

Communication Styles

Media Type: Microsoft® PowerPoint® Presentation

Duration: 85 slides

Goal: To analyze the importance of and understand the components of the communication process.

Description:

This presentation describes the importance of communication and how organizing information plays a crucial role in effective communication. This presentation addresses the various communication styles and provides examples of each. The four primary communication styles include: assertive, aggressive, passive and passive-aggressive communication. Students will learn the entire communication process. This includes each of the components of the Shannon-Weaver Model. The listening process and each of its parts, hearing, focusing, understanding and remembering, are explored. The various types of non-verbal communication are reviewed. Finally, professional communication and the impact of communication on society are examined. These include techniques such as: propaganda, bandwagon, glittering generalities and the “either/or” fallacy.

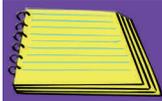
Objectives:

1. To illustrate how to organize information.
2. To describe the communication and listening processes.
3. To interpret the effects of non-verbal communication.
4. To apply communication to professional situations.
5. To examine the impact of communications on society.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Application of Writing Skills</i>	informative writing; organizing logical arguments; vocabulary enhancement
Language Arts	<i>Analysis of Text, Literature and Information</i>	developing listening and comprehension skills, creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document and presentation processing software

Communication Styles



Lesson Plan

Communication Project as a final review of the lesson and allow time for completion of the *Project*.

Class 1: Begin the class by distributing the *Communication Styles Vocabulary Handout* and the *Communication Styles Student Notes* for students to use as reference materials. Show the *Communication Styles: Communication* segment and complete the corresponding *Assessment*. Have students complete the *Find It Activity*.



Slides
1-22

Class 7: Administer the *Communication Styles Final Assessment*. If more time is needed for students complete the *Model Communication Project*, use the remainder of this class.



Slides
77-82

Class 2: Show the *Communication Styles: Communication & Listening Processes* segment and complete the following *Assessment*. Afterward, introduce the *Paraphrase Activity*. Allow the students to work on this activity for the remainder of the class.



Slides
23-44

Class 3: Assign the *Billboard Design Project* for students to complete by the end of the class.

Class 4: Continue the lesson by showing the *Communication Styles: Non-verbal Communication* segment and complete the corresponding *Assessment*. Introduce the *Proximity Project* and allow students to begin.



Slides
45-59

Class 5: Show the *Communication Styles: Professional Communication* segment and complete the following *Assessment*. Assign the *Glittering Generalities Activity* and allow students time to complete the activity.



Slides
60-76

Class 6: Review the concepts covered in the *Communication Styles Presentation*. Hand out the *Communication Styles Crossword* and allow the students to complete it. Assign the *Model*

Lesson Links

National Communication Association

- <http://www.natcom.org>

American Professional Speakers Association

- <http://www.speakersassociation.org>

International Listening Association

- <http://www.listen.org>



Career & Technical Student Organizations

Business Professionals Association

- Interview Skills
- Advanced Interview Skills
- Presentation Management
- Prepared Speech

Future Business Leaders of America

- Business Communication
- Introduction to Business Communication



Career Connections

- iCEV50548, Tom Breitenbach, Business Coach and Small Business Owner
- iCEV50173, Scot Rossillo, Owner, The Bagel Store
- iCEV50308, Benjamin Davis, Owner, Benford Electronics

Communication Styles



Lab Activities

Find It

Directions:

Each student should find an example of each of the following communication styles: assertive, passive, aggressive and passive aggressive. The student may look for the examples in newspapers, magazines, on television, through the Internet, etc. Allow students to create a display or presentation describing the styles.

Paraphrase

Directions:

Pair students and designate one as A and the other as B. Together the two students find a subject on which they disagree with each other (e.g., a controversial issue). Student A makes a statement on the subject. Student B is responsible for paraphrasing the thought. Student B should only repeat what he or she heard from A, without adding his or her own opinion on the subject. Student B continues revising the statement until A is assured B understands the statement completely.

Glittering Generalities

Directions:

Divide the students into groups of two or three. Each group of students should choose a different product to advertise according to the product list on the *Student Activity Sheet*. The students should write and create a 30 second commercial or one page advertisement for a product, using a *glittering generality*. Remind the students a glittering generality is characterized by using important sounding words in a general statement, which have no true meaning and cannot be proved or disproved. Ex. “*Pure, fresh* mountain spring water. Bottled just for you in Colorado from only our *purest* springs.” The students should present their commercial/ad by acting out a brief skit, using video footage or explaining a poster advertisement which they have created. See *Worksheet for example*.

Communication Styles



Projects

Billboard Design

Directions:

The project can be completed in groups of two or individually. Have the students choose a product to advertise and create a billboard sign for the product of their choice. The students should label the information source, the message being conveyed and the audience or receiver. The student should use a computer image design program to create a “miniature billboard.”

Proximity

Directions:

Divide the students into groups of two. Each group will select a country from the list. The students should research the country to find out the appropriate distances in proximity most prevalent in that country. Students should also outline other cultural differences in communication styles and appropriate behaviors in the chosen country and culture. Each group should create a project (such as a podcast, blog, video diary or presentation) with their findings and present it to the class.

Model Communication

Directions:

Divide the students into groups of two or three. Instruct each group to create a model of the Shannon-Weaver Model of Communication using various related items, for example, toy automobiles and a race track. Each item chosen must represent a part of the communication model, such as the cars being the message and the race track being the communication channel, etc. Allow students to present their models to the class.