never specifically talk about their group norms. That is, they could informally develop a set of behaviors, follow them closely, and enforce them entirely through nonverbal communication. Such norms can develop and change naturally over time. A group without clearly expressed group norms is called an **informal group.**

KEY POINT

Identify the types of professional groups that relate to this career cluster and your chosen pathway. Also, identify the group norms and processes these groups may have.

Ask students to analyze the group norms they and their friends have established. Which of these norms are unacknowledged? Which are the result of formal agreement?

Formal and Informal Groups

Invite interested students to develop bylaws for a group based on informal group norms.

Responding to the Caption

Affirm and write on the board all student responses. Then have the class as a whole rank them in order of likelihood.

KEY POINT

Students should recognize that there might be formal and informal professional groups. Invite students to explain how they might discover group norms in professional groups before they actually join a group.

Framing the Project

Ask students to discuss with their groups the advantages and disadvantages of being in a formal group as compared to an informal group.

Accelerated Learners Encourage students to compose a list of group norms they feel would be important to establish in an extracurricular team or club.

Verbal Learners Have students present a bill of rights and responsibilities for taking a communications class.

1. **Listen.** Play a tape of someone giving instructions to a group, perhaps a coach or a band instructor. Ask students to identify the group and the task as formal or informal and to discuss individual needs being met.

2. **Ask.** Have students discuss examples of things they might ask about in regard to a group's norms.

3. **Observe.** Ask students to discuss what they have noticed about successful communicators.

4. **Do research.** Share written minutes or records of meetings with students. Ask a volunteer to read a few of them aloud.

Graphic Interplay: Examples of Formal and Informal Groups

Challenge students to expand the chart by naming additional kinds of groups ranging from formal to less formal.

☑ Checkpoint

Ask students to identify the groups they belong to as task groups or social groups.

Imagine being newly introduced to either the employee council or the lunch group. How would you know how, when, and what to communicate? You would "read" the norms of the group.

1. **Listen.** By listening to a group critically, you can notice the norms they follow in expressing themselves. How long do they speak at a time? Do they tell jokes or personal stories?

2. **Ask.** Most groups have a norm that allows new members to break in with questions. You might want to ask an established member questions outside a group gathering.

3. **Observe.** Watch how others in the group act. Before they speak, are they recognized by the group leader? When speaking, do they make eye contact with everyone or just one person? Interpret your observations to understand the group norms. Communicate your observations to group members to confirm your understanding.

4. **Do research.** Formal groups might have written documents you could read, such as meeting records or a mission statement. People who are not part of the group may also give you background on the group.

A group's level of formality also affects its language, leadership, size, meeting time, and organization. The chart below shows some of these differences.

	Very Formal	Somewhat Formal	Somewhat Informal	Very Informal
Example	• Jury • School board	• Business committee • Community group	• Study group • After-work book club	• Post-game pizza party • Neighborhood picnic
Language	Tendency toward formal oral speech	←	→	Tendency toward informal, nonstandard speech
Leadership	Tendency toward formal titles and assigned duties	←	→	Tendency toward various people casually filling roles as needed
Group Size	Tendency toward a fixed size or range	←	→	Tendency toward a varying size as situations or occasions change
Time	Tendency toward regular meeting times and lengths	←	→	Tendency toward more flexible use of time
Order and Organization	Tendency toward use of rules and procedures, agendas	←	→	Tendency toward following common-sense rules of polite society

Differentiated Instruction

Students with Disabilities
Anxiety Disorder Point out to students that task groups allow members to avoid personal attention or social expectations and to focus on a job that must be done, but point out that a social group can help round out and fulfill individuals. Ask students to discuss their feelings about being in both kinds of groups.

Struggling Learners Direct students to use a Venn diagram to show which of the groups they belong to are task groups, which are social groups, and which are both.

Groups in the Workplace

Most groups in the workplace are formal groups. Following are some of the most common types.

Command Groups Almost all organizations have a number of command groups. A **command group** is a group resulting from the structure of the organization's departments. For example, a command group in a publishing company might be made up of the art director and all the people she supervises. The group is by its nature not made up of members with equal authority. The authority to "command" rests with the supervisor.

Functional Groups At the same time, that art department might be considered a **functional group,** just like the payroll department or the editorial department or the advertising department. Each department fulfills an ongoing function within the organization.

Task Groups In contrast, a **task group,** as its name suggests, forms around doing a certain task or solving a problem during a specified amount of time. For example, a task group at a publishing company might be made up of workers from different departments—editorial, art, marketing, and sales—to collaborate on the development of a new magazine. Or maybe that company wants to solve the problem of how best to get production work done. A task group would be assembled to study the issue and propose solutions. Task groups tend to value members who are focused, informed, and involved. Norms for task groups promote confronting issues and solving problems.

These book club members also work together. As they got to know one another, they realized they shared an interest in books and formed a social group.

Of course, there are also informal social groups in the workplace, people who enjoy one another's company and share interests. These groups may meet outside of the workplace as well, in a book club, for example. They may also gather routinely in the cafeteria or meet after work for an evening jog through the park.

PROJECT PREP

With your **project group,** create a list of group norms that might govern a command group. Then create another set of norms for a task group. Finally, create a set of norms for a social group. Share your lists with the rest of the class, and discuss similarities and differences among the three sets of norms.

Groups in the Workplace

Invite volunteers to identify examples of different workplace groups that are portrayed in books, movies, or TV shows. Ask them to explain how they identify each kind of group. Challenge them to discuss whether any of the characters in the work groups also belong to social groups together.

Visual Impact

Discuss with students the factors that make a book group a social group. When might it become a task group?

PROJECT PREP

After students have shared their lists of norms for the three kinds of groups, ask them how these norms are similar to or different from the norms of a social group. Why might coworkers enjoy being part of a social group together?

From the Field: Tips from Teachers

Accelerated Learners Challenge students to research and report on the bylaws for the United States Senate.

Kinesthetic Learners Invite volunteers to demonstrate possible greetings and behaviors that would coordinate with each level of formality in the chart on page 266.

"I like to show films that incorporate juries in action for my students. They can talk about the norms for a jury, the types of needs that are and aren't met by being part of it, how juries reach a decision, etc. Or you can ask students to suggest a film that involves a group, watch the film, and analyze it based on the group theory. You might also want to ask students to observe the norms of your city council or school board."

From the Field

Actual **tips from teachers** are included for additional support.

Communication in a Diverse World

Our Town in Compton

Discuss with students the challenges and rewards of identifying and relating to classic works of art. In what way are classics far removed from their own lives? How can they identify with classics in genres such as the following?

- plays (e.g., *Romeo and Juliet*)
- films (e.g., *Twelve Angry Men*)
- music (e.g., "Revolution" by the Beatles)
- books (e.g., *Catcher in the Rye)*

Invite interested students to work as a group to adapt a scene from a classic work so that it speaks to them and their peers.

Communication in a Diverse World

This common chapter feature explores similarities and differences in communication across cultures and genders.

Communication in a DIVERSE WORLD

Our Town in Compton

The low-income, racially diverse Southern California community of Compton had long been known as one of the most violent areas in the United States. Drive-by shootings were almost routine. But in 2002 at Dominguez High School, something special was happening.

The school hadn't put on a play in more than 20 years. It didn't even have an auditorium. However, English teacher Catherine Borek had a plan. She worked with a group of untrained students as they became a cohesive task group dedicated to presenting a play. She chose Thornton Wilder's 1938 play *Our Town,* which explores social relationships in a tight-knit town, Grover's Corners, New Hampshire.

Functioning as a cohesive task group was challenging. Students who barely knew one another suddenly found themselves playing each other's boyfriends or girlfriends or family members. Some students got frustrated at the amount of time and discipline required. Many saw little similarity between the fictional town and their own very real community.

Soon, though, the group took on a new life. Working together, members redefined their task. Instead of simply performing the play, they decided to personalize it to make it *their* town. They selected contemporary music to play under some scenes. They brought in photographs of family members and locations in Compton, including the graves of classmates who had been murdered, to project on the walls during the show. Through establishing group norms, the students began to know each other as individuals. And despite setbacks, their rousing production of *Our Town* opened on schedule and sold out every performance. The result was a spectacular success. And it brought a new auditorium—and a drama department—to Dominguez High School.

OT: Our Town *is a documentary film about Dominguez High School's production. Putting on a play can challenge the group communication skills of a cast.*

Differentiated Instruction

Students with Disabilities ADD/ADHD Have students discuss ways to cope with the distractions of either public participation in a group or observation of a group.

Struggling Learners Encourage students to analyze the distinct characteristics of private and public circumstances.

Public and Private Groups

If you're like most people, your behavior in private situations differs from your public behavior. Groups, too, have different characteristics depending on whether they are public or private. A **public group** meets in public, and its information is widely available. It often meets in front of an audience and has minutes, or written records, for people to review. Public groups are usually formal and include school boards, city councils, and public hearings. A **private group** meets in private, and information about its meetings is not widely shared.

KEY POINT

Public groups function differently and tend to have more rigid norms than private groups.

Some groups include both the private and the public levels. For instance, a **committee** is a small group of members within a group who come together to carefully consider a particular subject. A **subcommittee** is a smaller group formed within a committee. Often, a subcommittee meets in private and then reports its findings to the committee. These findings usually become public as soon as they are reported. The larger committee would normally then present the findings of their meetings publicly.

When a private group meets in public, the members' behavior may be different. In these situations, the give and take of a private group might seem confusing and disorganized to a larger audience,

"All right—who stole my gavel?"

so public groups usually have a written agenda and a set of rules. Imagine meeting privately with a group of colleagues to discuss the plans for an upcoming product launch. You will probably spend time brainstorming, rejecting as many ideas as you embrace. But when you present your ideas to the company, your communication will have fully formed ideas and decisions.

PROJECT PREP

With your **project group,** see how many different types of public groups you can name. Then try the same thing with private groups. Keep track of all the groups you name.

Public and Private Groups

Play for students a clip from *The Jamie Kennedy Experiment,* and discuss how the people on the show changed their behavior once they knew they were on camera.

KEY POINT

Challenge students to translate a class discussion into a formal set of minutes that could serve as a public record of the interchange.

Visual Impact

Have students discuss how committees might have been able to address current ethical issues in the local or national news.

PROJECT PREP

Remind students that most public groups have committees or subcommittees that meet in private.

Accelerated Learners Have students research and report on well-known people who spoke private thoughts in public when they thought no one could hear them. What impact did this have on their careers?

Auditory Learners Encourage students to demonstrate how they speak on the phone with friends and with their friends' parents. Point out that conversations with friends are often private, while conversations with parents tend to be more formal and appropriate for a general public.

Preparing the Project

Ask students to join their groups and initiate a formal planning session.

Make Connections

Encourage students to make a master list of individual and group needs that have been met by groups they belong to and then categorize those needs under the headings:

- belonging
- accomplishments
- support
- learning

Focus

Have students in each group decide upon the group and individual needs their project group should meet.

Plan

After brainstorming, ask students to choose a social or task group that will meet the needs they decided upon.

Develop

Suggest to students that they assign to group members the tasks and roles each member would most enjoy. If two or more members want a task, they can devise a way to share it.

Practice

Have students rehearse and then identify what does and does not make the group sound appealing to join.

Presenting the Project

Recovering From Stumbles

Encourage students to imagine that their audience contains at least a few people who are looking for a group like theirs. Explain that if they think of their presentation as a mission to make their group available to others, they are less likely to be nervous.

PREPARING THE PROJECT

Begin your project by looking back at the **Project Prep** activities in this chapter and using the directions below.

Make Connections

Discuss with your classmates the new information you learned about groups. Share your personal accounts of roles you have played in group communication. Identify types and purposes of professional groups. Then summarize:

- the definition of *group*
- the needs that groups fulfill
- the differences among types of groups

Focus

Review your group project: forming a type of group and identifying its defining features.

Plan

Brainstorm ideas about what type of group you and your classmates will form. Ask yourselves:

- What is our group's purpose? Who do we each represent?
- What specific task will we perform?
- Where and how often will we meet?
- What are some of the group norms of behavior we will use?

Develop

Divide the tasks of the presentation among group members. Figure out who will identify the group and introduce members, who will explain the group's purpose, and who will describe the group's norms. Give each group member a role.

Practice

Practice until each group member feels comfortable with his or her part. Time the presentation and if you are running long, work together to cut back.

PRESENTING THE PROJECT

Use the strategy that follows to help make your presentation as good as it can be.

Your group should now be ready to present the project: forming a group and describing its basic operations. Go over the CAPS guidelines on page 260 and the rubric on page 271 to make sure that your project meets the requirements.

Recovering From Stumbles

Mistakes can happen in performance that don't happen during rehearsal. You might suddenly stumble over words or draw a blank. Don't panic. Take a deep breath and relax your face. In a moment you're likely to be fine. If someone else has an attack of nerves, be supportive! Don't gesture or whisper comments; just help your team member get back on track.

Differentiated Instruction

ELL/LEP Invite students to perform bilingual or multilingual presentations, depending on the number of languages spoken by group members.

Struggling Learners Allow students to perform the number and kinds of roles that best contribute to the group's performance.

Visual Learners Encourage students to offer handouts and other visual aids to accompany their presentations.

EVALUATING THE PROJECT

Evaluate the presentations using the following rubric.

Score how well the group described its basic operations, with 4 being "outstanding" and 1 being "needs much improvement." Come up with an overall score and write a brief paragraph that explains your score.

Understanding of the Group Communication Process	Demonstration of the Group Communication Process	Creativity and Originality	Preparation and Use of Time
4 Presenters showed insight into the group communication process.	**4** Demonstration helped illuminate the group communication process.	**4** Presentation was unique and interesting.	**4** Presentation flowed smoothly and stayed within the time limit.
3 Presenters understood the group communication process fairly well.	**3** Demonstration somewhat helped illuminate the group communication process.	**3** Presentation was unique and fairly interesting.	**3** Presentation progressed fairly smoothly and stayed within the time limit.
2 Presenters did not seem to understand some elements of the group communication process.	**2** Demonstration helped illuminate the group communication process only a little.	**2** Presentation was not unique but was fairly interesting.	**2** Presentation had a few awkward moments and went a bit over or noticeably under the time limit.
1 Presenters misunderstood much of the group communication process.	**1** Demonstration did not help illuminate the group communication process.	**1** Presentation was neither unique nor interesting.	**1** Presentation was not smoothly executed and went well over or significantly under the time limit.

Evaluating the Project

Remind students to evaluate presentations based on their communication about their groups and not on whether they would like to join a particular kind of group.

Rubric Revamp

Ask students to use column three as an opportunity to highlight the most interesting detail in each group's presentation.

Project Planning

Each chapter project follows a formalized planning process
- **Preparing**—incorporating the Project Prep activities from the chapter
- **Presenting**
- **Evaluating**—including a useful rubric

Performance Rubrics

Students use the detailed rubrics to evaluate the project presentation.

Substitute Teacher Activity

Accelerated Learners Allow each group to develop a credits list so that every student is challenged according to his or her ability and credited for his or her contributions.

Have students form groups according to their interest in the topics below, and ask them to develop an agenda for that topic.

- gasoline-free automobile engines
- renewable energy
- public transportation
- government spending
- healthcare
- nature conservancy

Is This Job for Me?

Dancer

Ask students to share their personal experiences of watching dancers, whether in person or in filmed performances. Draw out as many types of performances as possible and list them on the board. Not all performances need to be professional. Discuss how often they have observed the ways dancers work in groups. Then invite students who have experience as dancers to share what is involved in the work, including the amount of training and preparation required before performances. Ask these students whether they focus on one particular type of dance or a variety of styles and what motivated their choices. Encourage them to share the challenges of moving as a group. Invite them to share their thoughts on pursuing dance as a career.

Tell students that because of the strenuous nature of dance, injuries are a concern, and many dancers stop performing in their late thirties. For this reason, some dancers make the transition to being teachers or choreographers. Explain that choreographers are the people who design dance routines, choose music for the routines, audition dancers, and teach them the movements of a particular routine. Discuss with students why almost all choreographers start out as dancers.

Educational Requirements Explain that dancers who teach in schools and colleges must have college degrees to meet certification requirements. Dancers who teach in studios or conservatories do not always have degrees.

Personal Traits Encourage students to compare and contrast the athleticism involved in dance with that required in professional athletics.

Industries

Have students review the chart. Discuss with them how the growing interest in dance in popular culture along with new technologies have created new career opportunities in dance.

SEARCH   Dancer

Some jobs in the performing arts depend almost entirely on coordinating with others in a group. A dancer is one such career. Dancers perform coordinated movements to music to express ideas and convey stories. There are many forms of dance, including ballet, tap, jazz, tango, and modern dance. Dancers perform in a variety of settings from dance companies and musical theater to film, online videos, and entertainment venues. Being a dancer is a competitive, physically demanding career. Many dancers become dance teachers and choreographers later in their lives. More dancers and choreographers work in schools than in any other single field. The foundation elements of this career field are analyzed below.

Educational Requirements Most dancers have years of formal training. Students may begin studying ballet as early as the age of five. Modern dancers usually begin their training as teenagers. Training is available through dance companies and conservatory programs as well as dance schools. Some dancers, especially those who want to work in schools, have bachelor's degrees in dance through departments of theater or fine arts.

Personal Traits *Creativity* and *athleticism* are key traits of dancers. If you are naturally drawn to self-expression through body movement, you might be interested in this career. Another trait associated with this career is *persistence*. Dancers have to commit to years of training and practice in the face of rejections as they pursue their career.

The chart on the next page shows the communication skills required for this job.

Industries	What You Would Do
Performing Arts Companies	Audition for roles or jobs with a company. Learn, practice, rehearse, and perform dance routines for live audiences, including in musical theater.
Education	Teach students a variety of dance styles. Create and coordinate performance opportunities, such as dance recitals or musical theater numbers.
Video	Learn, practice, rehearse, and perform dance routines for TV, music videos, and online videos.
Amusement	Learn, practice, rehearse, and perform dance routines at theme parks or casinos or on cruise ships.

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Differentiated Instruction

Kinesthetic Learners Have students work in small groups to create a routine of coordinated movement to communicate a message. The routine doesn't necessarily have to look like a dance but should reflect the type of expressive group movement that is characteristic of dancers. Students may choose a scene from a favorite story or a more practical message. Allow groups to present their routines to the class.

ELL/LEP Have students work in pairs or small groups to create a presentation about dance styles that are common in their native culture. Students may use images or demonstration and should include as much English explanation of the dance as possible.

Communication Skills Required for Dancers	
Active Listening	Dancers must listen to choreographers and directors and to a variety of music to perform dance routines correctly.
Nonverbal Communication	Dancers use body movement and facial expression to express ideas and stories.
Teamwork	Dancers generally work in groups and must collaborate with choreographers and fellow dancers and coordinate their movements with others.

Dancers may have several effects on audiences. These performing artists powerfully communicate ideas and stories through movement alone in a dance performance or combined with singing in musical theater. Dancers may inspire awe in members of an audience who marvel at their strength, flexibility, and fluidity. Because dance is nonverbal, it communicates across cultures and languages. Dance is an important part of popular culture and new media provides dancers with new opportunities to communicate.

Apply Your Career Knowledge

1. **Analyze Group Power** Attend a performance of a local dance group or watch a performance online. Notice how the dancers coordinate their movements as they perform. Write a review of the performance that focuses on the ways that dancers work as a group. Post it on a website used by your classmates.

2. **Research Education and Training** Explore opportunities for education and training as a dancer by using the website of the National Association of Schools of Dance for research. Share the results of your research in a PowerPoint presentation. If you are interested in this career, include all dance education and training that you receive on your resume.

3. **Compare Communicative Effects** Attend a live performance of *The Nutcracker* ballet or watch some of it online. Then write a brief essay comparing the communicative effect of watching the ballet with the effect of reading the story (or a summary of) *The Nutcracker and the Mouse King*.

Accelerated Learners Invite interested students to write a blog post on one of the following topics related to careers in dance.

- Compare the education, training, and career paths of successful dancers in two different genres or fields of dance, such as ballet and musical theater.

- Analyze the role of dance in popular culture and its relationship to careers in dance.

- Trace the transition from dancer to choreographer based on the careers of at least two choreographers.

Visual Learners Invite interested students to work in small groups to create a multimedia presentation on different styles of dance. Encourage students to include information on famous dancers who represent different styles along with some information on their career paths.

Communication Skills Required for Dancers

Ask students to review the chart. Discuss some specific ways these skills are practiced by dancers. Ask students the difference between listening to verbal direction and listening to music. Similarly, how are dancers engaged in teamwork while preparing for a performance and during a performance? Then have students compare the role of nonverbal communication in dancing and acting.

Invite students to share ways that different dance performances they mentioned earlier affected them as viewers.

Visual Impact

Ask students how the photograph shows dancers working as a group. Then invite them to discuss the communicative effect of the image.

Apply Your Career Knowledge

1. Student reviews should include description, analysis, and evaluation of the performance and include reference to dance as a group activity. Students may wish to read some dance reviews online to get ideas for how to frame their writing.

2. Student presentations should include an overview of the different types of organizations that offer education and training, ranging from training offered by dance studios and dance companies to dance conservatories and colleges.

3. Look for student essays to reflect the visual way that the ballet communicates compared to the verbal descriptions in the written story.

Is This Job for Me?

Each chapter explores a career and key career-related skills.

Debriefing

Lead students in a discussion of strategies they have used to keep a group on task. Invite students to share organizational tips or statements that helped their groups function effectively.

Using Vocabulary Words

Answers will vary. Following are a sampling of possible answers.

1. A *civic group* is a voluntary group based on shared interests, concerns, and goals. Example: a Chamber of Commerce for a town.

2. A *committee* is a group of members within a group who meet to consider a subject. Example: members of a Chamber of Commerce with businesses in one shopping area.

3. A *formal group* is a group with clearly expressed group norms. Example: a political party

4. *Group norms* are the standards of behavior expected from group members. Example: book group members should read the books.

5. An *informal group* is a group without clearly expressed group norms. Example: four friends who get together every Friday night.

6. A *professional group* is a group based on the people's careers. Example: a dental association

7. A *private group* is a group that meets in private. Example: a group of old car owners

8. A *public group* is a group that meets in a public place and/or keeps written records. Example: Congress

9. A *command group* results from the structure of an organization. Example: art director and staff artists.

10. A *subcommittee* is a smaller group formed within a committee to investigate a subject. Example: a budget committee in Congress.

11. A *task group* is organized around accomplishing a particular task or tasks. Example: a group of employees who plan a company party.

Chapter 12 Review

Using Vocabulary Words

For each of the following terms, answer these questions:
- What is it?
- What is an example?

1. civic group
2. committee
3. formal group
4. group norms
5. informal group
6. professional group
7. private group
8. public group
9. command group
10. subcommittee
11. task group

Reviewing Key Ideas

1. Identify the types and purposes of professional groups.

2. What are the necessary elements for individuals to be considered a group?

3. What are group norms and how do they influence communication decisions?

Reflecting on Your Project

Groups allow face-to-face interaction. What part did direct communication play in your group's ability to present your project?

Responding to the Essential Question

Use the headings in this chapter and your understanding to help you write a concise, one-paragraph response to the question, "What purposes and functions of groups make them so important?"

Extending Your Understanding

Everyday Life

1. Classes are group meetings. Some function as formal groups with norms established by the teacher. Others are less formal with few teacher-established norms. Hold a group discussion to determine which of these class formats is more likely to lead to learning. Identify advantages and disadvantages of each approach.

2. Identify the functions that groups serve in your life. Focus your answer on how these groups meet your needs and the needs of other group members.

3. Generalize about the kinds of groups you belong to now. Then make predictions about how your group memberships might change as you get older.

In the Media

4. Observe one of the group discussions that usually are broadcast on Sunday morning news programs or on C-SPAN. Notice the roles played by the individuals. Based on what you

---

Reviewing Key Ideas

1. Professional groups bring together people who share interests, concerns, and goals based on their chosen career. These groups may have different purposes, such as advancing the profession or setting standards.

2. A group involves more than two people, direct communication, norms for behavior, and members who share common interests or goals and see themselves as a group.

3. Norms can be either positive or negative. Sometimes people behave according to a standard of behavior that helps the group to function better. But sometimes the group develops norms that do not allow for cohesion; in these cases the group tends to function poorly.

Reflecting on Your Project

Answers will vary. Students may say that the ability to communicate directly allowed them to give feedback to one another, to make decisions about who would speak when, and

see, determine why you feel the individuals have been invited to participate in the group.

5. Pay attention to the group communication in the movies or TV shows you see. Make a list of the different types of groups.

Research

6. Use a variety of sources, such as websites, books, and encyclopedias, to research the definition of *group communication*. Then write a complete definition to present to the class.

7. Interview a family member about the groups he or she belongs to or has belonged to in the past. Ask questions to find out these groups' types and purposes, as well as their norms. Ask your interviewee if all the norms were verbalized. Take notes or make an audio recording. Then write up your interview using a dialogue format. For example:

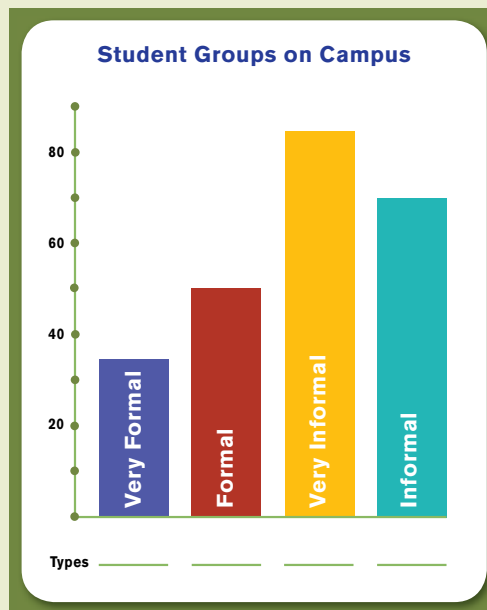> **Carmen**: What was your favorite group of all time?
>
> **Aunt Jo**: It was probably the other nurses I worked with when I was in the Army.

Interpreting Graphics

On a separate sheet of paper, fill in the blanks at the bottom of the chart to the right with an example of a group activity that fits into each category.

Additional Projects

1. **Group Project:** Act out a first meeting of the group you created in this chapter's project. For the class, have a discussion to establish your group's norms both verbally and nonverbally. Ask your classmates to identify the nonverbalized norms.

2. **Individual Project:** Attend a meeting of the student council, the school newspaper, or another formal group within your school. Write a summary of the communication that takes place, paying special attention to the impact of the formal nature of the group.

Student Groups on Campus

Bar chart with y-axis labeled in increments (20, 40, 60, 80) and bars labeled Very Formal, Formal, Very Informal, Informal. X-axis labeled "Types" with blank lines below each bar.

In the Media

4. Answers will vary, but many students may point out that these shows are set up for maximum levels of disagreement or conflict among the participants. Encourage them to think about whether their chosen show's participants were listening and responding to one another or simply discussing the ideas they came in with.

5. Students' lists should encompass a variety of types of programs or films. Each student should be able to list examples of formal and informal groups, workplace and social groups, and committees and/or subcommittees.

Research

6. Answers will vary but should reflect an understanding that group communication involves people sharing interests or goals for pleasure and/or to accomplish a task.

7. Dialogues will vary. Make sure students use the dialogue format, and remind them to take down their family member's words verbatim.

Interpreting Graphics

Very Formal: student council

Formal: Earth Day planning committee

Very Informal: pizza with friends

Informal: discussion in class

Additional Projects

1. **Group Project:** Encourage students to be very specific about their group's norms and to think about how these norms might develop within the group. Also, ask them to explain what the norms might accomplish and whether or not they represent planned behaviors or simply responses that evolve over time.

2. **Individual Project:** Summaries should be complete and should reflect the meeting's subject and content, as well as reflect concepts students learned in the chapter.

Responding to the Essential Question

Answers will vary. Sample answer: Groups communicate by sharing a common purpose, by members meeting face-to-face, and by members establishing norms. Communication can be formal or informal, public or private, or social or task-oriented.

Extending Your Understanding

Everyday Life

1. Answers will vary, but students should use information from the chapter about the various contexts of formal and informal group setups.

2. Answers will vary. Students may focus on social groups, task groups, or both. Encourage them to be specific about their experiences and responses.

3. Students may disagree about whether their current social groups will change as they get older. Encourage them to be specific about their interpretation of their groups'—and their own—behavior and communication.

Culminating Activities

The activities on these two pages offer career-related, real-world applications for using communication strategies. They also provide opportunities for:

- exploring the role of gender in communication
- increasing media literacy and expression
- reflecting on the unit's learning
- synthesizing new learning with prior knowledge and experience

Workplace Workout

Have students imagine an ad that would convince young people to vote. Where would they place such an ad? Do classmates agree on the ad placement? Next, have students read about the ad agency confrontation on this page.

What Went Wrong? Students might identify the following as what went wrong: Amber didn't create an agenda and share it with the group. She didn't open the meeting with a recap of the committee's last meeting, its goals, and the issues they agreed upon. Zach used an *ad hominem* attack, and Soledad didn't listen to anyone. Amber did not act as a facilitator but as a dictator. Julia and Rokeem quit the group rather than trying to work things out.

Make It Right Students might suggest the following to improve the communication: The group should develop formal group norms. Members should make formal proposals and limit the number of comments they can make. Members should restrict their comments to issues and never attack one another. The group should put a decision-making process in place.

Evaluation Checklist

___Formal group norms were followed.
___A decision-making process was applied.
___Facilitation was fair and on-target.
___Communications centered on the issues.

Culminating Activities

In this unit you have explored group communication: the power of groups, group dynamics and roles, and group discussions. The activities on these pages will help you apply your understandings to situations in everyday life.

Workplace Workout

Planning a media campaign to encourage young people to vote, the interns at the advertising agency faced a conflict. They could not agree on which types of media to use in the campaign. Amber, the committee leader, decided that they had to reach a resolution in their next meeting.

The meeting began with an argument between Rokeem and Julia. Rokeem said that in the previous meeting the committee had decided not to produce radio ads, but Julia claimed that no such decision had been reached. Zach said it was ridiculous to waste time on that argument anyway; the Internet was obviously the only type of media they should use. Soledad kept interrupting everyone. When the meeting had run over the allotted time, Amber exclaimed, "We're using the Internet and TV. And that's final!"

"And you can count me out," said Julia and Rokeem simultaneously.

What Went Wrong? With a partner, reread the scenario aloud, keeping in mind what you have learned about group roles, effective leadership and participation in group discussions, and working toward a resolution. As you read, stop after each sentence and discuss what the committee member(s) did wrong. Take notes on your discussion.

Make It Right With your partner, create an action plan for the committee to help the members hold effective meetings and reach a resolution in the future. Present your action plan to the class, and explain the reasons for each element of your plan.

Differentiated Instruction

Accelerated Learners As they analyze the effectiveness of a local, state, or national leader, remind students to evaluate the group roles that the leaders and the people who work for them play. By analyzing the effectiveness of the leader in his or her role, students can analyze the figure's overall leadership capabilities.

Kinesthetic Learners Invite students to produce a live or videotaped parody of an interview between a leader and an interviewer. Suggest that they exaggerate the leader's speech style and verbal patterns for comedic purposes. Remind students to keep their parodies tied to actual words, gestures, and actions of the leader they want to parody.

GenderJourney

The merits of single-sex versus coed education have been the subject of much research and discussion. Hold a class debate about the issue. To develop reasons and gather evidence for your argument, your team should create a questionnaire and ask an equal number of males and females whether they think boys and girls tend to play different roles and behave in different ways in groups. Research the issue using library and Internet sources as well. To present a strong argument, be sure to support all of your reasons with evidence.

Media Master

Choose a local, state, or national leader, and analyze the way this leader is portrayed in the media. Do you think the media's image of this leader is fair and accurate, or is it biased? Write a script for a short documentary aimed at a high school audience in which you communicate your image of this leader. Focus on how effectively the leader motivates his or her group to function productively. (See page 489 for documentary elements.)

OWN IT!

Think about Nitin Nohria's statement at the beginning of Unit 4: "Communication is the real work of leadership." (See page 259.) Reflect on what you have learned in this unit, and think about groups to which you have belonged. They could be classes, religious institutions, volunteer organizations, or informal groups. How accurately does Nohria's statement reflect the experiences you had in your groups? Write a brief essay using Nohria's quote as a starting point and your experience as the supporting material.

Chapter 14   Culminating Activites   **317**

Graphic Learners Ask students to create a flowchart showing how a meeting should progress according to one of the processes for professional groups, such as solving problems, following an agenda, or building consensus. Students may use a sample topic in order to show how ideas are introduced, discussed, and treated over the course of a meeting.

Gender Journey

Remind students that they will use both survey techniques and research to gather information. Direct them to ensure their credibility by carefully crafting questions that are free of bias and do not contain leading statements.

Discuss with them the results of their research. Ask how many of each gender responded in these ways:

• perceive bias against their gender

• perceive bias toward their gender

• perceive fairness applied to each gender

• more comfortable in single-gender classes

• more comfortable in conventional classes

You may want to share with students the following studies:

Bracey, Gerald W., "The Success of Single-Sex Education Is Still Unproven," *Education Digest* (Feb. 2007) 72:6, pp. 22-26.

Damani, Bijal, "In a Class of Their Own: Are Single-Gender Classrooms the Answer?" *Education Update*, ASCD (Apr. 2011) 53:4.

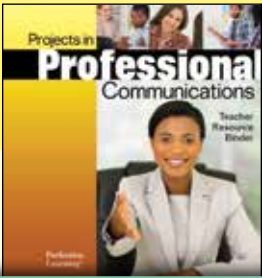Sharpe, Wesley, "Single-Gender Classes: Are They Better?" *Education World* (2002).

Media Master

Before they begin work on their documentary scripts, direct students to gather statements by the public figure they chose and record media responses to these statements. Have students use their research to support the thesis of their documentary. Then have them evaluate the media's portrayal compared to the leader's actual style.

Own It!

Encourage students to "explode" Nohria's statement by writing a quote, explanation, or comment related to each important word in the statement. Direct them to make each word or phrase a live link to the commentary they have developed in response to it.

Chapter Support

Finding a Job

Review pages 58–59 of your textbook. Note that three key skills in fi
and selling.

Networking. Fill in the chart below about groups or organizations y
church, sports), members of those groups who might help you atte
of your choice, and specific ways those people might help.

Groups	People You Know	How
	1) 2) 3)	
	1) 2) 3)	
	1) 2) 3)	

Researching. Visit one or more of the job sites mentioned on page 5
one you described on your "Success in the Workplace" handout. Wr
lines below.

_____

_____

_____

Selling. What are your special strengths and skills? Write a succinct
tive employer. Since you are still getting your education and experie
make you a standout.

_____

_____

_____

Creating a Cover Letter

Review page 253 of your textbook. Find a job on one of the job sites, such as Monster or Indeed, and write a cover letter for that job to accompany your resume. Adapt the following model as needed.

Your Street Address
Your City, State ZIP
Today's Date

Name of Person at Company
Title of Person
Street Address of Company
City, State ZIP

Chapter Name _____ Date _____

12 Critique Sheet: Power to the Group!

Names of Classmates in Group Evaluated

_____ _____

_____ _____

_____ _____

Part 1 Take Notes.

Use the space below to take notes during your classmates' "Power to the Group!" presentation.

_____

_____

_____

Part 2 Evaluate.

Rate the performance by checking the appropriate boxes in the chart below.

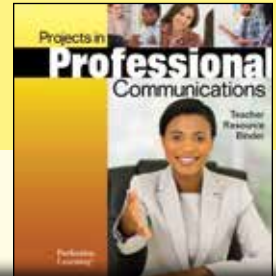| Ask Yourself	1 Needs Much Improvement	2 Needs Improvement	3 Average	4 Above Average	5 Outstanding
Did the presenters work together collaboratively?					
Did the group fit the type the members selected?					
Did the presenters create a group with a strong purpose?					
Could you see how the group purpose would be fulfilled?					
Did the presenters make good use of their time?					

Part 3 Give an Overall Score.

Using the information above, give this group an overall score on a scale from 1 to 5. Use 1 for "Needs Much Improvement" and 5 for "Outstanding." _____

Part 4 Explain the Score.

On a separate sheet of paper, write an explanation of the score you gave your classmates. Include constructive comments on both the strengths and weaknesses of the presentation.

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Chapter Support

The Teacher Resource Binder includes reproducible blackline masters of
- chapter activities
- career handouts
- presentation rubrics
- chapter and unit tests

Teacher Resource Binder

ExamView Assessment Suite

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Chapter

Name _____ Date _____

12 The Power of Groups Test

Matching 5 points each For each kind of group listed in the first column, choose the best description from the second column.

_____	1.	civic	a. formed for attention, entertainment, o
_____	2.	professional	b. formed around shared interests, conce
_____	3.	formal	c. open to others
_____	4.	informal	d. formed to advance an industry and its
_____	5.	social	e. not open to outsiders
_____	6.	task	f. without clearly expressed group norms
_____	7.	public	g. reports to a larger group on an assigne
_____	8.	private	h. a group within a group
_____	9.	committee	i. expressly for doing work or solving pro
_____	10.	subcommittee	j. having clearly expressed group norms

Short Answer   10 points each Answer these questions in two or three complete ser

11. What individual and social needs do groups meet?

_____

_____

_____

_____

12. Explain the five defining

_____

_____

_____

_____

Essay   30 points Use a separa
paragraphs.

13. Describe the types and p
career cluster. Give speci

What do you want to do?

TURNING technologies — EXAMVIEW TEST GENERATOR

- Create a new test using a wizard
- Access ExamView Cloud
- Create a new test from scratch
- Create a new question bank
- Open an existing test
- Open an existing question bank

Close

Class Learning Focus Report

Learning Focus

Don Anello
Central High School

Professional Communications   Total Students: 18

Category: Benchmark
Term: All
Focus Range: 0% to 69%
Proficiency Target: at or above 70%

Learning Objective	# Items	0% 50% 100%	# Students In Range	Proficient	Class Average
Analyze how proxemics are affected by culture, gender, and work or social contexts.	2	◆	6	12	72.2%
Analyze the effects of nonverbal communication, such as mannerisms.	2	◆	4	14	84.1%
Interpret types of nonverbal communication, including facial expressions, eye contact, gestures, posture, movement, and appearance.	9	◆	5	13	81%
Take the self, the listener, and the task into account to establish a standard for communication decisions.	1	◆	1	9	60%

Note: The shaded area shows the performance for the median 70% of the students in your class. For example, if there are 20 students in your class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores for 14 students (70%) would be represented. The diamond (◆) shows the actual class average.

Assessment—ExamView® Chapter and Unit Tests

ExamView® test generator software provides the ability to **create custom tests and generate performance reports** by student, class, or learning objective.

All chapter and unit tests from the Teacher Resource Binder are included.
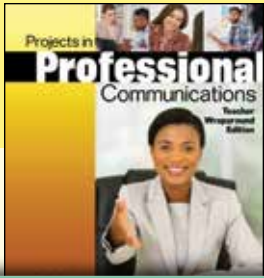
Online Teacher Edition

Classroom Presentation Tools

Includes hundreds of PowerPoint slides for content reinforcement of each lesson.

Speak Up! — Chapter 1 – p. 171

Speak Up!

What do you say when someone says, "Hi! How are you?" Your answer may depend on who's asking. Explore how you tailor what you say to the social context. List the different people you're likely to meet on an average day. Think about how you would respond to each one's greeting.

Person Who Asks "How are you?"	Your Response
An adult coworker	
The school bus driver	
A good friend	

Purpose in Interpersonal Communication — Chapter 8 – p. 174

PROJECT PREP

With your **project partner,** create two versions of a 15-second scene showing how situation and purpose affect communication choices. Think of a professional situation to use for both scenes, but change the purpose in the second version. Write or act out your scenes.

Communication in a Diverse World — Chapter 8 – p. 179

Men tend to gesture away from their bodies.

Communication in a Diverse World — Chapter 8 – p. 179

Women tend to gesture toward their bodies.

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Evaluating the Project — Chapter 8 – p. 193

Understanding of Channel	Effective Communication	Creativity and Originality	Preparation and Use of Time
4 Presenters skillfully demonstrated the importance of channel in interpersonal communication.	**4** Presenters modeled use of effective communication skills throughout.	**4** Presenters found a creative and unique way to complete the project.	**4** The presentation flowed smoothly and stayed within the time limit.
3 Presenters demonstrated the importance of channel in interpersonal communication but left some things unclear.	**3** Presenters used a number of effective communication skills.	**3** Presenters showed creativity in the project.	**3** The presentation progressed fairly smoothly and stayed within the time limit.
2 Presenters did not clearly demonstrate the importance of channel in interpersonal communication.	**2** Presenters used only a few effective communication skills.	**2** Presenters showed creativity in some parts of the project but other parts were less inspired.	**2** The presentation had a few awkward moments and went a bit over or noticeably under the time limit.
1 Presenters did not address the issue of channel.	**1** Presenters did not model effective communication skills.	**1** Presenters did not demonstrate creativity or originality.	**1** The presentation was awkward and went well over or under the time limit.

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Companion Website

Body Language at Work and in Business: Tips for Better Communication

0:27 / 2:08

The Communication Quiz

Instructions

For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score in the 'wrong direction'. When you are finished, please click the 'Calculate My Total' button at the bottom of the test.

15 Statements to Answer	Not at All	Rarely	Some-times	Often	Very Often
1 I try to anticipate and predict possible causes of confusion, and I deal with them up front.	○	○	○	○	○
2 When I write a memo, email, or other document, I give all of the background information can to make sure that m understood.					

Common Interview Questions

During a job interview, you will be asked about your qualifications, experience, and attitudes.

Being prepared is the best way to make sure you ace an interview. You will also have the chance to ask your own questions.

Questions You Might Be Asked

All interview questions are really the same question: Why should we hire you? Your task is to answer them in a way that convinces the potential employer that you are the right person for the job.

○ **Tell me about yourself.** This question is often used to break the ice. The important thing to remember is to keep the answer brief and make sure that it relates to the job.
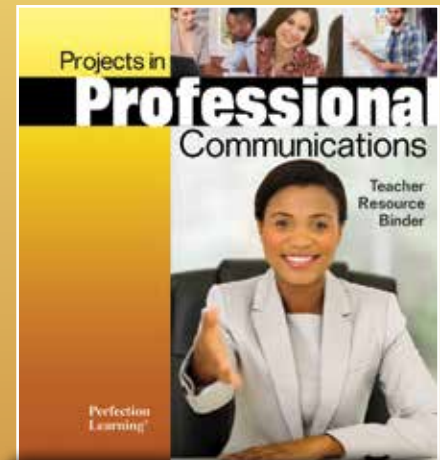
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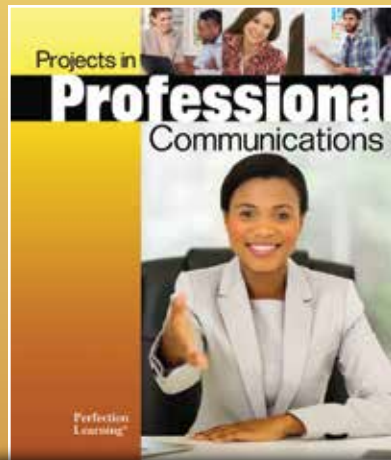
Student Edition
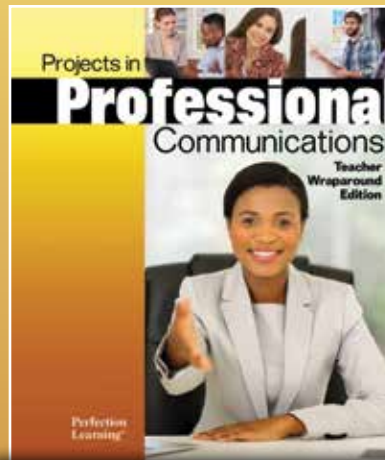
Teacher Wraparound Edition

Teacher Resource Binder

Help students prepare for the demands of communication in today's workplace

A comprehensive overview of professional communications—its history, the role of technology, ethics and responsibilities, the economic foundations of the communications industry, and a chance to determine where students' interests lie.

Engaging, learn-by-doing projects help students gain mastery of workplace communications skills as they explore

- communications careers
- purposes and ethics of professional communications
- effective interpersonal communication
- productive group interactions and problem solving
- understanding purpose, audience, and occasion
- finding and evaluating sources
- putting technology to work in oral, written, and digital presentations

Online access available for all program components.