

**Activities/  
Resources  
for  
Unit II  
Outcomes**

# **Activities/ Resources for Outcome #1**

## **Communication Resources**

***Starting Out! Adult Education Edition: Charting a Successful Life Course.***  
McGraw Hill Companies, Inc., 2011.

<http://www.cnr.berkeley.edu/ucce50/ag-labor/7article/article40.htm>

<http://crs.uvm.edu/gopher/nerl/personal/comm/e.html>

## **Link for Activities**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/105/Communication-Skills.aspx>

## **Barriers to Communication**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/631/Communication-Exercise-Communication-Barriers.aspx>

## **Types of Language: Slang**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/633/categoryId/98/Communication-Exercise-Watch-Your-Language.aspx>

# **Activities/ Resources for Outcome #2**

## **Nonverbal Communication**

### **Nonverbal Cues**

[http://helpguide.org/mental/eq6\\_nonverbal\\_communication.htm](http://helpguide.org/mental/eq6_nonverbal_communication.htm)

[http://findarticles.com/p/articles/mi\\_m4467/is\\_4\\_55/ai\\_73328864/](http://findarticles.com/p/articles/mi_m4467/is_4_55/ai_73328864/)

<http://online.wsj.com/article/SB10001424052970203863204574348493483201758.html>

### **Links for Nonverbal Activities**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/120/Body-Language.aspx>

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/821/categoryId/105/Non-Verbal-Awareness-Exercise-Use-Your-Senses.aspx>

# **Activities/ Resources for Outcome #3**

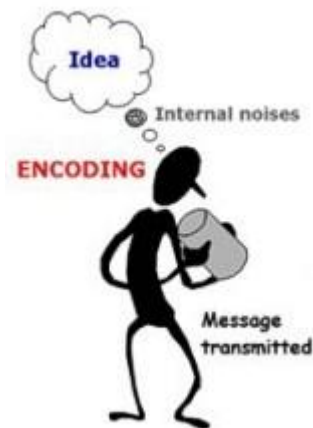
## Verbal communication

Source: <http://www.vtaide.com/lifeskills/verbalC.htm>

# Verbal Communication Model

## An Idea

The first pre-requisite is that you have something to say – an "idea". Are you clear as to what you want to **communicate**?



## Encoding the Idea ... with the Target Recipient in Mind

As the transmitter you now have the task of putting your idea into a form in which the recipient can understand. You have to "encode" it. This cognitive process of changing ideas into symbols and organizing them into a message is called **encoding**.

You may think that if you have fulfilled your part in encoding the idea then it is up to the recipient to play his part to decode the message. But an effective communicator ensures that his target recipient understands what is being communicated.

This means (1) taking special effort in encoding your idea (2) with the target recipient in mind. It is important to note that the words, tone and actions that you choose to encode your idea represent specific content meaning ... therefore, choose them wisely.

Next, you have to keep the target recipient in mind. Does the recipient understand the words used? Does the recipient have the maturity and enough experience to understand what is being communicated?

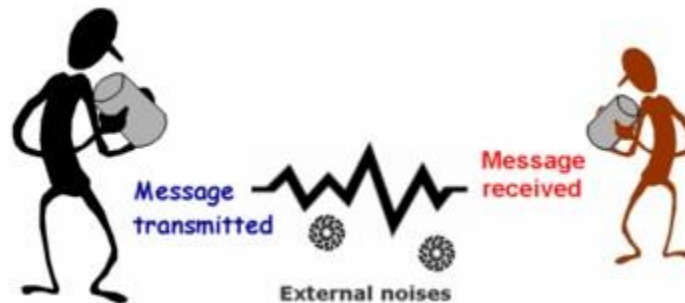
## Coping with Noise in the Encoding Process

There may be internal noises (i.e., your attitude about your position and your feelings) that interfere with the encoding process so much so that the message transmitted is NOT your intended idea. Recognizing this danger, what can you do to encode your idea clearly?

## Handling Noises in the Environment and in the Recipient

There are noises that distort the message in transmission and decoding. Effective communicators take these noises into consideration when they are communicating.

1. **External noises** along the channel of communication are sights, sounds and other stimuli in the environment that draw a recipient's attention away from what is being communicated.



The consequence of external noise is that the message may not reach the recipient in the same form in which it left you (i.e., the message received is NOT the message transmitted).

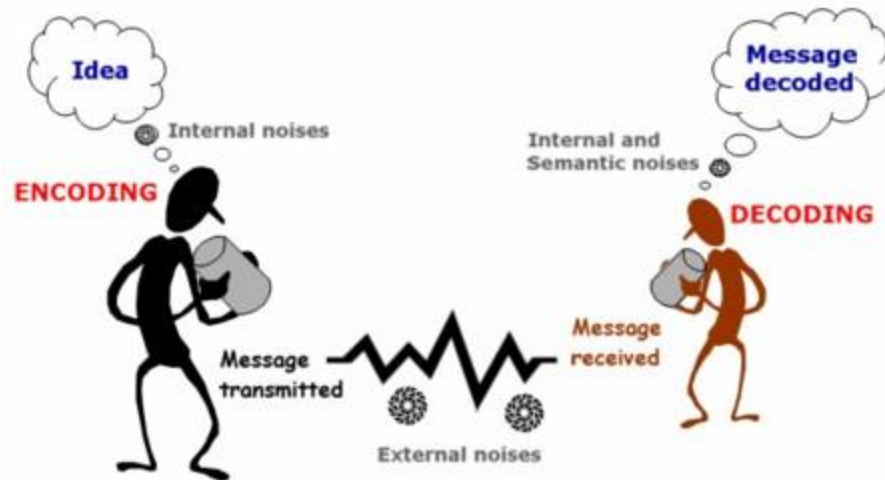
2. Moreover, the recipient also has to cope with **internal noises**. In this case, the internal noises (the recipient's attitude and feelings) interfere with the "decoding" process so much so that the message decoded is NOT the message received.
3. Then there are **semantic noises**, the unintended meanings aroused by certain symbols inhibiting the accuracy of decoding. We need to maintain an empty closet where there are no unsettled grievances in the recipient's mind.



## Conclusion

Keep in mind and apply the following model whenever you are communicating. We have succeeded in communicating only when the message decoded is the same as the original idea.





We have touched on one aspect of communication ... talking. But communication is circular in nature ... we are not just transmitters of messages; we are also recipients of messages. We all have difficulty communicating positively with others when feelings are involved – either our own or theirs.

# **Activities/ Resources for Outcome #4**

## **Collaboration and Problem-Solving**

<http://www.unce.unr.edu/publications/files/cd/other/fs9726.pdf>

## **Link for Problem-Solving Activities**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/116/Problem-Solving.aspx>

**Activities/  
Resources  
for  
Outcome #5**

## **Conflict Resolution**

Bell, Arthur H., PhD. and Smith, Dayle M., Ph.D. ***Difficult People at Work: How to Cope, How to Win.***

### **Link for Activities and Role Plays**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/97/Conflict-Management.aspx>

# **Activities/ Resources for Outcome #6**

## **Email Communication**

Email writing and etiquette:

<http://educationaladvocates.blogspot.com/2010/08/email-etiquette-what-students-need-to.html>

[http://www.google.com/search?sourceid=navclient&aq=3&oq=email+etiq&ie=UTF-8&rlz=1T4ADRA\\_enUS369US369&q=email+etiquette+for+students](http://www.google.com/search?sourceid=navclient&aq=3&oq=email+etiq&ie=UTF-8&rlz=1T4ADRA_enUS369US369&q=email+etiquette+for+students)

<http://www.duplichecker.com/studentemail.asp>

To obtain a copy of the PowerPoint, go to  
<http://owl.english.purdue.edu/owl/resource/694/01/>

### Why is Email Etiquette Important?

- We interact more and more with the written word all the time
- With large, impersonal lectures it becomes harder to discuss questions or problems with teachers
- Without immediate feedback from the reader, it's easy to be misunderstood

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### Elements of Email Etiquette

- Basics
- Tone
- Attachments
- Complaints
- Good topics for email
- Bad topics for email

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### The Basics

- When mailing a teacher, ALWAYS include your **full name, class period or division**
- Include your class and what the email is specifically regarding in the subject

#### Example

*Janie Daniels, MWF  
8:30-9:20 a.m.  
Division 0006*

#### Subject:

*CPT 141: Project 3  
Proposal*

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### The Basics

- *Think twice about whether or not the content of your email is appropriate for virtual correspondence - once you hit Send, anyone might be able to read it*
- Try to keep the email brief (one screen length)
- Respond to emails within the same time span you would a phone call
- Check for spelling, punctuation and grammar errors before clicking Send
- Use a professional font, not decorative

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### Tone

- Write in a positive tone
  - *When I complete the assignment versus If I complete the assignment*
- Avoid using negative words
  - *Words that begin with “un, non, or ex” or end with “less”*
- Use smiles ☺, winks ;- ) and other graphical symbols only when appropriate
- Use contractions to add a friendly tone

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### Attachments

- When you are sending attachments, include in the email the filename, what format it is in, and the version of the program
  - *Attached: “Project3Proposal.doc” This file is in Microsoft Word 2007.*
- Consider sending files in rich text format (rtf) or portable document format (pdf) to ensure compatibility

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## Complaints

- **Example**

*Dr. Lambert:*

*The review that we had the period before the final was not accurate. As a result, the grades we received could have been incorrect. The T.A.s who led the review gave incorrect information. I would like to suggest that you ask students who were at the review which information the T.A.s gave incorrectly and account for those errors in our grades. There have been a number of complaints from fellow classmates who feel the same way. Please take this into consideration. Thank you.*

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## Good Topics for Email

- You should email your teacher if:
  - You have an easy question that can be answered in a paragraph or less
  - You have an assignment that you are allowed to submit via email

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## Bad Topics for Email

- There are some rules that it's best to follow, such as:
  - Don't try to turn in an assignment through email if your teacher has specified against it
  - If you have to get an extension for an assignment, do it in person
  - Don't bring up any topic that will require continuous conversation
  - If things become heated, there is a large risk for misunderstanding, so it's best to talk face-to-face

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## For More Information

- Purdue Writing Lab
  - Heavilon 226
  - (765) 494-3723
- Online Writing Lab
  - <http://owl.english.purdue.edu>

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## The End



# **Activities/ Resources for Outcome #7**

## **Interpersonal Communication in the Workplace**

### **Link for Activities**

<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/787/categoryId/130/Telephone-Exercise-Challenging-Telephone-Conversations.aspx>

### **Listening Skills PowerPoint**

[www.mesacc.edu/~vocewld/class/Syllabus/Listening2.ppt](http://www.mesacc.edu/~vocewld/class/Syllabus/Listening2.ppt)