

DELIVERABLE B TEMPLATE SC ACCELERATE

To expedite the approval process, please make sure you can answer “yes” to the following questions:

- Are your Deliverable B components (open text, assessments, media, and other instructional resources) organized in a manner that another school or instructor could easily take them and incorporate them into their learning management system?
- Does the information in your Deliverable B documents align with your Deliverable A outlines?
 - If you make changes once you get into Deliverable B, please make the appropriate changes to your Deliverable A documents.
- Does your open text section include enough copyright-free content to provide students with information regarding the key concepts?
 - The open text should not be a lesson plan, but does not need to be as detailed as a textbook. It should guide students through the module concepts with elements such as your original content, activities and assessments, and hyperlinks to additional content and activities that may be proprietary.
- Do your learning activities and assessments align with the stated objectives? Is it clear that each objective is being learned and assessed somewhere in the content?
- Do your learning activities and assessments offer students a variety of ways to demonstrate what they have learned (i.e. tests, discussion prompts, projects, portfolios, hands-on activities, etc.)?
- If you already teach this course face-to-face, is the same content covered in your online course (just in a different format)?
 - Sometimes it is easier to think of how you would teach a face-to-face class (one class from start to finish). Then think of how you can complete those same tasks in an online classroom. So if you start a class with a problem on the board, provide a problem to start each module in your online course. You could even provide a demonstration of how to solve the problem later in the module.
- Do your Deliverable B components present the content in a variety of ways to appeal to different types of learners (e.g. presentation, voice recordings, video demonstration, screen shots, etc.)?
- Did you provide a way for learners to practice the skills and knowledge within the content (student recorded demonstration, practice equations, blueprint writing/programming)?

2

Social and Intellectual Development

Objectives



Students will be able to:

- Name and describe techniques for improving critical thinking
- Describe techniques for effective listening
- Define creativity
- Describe the importance of good speaking skills
- Research and Develop a Presentation Topic
- Ability to handle Success or Failure
- Ability to get Along with Others
- Define group goals, roles, and norms
- Describe the attitude, qualities, skills, and strategies of effective leader

Orienting Questions

- ✓ What are and how do you explain your earliest memories?
 - ✓ How do you distinguish between the various memory aids?
 - ✓ How do you make logical decisions?
-

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****Closed Captions and transcripts are available for all videos in this module. Click the  button at the bottom right of the play menu to turn on closed captions in the language of your choice. You may also read a full transcript of the video by clicking the  bottom of the play menu. If the YouTube closed captioning is not accurate, there will be an indication that the transcript is attached at the end of the module. *****



A black arrow pointing to the right inside a lavender circle is the symbol used for activities, which are non-graded assignments.



A black arrow pointing to the right inside an orange circle is symbol for a graded assignment.



A black question mark in a lavender circle is the symbol for a practice test.



A white question mark in a black circle is the symbol for a project which is graded.



A black question mark in an orange circle is the symbol for a graded test.



GETTING STARTED



PRE-TEST

Directions: Read each of the questions below and answer with a *yes*, *maybe* or *no*.

- | | | | |
|--|-----|-------|----|
| 1. Do you think critically most of the time? | Yes | Maybe | No |
| 2. Can you be assertive without becoming aggressive? | Yes | Maybe | No |
| 3. Are you able to empathize with the needs of others? | Yes | Maybe | No |
| 4. Do I give feedback tactfully? | Yes | Maybe | No |
| 5. Do you function well within a group that you are involved with? | Yes | Maybe | No |
| 6. As a leader, would you be a taskmaster? | Yes | Maybe | No |
| 7. Do you function well as a team or group member? | Yes | Maybe | No |

Answers will vary.

INTRODUCTION

Please click on the video 1 image to watch a video introduction.



Video 1 – Introduction to Module 2 (by Mina Williams, CC BY 3.0 Unported)

To read a transcript of this video, please click on [transcript](#).

Module 2 focuses on social and intellectual development and being able to dig deep into your critical thinking skills. Hopefully, you will develop intellectually and become a well-rounded person educated to the point where you become socially acceptable and well on your way to be better adjusted to the society in which we live.

You know how you think, but do you understand how to think critically? Assess how you think critically by linking to the following statements and determining your skills.

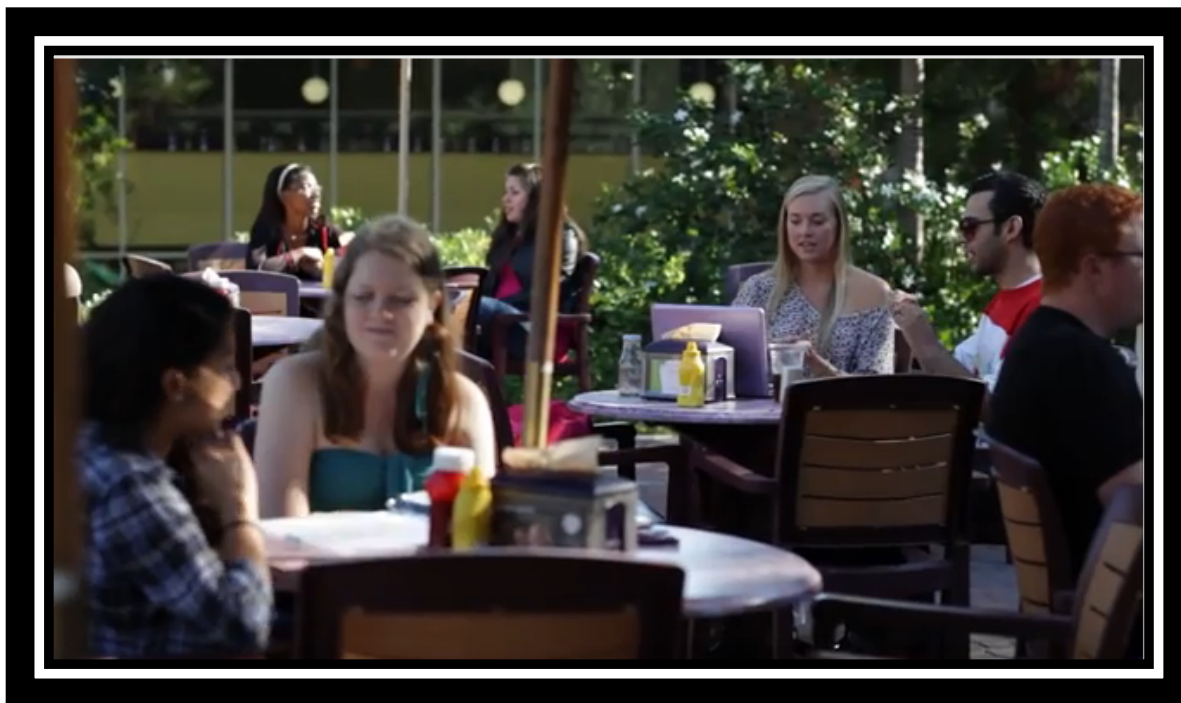
To think about how you think critically, please click on [critical thinking](#) (Reference 1, books.google.com, All Rights Reserved) and answer the questions on page 5 under the Unit 2 Chapter 3 area.

Try the various memory aids—repetition, organization, and mnemonics—and practice them.

- Use *repetition* to boost short-term memory.
- *Organize* material to help both short-term and long-term storage. You can organize it into chunks, such as a grocery list by produce, dairy, daily, meats, paper products and cleaning supplies.
- Use *mnemonics* such as songs, poems, and acronyms to help yourself remember things.

2.1 DEVELOP CRITICAL THINKING SKILLS

Please click on the video 2 image to watch a video on developing critical thinking.



Video 2 – UniversityNow: Developing Critical Thinking (unowacademics, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).

Critical thinking skills can be developed by analyzing and evaluating situations that you encounter on a daily basis. After a period of time, your brain is trained to go through that process which has become customary. Critical thinking skills can be developed by analyzing and evaluation situations that you encounter on a daily basis. After a period of time, your brain is trained to go through that process which has become customary.

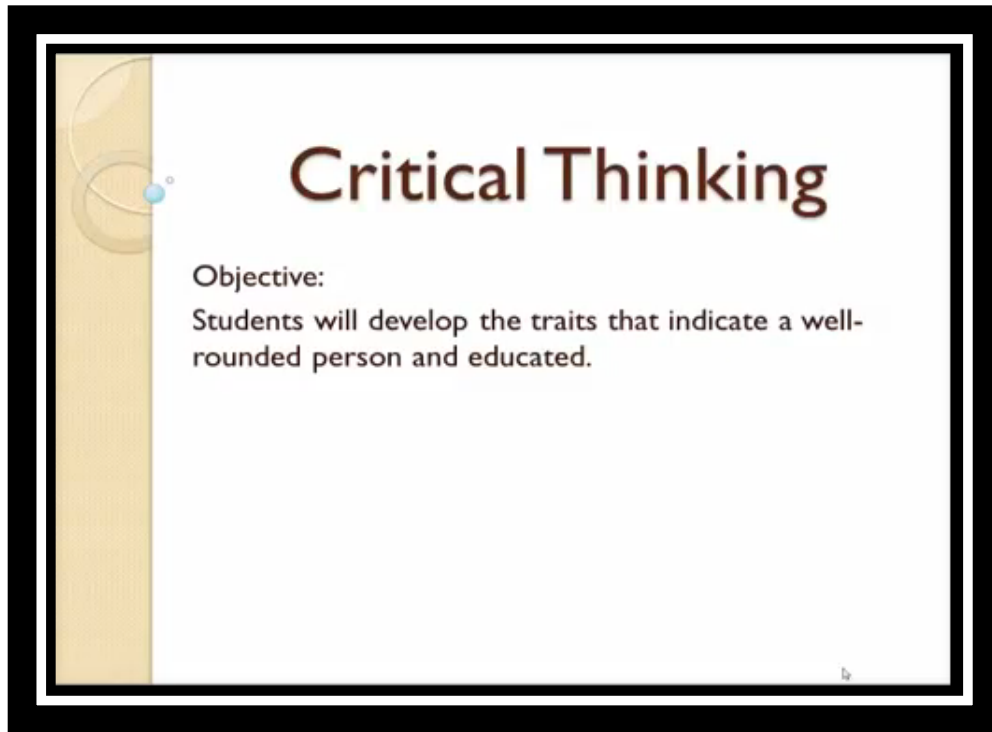
To be successful with your critical thinking skills as a student, you must be willing to ask questions to clarify what you do not understand. Once you receive the information, you are better able to draw conclusions about the subject matter. As a student you are critically thinking when you make day-to-day decisions about your life that includes any activities that you are involved in. You are able to sift through facts and opinion that you discuss with your friends. As a result you are already using critical thinking skills.

Once you are comfortable with the process of drawing reasonable conclusions, thinking “outside the box”, being able to interpret information then you are thinking critically.

2.1.1 LOGIC

Logic is being able to think reasonably and make decisions based on that reasoning. We all know that if we need to know what time it is, then we should look at a clock. Because we think reasonably, we are constantly using logic to help our minds function day to day.

Please click on the video 3 image to watch a video on Logic.



Video 3 – Critical Thinking (by YorkTechCTL, CC BY 3.0 Unported)

For a transcript of this video, please click on [transcript](#).

2.1.2 DEDUCTIVE REASONING

Another element of logical thinking is deductive reasoning. In **deductive reasoning**, one may categorize a situation where a premise is reached based on the information that is given to them. If the premises are true, then the reasoning will be valid. An example is the statement that when it rains, the street gets wet, and it is now raining, so you conclude that the street is wet.

2.1.3 INDUCTIVE REASONING

Inductive reasoning is when conclusions are drawn based on one's observations of detailed facts. Often time's statements are made and it is assumed that they are true. An example for inductive reasoning is John is a teacher. All teachers are nice. Therefore, it can be assumed that John is nice. So, the statements made may or may not be true.

2.1.4 FACT OR OPINION

Facts are based on something that has been shown to be true. Facts are often used in conjunction with research and study. The United States census is a survey of the population conducted by the government and is a good example of when facts are used.

An opinion is based on values and assumptions. It is not based on evidence that can be checked.



MODULE 2 ASSIGNMENT #1

Do you always know fact from opinion? A fact is something that is true or can be proven. An opinion is knowledge based on feelings about a given topic. Determine if the statements that are listed are fact or opinion.

1. Winthrop University is in Rock Hill, SC.

2. Football is more interesting than baseball.
3. There is a Little Caesars Pizza on Cherry Road.
4. Pink is a lovely color.
5. Leftover pizza is delicious.



MODULE 2 ACTIVITY #1

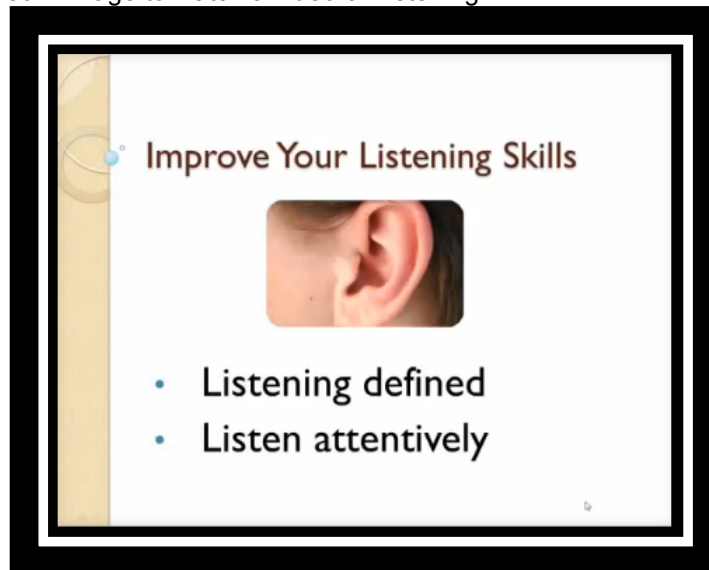
Critical thinking involves a creative thought process that allows students to dig deep for answers. They should think outside the box. Here are a couple of questions that will have them digging deep for an answer.

To test yourself in becoming more of a critical thinker, please click on [critical thinker](#). (Reference 2, Squigly's Brain Teasers, All Rights Reserved)

2. 2 IMPROVE LISTENING SKILLS

Listening can be defined as paying close attention to sound. For a more detailed definition, please click on [listening](#). (Definition 1, Merriam-Webster, listening) It is often confused with hearing, so one needs to be mentally and physically prepared to listen and clear the mind of swirling thoughts. The ability to listen attentively helps improve communication skills.

Please click on the video 4 image to watch a video on listening.



Video 4 – Listening
(by YorkTechCTL, CC BY 3.0 Unported)

For a transcript of this video, please click on [transcript](#).

2.2.1 THE BRAIN

The brain performs an incredible number of tasks that we take for granted, such as our senses: seeing, hearing, smelling, tasting and touching and physical movement as walking, running, talking, standing, and

sitting. All of these functions are coordinated and controlled by the brain, which is the size of a small head of cauliflower.

The image below indicates what all the “sub-areas” within these three main areas do for us.

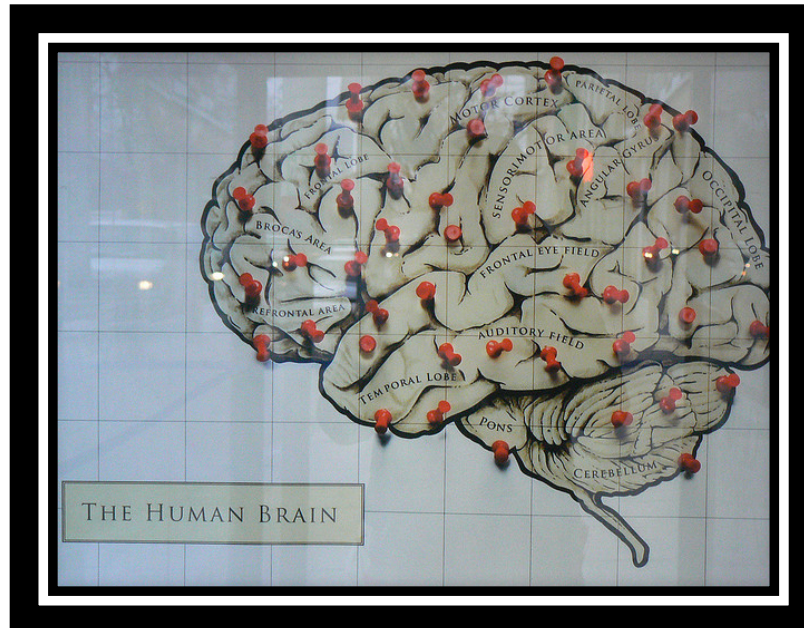


Figure 1 the – human brain
(by justine warrington, CC – BY – NC – SA 2.0)
Image is of the brain with each region labeled.

As you can see each part of the brain has a function and as they work together, many tasks can be performed at the same time.

2.2.2 NEURONS AND NEUROTRANSMITTERS

The brain is made up of approximately 100 billion cells nerve cells called neurons. They come in many sizes and many shapes depending on the function. These **neurons** have the ability of gathering and transmitting signals over several feet to send messages to each other.

2.2.3 IMPROVE ABILITY TO REMEMBER

The human brain does not have infinite storage capacity, so it must preserve storage space by disregarding information it deems unimportant and hold onto information that is necessary for function. You can limit distractions when you encounter information you wish to commit to memory by practicing being attentive and observant when you need to recall it at a later time.

2.2.4 STAGES OF MEMORY

There are three stages of memory with specific functions. They are:

1. Sensory Memory
2. Short-term Memory and
3. Long-term Memory.

Sensory memory is the early stages of memory, but it lasts only a few seconds of hearing what was said. Short-term memory may last 30 seconds and what was said could not be recalled after that time. An example would be an introduction to someone, but not being able to repeat their name after 30 seconds. Long-term memory stays with you a lot longer and one would be able to recall what they had for dinner a few days ago.

2.2.5 WAYS TO IMPROVE MEMORY

Awesome memory! Watch the video about the exceptional memory that Dave Farrow, a two-time Guinness Record holder, has. Please click on the video 5 image watch a video to witness his incredible memory.



Video 5 – Dave Farrow – Regis Philbin (by Dave Farrow, Standard YouTube License)
For a transcript of this video, please click on [transcript](#).

2.2.6 EFFECTIVE APPROACH TO PROBLEM SOLVING

There are several steps in effectively solving problems. One must be clear about what the problem is, so time must be taken to examine the problem and identify the cause. Facts and any information should be stated to clearly define the extent of the problem. Brainstorming may open up many areas for possible solutions, so it is important to list all options and then evaluate and prioritize them to determine what the best ones are and then ranked from the best to the worst ones. Once the list of potential solutions has been created, the brainstorming session should be documented for systematic procedures. After this process, parties involved should then be able to select an acceptable solution. Effective problem solving will take time and much attention and working through the process is linear and several questions may arise and steps may need to be taken back before the process can move forward again. Documentation is key in the process because the problem solvers can look back on it to possibly solve similar issues.



Figure 2 – Brainstorm

(by Krissy Venosdale, CC BY – NC – ND 2.0)

Image has a “brain” with Brainstorming written above it. There are also signs that have “analyze”, “think”, “inspire” hanging from the ceiling.



MODULE 2 ASSIGNMENT #2

Solve a Problem for James. He volunteered to purchase t-shirts for his son’s baseball team. They would cost him about \$200.00. At this time he does not have the funds to cover the cost of the shirts. What should he do? Show how he should solve the problem by using a problem solving approach.

- Define the problem
- Identify objectives needed
- List the alternatives
- Discover the consequences
- Determine the best solution.

2.3 THINKING CREATIVELY

Abraham Maslow, a well-known psychologist, describes creativity as a characteristic that humans possess at birth and some develop spontaneously as others are able to develop with the urging of others. They may have to be encouraged.

Creativity is having an original idea and developing various outcomes from that idea. For a more complete definition, please click on [creativity](#). (Definition 2, Merriam-Webster, creativity) The message in the following image speaks to our talents.



Figure 3 – NL Boardwalk

(by Dominique Hurley, CC BY – NC – ND 2.0)

Image: A field with trees in the distance and boardwalk in the forefront.

Verbiage on the boardwalk is “Everyone has talent. What is rare is the courage to follow the talent to the dark place where it leads.” ~Erica Jong

Associative thinking is a method in which you let your mind wander from one thing to another, even unrelated matters, to get fresh insight on a problem. When you use the Internet, going from one website to another with the links provided give an example of how associative thinking works. Often times associative thinking triggers useful new connections in your mind.

A creative person understands that multiple options exist in most situations and that he or she is free to choose from a variety of options such as:

- Have faith in your own creativity.
- Pay attention to everything around you.
- Ask questions constantly.
- Tackle tasks that are not easy and that require effort.
- Do one thing at a time.
- Stop worrying.
- Pay attention to your intuition.

Figure 4 shows the various ideas that “Tim” is thinking about. The jumping from one idea to another illustrates the idea behind associative thinking.

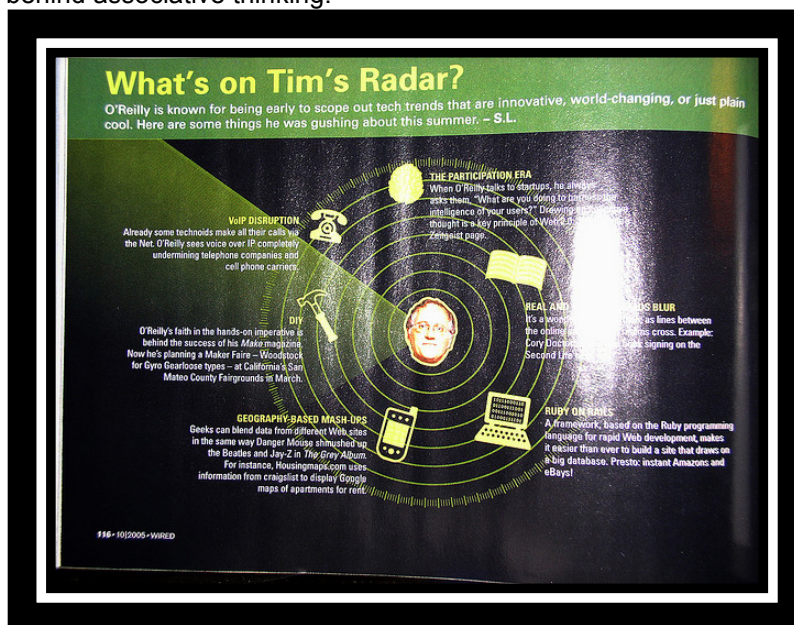


Figure 4 – WIRED O'Reilly Article
(by Aaron Kalin, CC BY – NC – ND 2.0)

Image has a person's face in the center with circles going around the head. In the circle are a the following images: brain, book, computer, phone, GPS, hammer and phone.

2.3.1 BACKBURNER MEMORY

This approach is used when you have exhausted your thought process of a particular subject, so you put the problem out of your mind and put it on the backburner for later.

Often times we can no longer generate ideas so that we can move forward; this is when our problem is put on the back burner.

It is recommended that you do something else or just relax. After a period of time you can return to the back burner issue.

2.3.2 MIND-MAPPING

In a study done by P. A. Ornstein and C. A. Haden in the development of memory, it was found that the left brain deals with algorithmic items such as math and science. The right brain deals with arts such as music, harmony, and imagination.

Tony Buzan developed a mind mapping technique which used both sides of the brain. His interpretation he reflected on the whole brain functions instead of individual sides.

Mind Mapping starts with a center focal point and branches out to give details instead a checklist.

You sketch your problem or topic and the thoughts that come to your mind by using the following steps:

- Draw a picture of the problem or issue in the center of the paper.
- Print key words and ideas, and connect these to the central drawing.
- Use colors, images, symbols, and codes to emphasize important points
- Use associative thinking to come up with more ideas, and connect them with other parts of the mind-map.

Below is an example of a mind map for a Christmas dinner.

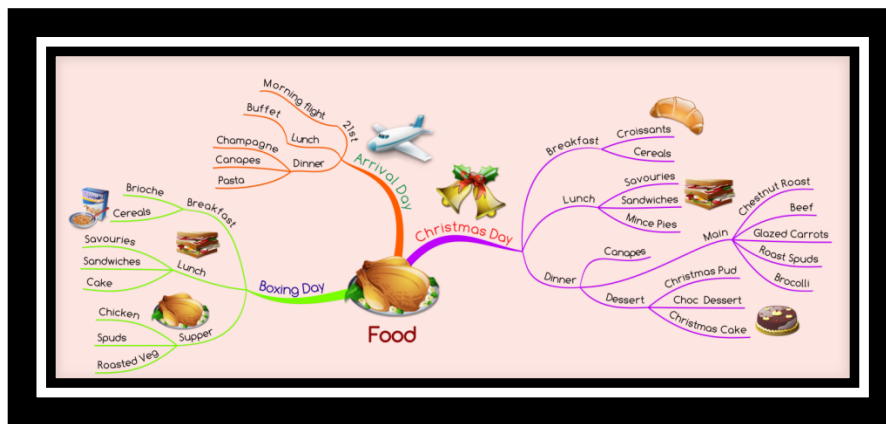


Figure 5 – Christmas Meals Mind Map
(by Mode Vie Software, CC BY – NC – ND 2.0)
Image and Verbiage

Center is a Turkey (Food) with 3 branches of Boxing Day, Arrival Day (plane) and Christmas Day (bells). From the Boxing Day Branch there are three branches with Breakfast, Lunch (Sandwich), and Supper (turkey). The breakfast branch goes to Brioche and Cereals (Cereal box and full bowl of cereal with spoon) The Lunch branch goes to Savouries, Sandwiches, Cake. The Supper branch goes to Chicken, Spuds, and Roasted Veg

The Arrival Day Branch goes to 3 branches: 21st, Lunch, Dinner. The 21st goes to Morning flight; the lunch branch goes to buffet, and the dinner branch goes to champagne, canapés, pasta.

The Christmas Day branch goes to 3 branches of breakfast, lunch and dinner. The Breakfast branch goes to croissants (picture of croissant) and cereals. The Lunch branch goes to Savouries, Sandwiches (picture of sandwich) and Mince Pies. The Dinner branch goes to 3 branches of Canapés, main, and Dessert. The main branch goes to Chestnut Roast, Beef, Glazed Carrots, Roast Spuds, Broccoli. The Dessert branch goes to Christmas Pud, Choc Dessert, and Christmas Cake (cake picture)

Note: Spellings are consistent with image spellings.

2.3.3 BRAINSTORMING

Brainstorming is a tool used in many academic settings for groups or organizations to work in groups to generate ideas. The rules are to generate as many ideas as possible, to narrow ideas by combining some of the ideas and refining those previous articulated.

Whenever a group of persons decide to “brainstorm,” rules for the brainstorming session should be identified. Everyone in the group should be able to see and understand the discussion as the session continues. A wall chart would be a great way to record the comments and make them visible to everyone participating.

You will need a “leader” for the brainstorming session. This person will be responsible for directing the process and guiding participation of those present. When the session has ended, the leader will be responsible for any actions necessary to conclude the process.

Below are suggested steps for the brainstorming process:

- Identify the item(s) of discussion.
- Ask participants to state their suggestions. As suggestions are made, record them on a wall chart and make it visible so that all participants can see them.
- Arrange similar or related suggestions into categories.
- Arrange items in each category into a logical order.
- Review lists and identify the desired outcome(s).
- Identify a timeframe.
- Follow up and share results.

In figure 6, the facilitator is placing the information provided on circles and ovals on a board to help organize the information being given.



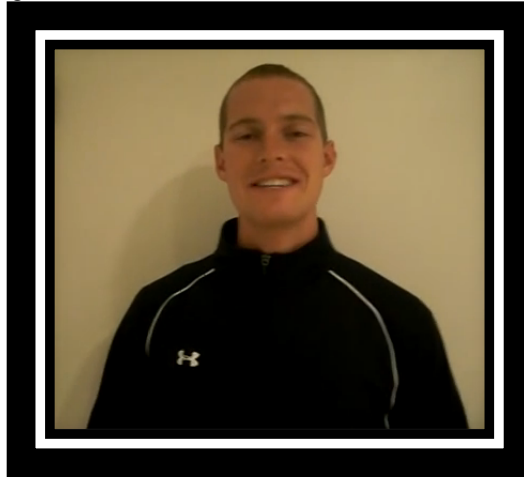
Figure 6 – Brain storm in Enschede (Office)
(by Johan Koolwaaij CC BY – NC – SA 2.0)

Image: Man in front of room with 2 people sitting at a table. There are circle and ellipse shaped notes in various colors on the wall.

2.3.4 MIND STORMING

Mind storming is very similar to brain storming, but it is done on an individual basis. It would be helpful to write down the problem or issue that is of concern. It is suggested that one list several ways to solve the problem followed by ideas that come to your mind. After this process, you can choose the ideas that would most likely assist in solving the problem.

Please click on the video 6 image to view the video for addition information about mind storming.



Video 6 – Mind Storming to Your Success (by Kerry Sullivan, Standard YouTube License)
For a transcript of this video, please click on [transcript](#).



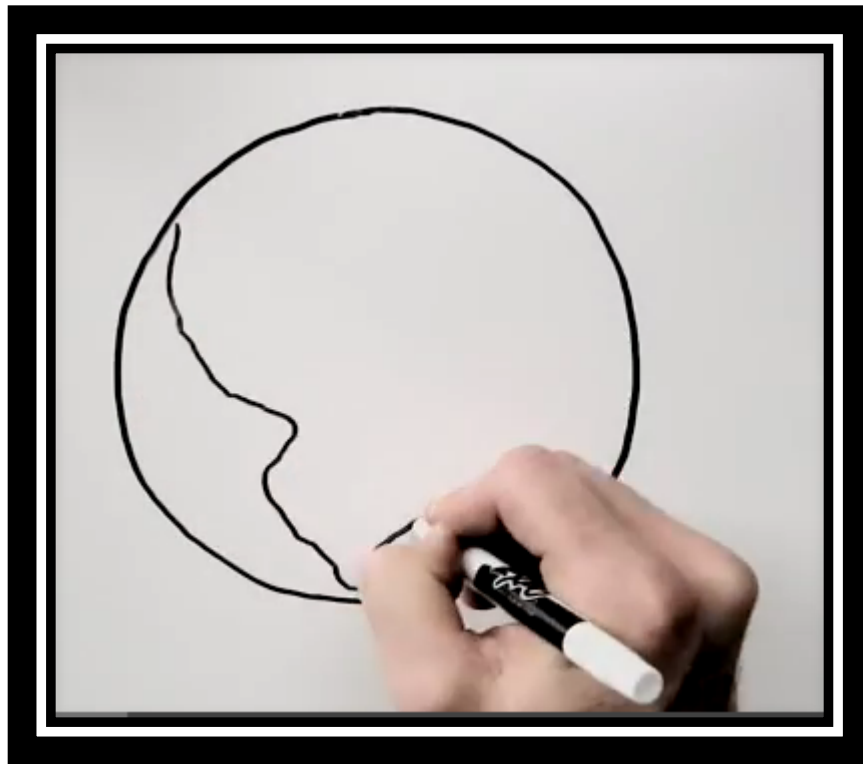
MODULE 2 ASSIGNMENT #3

Please click on Mind Mapping Site to prepare a mind mapping exercise on thinking creatively that has been previously covered in the brainstorming section of thinking creatively. [Mind Mapping Site](#). (Reference 3, University of Arizona Libraries, No Copyright Given)

It will be necessary for you to complete this exercise in a word document so it can be uploaded to the dropbox. This is a graded assignment.

2.4 RESEARCH AND DEVELOP A PRESENTATION TOPIC

Please click on the video 7 image to watch a video which will provide you information that will assist you in researching and developing a presentation.



Video 7 – How to Give an Awesome (PowerPoint) Presentation (Whiteboard Animation Explainer Video)
(by Wienot Filmns, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).

A good presentation should contain the following four elements:

Content — it should contain information that is relevant to the audience. The information should be interesting and something that the audience needs to know.

Structure —content should be organized in a logical manner and evenly paced. The objective should be to keep the attention of the audience and not lose them somewhere along the way.

Packaging — the presentation must be well planned and practiced. Remember the audience is there to be engaged and informed. Make your presentation a memorable event for your audience.

Human Element — you are that human touch, so be yourself. It is much easier to establish rapport with your audience when you simply be yourself.

Quotations are a marvelous way of illustrating a point in a presentation, but only if they are chosen carefully, delivered skillfully and timed to coincide with the point you are trying to make. Strip the quote bare, uncover its real meaning and only then can you decide if it fits with your own content.

Follow these basic steps when preparing presentations.

- Think about your audience. What is it you want your audience to take away from the presentation? Is there something you want them to do? Do you want them to have a different opinion or feel differently about the subject matter after the presentation? What would you like for them to remember most about the presentation?
- Express each point of your presentation in a short and concise statement.
- If you decide to include PowerPoint in your presentation, consider one of the following types of visual:
 - An image or photograph
 - A diagram
 - A graph
 - A flowchart
- Choose a simple and basic design.
 - Use a simple background
 - Use a sans serif font such as Arial or Helvetica.
 - Use text which contrasts well with the background.
 - If you're using photos consider having them fill the whole screen and place your text on top of the photo.
- Above all, remember to practice – practice makes perfect!

The image below depicts how the process can be envisioned.

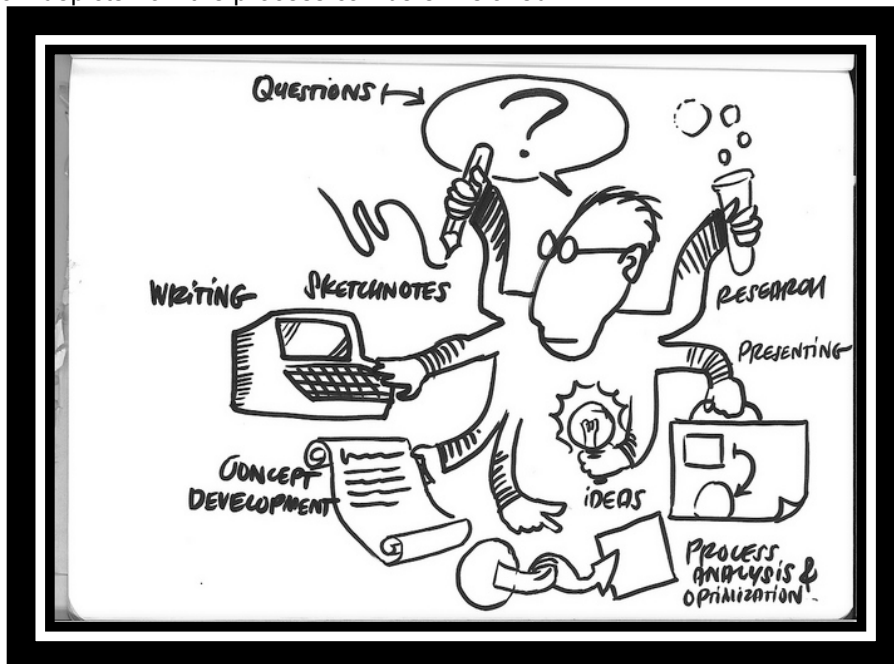


Figure 7 – Graphic Recording: A Conversation with Somewhere
(by Julian Kucklich, CC BY – NC – ND 2.0)

Image: Comic Drawing of head with glasses and 7 arms and hands. From lower left moving clockwise: First hand points to Process Analysis & Optimization (Circle with arrow going to a box); second hand has

scroll with Concept Development; third hand has Writing (Computer); and the fourth hand has a pencil with sketch notes. There is a caption bubble from the head with a large question mark and the verbiage of Questions. The fifth hand has a test tube with bubbles coming out of it and the word Research. The sixth hand has briefcase with a square and circle with arrow from square to circle. The verbiage on the sixth arm is presenting. The seventh arm is holding a lit light bulb with ideas.

2.4.1 SUBJECT OF INTEREST

Common wisdom states that you should present on a subject that you are expertly familiar with, but consider reaching beyond your areas of direct expertise to broader topics of interest. As a new professional there might be few topics that you currently feel you have mastered but many subjects that you would like to learn more about.

2.4.2 KEY IDEAS

Consider developing a handout as opposed to simply giving participants a copy of your PowerPoint slides. Effective slides have minimal text and more eye-catching graphic imagery such as photographs and charts. In contrast, a handout should give attendees the vital information from your session in greater detail so that they can review your presentation points in the future.

2.4.3 SOURCES

For serious academic or business presentations, it is important to be transparent about your sources for factual information. You should provide citations for your sources within the visible body of your presentation. For an example of how to cite sources, please click on [cite](#). (Reference 4, Demand Media, All Rights Reserved)

2.4.4 TOPIC EXPLORATION

Pick a subject that will interest your audience. They should be your first consideration. For example, don't present on a subject such as motor vehicles to the garden club.

Research your topic by finding facts. Build your presentation around interesting and odd facts about your subject. Pick real life stories and examples to bring clarity to your audience. Research just as you would for an essay or report. Use books, newspapers, TV and the internet for information.

2.5 PLAN AN ORAL PRESENTATION

Now that you are in college and headed toward your future, you need to be prepared to present yourself and your ideas. In this unit we will be exploring the five rules for creating a meaningful presentation. Watch the following video to learn more.

Please click on the video 8 image to watch a video on planning an oral presentation.



Video 8 – PowerPoint 2010: “Five Rules” (by J, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).

2.5.1 AUDIENCE AND SETTING

Before you even think of putting pen to paper, you have to consider the most important people in this whole process. Take into account different audiences, the dynamics of a room, the mood and atmosphere.

Make your audience the hero of your story— the image shown below has a wonderful quote by author John Steinbeck.

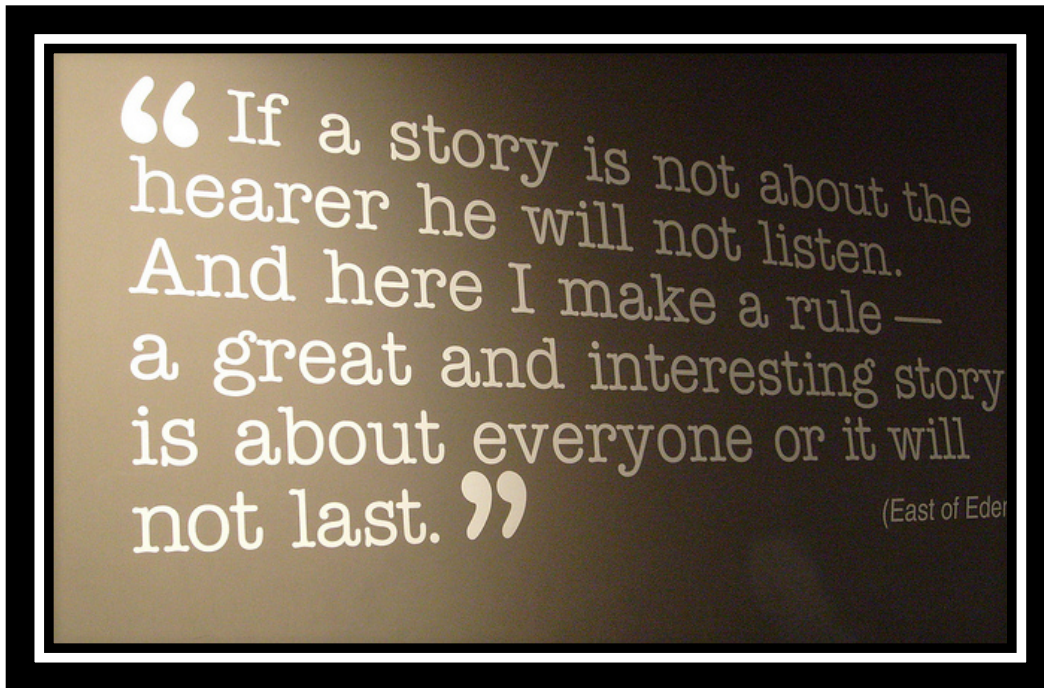


Figure 8 – John Steinbeck on Story telling...
(by Jill Clardy, CC BY – SA 2.0)

Image: Brown sign with verbiage below.

Verbiage: "If a story is not about the hearer he will not listen. And here I make a rule – a great and interesting story is about everyone or it will not last." (East of Eden)

Every story has a beginning, middle, and an end; but the trick is being able to weave the key subject matter of the presentation into a story that invites the audience curiosity.

2.5.2 OUTLINE THE MESSAGE

Take advantage of the wealth of information available on how to create powerful PowerPoint slides that enhance rather than detract from your presentation. Start by identifying the three to five main points that you want the audience to remember from your session. Next, storyboard your information to develop your slides for your presentation which will help you organize your information into a smooth progression of ideas.

Please click on the video 9, image to watch a video on creating a Storyboard.

Creating a Storyboard

Video 9 - Presentation tutorial: How to create a storyboard | lynda.com
(by lynda.com, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).

[Please click on the video 10 image to watch a video on outlining the message.](#)



Outline The Message

Beginning your presentation

Video 10 – Outlining the Message
(by YorkTechCTL, CC BY 3.0 Unported)

For a transcript of this video, please click on [transcript](#).

2.5.3 SUPPORTING MATERIALS

Supporting materials help to clarify or emphasize the point being made. They can add interest and make the point believable. Without supporting materials, an oral presentation can be boring. Handouts and slides are useful for presenting complex information. However, overusing them can frustrate the audience. Consider the following supporting materials for your presentation:

- Stories – give real world experience to the point you are making. They appeal to our emotional side.
- Statistics – numbers have a powerful impact and appeal to our logical side.
- Analogies – comparisons between two things that are similar yet are often thought to be different from one another.

Supporting materials should be easy to understand and effective in supporting the point.

2.5.4 REHEARSE

Once the presentation is completed one should read it aloud to identify awkward phrases and difficult-to-pronounce words that could trip you up during the presentation. Replace these words with simple, easy-to-remember words and phrases. Replace or explain technical jargon, even if you are speaking to a technically versed audience. The introduction is your best chance to create a good first impression and the conclusion is what your audience is likely to remember. Read these sections several times to ensure they sound right and that they transition from the introduction to the body and from the body to the conclusion.

Practice speaking from notes (or the slideshow) while making eye contact with the audience. Aim for no more than 100 words per minute. Therefore, a 10-minute speech should be about 1,000 words, excluding pauses. For a slide presentation, talk through each slide and add the total time at the end. If you are taking too long, reduce the number of slides or spend less time on some of them.

Set aside time for several practice sessions. Concentrate on the ideas and concepts in your presentation and don't get hung up on the exact words or worry about missing phrases or even paragraphs. Your audience members will not notice these small things, but they will lose interest if they cannot hear you or if you have your face buried in your notes through the entire speech.

Please click on the video 11 image to watch a video on how to rehearse your presentation.



Video 11 – Presentation Skills Tips: How to Rehearse Your Presentation
(by George Torok, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).



MODULE 2 PROJECT 1

Please prepare and present a 3 to 5 minute presentation. This presentation should be either a persuasive speech, like trying to commit the audience to a cause or volunteer group, etc. or an informative speech, one that informs the audience about something like football rules, tourism/travel, or a hobby. Your topic should be one that you are passionate about, it will make it easier for you to present.

Consider supporting materials. PowerPoint slides, appropriate handouts, stories, statistics, analogies go a long way toward enhancing your presentation. Quite often, they make your job as the presenter much easier.

Since this is an oral presentation, it will be necessary for you to come on campus to present.

Presentations will be given in a classroom setting. A sign-up sheet for time preference and room numbers will be made available as the due date approaches. There will be a morning and evening session for your convenience. Professional attire is expected.

2.6 ABILITY TO HANDLE SUCCESS OR FAILURE

This video strengthens your mind and heart as it moves through a series of award winning inspirational scenes. Dramatic scenes from your favorite movies and historical clips show how people can be inspired to change their thinking and ultimately their lives. Your ability to handle your success or failure is depicted through your emotional feelings caused by life's events. Motivation is a crucial element of combating the feelings of failure. Turn your failure in to success by using the failure as an evaluation and a step toward success.

Please click on the video 12 to watch a video on how to overcome adversity.



Video 12 – Best Motivational Video to inspire you to overcome adversity and reach success! (by TangSooguy17, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).

2.6.1 ATTITUDE

Do you have a positive attitude? If so, you find it easier to cope with everyday life. In an article titled, *The Power of Positive Attitude Can Change Your Life*, Ramez Sasson had this to say about the benefits of a positive attitude. A positive attitude results in optimism, and less worrying and negative thinking. A positive attitude is powerful. It will change your entire life for the better; make you happier and more successful.

A positive attitude is worth every second you spend developing it. It will help you look at the bright side of life and always expect the best to happen. When you look at the bright side of things, it affects not only you, but the people around you as well. It can actually be contagious and rub off on your family, friends, and coworkers. There are many ways to display a positive attitude. Following are just a few ways:

- Compliment someone and mean it.
- Be happy for the success of other people.
- Be friendly even if you do not know the person.
- Smile, so the world will smile with you.
- Motivate others with a positive word.
- Never let another person's negativity affect you.

The figure below conveys a strong message about attitude.

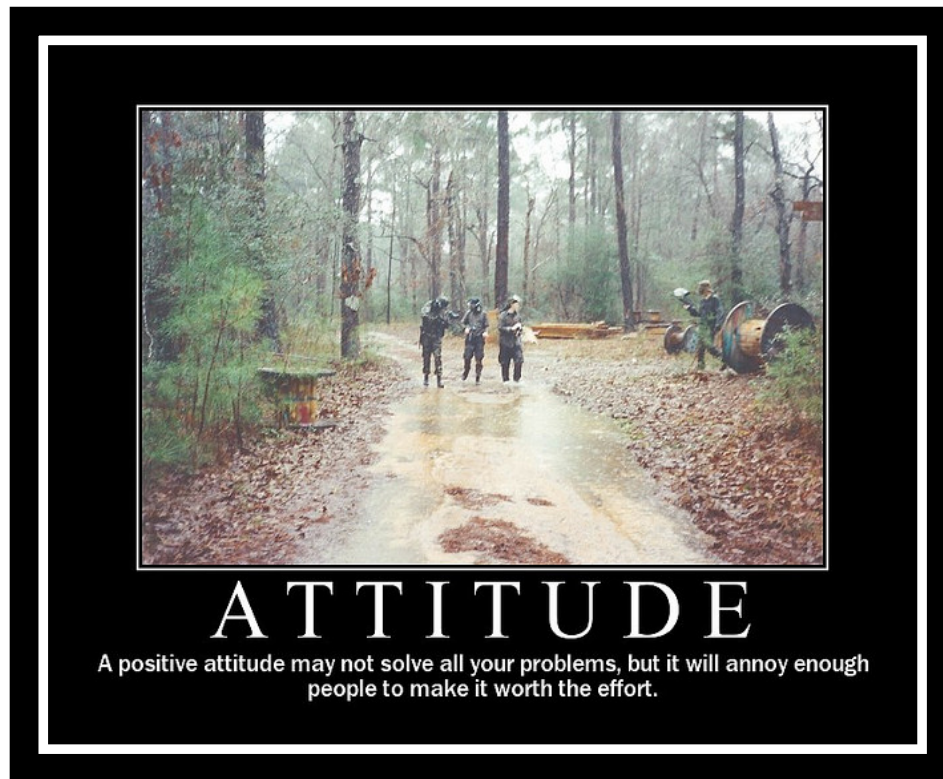


Figure 9 – My Motivational Poster – Attitude v1.1
(by Heath, CC BY – NC – ND 2.0)

Image: Rainy day with a muddy road in a forest. Four power line workers are sloshing through the rain in their work.

Verbiage: ATTITUDE A positive attitude may not solve all your problems, but it will annoy enough people to make it worth the effort.

2.6.2 DISCOURAGEMENT

Discouragement is a process that makes people feel like they can accomplish their goals. For a more complete definition, please click on [discouragement](#). (Definition 3, Merriam-Webster, discouragement)

All of us are discouraged at times and it happens in all areas of our life. It is how we respond to discouragement that sets us apart from others. I found the following ways to overcome discouragement

on the internet. To navigate to the site, please click on [*overcoming discouragement*](#). (Reference 5, 22 Powerful Ways to Overcome Discouragement, Creative Commons CC BY 3.0 Unported) The ways are:

Ask another person if they ever feel discouraged.

Accept people. Trying to change another person only frustrates you.

Let things go that are beyond your control

Let go of anger.

Encourage other people.

Exercise

Check something off your “to do” list. It is a great feeling of accomplishment.

Focus on what you do best. It feels great to do something well.

Be a friend.

Reward yourself.

Write in your personal journal.

Have some fun.

Get some rest.

Get out of a rut by changing your routine.

Read a motivational book.

Think of a setback as a learning experience.

When you feel discouraged it is OK to acknowledge it. We all suffer discouragement at times.

The image below conveys a good message about life.

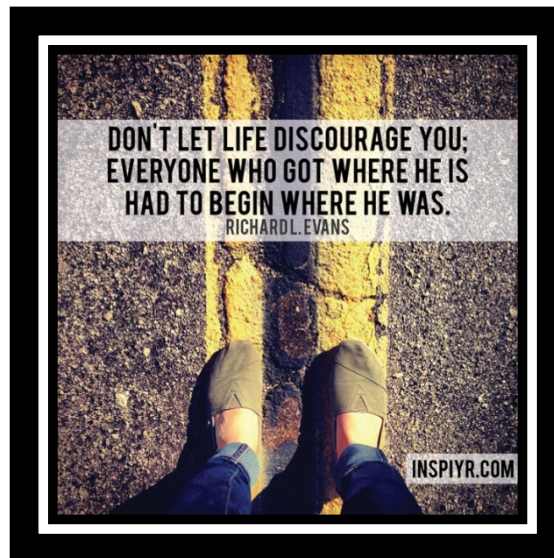


Figure 10 – Don't-let-life-discourage-you—Evans
(by Insplyr.com, CC BY – ND 2.0)

Image: Person's feet and legs on the double yellow line on an asphalt road.

Verbiage: “Don't let life discourage you; everyone who got where he is had to begin where he was.
Richard L. Evans”

2.6.3 PRAISE

Unfortunately many students have the mindset that they are not intelligent. With this mindset and without even realizing it students set themselves up for failure. In the article titled, *Using Praise to Enhance Student Resilience and Learning Outcomes*, the American Psychological Association has this to say about praise and its relationship to student success. To navigate to the article, please click on [*article*](#).

(Reference 6, Using Praise to Enhance Student Resilience and Learning Outcomes, American Psychological Association)

Research has clearly shown that perceiving yourself as smart or not smart has a powerful impact on your learning ability. In order to change this mindset, teachers should praise student's work so they are free to develop their own intelligence. When the student takes responsibility for developing his/her own intelligence, the student will find it easier to recover from academic setbacks.

Please click on video 13 image to watch Rich Schlentz as he talks about the power of praise and appreciation.



Video 13 – Employee Engagement – The Power of Praise and Appreciation
(by Rich Schlentz, Standard YouTube License)

For a transcript of this video, please click on [transcript](#).

2.6.4 ACCOMPLISHMENT

In an article titled, *How To Handle Success & Failure*, (Reference 7, HubPages, All Rights Reserved) Maraiya Storm has this to say about success and failure and our ability to handle it. How you think and feel about success and failure will determine your choices and ultimately your experiences in life. Feelings of accomplishment boost our self-esteem and failure has a tendency to damage our self-esteem. Yet, it doesn't have to be that way. It is possible to be happy and content even when we fail. Of course, it will require a positive attitude and a belief that you can will make it through. Let's begin by talking about the benefits of work and accomplishment.

- We were made to want to work. Work is good for our souls.
- Work helps us to grow. We learn new things through the relationships we build with our coworkers and clients.

- We learn patience, perseverance, determination and many other things. We learn the meaning of a strong work ethic. We learn to express ourselves through our work. Our work becomes a part of us.
- We perfect the skills we already have and learn new skills.
- We provide for our families with the income we earn.
- We learn optimism and resilience. Challenges at work have a huge impact on our attitudes. We approach them with either a positive or negative attitude . . . it is our choice.

We have looked at the upside of success and accomplishment; now let's consider the down side:

- We tend to think that we cannot love ourselves if we are not successful.
- Other people won't love us as well.
- We believe that we cannot enjoy life without success.
- We fear we could lose our success.
- We might worry that people like us only because of our success.
- We become dissatisfied with the level of our success and want more and more success. There is no end to the amount of success we want.

So does success really make us happy? No, we have just learned that success alone can't make us happy. Our happiness is determined by our approach to handling success or failure. How do you view success and failure? Is your cup half full or half empty?

The image below has a strong message about accomplishment.



Figure 11 – People of Accomplishment
(by Celestine Chua, CC BY 2.0)

Image: Man hiking up a barren, steep, snowy slope in the mountains.

Verbiage: "It has long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things." ~ Leonardo Da Vinci



MODULE 2 – ASSIGNMENT #4

Ramirez & Shawisa 15-year-old company providing computer services in the United States and Canada. The company has been very successful over the last ten years and attributes part of its success to its emphasis on solving problems through a team-based approach. Employees serve on project teams. Benjamin Toulous was asked by his supervisor to serve on an eight member team to examine the company's employee evaluation procedures. Benjamin is pleased about serving on this team. He believes he has several good suggestions that will improve the evaluation procedures. After he accepted the invitation to serve, he learned that the team leader was Alice Wong, the supervisor of the accounting department. Benjamin has little respect for Alice. He thinks she is a poor supervisor because he has heard stories from several of her employees about how unfair she is. Although Benjamin has never had direct experience with Alice as a supervisor, and has actually never met her, he still believes she is an unacceptable team leader.

Benjamin is your friend and is wondering how he should handle this. Think through the choices he has as you consider what he could do, be sure to examine the responsibilities of team leaders and followers, consider different techniques for working with others, and think about what role in formal communication may have already played in this situation.

Write a summary of the advice you would give Benjamin.

2.7 ABILITY TO GET ALONG WITH OTHERS

Getting along with others is an important skill that helps students to succeed in school and even more so in the world of work. Once students start working, they will no longer be able to choose with whom they associate, so they will have to relate to people of all backgrounds and types. For tips on how to get along with others, please click on [tips](#). (Reference 8, wikihow, CC BY – NC – SA 3.0)

2.7.1 INTERPERSONAL RELATIONS

Every employee needs good interpersonal skills. One of the most common reasons that people fail to advance in their careers or are let go from their jobs is the inability to get along with others. Good interpersonal skills make the work environment more pleasant, less stressful, and more satisfying. Developing and improving interpersonal skills:

The way we communicate both verbally and nonverbally is a crucial element of interpersonal skills. People want you to listen to them so it is important to improve the way you listen. Often we are already thinking about what we want to say next rather than truly listening to what the other person is saying. Listen closely; be certain you understand what was said before speaking.

The image below conveys thoughts about listening.



Figure 12 – Most people do not listen with the intent to understand; they listen with the intent to reply (by BK, CC BY – SA 2.0)

Image: Baby chick in grass looking as if it is hunting food.

Verbiage: Most people do not listen with the intent to understand; they listen with the intent to reply.

~Steven Covey – Symphony of Love. Photo by Ben Grey

There are four types of communication styles: Passive Communication, Aggressive Communication, Passive-Aggressive Communication and Assertive Communication. For an explanation of each style, please click on [style](#). (Reference 9, Serenity Online Therapy, All Rights Reserved)

Assertive Communication versus Aggressive Communication.

Aggressive Communication is a term used to describe individuals who express their needs, desires, and opinions in a way that does not take into account the rights of others. These individuals are perceived as selfish, unwilling to compromise, and having a desire to hurt others. They often are verbally and/or physically abusive. Aggressive behavior is a result of low self-esteem.

Aggressive people display some of the following signs:

- Domineering and controlling.
- Critical, always finding fault.
- Impulsive.
- Easily frustrated.
- Loud voice and rude.
- Demanding.
- Threaten other people.
- Often interrupt people.
- Not good listeners.
- Glare at people.

Aggressive communicators will say, believe, or behave as follows:

- “I’m right and others are wrong.”
- “I have things my way—no matter what.”
- “It’s my way or the highway.”
- “It’s your fault.”
- “You dropped the ball.”
- “I can push you around.”
- “I can intimidate you.”
- “I own you.”

Aggressive communicators should learn to become assertive communicators. Assertive communicators make their points of view clear and others understand what they say and why they say it. Assertive communicators work toward achieving results or solving problems. They say to others that “we are on the same team.” Even when things go wrong, everyone sticks together.

Assertive communication is always the best choice. Assertive communicators have confidence and admit their mistakes. They apologize and take responsibility when things go wrong. This does not decrease their status; it actually helps to strengthen their status and can bring team members closer.

Conflict Resolution—A conflict is much more than a disagreement; threats are perceived by the parties involved. The threats remain until the problem is confronted and resolved. Our perceptions dictate our responses, which can lead to strong emotions.

Conflict is a part of relationships. It is crucial to learn to deal with a conflict in a “healthy” way. When conflict is not managed, it can harm a relationship. When handled positively, conflict can strengthen the bond between two persons. It is important to develop conflict resolution skills. Relationships can grow and become even stronger.

Conflict resolution is the process of resolving a dispute or a conflict by compromising and meeting some of the needs of each side and addressing the interests of each side. It also is known as dispute resolution. It is important for the family, the workplace, and the community.

Successful conflict resolution is dependent upon your ability to do the following:

- Maintain calmness while managing stress.
- Control emotions.
- Observe expressions and feelings of others.

The following image offers wise advice about blame.



Figure 13 – Blame
(by Celestine Chua, CC BY 2.0)

Image: Park bench in a grassy field

Verbiage on Image: "When others, A man begins to blame. He'll soon find himself alone, The Same" ~ Nigel Boomfield

For your own benefit, learn and practice ways to quickly relieve your stress. Identify ways to manage your emotions. Your verbal and nonverbal communications may impact the impressions others have of you. Find ways you can incorporate humor as you deal with challenges.

Conflicts provide opportunities for growth. When they are resolved, trust improves. Parties feel secure in knowing that the relationship survived the challenge.

Anger management—Anger is an emotion. It is neither good nor bad. It is normal to feel angry when you have been wronged or mistreated. The problem is not the feeling. The problem is the reaction to the feeling. Anger is a problem when it harms you or others; therefore, it must be managed. You do not want anger to damage your judgment, your success, or your relationships.

The following image conveys some thoughts about anger and anger management.

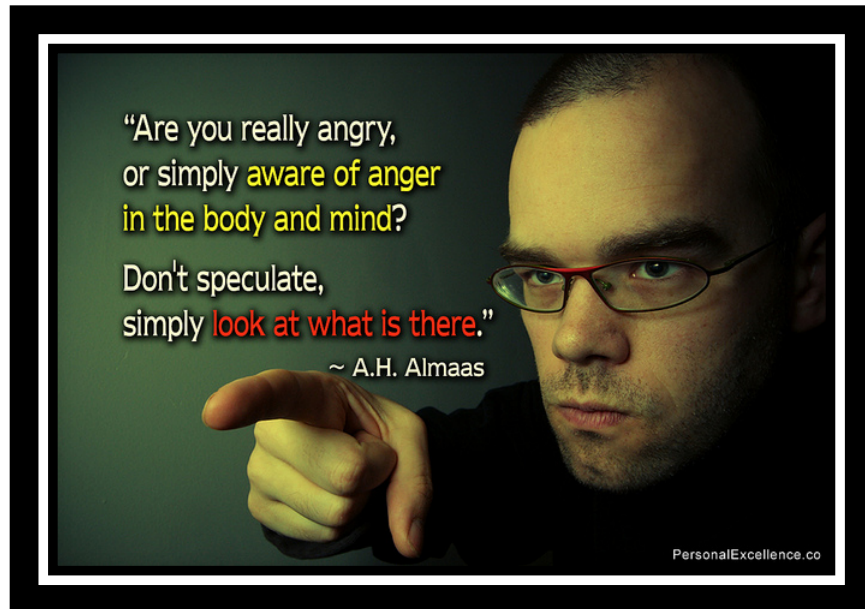


Figure 14 – Be Aware of Your Anger
(by Celestine Chua, CC BY 2.0)

Image: An angry faced man pointing his finger

Verbiage: "Are you really angry or simply aware of anger in the body and mind? Don't speculate, simply look at what is there." ~ A. H. Almaas

To manage anger, do the following:

1. Dig deep to explore and find what is really behind the anger.
2. Then, become aware of any warning signs of your anger.
3. Lastly, identify ways to cool down from the anger.

The true goals of anger management are to reduce your emotion and to reduce the arousal that anger causes. It is almost impossible to get rid of the things or people who make you angry, but you can control your reactions to the situations.

Practice simple relaxation exercises such as breathing deeply and imagining peaceful surroundings. Use yoga exercises to relax your muscles and make you feel calmer. Control anger before it controls you!

2.7.2 TRUST, RESPECT AND EMPATHY

Trust, respect, and empathy are the foundations of effective relationships, which show a concern for the rights of others. **Trust** simply means that you can rely on someone else, and they can rely on you. Respect means that you value the other person and they value you. Respect also means listening with an open mind to the opinions of others. The more respectful you are toward others, the more respect they will show toward you. **Empathy** means you can experience another person's feelings or ideas as if they were your own. Empathy does not mean agreeing or disagreeing; it involves attempting to understand the other person's point of view.

The image below conveys strains of these traits.

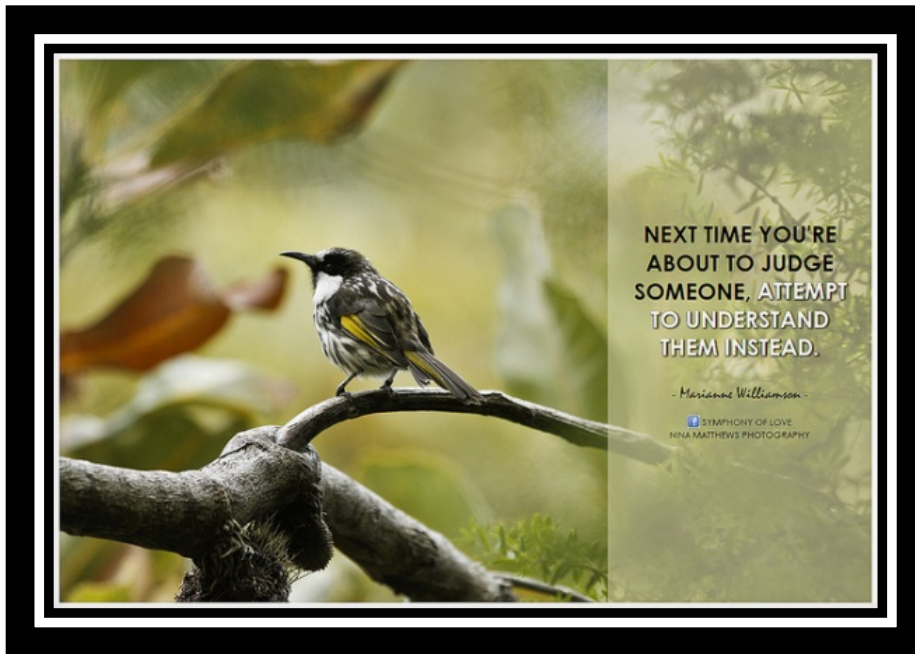


Figure 15 – Next time you're about to judge someone, attempt to understand them
(by BK, CC BY – NC 2.0)

Image: Bird sitting on a branch in a peaceful tree scene.

Verbiage: Next time you're about to judge someone, attempt to understand them instead ~Marianne Williamson Symphony of Love Nina Matthews Photography

2.7.3 CULTURAL INFLUENCES

Culture plays an important role in our society and the ability to shape our attitude and behavior is a key factor. People from an individual-centered culture like that of the United States see themselves as independent, with clear boundaries between themselves and others. People from a group-centered culture like those of Japan and China see themselves as interdependent with others.

2.7.4 REACHING OUT TO OTHERS

The title of the following image conveys an excellent message about giving.



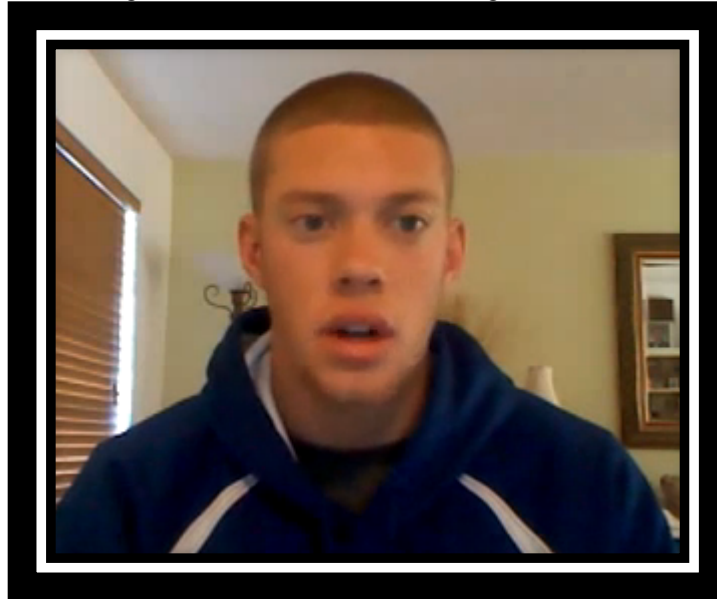
Figure 16 – “You give but little when you give of your possessions. It is when you give of yourself that you truly give.”

(by Nick Kenrick, CC BY – NC – SA 2.0)

Image: Tree on a rocky, broom straw cliff.

Artist attributes the title as a quote by Kahlil Gibram

Please click on the video 14 image to watch a video on reaching out to others.



Video 14 – Invisible Pain (reaching out to others) (by peterbsll13, Standard YouTube License)
For a transcript of this video, please click on [transcript](#).

2.7.5 FEEDBACK IN RELATIONSHIPS

It takes skill to give feedback in a way that it is helpful and not offensive. When giving feedback, you should be sensitive to the other person’s resistance and not criticize their personality, but their behavior. You should discuss things that can be changed and be accepting and nonjudgmental. For information on how to give feedback, please click on [feedback](#). (Reference 10, Demand Media, All Rights Reserved)

2.7.6 ANGER AND CONFLICT

We live in a society where the terms road rage, desk rage, and phone rage have become common terms. Many people find themselves yelling at someone over the phone for a perceived injustice or misunderstanding. The United States is an angry nation in many ways.

You may encounter anger in the class room or in your professional life, so you must be able to deal with all types of people and be able to satisfy their requests. You will be expected to keep a stoic face when someone is angrily shouting with you because of their anger. Rather than becoming stressed over something that you have no control over, you may use the problem solving technique of analyzing the problem, make sure that people involved have the same understanding of the reason for the conflict, talk about how it should be handle, and take steps to solve it.

The image below has a great quote by Henry Ford about working toward a common good.



Figure 17 – Coming together is a beginning; keeping together is progress; working together is success. – Henry Ford

(by QuotesEverlasting, CC BY 2.0)

Image: Beach scene with people playing in the water with rocks in the foreground.

Verbiage: Coming together is a beginning; keeping together is progress; working together is success. – Henry Ford



MODULE 2 ACTIVITY #2

Describe how you would handle a situation in which you were being evaluated for your job performance and you felt that the evaluator was very critical and did not give you any positive feedback. You felt that many tasks had been done properly there were times when you went above and beyond the expected outcome of the task. How would you verbalize to the evaluator the positive things that you had done? How do you clarify the negative comments that were made if you disagree with all or any of them?

2.8 FUNCTIONING IN GROUPS

Students should have experience with functioning in groups. There is the family group, friends, sports teams, and work groups that they may belong to.

The image below expresses how important groups are.

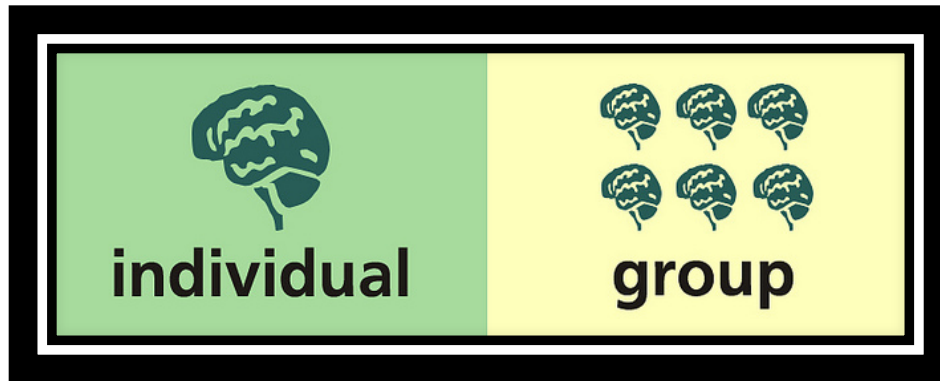


Figure 18 – individual – v – group
(by Sean MacEntee, CC BY 2.0)

Image: Left side of picture: one brain with verbiage “individual”; right side of picture: 6 brains with verbiage “group”

2.8.1 GROUP DYNAMICS

Whatever the group, you must have goals. If you are in college you could belong to a sorority or fraternity, or participate as an athlete in one or several teams sports. Whatever the situation you will not be able to choose with whom you associate. You will be in situations where you will have to relate to people of all backgrounds.

Any group that you are associated with will have norms, rules or bylaws by which all are governed. Students must be able to adjust to those norms and know that each person of the group is to work towards achieving that group specific goals.

In the image below, you see a group of students working well together on a project.



Figure 19 – small group work (by Susan Sermoneta, CC BY – NC – ND 2.0)

Image: 8 students huddled together working on a project

An example would be if you are a member of a sorority or fraternity, you follow the rules that have been established for that group. If a meeting is involved, then you should do your part to help the group reach the goals that have been set forth for that session. If there is an established behavior such as a particular style of dress, then that behavior must be adhered to. The same is true for athletes that are participating

in a sporting event, your goal is to follow the rules and behave in a manner that does not penalize your team, but end with a winning spirit.

Whatever the group, you must have goals, roles and norms, an acceptable behavior. In daily life, whether at school, at work or during leisure time, individuals generally respect various norms, rules or laws in order to adapt themselves to the environment or group to which they belong. But what are norms? What is the purpose?

Norms are rules or behavioral models that are established and accepted by individuals who belong to the same culture or group. For a more complete definition, please click on [*norms*](#). (Definition 4, Oxford Dictionaries, norms) Since they reflect the group's values, they may:

- Identify how group members work with one another.
- Survey what your group skills are so you can divide the tasks to the members who are good in specific areas.
- Set behavioral rules for the group.
- Find out how the group functions and ask appropriate questions if you are not clear on its' functions.
- A groups culture defines it's rewards and penalties.

The image below conveys one way expressing norms. It was a poster that was used at Palo Alto High School as a part of a social norming experiment.

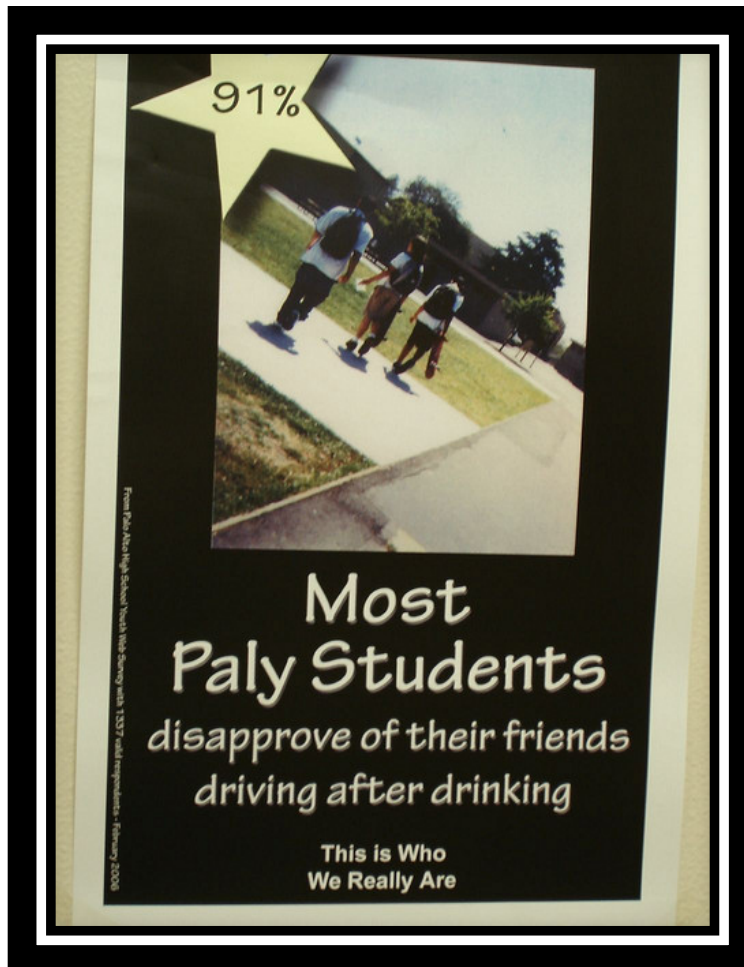


Figure 20 – Palo Alto Positive poster
(by technolibrary, CC BY – NC – ND 2.0)

Image: Students walking home. There is a gold star in the upper left corner of the image with 91% written on it.

Verbiage: "Most Paly Students disapprove of their friends driving after drinking This is Who We Really Are"

The purposes of norms are to help:

- Groups reach objectives efficiently in an amicable setting.
- Groups work as team and settle disagreements based on the norms so that feeling are not hurt.
- Groups gain experiential knowledge and learn team work.

2.8.2 BEHAVIOR AS A MEMBER OF A GROUP

Conformity is a powerful force in groups, but it's important to know when it is appropriate. There is the issue of groupthink, which is an extreme form of conformity.

It is normal when working with a group for people, to conform to the ideas or values of that group. If the group is playing a board game that you have played before, their rules for the game may be different from the rules that you have used, but you adhere to those without giving it a second thought. If you should voice that you disagree with their rules, but it is decided that the groups rules stand, be aware that your ideas are not considered.

Conformity is a powerful force in groups, but it's important to know when it is appropriate. There is the issue of groupthink, which is an extreme form of conformity. Group members should not shy away from their opinions, but accept group opinion. If there are points that a group member is very passionate about, the member should express their passion. The results are that you feel pressured to agree with what other members were saying. Your ideas are not heard or considered.

As expressed in the last paragraph, conformity is important, but not at the expense of not sharing your ideas. The image below reflects this thought.



Figure 21 – One Way Thinking

(by Deone Higgs, CC BY – NC – ND 2.0)

Image of large amount of ducks that look alike swimming in a lake. There are two ducks at the lead that are different.

Verbiage: “When we lose the right to be different, we lose the right to be free.” Charles Evans Hughes

2.8.3 GROUP PARTICIPATION

Active participation means using listening skills (pay attention), speaking skills (contribute your own ideas), and human-relations skills by acknowledging what others think and feel and by being courteous.

In the image below, students are collaborating on a project.



Figure 22 – super group

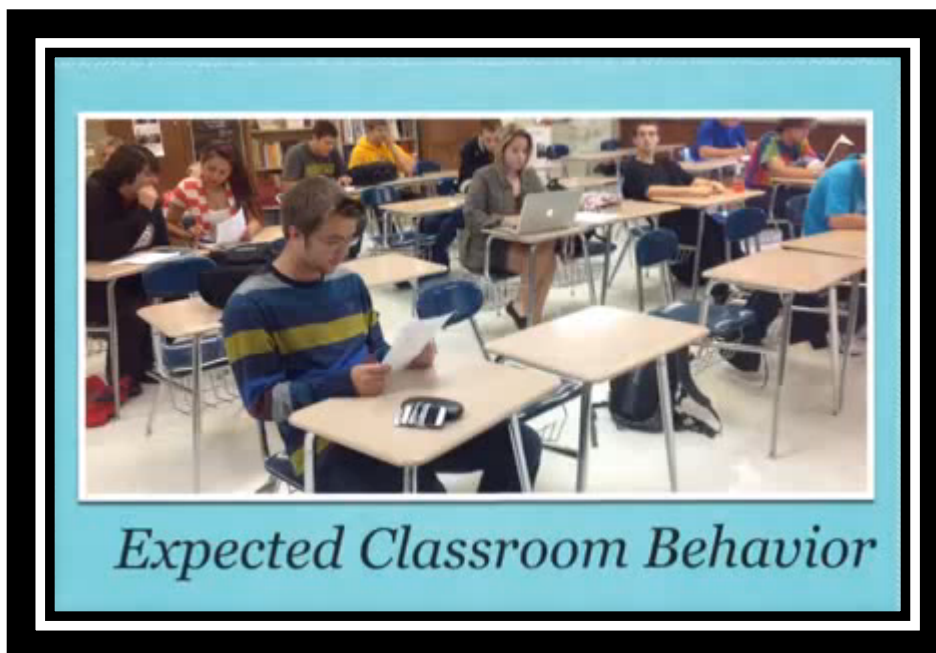
(by Jennifer Leonard, CC BY – NC – ND 2.0)

Image: Group working together, listening to each other, and collaborating

2.8.4 NORM FOR CLASSROOM BEHAVIOR

The norms for classroom behavior are to attend class, arrive on time, listen during discussions, treat others with respect when you speak, and turn off cell phones.

Please click on the video 15 image to watch a video on expected classroom behavior.



Video 15 – Expected Classroom Behavior
(by carolyn brusch, Standard YouTube License)
For a transcript of this video, please click on [transcript](#).



MODULE 2 – ASSIGNMENT #5

Analyze conformity in your class. Give two examples of conformity in your on-line class. Describe what actually happened and state whether or not the nonconformity cause anyone to suffer.

2.9 ROLE OF LEADERS AND MEMBERS

Please click on the video 16 image to watch a video on the role of leaders and members.



Video 16 – Role of Leaders and Members
(by YorkTechCTL, CC BY 3.0 Unported)

For a transcript of this video, please click on [*transcript*](#).
Howard Schultz, chairman and CEO of Starbucks, former owner of the Seattle Supersonics built Starbucks from 17, to more than 16,000 around the world.
In the image below, you see Howard Schultz as he addresses the media.



Figure 23 – Starbucks Chairman Howard Schultz Talks to the Media
(by Richard Eriksson, CC BY 2.0)

Image: Howard Shultz speaking to media inside a Starbucks restaurant

Schultz has a reputation for caring for his employees and telling the truth. He actively seeks feedback from managers and employees, in monthly town hall meetings, for example. He is also prepared to make hard choices as a leader and is open to new ideas and technologies if they can improve productivity and products. He is committed to employees, and it shows: Starbucks was one of the first companies to give part-time employees health benefits. *U.S. News and World Report* quoted Schultz as saying, "People aren't interested in how much you know. It's how much you care." (Reference 11, U.S. News & World Reports, All Rights Reserved)

In every group there is usually someone who takes charge. Leading is an important ability to develop as you progress in your schooling and your professional career. Students will have opportunities to serve in leadership positions:

- on teams
- special projects
- committees
- other group

These opportunities also arise in tasks as simple as helping a new employee understand his or her duties.

Please consider John F. Kennedy's words as portrayed on the image below.



Figure 24 – Leadership and Learning
(by George Couros, CC BY – NC – SA 2.0)
Image: John F Kennedy Library building

Verbiage: "Leadership and learning are indispensable to each other." John F. Kennedy

2.9.1 BASIC LEADERSHIP STYLES

Just as people have different personalities, they approach the task of leading a group in different ways. People differ in the emphasis that they put on—the task itself or their relationship with others. The basic leadership styles are listed below. For a more complete definition, please click on the bolded term.

- **Democratic leadership** – where the leader stresses both task and relationship. (Definition 5, Oxford Dictionaries, democratic)
- **Taskmaster leadership** stresses task over the group’s relationship. (Definition 6, Oxford Dictionaries, taskmaster)
- **Nurturer leadership** puts relationship over the task; they believe that people come first. (Definition 7, Merriam-Webster, nurture)
- **Bureaucratic leadership** behaves cautiously, is orderly and quite conservative. (Definition 8, Oxford Dictionaries, bureaucratic)
- **Situation leadership** style adapts their styles to the situation. (Definition 9, Hearst Newspapers, situational leadership)

leadership characteristics

Some people are born to lead. They have the qualities known as:

- Charisma
- Self-confidence
- Personal magnetism
- Outstanding communication skills

After the 9/11 attack on the World Trade Center in New York City, Rudolph Giuliani was the mayor, and he showed exceptional situational leadership skills. Normally a taskmaster in style, Mayor Giuliani became strong yet flexible, demonstrating elements of all the leadership styles as the situation demanded.

This image conveys many of the traits of a leader. Consider these traits as you grow into leaders.



Figure 25 – Inspirational Quotes Leadership Jim Rohn
(by hot4sunny, CC BY – NC – ND 2.0)
Image: Setting sun with a red cloudy sky

Verbiage: The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly. ~ Jim Rohn www.MassiveCashCoachingTeam.com

2.10 ORGANIZATIONAL STRUCTURE AND PROPER COMMUNICATION

In an organization there is a structure which shows the flow of command and responsibilities. By referring to the organizational chart, you will know who to contact when an opportunity arises. This will save time and legwork in locating the right person.

In a decentralized structure, an organization will be divided by departments and divisions which operate independently from the whole structure. For instance, Proctor and Gamble may divide their company by product and/or regional offices because they make so many different world wide products, instead of using a centralized office which would be overwhelmed with the business. Another example is the Gulf Coast Blood Drive Structure which is shown in the organizational chart below.

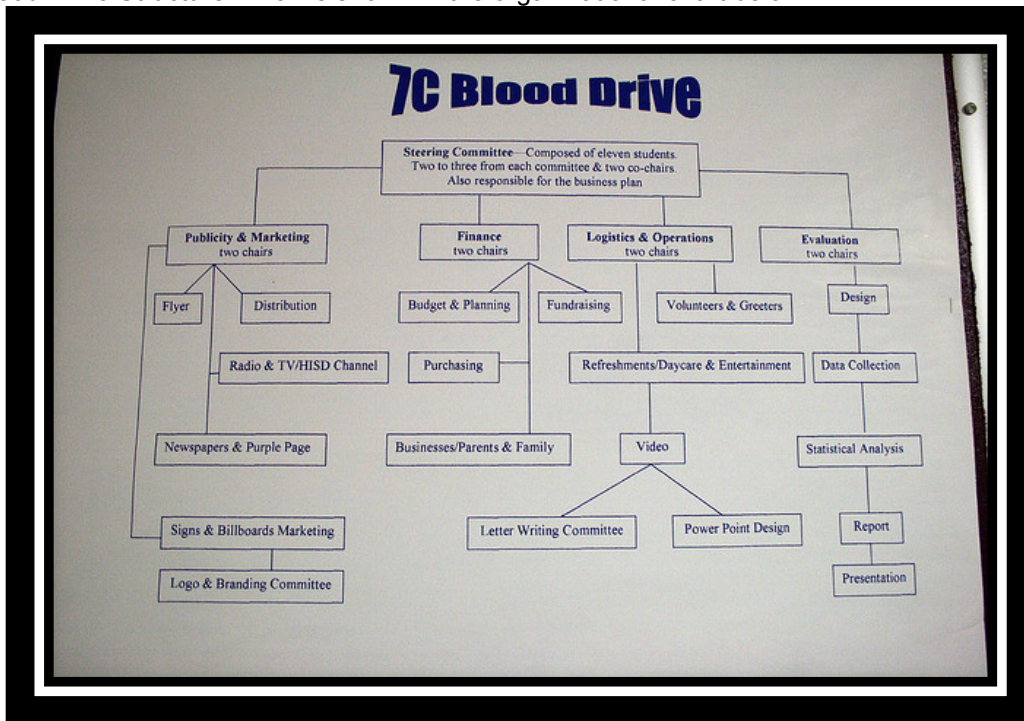


Figure 26 – The Official Blood Drive Org Chart
(by Gulf Coast Regional Blood Center's photostream, CC BY – NC – ND 2.0)

Image and Verbiage:

Heading : 7C Blood Drive

Top Block: Steering Committee – (Composed of eleven students. Two to three from each committee & two co-chairs. Also responsible for the business plan) branches to 4 areas

Left column: Publicity & Marketing (two chairs) branches to Flyer, Distribution, Radio & TV/HSD Channel, Newspapers & Purple Page and Signs & Billboards Marketing. Signs & Billboards Marketing has Logo & Branding Committee reporting to them.

Second to the left column: Finance (two chairs) branches to Budget & Planning, Fundraising, Purchasing, Business/Parents & Family

Third column from the left: Logistics & Operations (two chairs) branches to Volunteers & Greeters, Refreshments /Daycare & Entertainment which branches to Video. Video branches to Writing Committee and PowerPoint Design

Right column: Evaluation (two chairs) branches to Design branches to Data Collection branches to Statistical Analysis branches to Report which branches to Presentation



MODULE 2 – ASSIGNMENT #6

Form a team with two or three classmates and come up with examples of leadership styles in 2.9.1 that you have seen in the workplace, school, sports, or politics. Justify your examples.

This assignment will require you to e-mail back and forth with your classmates. Once a team has been chosen, choose a team leader. The team leader will be responsible for posting this assignment in the assigned discussion board. Be sure to include all group member names in the post so a grade will be assigned to each member. This is a graded assignment.

2.10.1 LINES OF AUTHORITY, RESPONSIBILITY, AND COMMUNICATION

There are three basic communication patterns in groups:

- 1) In the *chain pattern*, a message is passed from one person to the next
- 2) In the *wheel pattern*, the person at the hub communicates with each person with each person, but persons don't communicate with each other
- 3) In the *all-channel pattern*, all members communicate with each other.

2.10.2 UNDERSTAND YOUR ORGANIZATION

One way to understand more about the organization is to learn how it is structured.

- Determine if the organization is a nonprofit organization.
 - This type of organization is formed to promote civic, charitable, or artistic purpose. Generally this organization is exempt from federal and state taxation on their income.
- Does it have stockholders?
 - **Stockholders** are investors in a business. They own a portion or share of a corporation.
- Does it have a Board of Directors?
 - A director is an officer of a company who is charged with the management of its affairs and conduct. The number of board members varies based on the needs of the organization, usually 12 to 15 members.
- Who is the CEO?

A chief executive officer develops and implements strategic plans, makes major corporate decisions, and oversees company operations. He/she is the highest ranking individual in a company and reports directly to the board of directors.

Pictured below is a Board of Directors meeting for RDECOM (U.S. Army).



Figure 27 – RDECOM Board of Directors holds meeting
(by U.S. Army RDECOM, CC BY 2.0)

Image: 18 people gathered around a conference table with papers open on the table. There are flags in the background which include the U.S. flag and the Army flag. The other 2 flags are not identifiable. On wall in the background is U.S. Army RDECOM.



MODULE 2 – ASSIGNMENT #7

Draw a typical communication pattern of your class and of your family. See 2.10.1 for examples.

KEY CONCEPTS

Summarize the module into a small list of major concepts (I would aim for between 2 and 5 and be sure that some relate to your learning outcomes). Use bullets to distinguish each concept and write a few sentences explaining the concept.

- To develop more intellectually, we process steps to improve our memory, develop skills to think critically, learn how to approach problems for amicable solutions, and strengthen the creative skills that we are innate.
- We have a diverse society in the United States with people of various races and ethnic background. To getting along with this diverse population, we learn how to improve our interactions with others by developing good relationships with others, and avoid showing anger and working through conflict.
- We will participate in groups such as the family, on committees, in sports, and Greek organizations. We must be mindful of the behavior that is expected from the group so that goals are met in situations that are presented.
- As a leader within a group, there are responsibilities that must be adhered to such as setting a good example for others in the group. An effective leader must do whatever it takes to complete a job and do it well as they expect the same of others.

MODULE 2 TEST REVIEW

Study the following: (Section number listed after the item.)

Deductive/Inductive Reasoning – 2.1.3
Neurons in the brain – 2.2.2
Stages of memory – 2.2.4
Improving Memory – 2.2.5
Mind Storming – 2.3.1
Creative thinking – 2.3.4
Preparing presentations – 2.5
Supporting Materials – 2.5.3
Assertive Behavior – 2.7.2
Getting along with others – 2.7.3
Managing anger – 2.7.7
Group Dynamics – 2.8.1
Role of Leaders - 2.9.1
Group Communication Pattern – 2.10.1

KEY TERMS

Associative Thinking
Brainstorming
Bureaucrat
Creativity
Deductive reasoning
Democratic Leader
Discouragement
Empathy
Inductive reasoning
Listening
Logic
Mind Mapping
Mind Storming
Neurons
Norms
Nurturer
Situation Leadership
Stockholders
Trust
Taskmaster

GLOSSARY

Associative Thinking – the process of letting you mind wander to other topics so that your mind gets a fresh insight on the problem
Brainstorming – a tool used in many academic settings for groups or organizations to work in groups to generate ideas.
Bureaucrat – behaves cautiously, is orderly and quite conservative.
Creativity – having an original idea and developing various outcomes from that idea.

Deductive reasoning – one may categorize a situation where a premise is reached based on the information that is given to them.

Democratic Leadership – where the leader stresses both task and relationship

Discouragement – a process that makes people feel like they can accomplish their goals.

Empathy – you can experience another person's feelings or ideas as if they were your own.

Inductive reasoning – when conclusions are drawn based on one's observations of detailed facts.

Listening – paying close attention to sound.

Logic – being able to think reasonable and make decisions based on that reasoning.

Mind Mapping – a simple method to take notes, remember ideas, and organize thoughts in a non-linear way by making the starting point at the center of a page with a circle and branches out from their (the main topic) with lines drawn from that circle representing sub topics.

Mind Storming – similar to brain storming, but it is done on an individual basis.

Neurons – have the ability of gathering and transmitting signals over several feet to send messages to each other.

Nurturer – puts relationship over the task; they believe that people come first.

Situation Leadership – style adapts their styles to the situation

Stockholders – investors in a business

Trust – you can rely on someone else, and they can rely on you.

Taskmaster – stresses task over the group's relationship.



MODULE 2 TEST

Problems 1 – 25 are 2 points each.

True or False: Read the following questions and determine whether the statement is true or false.

1. When you learn something new, you make new connections among the neurons in your brain.
2. In deductive reasoning, the conclusion is always true if the premises are true.
3. People who value trust, respect, and empathy avoid making SAD comments.
4. Mainstream culture in the United States is group-centered.
5. Feedback should be directed at behaviors, not personality.
6. Associative thinking is a method in which you let your mind wander from one thing to another.
7. The brain is made up of approximately 100 billion nerve cells called Neurons.
8. Sometimes the best way to solve a problem is to stop thinking about it.
9. People who value trust, respect, and empathy avoid making negative comments.
10. In a presentation, supporting materials should be at a level that the audience understands.
11. Rudolph Giuliani was the mayor of New York at the time of the attack on the World Trade Center.

12. Criticizing, blame, or attack others is a sign of assertive behavior.
13. In academic and business presentations, you should provide citations for your sources.
14. You can overcome discouragement by focusing on things that you do best.
15. Stockholders are investors in a business and a portion or share of a corporation.
16. After retirement it is suggested that taking a class or playing challenging games will help in improving the memory.
17. Norms are rules by which people in particular roles are expected to act.
18. Aggressive communicators have confidence and admit their mistakes.
19. In managing your anger, determine what is really behind the anger.
20. A positive attitude helps you cope more easily with the daily affairs of life.

Multiple Choice: Read the following questions or statements and select the best answer.

21. What is the first stage of memory?

- a) sensory memory
- b) short-term memory
- c) long-term memory
- d) neurotransmitters

22. In which type of reasoning if the premises are true, then the reasoning will be valid?

- a) deductive
- b) inductive
- c) conductive
- d) reductive

23. Which creative thinking technique is used in a group?

- a) mind storming
- b) back-burner thinking
- c) associative thinking
- d) brainstorming

24. What's a good way to prepare for a presentation?

- a) rehearse
- b) outline your message
- c) think about the audience and setting
- d) all of these choices

25. Howard Schultz's profession was:

- a) Secretary of State for President Bush
- b) CEO of General Electric
- c) CEO of Starbucks
- d) Lecturer at MIT

26. Describe the group communication patterns (chain, wheel, and all pattern) and include examples of each.

27. What was the least satisfying or unsuccessful group that you have been in? Why do you feel that it was not successful? How could the dynamics of the group be improved?

ANSWER TO ASSIGNMENTS



ANSWERS TO ACTIVITIES

MODULE 2 ACTIVITY #1 ANSWERS

Critical thinking involves a creative thought process that allows students to dig deep for answers. They should think outside the box. Here are a couple of questions that will have them digging deep for an answer.

To test yourself in becoming more of a critical thinker, please click on [*critical thinker*](#). (Reference 2, Squigly's Brain Teasers, All Rights Reserved)
Answers will vary.

MODULE 2 ACTIVITY #2 ANSWERS

Describe how you would handle a situation in which you were being evaluated for your job performance and you felt that the evaluator was very critical and did not give you any positive feedback. You felt that many tasks had been done properly there were times when you went above and beyond the expected outcome of the task. How would you verbalize to the evaluator the positive things that you had done? How do you clarify the negative comments that were made if you disagree with all or any of them?
Answers will vary



ANSWERS TO ASSIGNMENTS

MODULE 2 ASSIGNMENT #1 ANSWERS

Do you always know fact from opinion? A fact is something that is true or can be proven. An opinion is knowledge based on feelings about a given topic. Determine if the statements that are listed are fact or opinion.

1. Winthrop University is in Rock Hill, SC.
2. Football is more interesting than baseball.
3. There is a Little Caesars Pizza on Cherry Road.
4. Pink is a lovely color.
5. Leftover pizza is delicious.

Solutions: Each answer is worth 20 points.

- | | | |
|------------|------------|------------|
| 1. Fact | 3. Fact | 5. Opinion |
| 2. Opinion | 4. Opinion | |

MODULE 2 – ASSIGNMENT #2 ANSWERS

Solve a problem for James. He volunteered to purchase t-shirts for his son’s baseball team. They would cost him about \$200.00. At this time he does not have the funds to cover the cost of the shirts. What should he do? Show how he should solve the problem by using a problem solving approach.

- Define the problem
- Identify objectives needed
- List the alternatives
- Discover the consequences
- Determine the best solution.

Answers may vary. Here are some possibilities:

1. Problem: James volunteered to supply the team with shirts, but he doesn’t have the cash to pay for them.
2. Alternatives: Charge the amount to his credit card, ask the parents of team members, ask for contributions from community organizations or ask local businesses for sponsorships.

Grading Rubric for Assignment #2

	None are Present	Some are Present	All are Present	Total Points
Did students arrive at a thorough solution for James’ situation?	0	1 – 30	31 – 33	
Did students follow all step of problem solving?	0	1 – 30	31 – 34	
Could it be determined that student recognized and understood each step of the problem solving process?	0	1 – 30	31 – 33	
Comments:			Total Points	

MODULE 2 ASSIGNMENT #3 ANSWERS

Please click on Mind Mapping Site to prepare a mind mapping exercise on thinking creatively that has been previously covered in the brainstorming section of thinking creatively. [Mind Mapping Site](#). (Reference 3, University of Arizona Libraries, No Copyright Given)

It will be necessary for you to complete this exercise in a word document so it can be uploaded to the dropbox. This is a graded assignment.

Prepare a mind map based from 2.3.2.

Grading Rubric for Assignment #3

	None are Present	Some are Present	All are Present	Total Points
Is the mind map legible?	0	1 – 30	31 – 33	

Does it offer a sequence of events?	0	1 – 30	31 – 33	
Was the mind map clear, concise, correct and did it display images, color, and well-defined information?	0	1 – 30	31 – 34	
Comments:			Total Points	

MODULE 2 – ASSIGNMENT #4 ANSWERS

Ramirez & Shawisa 15-year-old company providing computer services in the United States and Canada. The company has been very successful over the last ten years and attributes part of its success to its emphasis on solving problems through a team-based approach. Employees serve on project teams. Benjamin Toulous was asked by his supervisor to serve on an eight member team to examine the company's employee evaluation procedures. Benjamin is pleased about serving on this team. He believes he has several good suggestions that will improve the evaluation procedures. After he accepted the invitation to serve, he learned that the team leader was Alice Wong, the supervisor of the accounting department. Benjamin has little respect for Alice. He thinks she is a poor supervisor because he has heard stories from several of her employees about how unfair she is. Although Benjamin has never had direct experience with Alice as a supervisor, and has actually never, met her, he still believes she is an unacceptable team leader.

Benjamin is your friend and is wondering how he should handle this. Think through the choices he has as you consider what he could do, be sure to examine the responsibilities of team leaders and followers, consider different techniques for working with others, and think about what role in formal communication may have already played in this situation.

Write a summary of the advice you would give Benjamin.

Answers will vary. These would be a solution to his problem:

1. Work on improving his attitude to be more positive
2. Cooperate with others to get task done.
3. Avoid gossiping and taking side with others.
4. Willingness to learn by working with other and consider suggestions.

Grading Rubric for Assignment #4

	None are Present	Some are Present	All are Present	Total Points
Did the students answer the question effectively for Benjamin's problem?	0	1 – 30	31 – 33	
Did students indicate how important it is not to gossip in the workplace?	0	1 – 30	31 – 33	
Did the students arrive at an equitable solution so that Benjamin could make an adjustment to his attitude, consider his great standing with the company, and cooperate with working on the team to effectively	0	1 – 30	31 – 34	

complete the task at hand?				
Comments:			Total Points	

MODULE 2 – ASSIGNMENT #5 ANSWERS

Analyze conformity in your class. Give two examples of conformity in your on-line class. Describe what actually happened and state whether or not the nonconformity cause anyone to suffer.

Answers will vary. Suggestions:

1. Approach situation positively
2. Avoid showing distress
3. Work toward reaching an amiable solution

Grading Rubric for Assignment #5

	None are Present	Some are Present	All are Present	Total Points
Were examples for conformity clear?	0	30	33	
Did students describe what actually happened in the class room?	0	30	33	
Did the class suffer and did they explain how they suffered? How would it be handled differently?	0	30	34	
Comments:			Total Points	

MODULE 2 – ASSIGNMENT #6 ANSWERS

Form a team with two or three classmates, and come up with examples of leadership styles in 2.9.1 that you have seen in the workplace, school, sports, or politics. Justify your examples.

Assignment will vary. Choose any of the following from 2.91: democratic, taskmaster, nurturer, bureaucrat, or situation.

Grading Rubric for Assignment #6

	None are Present	Some are Present	All are Present	Total Points
Did students select three leadership styles?	0	1 – 30	31 – 33	
Were there answers given to support the different styles in the workplace or in school?	0	1 – 30	31 – 33	
After answering the above questions, did student justify their examples completely?	0	1 – 30	31 – 34	
Comments:			Total Points	

MODULE 2 – ASSIGNMENT #7 ANSWERS

Draw a typical communication pattern of your class and of your family. See 2.10.1 for examples. Answers may vary.

Grading Rubric for Assignment #7

	None are Present	Some are Present	All are Present	Total Points
Did the students complete the patterns correctly?	0	1 – 30	31 – 33	
Were the communication patterns in line with what was previously described?	0	1 – 30	31 – 33	
Were the patterns defined and clearly drawn to depict a true pattern for the class and family?	0	1 – 30	31 – 34	
Comments:				Total Points



MODULE 2 PROJECT ANSWERS

MODULE 2 PROJECT 1 ANSWERS

Please prepare and present a 3 to 5 minute presentation. This presentation should be either a persuasive speech, like trying to commit the audience to a cause or volunteer group, etc. or an informative speech, one that informs the audience about something like football rules, tourism/travel, or a hobby. Your topic should be one that you are passionate about, it will make it easier for you to present.

Consider supporting materials. PowerPoint slides, appropriate handouts, stories, statistics, analogies go a long way toward enhancing your presentation. Quite often, they make your job as the presenter much easier.

Since this is an oral presentation, it will be necessary for you to come on campus to present.

Presentations will be given in a classroom setting. A sign-up sheet for time preference and room numbers will be made available as the due date approaches. There will be a morning and evening session for your convenience. Professional attire is expected.

Prepare a PowerPoint Presentation from the information from 2.5.

	None are Present	Some are Present	All are Present	Total Points
Was the content well organized and at an appropriate level for the audience?	0	1 – 30	31 – 33	
Did the students speak in a conventional tone and was it presented in a professional manner	0	1 – 30	31 – 33	
Were visuals used? Were the slides condensed and not too wordy and did the audience take something from the presentations? Were	0	1 – 30	31 – 34	

questions asked of the presenter?				
Comments:			Total Points	



MODULE 2 POST-TEST SOLUTIONS

MODULE 2 TEST ANSWERS

Answers are given below the test.

Problems 1 – 25 are 2 points each.

True or False: Read the following questions and determine whether the statement is true or false.

1. When you learn something new, you make new connections among the neurons in your brain.
2. In deductive reasoning, the conclusion is always true if the premises are true.
3. People who value trust, respect, and empathy avoid making SAD comments.
4. Mainstream culture in the United States is group-centered.
5. Feedback should be directed at behaviors, not personality.
6. Associative thinking is a method in which you let your mind wander from one thing to another.
7. The brain is made up of approximately 100 billion nerve cells called Neurons.
8. Sometimes the best way to solve a problem is to stop thinking about it.
9. People who value trust, respect, and empathy avoid making negative comments.
10. In a presentation, supporting materials should be at a level that the audience understands.
11. Rudolph Giuliani was the mayor of New York at the time of the attack on the World Trade Center.
12. Criticizing, blame, or attack others is a sign of assertive behavior.
13. In academic and business presentations, you should provide citations for your sources.
14. You can overcome discouragement by focusing on things that you do best.
15. Stockholders are investors in a business and a portion or share of a corporation.
16. After retirement it is suggested that taking a class or playing challenging games will help in improving the memory.
17. Norms are rules by which people in particular roles are expected to act.
18. Aggressive communicators have confidence and admit their mistakes.
19. In managing your anger, determine what is really behind the anger.
20. A positive attitude helps you cope more easily with the daily affairs of life.

Multiple Choice: Read the following questions or statements and select the best answer.

21. What is the first stage of memory?

- a) sensory memory
- b) short-term memory
- c) long-term memory
- d) neurotransmitters

22. In which type of reasoning if the premises are true, then the reasoning will be valid?

- a) deductive
- b) inductive
- c) conductive
- d) reductive

23. Which creative thinking technique is used in a group?

- a) Mind storming
- b) back-burner thinking
- c) associative thinking
- d) brainstorming

24. What's a good way to prepare for a presentation?

- a) rehearse
- b) outline your message
- c) think about the audience and setting
- d) all of these choices

25. Howard Schultz's profession was:

- a) Secretary of State for President Bush
- b) CEO of General Electric
- c) CEO of Starbucks
- d) Lecturer at MIT

26. Describe the group communication patterns (chain, wheel, and all pattern) and include examples of each.

27. What was the least satisfying or unsuccessful group that you have been in? Why do you feel that it was not successful? How could the dynamics of the group be improved?

True or False	Multiple Choice
1. T	
2. T	21. A
3. T	22. A
4. F	23. D
5. T	24. D
6. T	25. C
7. T	
8. T	
9. T	
10. T	
11. T	
12. F	
13. T	

14. T	
15. T	
16. T	
17. T	
18. F	
19. T	
20. T	

26. The student is expected to describe the three group communication patterns - Chain, Wheel, All-pattern - and give examples of each.

27. Answers will vary The student is expected to describe an unsuccessful group experience including the reasons for its failure. Also, the student is expected to give his/her opinion on how the dynamics of the group could have been improved.

TRANSCRIPTS

VIDEO 1 TRANSCRIPT – INTRODUCTION TO MODULE 2

Thank you for joining me today for Module 2. This module has to do with us developing our skills. We are talking about the ability to think, how we dig deep into some of the things of things that we are trying to decipher. So hopefully by learning how to do this you will develop yourselves intellectually. I hope you will learn some of the traits that indicate what a well-rounded person is. We will um By being a well-rounded person, that means that we will learn how we have educated ourselves, how we have thought, how we have expanded ourselves socially, and how we have become well rounded. And let me pose something to you; there are a couple of statements that I want you to think about. And I am going to ask them in the form of a question. Do you use techniques to improve your memory? Think about it. Do you think critically? Do you solve problems in a systematic way? And are there any techniques that you use when you are thinking creatively? Think for a moment. If you answered no to any of those questions or all of the questions, then there's something for you in this course. We're going to show you how you can become well rounded.

VIDEO 2 TRANSCRIPT – UniversityNow: Developing Critical Thinking

[Narrator] People are always thinking, but it might not seem like it based on some other things they say and do. Take this gentleman for instance.

[Man looking at a sandwich.] Chicken is delicious. Hey. This sandwich has chicken in it. Therefore, this sandwich must be delicious. [Man takes a bite of the sandwich.] Ah No, it's gross. [Man spits out bite of sandwich.]

[Woman on phone with another woman.] Don't do it Jessica. She's full of lies. Have you seen it cats sweater she wears? [Second woman has on a cat sweater.] You know you can't trust someone who wears a cat sweater.

[Wrestler on TV] Roar! Roar! I'm John Butcher Block Bailey five-time World Wrestling heavyweight champ. Roar! I'm here to tell you about tax helper, tax helper roar! I body slam my W 2's and 10-99's into submission.

[Two men sitting on the couch – man on right side of the screen talking] You know, that looks like pretty good software.

[The two men look at each other with odd questioning expressions on their faces.]

[Narrator] As you can see, people don't need to just think. They need to think critically. With strong critical thinking skills you'll be able to analyze arguments, identify faulty logic, and explain your views persuasively.

[Man on left side of the screen talking] I think you may want to avoid giving your money to our company who thinks a retired pro wrestler is the authority on taxes.

[Man on right talking and hangs his head down.] Huh, I want to body slam my W 2's

[Wrestler] Buy my tax helper today.

[narrator] Critical thinking, it's not what you think, but how you think.

[Wrestler on TV off screen] Body Slam

[Man from right of couch pounces from right of the screen to behind the couch in the form of a body slam.]

[papers flutter into the air. Man from left of screen, just shakes his head in the "no" motion.]

VIDEO 3 TRANSCRIPT – CRITICAL THINKING

This section is on critical thinking. In our objective, its students will develop the traits that will indicate a well-rounded person and educated. OK. This module is really going to assist you in developing your thinking skills. And deeper into critical thinking skills, so that you can develop intellectually You will develop the traits that indicate a well-rounded person. And educated to the extent of expanding socially, and this will help you to develop into becoming civic minded. When we think about how we are going our critical thinking skills, one of the things is we think about the process. So critical thinking skills can be developed by analyzing and evaluating the situations that you encounter on a daily basis After a period of time, your brain is trained to go through that process which has become customary. And you must be able to reason or think logically. You must be able to distinguish fact from opinion. Let's talk about logic. We are going to use logic and we are going to think reasonable. We use logic hundreds of times a day. If we are hungry, we decide to eat. When you need to know the time, what do you do? You look at the clock. And you know to put on a jacket if it's chilly outside. These are all examples of logic. Logic also is also being able to think reasonable and make decisions based on that reasoning. Because we think reasonable we are constantly using logic to handle our minds and day-to-day functions. OK. So.

We have other ways that we think too and one is deductive reasoning. And it says that the conclusion is based on the information given. A type of logical thinking is deductive reasoning. And this way of thinking is based on the premise that a conclusion is reached based on the information given. For example, if all oranges are fruits, and fruits grow on trees, then all oranges grow on trees.

Our next reasoning would be inductive reasoning. It's based on one's observations of detailed facts. You notice on the pyramid you have the supporting data facts, samples, and evidence; the main points; and then you reach a conclusion. And that is inductive reasoning - is when conclusions are drawn based on one's observations of detail facts. So you think of Jennifer who leaves for school every day at seven o'clock and she's always on time. Then Jennifer assumes that she will always be on time if she leaves at seven a.m. Facts or Opinions. Facts are those things that are shown to be true. They are based on something that is shown to be true. The Earth rotates on its axis more slowly in March than in September. And that's an example of a fact. An opinion-- opinion equals assumptions. An opinion is based on values and assumptions. So, because I like Honey Oats Cheerios, then I would say it is the best cereal on the market. That is an opinion.

You need to have your pencil and paper out. We have a little assignment we need to do here. And what we are going to do is see if we know fact from opinion. And we will say it again, a fact is something that is true or can be proven. An opinion is knowledge based on feelings about a given topic. So we want to determine if the statements listed below are facts or opinions. Let's look at the first one. Winthrop University is in Rock Hill, South Carolina. And on your paper what you need to do write down and I'm going to collect these write down if it is fact or an opinion. Number two Football is more interesting than

baseball. Fact or Opinion? Number Three Christopher Columbus never set foot on what is now the United States. Fact or Opinion? Four Pink is a lovely color. Fact or Opinion? Number Five Leftover pizza is delicious. Fact or Opinion?

VIDEO 4 TRANSCRIPT – LISTENING

Listening is defined by Merriam-Webster as the act of listening to something. It is often confused with hearing. So one needs to be mentally and physically prepared to listen and clear the mind of swirling thoughts. The ability to listen attentively helps improve communication skills.

Now the brain performs an incredible number of tasks that we take for granted. Such as our senses: seeing, hearing, smelling, tasting, and touching. And physical movement as walking, running, talking, standing, and sitting. All of these functions are coordinated and controlled by the brain, which is the size of small head of cauliflower. The brain is made up of approximately 100 billion nerve cells called neurons. They come in many sizes and many shapes depending on the function. They have the ability to gather and transmit signals over several feet to send messages to each other. The brain the human brain does not have infinite storage capacity so it must reserve storage space by disregarding information that it deems unimportant and hold on information that is necessary for functions. You can limit distractions encounter information you wish to commit to memory by practicing being attentive and observant when you need to recall it at a later time.

There are three stages of memory with specific functions. They are sensory, short-term, and long-term memory. Sensory memory is the earliest stages of memory but it lasts only a few seconds of hearing what was just said. Short-term memories may last 30 seconds and what was said cannot be recalled after that time. An example would be an introduction to someone but not being able to repeat their name after 30 seconds. Long term memory stays with you a lot longer. And one would be able to recall what they had for dinner a few days ago. There are several strategies that can be used to improve the memory. One is to simplify your life by not cluttering your brain with trying to remember all of the chores that you have to do with your day. You can use calendars, planners, and make a to-do list that aids in keeping everything in order.

An active body helps to foster and active mind. So get plenty of exercise by walking, jogging, or join a health club. Write down on paper or key it digitally. Your thoughts are visible and permanent when written down. People with good memories have good social lives. According to the Mayo Clinic social interactions help reduce depression and stress. Two factors that render a memory powerless finally one should never stop learning, even if you are tired. Find ways to keep learning. Whether it is taking a class or playing challenging games that stir up thinking skills.

There are several steps in effective problem solving. One must be clear about what the problem is. So time must be taken to examine the problem and identify the cause. Facts and any information should state to clearly define the extent of the problem. Brainstorming can open up many areas of possible solutions. So it is important to list all options and then evaluate them, prioritize them, and determine what the best ones are and then rank them from the best to worst ones. Once the list of potential solutions have been created, the brainstorming session should be documented for systematic procedure. After this process, parties involved should then should be able to select an acceptable solution. Effective problem solving will take time and much attention. In working through the processes linear and several questions may arrive and steps may need to be taken back before the process can move forward again. It is important to document everything in the process because then you can look back on it for possible solutions in similar issues.

VIDEO 5 TRANSCRIPT – DAVE FARROW – REGIS PHILBIN

Regis: You know he has two world records in the Guinness World Record Book for memory work. We're gonna put him through the paces. This is how I think

Dave: This is a real challenge here because we're on camera and

Regis: Ten decks of cards of you know fifty- two cards.

Kelly: you've memorized all these decks of cards.

Dave: Yea, they're all shuffled

Regis: so what we have to do now is pick out one deck
0

Dave: You pick out a deck and I'll find it in my head. Like the, for the first question, pick a deck and the first few in that deck. We'll deck number 9 then.

Regis: Ok

Dave: Alright, alright so number 9. Uh, ok, so start off with um, um. Start off with the ten of hearts, and the um at the top and after that would be the five of spades

Regis – watch the close-up [camera makes close up of the cards in Regis' hand]

Dave: um the king--jack of clubs

Regis – close up [camera makes a close up of the cards in Regis' hand]

Dave: The seven of hearts and after that we have the eight of hearts and that would be the queen of clubs and the five of diamonds

Regis: right

Dave: and the um then the um king of clubs, the ten of spades.

Regis: Oh my God, this guy's right on

Dave: The nine of hearts, the um three of spades
[Audience applauds]

Dave: the four of hearts, uh the uh
[Regis folds the deck of cards back together]

Regis: This guy's good, yea
[Dave bows]

Regis: Nice job [pats Dave on his back]

Dave: So this is real, obviously I'm not infallible, I can't be I never make a mistake. But what it does is it brings you to such a level that it does. What I can show you how to do is to really use your brain to its upmost limits and then we have to

Regis: And we are going to do as soon as we come back. Improve you memory as soon as we come back.

[After the break] Regis: We're here with Dave Farrow here a memory expert. Everyone has a little problem with their memory so let's get some tips now. How do you remember a person's name? Sometime in the middle of the show, it evades us.

Dave: This is a skill and I don't expect you guys to learn it overnight. So that's why I say play around with it, Have fun with the rank. So if you meet somebody named Mike. That's a simple name. Think. Imagine carrying a giant boom mic, like a giant boom microphone. You know. So you meet someone named Tom, you think like a cat, imagine like a cat scratching him or something.

Regis: Alright

Dave: Make it interesting, make it weird, that's why I say make it a costume

Kelly: Right

Dave: If it's boring then your brain will forget about it that's really important for kids as well. You were asking about your kids

Kelly: Right

Dave: and that's really important. Kids catch on to this so well. Even faster than adults.

Kelly: Right

Dave: because the same part of your brain, that uh activates memory is your creative centers in your brain

Regis: Does it work for when you lose an item, you know a key or something, You can't remember where it is.

Dave: Oh! I have something great for that. IF you always lose something, try this, try this just right after you get out of the show, right away. Try this next time. When you set something down, imagine that somebody put a firecracker on it and it explodes. I kid you not. It sounds silly, but if you just put it on the coffee table and you image my keys with a firecracker on it and they go BOOM! Then you can go throughout your whole day and the next day and you think of your keys and you immediately that explosion pops into your head. And it always works every single time. Now if you've already forgotten it, you have a mental block and generally what people do is they're saying Where is it, where is it, where is it, where is it, where is it. And they're hitting that block again like a fly hit the window. It doesn't work.

Regis: Sure

Dave: So the way to get around a mental block is to ask yourself questions. This is a technique I developed called shadow memories.

Regis: Ah ha

Dave: And basically you ask yourself that you know the answer to. Like how many keys do I have on my keychain? Who gave me that keychain? Things like that. By the time you get the third or fourth question.

Regis: That will bring you to the keychain.

Dave: Right. So ask yourself things that you do know to get to what you don't know.

Regis: Do you have to exercise your brain to really capture this whole theory?

Dave: Oh yeah, it's very important to exercise your brain. And actually people who are more physical, you can exercise your brain by exercising your body too. We actually have something called the brain dance or the memory dance.

Kelly: Oh yeah

Dave: And actually need you to help me out with here

Kelly: OK

Regis: So you get your workout you'll feel better and your brain will function better

Dave: Yeah. Any sort of dance move or martial arts 'cause any sort of moves you sort of have to remember in a row will stimulate your brain. And we are going to do one that actually helps to connect the hemispheres of the brain together.

Regis: Alright

Dave: So the way you that is physically, literally, when I move my right arm, I'm using the left hemisphere and when I move my left arm, I'm using the right hemisphere so if I connect the two like this. [right hand to left knee with foot up, left hand to right knee with foot up] So follow with me here.

Regis: Yeah

Dave One [right hand to left knee with foot up] two [left hand to right knee with the foot up] and then behind [right hand behind the back to touch left foot which is kicked back] two [left hand behind the back to touch right foot which is kicked back] Now cross, cross them, now see them it's working. You cross the opposite [when foot is kicked up is behind the opposite knee]

Regis: So I'll get it. It's a lot of fun [laughter by audience]

Dave: So now your elbows here. [right elbow to raised left knee] and your elbows [left elbow to your raised right knee] OK. Now try to do it all in a row.

Regis OK

Dave: One [right hand to left knee with foot up] two [left hand to right knee with the foot up] one [right hand behind the back to touch left foot which is kicked back] two [left hand behind the back to touch right foot which is kicked back] and close as you can [right elbow to raised left knee] [left elbow to your raised right knee]. As close as you can You're doing great. Now let's do it. Da da-da da-da da-da da da Da da-da da-da da-da da-da da [right hand to left knee with foot up] [left hand to right knee with the foot up] [right hand behind the back to touch left foot which is kicked back] [left hand behind the back to touch right foot which is kicked back] [right elbow to raised left knee] [left elbow to your raised right knee] [hands under armpits and flap the "wings"] [group performs the dance]

[As group starts to repeat the same dance] Regis: There's the key right there! [laughter, audience applauds]

Regis: Alright we guessed on that. For more information on how to improve your memory go to our website for it. Dave Farrow. [written on the screen is www.LiveRegisandKelly.com] Ok for more information on him. Dave Farrow. Thanks Dave

Dave: Thank you

Kelly: Thanks Dave. Let I'll find my car now.

Regis: Now your name is KELLY, right!
[applause]

VIDEO 6 TRANSCRIPT – MIND STORMING TO YOUR SUCCESS

Hey guys, how're you doing? It's Kerry Sullivan as successpowwow.com. Today I'm going to be taking to you guys about mind storming [points to head]. That's right, mind storming. When children are between the ages of three and five they test out ninety-five percent of the time as being highly creative. By the time these same kids become teenagers, only five percent test out as being highly creative. And the thing is with being creative, it helps you tremendously in getting what you want and getting your goals. And was where Brian Tracy likes to implement a thing known as brainstorming [points to head].

That's right, brainstorming. So how do you brainstorm? Basically what you want to do is you want to take a piece of clean paper. And you want to write out what your goal is in the present tense. You want to keep it positive. And you want to keep it personal. And that is known as the three P's. [holds up three fingers] So use that principle writing it out. And from there you're gonna brainstorm out twenty ideas that you can do to help get you to your goal. Now the first few ideas that you write down, you are going to bang through like that [clicks fingers twice]. No problem. But it's when you start getting down to the end of the twenty questions that's where it starts getting difficult. That's where you've really got to start flexing your creativity muscles [flexes arm muscle]. The saying goes use it or lose it, right. So really start flexing those muscles. And I guarantee you when you start to really, really think hard, it might seem like brain is going to explode [raises hands up to side of face], but that is when you get the best answers and ideas to help you get to your goals.

So doing that, and doing that as often with your goals will definitely help you get you on your way to reaching them. So, if you've got any questions, got any comments feel free to leave them and that is it. I hope you guys have a great day and Rock On, Bye, bye.

VIDEO 7 TRANSCRIPT – HOW TO GIVE AN AWESOME (POWERPOINT) PRESENTATION (WHITEBOARD ANIMATION EXPLAINER VIDEO)

Around the world every day, thousands if not millions of people give presentations. Some are great, and have a powerful impact on their audiences. Others...well, let's just say they're works in progress. This is Powerful Presentations: Simply Stated.

Meet Jim, an aspiring professional trying to make it in the world. Jim used to give presentations like just about everyone else he knew. PowerPoint was his tool of choice. He'd use it like an outline, with a header followed by bullet after bullet, and sometimes even sub-bullets! When he wanted to be fancy, he'd add what usually turned out to be an ineffective chart or sometimes a table. And when Jim wanted to really spice things up, he'd add...yep...clip art. Unfortunately, Jim's approach would often confuse and bore people. This was a problem because he had important things to say and because it was dimming his prospects for success.

Fortunately, Jim learned a better way and didn't stay in the dark for long. Perhaps most importantly, he now focuses on the story he wants to tell. In doing so, he tries to follow a simple structure, with a clear beginning, middle, and end that links together his various points and builds to his conclusion. When formulating his story, Jim uses a simple pad of paper or sticky notes. Staying low tech at this stage helps him think more creatively and stay outside the box. He then considers what tools will help him best tell his story. Jim sometimes opts to use a whiteboard, flip charts, handouts, or even no props at all. When it makes sense for him to use PowerPoint, he tries to remember the adage that sometimes less is more. He doesn't dumb down his presentations, but he does try to limit each slide to one key idea. Or, depending on the content, he sometimes builds an idea incrementally so it's easy to follow. He always looks for visual ways to tell his story, with supporting images, minimal text, and clear charts and graphs.

Sometimes he use quotes, but he tries to remember that people can't read his slides and truly listen at the same time. Jim still uses plenty of text to help him remember what he wants to say, but he hides it in his notes that only he sees [show view notes screen].

Jim's new approach takes more time, energy, and rehearsal, but it's been well worth the effort. His audiences are now much more engaged and better understand and remember his presentations. And, as if that weren't enough. [congrats on the promotion]...his pocketbook doesn't mind either [Cha-ching]. This has been Powerful Presentations: Simply Stated.

Created by Marc Strong
Special Thanks Garr Reynolds (Presentation Zen)
Nancy Durate (Duarte, Inc.) For inspiring portions of this work
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VIDEO 8 TRANSCRIPT – POWERPOINT 2010: “FIVE RULES”

Presentations are a powerful communication medium. For more than 20 years Duarte to work he has developed presentations to launch products, align employees, increase company value, and propel global causes. Along the way we have discovered five simple rules for creating world-changing presentations.

The first rule is: Treat your audience as king. Your audience deserves to be treated like royalty. Design a presentation that meets their needs and not just yours. Audiences want to know what you can do for them, why they should adopt your view, and what are the steps they need to follow to take action. Give them those things and it clear easily understandable way and you will undoubtedly find favor with the king.

The second rule is: Spread ideas and move people. Your audience didn't show up to read your sixty-page on-screen dissertation. They're there to see you, to be inspired by your message, and witness the quality of your thoughts. You're not giving your presentation to have another meeting; you're there to convey meaning. So consider including imagery that powerfully illustrate your point. Sometimes moving images can inspire in a way that static sides cannot. A slow-moving animation creates a sense of nostalgia. A sequential build adds a sense of suspense. And a provoking video moves audience in a way that can not only change minds, but hearts.

The next rule is: help them see what you say. A half the people in your audience or verbal thinkers and the other half are visual. Combining minimal text with meaningful visuals means that you will reach everyone. Brainstorm graphics that will effectively communicate your message and then replace those words with the picture, a chart, or a diagram; then applying a consistent treatment to your graphics to give your whole presentation a unified look, so that your audience is attracted to rather than distracted from your message.

Rule number four practice: design not decoration. As tempting as it is to fill your slides with stuff, often de-decorating is the best policy. Any writer or designer will tell you that 90 percent the creative process is destructive. Do you have one main point? Consider putting just one word on the slide by itself. You want them to remember a few items? Then don't show everything at once; instead show one item at a time. Give a picture that accurately express is your idea. Scale that pictures fills slide. You know a quote that says it all. Then let it say it and remove everything else.

The last rule is: cultivate healthy relationships with your slides and your audience. Letting go is hard, we know. But don't hide behind your side. Breaking your dependence on your slides can do a world of good for your relationship with the audience. Reduce the amount of text to just a few words and put the rest to the information in the notes, and then practice, practice, practice. Thinking of your slides as digital scenery, allows you to connect eye-to-eye with your audience in a meaningful way.

So those are the rules, but the question remains: Why go to all this trouble? Why not do it the way you're used to? The answer's simple: because everyone else does it that way too and you need to stand apart and be different. When you apply these rules and keep the audience's needs top-of-mind, your presentation will not only hold their attention but, also change the world, well at least your part of the world.

www.duarte.com
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for details about the features used to make this presentation, see next slides

PowerPoint 2010 Features Used in This Presentation

Image Enhancement: background removal, soft edges, color temperature, saturation, artistic effects – film grain

Graphic Creation: Boolean operations (union/intersection), 3d format – bevel, wide frame material

Animation: variable smooth start/smooth end, variable end bounce, animation painter, change picture

Transitions: smooth transitions, custom transition lengths

Video: embed video (default), animate (fade) video asset, place graphics over video, trim video, fade in/out

Audio: embed audio mp3s (default), play across slides, fade in/out, trim audio

For more tips on creating world-changing presentations, visit www.duarte.com

How to Create a Stylized Look Using the Film Grain Artistic Effect

1. Right-click on your image and select Format Picture
2. In Artistic Effects, choose Film Grain
3. Adjust the values of transparency and grain size to achieve your desired look.
4. In the Picture Color menu, increase the Color Tone Temperature to give the image a warmer feel.
5. Use the Picture Corrections menu to increase the contrast.
6. Finally, add a shadow by going to the Shadow menu, choosing a present and then modifying until a nice effect is achieved.
7. Try it yourself! See the After version of the image for the values we used to create the film grain look.

For more tips on creating world-changing presentations, visit www.duarte.com

How to Incorporate Video with stylized Effects

1. In the Insert Tab, click Video/Video from File
2. Navigate to the location of your video and click Insert
3. With the video selected, click on the Video Tools\Edit tab at the top
4. Click on Trim Video to change the start or ending point for your video, consider adding a fade to the beginning or end, and adjust other video options.
5. In the Video Tools\Format tab, choose a poster frame, adjust the color of your video or add a frame.
6. Consider using the Video Effects menu to put your video inot perspective
7. Examine the properties of this video to see how we used the tools to achieve this look.

For more tips on creating world-changing presentations, visit www.duarte.com

VIDEO 9 TRANSCRIPT – PRESENTATION TUTORIAL: HOW TO CREATE A
STORYBOARD | LYNDACOM

Once you've decided on a theme for your presentation you've got everything ready to go. Now it's time to actually start assembling the presentation into its own structure. And for this we create a storyboard and that we're gonna be talking about in this movie how to create a storyboard. Now there are few things that I want you to understand on why we do this step. Because most people would just say, okay I've got all my information I've got my theme I just want to aggregate it all together in one big pile. What we do this so that we can visualize the structure the presentation. By developing a storyboard you can actually move pieces around and change things without doing any damage to the presentation itself. It's sort of like visualizing before you attack. It's also allows you to determine the storyline for the presentations setting the beginning, middle, and end point.

And as we know telling a story during a presentation is very important for keeping the audience's attention no matter what the subject matter. It also allows you to visually map out the slides; as I said you can actually move these things around physically. Let's say you do every difference slide on a separate sheet of paper, or you have different template that you use that are magnetic on a whiteboard, or something like that you can actually just move things around changing the structure visually; making the easier to just touch the information rather than having to visualize it in your head. This helps get it out in the open where you or someone else can help to actually craft and construct this idea.

I want you to think I'm storyboards as a sketchpad. This is where all of your ideas just sort of flow out of your mind and the hit the wall. And on that wall you take everything that stuck to it and sort of rearrange it until it makes sense. That's what story boards are all about. You just take whatever the idea is for the intro slide for instance slide. Okay, I want my name here, my picture here, etc. and then you just kinda sort of work through that process and get everything mapped out exactly where you want it.

It should also be noted that there is no right or wrong way to do this. Everyone's gonna have their own way. I have a way that works for me; you should find a way that works for you and make it so.

Now, I also want you to understand that you should be using just basic tools for this storyboard. You don't need to go into Photoshop or Illustrator or anything like that. Although you could, you could absolutely do in a program like that, but it sort of defeats the purpose. In this case we're talking about whiteboards, notebook paper, even tablet drawing app, if you have an iPad or something like that, and of course the tried and true method just getting stuff out on napkins.

Keeping things basic makes it easier for you to focus on the ideas coming out of your head not so much the tools that you'll be using to do that. You should his ground whichever one of these or whatever is closest to you in a room when you have these ideas and just start sketching them out. That's the purpose of the storyboard.

Just to say okay at the sheet of paper here; I'm just gonna go ahead and write down what I want on the slide, and then just stick it up on the board, on the whiteboard, or wherever it might be going. Or you know you describe a marker go to the white board and do it that way. Just using basic tools keeps the ideas flowing. And, I like I said keeps your mind focused on what you're doing not how you're doing it.

Here is an example of a storyboard I did recently for a sales presentation. So you can see here that is basically markers on a whiteboard. I've got a box simulating each one of the slides, and I just tell the story through arrows. So we've got a title, then we go to about me, then we go to an agenda, then we go all the way down. Okay, we're talking about what happened in q3; what do we do in q3; and what type goals that we set moving into q4 targets. Okay, here's what the goals are that we had set. Okay, here's our results, q4 results, that flows down to alright who was the top dog salesman, all right now that we've rounded than out what do we wanna see next year from the company, and then finally okay now that we've done really well this year, and we've set our goals for next year, let's talk about how we're gonna relax at the company retreat. And then finally we conclude out with some sort of conclusion.

So this is just a basic outline above my presentation. It's the first step in outlining my presentation; and I've got the flow; and got the structure ;I've got all the key points that I need to cover; and so I got all of that out right here in the white board, and I can now translate this into some sort of design application to start putting the slides together. I want you to understand that story boards aren't complex. They need to be as simple as possible as you saw before. And also you can refine them later in other applications. This should be just like a skeleton that you're putting together, and then you're going to take them into another application: Keynote, Photoshop, Illustrator, PowerPoint, whatever it might be down the road to refine them and turn them into an actual presentation.

Here is my propose workflow for you when you're actually creating a full-fledged presentation. This is after you've developed your theme in all that stuff we've been talking about so far. You start on a whiteboard, a napkin, something like that, and just sketch something out. Then you can refine that in a design application. You gonna put the images together, the text together, all the stuff that needs to flow and look pretty, that's going to be inside the design application. And then finally you're gonna aggregate all that information into an application like Keynote or PowerPoint or whatever the case may be.

The big thing that you need to take away from this is that this is what works for me, and you need to find what works for you. If you don't like sketching out on paper, then don't do it; do your sketching in an app like Photoshop are using Adobe Ideas on your iPad. If you like to you not sketch out at all, you just like to go off the cuff that's totally fine too. This is, as I said, my proposed workflow and I encourage you very much so to find what works for you.

I also want you to save your story boards. Because saving your story board is going to be essential to you down the road. Because oftentimes when I'm building a storyboard if I don't save it, then when I actually go and build the presentation, I start rearranging things based on what I think at the time, might look good, or something like that, but as long as I say that storyboard especially with the notes that I have attached to it it's very useful for me during my review process, before I actually finish out the presentation. Because of the fact that I can go back to my storyboard read my notes about it and say, okay, this is why slide X went ahead of slide Y or vice versa, and so I can rearrange things based on that storyboard, or I can say you know what, that really wasn't a good idea in the storyboarding phase. It looks a lot better this way, so we just go from there. But keeping that storyboard all the way through ensures that you have a nice, easily structured, presentation from start to finish and allows you that single review point to understand exactly what you were thinking beforehand all the way to the end up the process.

So again, take some time. Build your own storyboards. Find your own workflow. You'll be really glad you did.

VIDEO 10 TRANSCRIPT – OUTLINING THE MESSAGE

Outline the message. Beginning your presentation you want to plan. So what you should do is make a list of some of the main points of your talk. They will help you focus on the sequence of the information.

First, put away research notes and focus on writing a list of what you think are the main points. Secondly, take the main points and shorten them into a few words. You must be able to enhance those few words with good supporting information. The objective here is to take out a sheet of paper and write list of objectives. You want to ask yourself why am I making this presentation? What am I wanting to prove? And what is it I really want to say? So, what should I put on my slides? There are a few things you can do. Try adding diagrams or links that may prove a theory or claim.

Keep the information clear. Use the slides as a cue for information or to emphasize a key element. Transitions are used as directional blinkers that help the audience steer the way through your presentation. Pictures that make sense are to show feeling. Make sure you use them. You can animate your pictures to sensationalize a specific emotion.

Some things you need to avoid. Avoid too much detail on your slide. Too much detail may distract the audience away from the main points. And you don't want to overload a slide with text. Try not to sue annoying sounds such as car horns, etc. And you should avoid using too much animation. You may cause your audience to experience motion sickness. And you should also avoid using cue cards.

You want to dress the part. Make sure that each person is prepared to present by dressing neatly. Sometimes groups will choose colors that coordinate so express to that express togetherness and workmanship. That is two or more people are doing the PowerPoint or the presentation together. You want to feel confident. Try keeping calm. It will make you audience feel relaxed and comfortable. Wear a smile. Always smile when introducing your presentation. You can change your expression when you are making a point by showing disgust. Know your part. Know the material you are presenting inside and out. You want to be prepared to answer questions without hesitation.

And in conclusion make sure that the conclusion of your presentation is just as important as the introduction. You should have a statement of your outcomes. Such as I hope this will provide you with whatever the subject is or It is my hope that you will leave with whatever presentation is about. So you want to have a statement of what the audience will need to do. You can say that you will pass out a handout that summarizes the presentation before taking questions at the end or you would like to image what it would be like if, etc.

Now just for an aside try OneDrive from Microsoft. If you don't have PowerPoint on your home computer you can use OneDrive free with a Microsoft account. So you can sign up for the account and I will give you the information on that. OneDrive also contains Word and Excel. Those are two popular applications that you would use here at school.

VIDEO 11 TRANSCRIPT – PRESENTATION SKILLS TIPS: HOW TO REHEARSE YOUR PRESENTATION

A question I often hear is: how should you rehearse your presentation? And I'm glad to hear when people ask that, because too many presenters do not rehearse. They simply put it together and put together the speech, they deliver it, and they wing it. Don't wing it.

Always rehearse your presentation. Here's how you should rehearse. Rehearse it in the manner that you will deliver your presentation. If you be doing it standing up in front of the room, then rehearse on your feet. Do it at home or in your office, but do it on your feet in the same manner that you will be presenting. It doesn't count sitting on the couch and we heard mumbling, or mentally thinking it through, or doing it in your car. You can do all those things, but to do good rehearsal, rehearse it is close, have a dress rehearsal as close as the manners you a present it.

Here's one more thing when it comes to rehearsal. Rehearse your presentation in pieces. Rehearse the opening a few times, referred rehearsed pieces within yours presentations, and rehearse the ending, and then run in it, run it all the way through. But get used to doing it in pieces so that you can chunk in your mind. It makes easier for you to remember, especially if you get off track. Yes rehearse your presentation, rehearse it in pieces, and you will not be more successful when you present.

I'm George Torok, the speech coach for executives.

For more free presentation tips visit www.SpeechCoach.ca
George Torok offers speech coaching and presentation skills training.
Visit www.Torok.com.

VIDEO 12 TRANSCRIPT– BEST MOTIVATIONAL VIDEO TO INSPIRE YOU TO OVERCOME ADVERSITY AND REACH SUCCESS!

[Success is the outcome of blood, sweat, and tears!]

I'm gonna tell you something you already know. The world ain't all sunshine and rainbows. It's a very mean and nasty place. And I don't care how tough you are, it will beat you to your knees and keep you there permanently if you let it.

Life is tough. That's a given. When you stand up, you gonna be shoved back down. When you're down, you're gonna be stepped on. My advice to you doesn't come with a lot of bells and whistles. It's no secret, you fall down, you stumble, you get pushed, lie square on your face.

Life is scary and stupid. There are no magic fixes for it.

You, you are nobody. You're gonna hit as hard as life. But ain't about how hard you hi. It's about how hard you can get hit, and keep moving forward. How much you can take and keep moving forward. That's how winning is done. A lot of people are not successful in life, not because you ain't got talent, not because you ain't got skills, but you're character ain't right. [Desire on the screen] And I've told you this before. Now if you're not careful, your talent will take you places that your character can't keep you. So what's your motive? The reason you can't get up at four o'clock in the morning, the reason why when I say get up at six, you look at me like I'm crazy is because you don't have that thing that's driving you, that's pushing you to say no to your alarm clock and wake up, no to the squouze bud, when you get that extra side view, that extra laps. The reason why you can't do it is you don't have the right step motive that's pushing the action. What's your why?!

Somebody came up to me and they said ET I'm tired. I'm putting in the work ET and I'm not seeing the result. I did what you told me to do. I read the book you told me to read. I put in the hours you told me to put in. ET I'm doing it and I'm not seeing anything. Listen to me closely [stressed closely]

Why do you what you do that's so important? It's not enough to be a doctor. You got doctors with terrible bedside manners, terrible. You got lawyers who would steal for arrogance. We talkin about character right now. What's your motive? What moves you? What drives you? And whatever it is, sports, life, business, whatever it is, health, listen to me very closely, you gotta change that mindset.

Even in your action while your action is good. You've got to ask what drives it? What guides it? What moves it? What's the spirit behind it? What's the reason behind it? What's the purpose behind it?

When you warm to sixteen, you bad as you gonna be. When you ain't got nothing in your tank, you gotta think about the people in your life that you doing this for. And if you can think about them you can go one more mile. You will go one more day at work. You can find you can find a scholarship. Listen to me, when you doin' it for somebody else, when you like that lying and wild ridin', and we don't ride and if I don't ride, they don't eat. This is it. This is I can't, I can't, I can't. I wish I could back off, but its fourth quarter. I wish I could tell you something else. I wish I could time would take a break. I wish I could tell you time rests for a year. I wish I could tell you that. That is gonna get easier. I wish I could tell you its gonna get easier. I wish I could tell you that if you just keep goin' its gonna get lighter, the wake, the wake, is gonna get light. I wish I could tell you that, but that's not the truth. The truth is you gotta find something within. You gotta find something within and that's gotta push you. That's gotta elevate you. That's gotta drive you. That's gotta move you. And you find out what your why is and your why gotta be equal to you. When you find your why, you don't hit stupid no more, when you find your why [stressed why], you find your way to make you happy.

Are you excited?! I'm going to be a millionaire. I'm gonna change the world. I'm gonna do this for this person. I'm gonna buy this for my Mom and my children I gonna put them through school when you have all these great dreams. And you get up the morning and life punch you in your face. ET, just like you, I get punched in the face. Now you don't always know about it. I don't always talk about it. Cause I don't want to discourage you, but I've had multiple aunts, at least two or three aunts died of cancer in the last four or five years. We all get knocked out. Life hasn't been a crystal stair every time. I've had my haters. I've had people who come against me, who try to sabotage me. I'm like the lion. I'm not the gazelle. I don't need something external to motivate me. I find something within.

And you've gotta do me a favor, like you can't give up. You can't give in. Life, listen to me, isn't easy, everybody would do it. And if life's got you backed up, I need you to do what Buster Douglas did. Buster Douglas started fightin back. I said I know you knocked out thirty other people before me, but I won't be the thirty-first. Finally after that round, Buster Douglas knocked his lights out. And the world was shocked. [sucked in breath sound] Goliath has been knocked down. What happened and they went to Buster Douglas and they asked Buster Douglas, like what happened? Buster Douglas just said listen to me, I'm gonna be honest with you guys, it was a challenge. The challenge was, it's real simple, before my mother died she told the whole world that I was gonna beat Mike Tyson. And two days before the fight, my mother died. Buster Douglas, he had, he had a decision to make. When his mother died, he could die with his mother or he made a decision I can wake up and I can live for Mom and he knocked Mike Tyson out. Simply because his why was greater than that punch.

Find a reason to wake up every day, you'll feel it.

[Music and dancing on screen with a rap beat.] I will, I will, I will, I will, I will, Huh, huh, take this, I will, I will, I will, huh, huh, I will, huh, huh, I will, huh, huh, I will, huh, huh, I will, huh, huh, I will, hey, hey, tell you what then, hey, hey, hey, hey, hey, hey, hey, don't way, hey, hey, hey, hey, gotta be reachin, hey. I WILL, I will, I will, I say take this out, I will, I will, huh, huh, take this, go in, go in, go in, unh huh huh go in, go in, huh, huh, go in, hey, hey, hey, I will, I will, I [fades out]

Some people listen to themselves, rather than to what others say. These people don't come along very often. But when they do, they remind us, that once you set out a path, even though critics are doubtful, it's OK to believe. That there is no can't, won't, or impossible. They remind us that it's ok to believe.

Impossible is Nothing. [IMPOSSIBLE IS NOTHING]

[Distant talking – one boxer to another boxer] Hey, let me look at you. Found something, [happy laughter about accomplishment]

VIDEO 13 TRANSCRIPT – EMPLOYEE ENGAGEMENT – THE POWER OF PRAISE AND APPRECIATION

The next principal is called the power of praise and appreciation. Gallop has a poll that says 65 percent of Americans haven't received genuine praise or appreciation within the last year at their workplace. The Department of Labor says the number one reason people leave their job is lack of appreciation.

So my first career at a school my degree was exercised physiology was actually a wellness business. Gotta have a chance to work Kathleen Kuey before she became a RN. And ah we were growing some clubs in this area. One of our clubs wanted to add a bistro, little um, little deli, where our members could choose healthy and nutritional and tasty foods. And we decided that we would hire a registered dietitian Nikki Turner and we promised Nikki, Nicki if you get this bistro up in going, if you get this restaurant up and dry, at that point will move you to your first love, and that is nutritional services for our members.

Helping them eat healthy along with the exercise regime. Nikki said, I'll take that. So she began to hire staff for the Bistro. She was ah making sandwiches, cutting up vegetables, spreading mayonnaise, taking out trash to the dumpster late at night. And I noticed this about Nikki. And a few times I with me for a voicemail, I'd say Nikki I saw you here early this morning. I notice you training your staff. Nikki I saw you take the trash to the dumpster at 10:30 tonight. Thank you for your commitment for the organization.

About three months later the bistro was not performing oh oh matching our performer which often happens and Nikki did what any of us would do when she got a great offer in a field that she loved and that is she took it.

And so we had a going away party after her two weeks. The next day came to work in a I saw that my voicemail light was flashing. I picked up and pushed voicemail I heard Nikki's voice. She said Rich before I go, and then I paused.

You know in a microsecond we can carry a full conversation in our brain. You know that, right? And when she said Rich before I go, my brain had a whole conversation. Here's what it said.

Ut oh. Good queue my man. Ut oh. Nikki's gone I'm going to get it. Perhaps Nikki's gonna say, Rich you're a dreamer. Your bistro plans are a dream. And Rich you need to pay people more. And Rich our benefits stink. And that's what I'd imagined was gonna come at me from the safety of Nikki being gone.

So when that microsecond was over and I came back to her voice, here's what she said. Rich before I go I wanna tell you don't stop the voicemails. They mean the world all of us receiving it. Nikki gave me a gift. I didn't know, it was that power I didn't get it until Nikki taught me.

You see the epidemic, the lack of praise and appreciation is met. The remedy is free. The remedy is free. And we've got organizations working on a budget these days. You know I've never had ah a managers

say, I had planned to appreciate you this year and I could not fit in the budget. But rest assured next year I'm gonna do my best to get in in there. In meantime go get 'em. It's free.

Yet it's lacking and I was talkin' to some your peers about this night about this award. Here's what Donna Owens RN one of your bedside nurse winners said: I said Donna, what does this award say about colon health. She said valuing employees. Not merely in words, because we know that words are cheap, we know that, but in action. Inviting husbands and children to share in this, my director will be there, and here's the thing Donna said, I would do this anyway.

You see she doesn't need this to perform excellence, but she sure does appreciate it. And Ron Couch he's a nursing secretary, monitoring tech. I said Ron what does this mean to you. He said more than money. Because you know the whole idea about cash award, I love money as much as anybody, but here's what it is. It's a Krispy Kreme donut. It taste good and it's gulped in a second. And then you know what you want? What you want? Another. You're not satisfied. You see but this this genuine praise and appreciation.

When we see something and somebody we recognize, we tell them publicly, privately, in writing, it sustains them. It's nutritionally dense. They don't forget it. And it's free. And it's a shame that more of us are not showing up.

Good thing is, in in an engaging culture, in a culture of excellence and it is showing up and is apparent.

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Create Your Engaging Culture Today
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VIDEO 14 TRANSCRIPT – INVISIBLE PAIN (REACHING OUT TO OTHERS)

Hey guys this is Peter. Most you don't know me but I am on Facebook and I made page called invisible pain.

Invisible pain's mission is to ah help kids, teens and adults. Doesn't matter - black, white, whatever your race, gay, straight – um The mission's basically just to get things off your chest. If there's something bothering you or something that you necessary don't feel comfortable letting others know but it's bothering you inside you can send it to me or you can send it over the page anonymously or not, and you can get your voice heard. You can you can have people comments; you ah have people kinda help you through your situation. Because, who knows, they might have been the situation before. And if not they just might be ah a friend that can help another friend out.

So um please go to [facebook.com/pages/invisible pain](https://facebook.com/pages/invisible-pain) and click the like button and help everybody out. Thanks.

VIDEO 15 TRANSCRIPT – EXPECTED CLASSROOM BEHAVIOR

This is a video about expected classroom behavior. Behaviors Center expected for learning as a part of a group. Take out your book, pencil, and paper at the start of class. Touch only your materials.

Behaviors that are expected for learning as a part of a group Keep your comments and questions focused and the class topic. Use a fidget to help your body stay calm.

Behaviors that are expected for learning as a part of a group Write down your homework assignments in your handbook. Keep your body and brain in the group.

Behaviors they're expected for learning as a part of a group. The students are sitting up, looking at the teacher, and learning. [Image of attentive students] These students are listening to learn!

Expected behavior makes people feel comfortable. In school we are expected to follow directions, use kind words, use kind actions, and work hard.

What are these students doing that is expected classroom behavior? [Students are attentive to the instructor.] What are these students doing that is expected classroom behavior? [Students are reading or working independently in their desks.]

What are the students doing that is expected classroom behavior? [students are cooking on stoves and paying attention to their tasks]

What are these students doing that is expected classroom behavior? [Students are in a group looking at a small whiteboard, as if they are practicing presenting as a group.]

What are the students doing that is expected classroom behavior? [Students are seated at a round table working together on a craft of some sort—eggs and paint]

The boring moments We all have them. What's expected? Keep your body and eyes turned toward the teacher or work group. Keep your comments focused and the topic. Fidget or doodle quietly without distracting others. Keep only class worked on your desk. Keep negative thoughts to yourself. Stay alert so that you can jump back into the discussion. Continue to sit up in your chair. Keep your hands and your feet to yourself.

What's Unexpected? Wandering around the classroom; sleeping or looking like you're sleeping; distracting others with your body or words; taking trips to the bathroom or pencil sharpening; talking about things that are not related to your classwork; telling other people what they are doing wrong; reading books during class that are not related to the classwork; turning your body and eyes away from the teacher or workgroup; announcing that you are bored or that you already know the information. That is unexpected behaviors.

We will choose to use expected behavior. Expected classroom behavior helps everyone to feel comfortable in school.

VIDEO 16 TRANSCRIPT – ROLE OF LEADERS AND MEMBERS

The role of leaders and members as you can see Howard Schultz. We know him for the Chairman of the Board for something that a lot of people drink every morning. And that is at Starbucks.

In every group there is someone who takes charge. You just know that leadership is an important ability to develop in school and for your professional career.

Students will have opportunities to serve in leadership positions. Sometimes you may serve on a team, you may work on special projects or committee or there are other groups that you could be a part of.

When we talk about leadership styles, there are several types of leaders. Democratic leadership style is where the leader stresses both task and relationship. Then you have the taskmaster who stresses task over the group's relationship and you have the nurturer who puts relationship over the task. They believe that people come first. You have bureaucrats who behave cautiously. They are orderly and quite conservative. You also have a situational leader. They're the ones with a style that adapts to whatever the situation is. So addressing all of these styles determine - think which one do you best. Okay

Let's talk about the characteristics. Leadership Characteristics One being that leader should be charismatic, self-confident, and know how to have some personal magnetism, and outstanding

communication skills. This chart shows some of the other characteristics that we talk about. And one thing if you work for a company, one of the leadership styles you want to think about would be loyalty. You want to be loyal to the company you work for. You need to have good attitude, discipline, have the education, be service, humility, integrity, and purpose. [also on the chart is excellence] Those are additional leadership characteristics.

I know you guys remember Rudy Giuliani. Giuliani was the mayor of New York. He was the one who was out front, um, after the tragedy at the World Trade Center. He is what we call a situational leader. He started out being a situational leader and as those um tragic things that happened at the World Trade Center came about, he came more of a taskmaster, one of those particular incidents.

When we talk about organizational structure and proper communication just know that there is a hierarchy. And typically hierarchical arrangements of lines of authority are: communication, have the rights, and you have duties of an organization. And the organizational structure determines the roles, the power, and the assigned responsibilities.

We also have a decentralized structure. That's where decision making power is distributed. Departments, you may have departments, you may have divisions. They all have different degrees of independence. And then there's the Proctor and Gamble structure. And I've shown here an organization chart and you will see that A. G. Lafley is the chairman, CEO what we call CEO and the President of Proctor and Gamble. And then you have different. I guess you would call it divisions that report to him. There's a global operations vice chairman. There's something in North America, Latin America, Western Europe. Then you China and ah Japan. So that's how Proctor and Gamble structures is company.

When we talk about lines of authority, talk about responsibility, and how it's communicated. One of the things um the communication styles and groups are number one the chain. That's when the person at the top conveys the information and it is sent down to the next person in line, and the next person in line, and then the next person in line. Okay.

And then there is the wheel form of communication. That pattern is where the head of the organization talks to each person individually. So you may have four different divisions where he talks to the division head one at a time. The all-channel pattern is when the everybody talks to everybody. Naturally it's whatever the communication pattern, it's going to go, it's going to be presented from the head the department or the organization. And then that person talks to everyone. Everyone can talk to everyone. You need to understand your organization. Is it a non-profit organization? If you know it is a non-profit, you know that they are in business not to do earn, earn a profit but to provide services. And we have a profit-making organization, and Proctor and Gamble is an example of that. Then you want to think about it -- does it have stockholders? Okay, and does it have a Board of Directors? And you want to know who the CEO is. So what I suggest that you do is make sure you have an organization chart. That way you can see who the principle people are in that organization and actually find out where you fit in the organization. Where you are on that organization chart?