

## Description of Presentation Assignments

The following applies to all presentations:

- (1) On your scheduled speaking day, you are to come prepared to speak.
- (2) While presenting, you will only be permitted to use note cards, not a full sheet of paper. Your note cards may not include full sentences – only bullet points. I will check notes.
- (3) You are expected to adhere to the time requirements for the speaking assignments. Points will be deducted for being significantly under or over the limit (you are given a 30 second grace period). You may ask for time signals to be given while you speak.
- (4) All presentations must meet the requirements of the assignment. They must be clearly organized with an introduction, thesis, main points, transitions, internal summaries, and conclusion.
- (5) Whenever possible, your topics should help broaden and expand not only the speaker's worldview, but the audience's as well. Topics that explore multicultural issues should be investigated. One of the great powers of oratory is to give a voice to people and views not frequently heard.

### 3 Things in Common Assignment

**Time limit: 1-3 minutes total**

In groups of three, you are to determine three things that all of your group members have in common regarding the following topic areas:

- Travel and entertainment
- School and growing up
- Hobbies, sports and recreation

As a group, you will stand up in front of the class and each one of you will introduce another member of the group and share the three things that you have in common for one of the topic areas. For example, Hong would introduce Maria and then share three things that all of the group had in common for the topic of travel and entertainment (e.g., all had been outside of the U.S., all like Brad Pitt movies, and all recently ate at your favorite fast food place -- In and Out Burger).

### Show and Tell Presentation

**Time limit: 1-1.5 minutes**

Who can forget one of the most exciting things about kindergarten? No, I am not talking about snack or nap time, rather I am referring to Show and Tell! Now, you have an opportunity to relive a part of your history. For this assignment, you are to bring in an object and share with the class why it has special significance to you. Your presentation is to last no longer than two minutes.

Your grade will be based on how well you present and share.

<i>Your Show &amp; Tell Object should:</i>	<i>Your Show &amp; Tell Object should NOT:</i>
<ul style="list-style-type: none"><li>• Be something that has special significance to you</li></ul>	<ul style="list-style-type: none"><li>• Be alive, illegal, or inappropriate</li></ul>
<ul style="list-style-type: none"><li>• Something you will not mind passing around</li></ul>	<ul style="list-style-type: none"><li>• Be fragile or extremely expensive</li></ul>
<ul style="list-style-type: none"><li>• Give us insight into you and your personality</li></ul>	

## **Deviant for a Day Presentation**

**Time limit: 3-4 minutes total**

Our communication is governed by a set of implicit norms to which we all conform. For this assignment, you and your partner will each be required to violate one communication norm of your choice (I must approve it) in three separate situations each – 6 total. Your partner's job is to observe you and your "victim's" response. Together, you and your partner will present the results of your deviant experiments in front of the class.

(1) Select a communication norm and get my approval on it. Samples include:

- Speaking in gibberish
- Speaking too loudly or too softly
- Not looking at people when talking
- Standing extremely close when speaking
- Asking only questions
- Asking very personal questions

(2) With your partner, you will stand in front of the class and describe what your deviance was, why you chose your norm to violate, your "victims'" reactions, and how you felt being deviant. Your presentation should be balanced between the partners, practiced ahead of time, and address the following:

- What communication norm you set out to violate and why did you choose this norm
- Briefly describe each of your experimental situations: What did you do, how did the other(s) involved respond, how did you feel being deviant?
- What did you learn from this experience of being a deviant.

## **Performance Review**

One of the most difficult and bungled communication events in groups is providing feedback or constructive criticism. The performance review is an excellent opportunity to help group members grow and improve, while simultaneously fostering a supportive and more productive relationship.

For this assignment, you and your group members are to use what we have learned in class about whole messages and providing constructive feedback to author two performance reviews. You are to type three whole messages -- one for each situation provided to you. Your performance reviews will be based on the scenarios below.

## **Speech 15 Honors Paper**

For this assignment, you will type (please double-space) a grammatically correct essay of at least 2,500 words (roughly 4-5 pages). You are to choose **one** of the following two topics for your essay: (1) Gender's influence on group communication or (2) Culture's influence on group communication.

### **Specifics:**

- You are to support the thesis statement provided below for the one topic you chose. You must include the thesis statement exactly as it is written below.
- Your essay must include three distinct body paragraphs; each body paragraph is to support the thesis by providing an important point.
- You must provide specific evidence to support your points and thesis.
- Evidence must come from our textbook along with two other sources (only one of which can be from the internet). That is, in addition to our textbook, you must find at least one non-internet source (e.g., another book, a magazine, an interview, etc). You must provide a citations for your sources following the bibliography format presented in the textbook.
- This paper is due on the last day of class.

### **Topics and Thesis Statements:**

- (1) Gender's influence on group communication  
-Thesis: Gender plays an important role in group communication.
- (2) Culture's influence on group communication  
-Thesis: Culture plays an important role in group communication.

### **Grading Rubric:**

<b>Content</b>	<b>Very Strong</b>		<b>Acceptable</b>		<b>Needs Work</b>
Thesis supported with evidence  Comment:	5	4	3	2	1
Cohesive and clear  Comment:	5	4	3	2	1
Requirements met  Comment:	5	4	3	2	1
Grammar  Comment:	5	4	3	2	1

**Sundar**

Sundar is a very talented engineer. He is able to quickly and accurately solve problems that others struggle with. He gets along nicely with his peers and people like him. However, Sundar is a big guy. He stands six feet eight inches tall and weighs 225 pounds. He also speaks in an assertive, confident tone.

Sundar's physical presence, strong communication style and reputation for being right intimidates his fellow employees. In many meetings, Sundar's peers will not share their ideas for fear of being corrected or challenged (in a friendly way). Others simply do not work hard when Sundar is on their team because they know he will end up doing it his way and he will do it better than they could have. Remember, no one dislikes Sundar, and the company very much wants him as an employee.

As Sundar's manager, you are to come up with the following:

- (1) Come up with three adjectives (descriptive words) that describe the behavior that needs to be changed.
- (2) What are the advantages and disadvantages to providing this feedback? What are the advantages and disadvantages to not providing this feedback?
- (3) Why might this person act this way?
- (4) Write one sentence that defines the desired behavior that you would prefer to see.
- (5) Author a whole message that accurately summarizes the problem and provides clear, actionable steps he can take to address the issue. Do NOT simply restate the information provided above.
- (6) Create an action plan with measurements to ensure that he knows if he is succeeding in achieving your goals for him

**Veronica**

Veronica has been at the company for three years. She is in sales. She is very knowledgeable about the company's products and is great with customers. Several of her clients have gone out of their way to contact management to let them know how caring she is. For the past two years, she has been the top grossing sales person for the company bringing in twice as much revenue as the next top sales person.

Within the company, Veronica is known as a loose canon. She will make commitments to customers without speaking with those at the company who need to fulfill the commitments. She does not like to work on teams because she likes to keep all of her commissions to herself. She is defiant toward her management when she thinks she or her customers are getting a bad deal. Remember, Veronica is necessary at the company. Without the revenue she brings in, the company would be in a bad way.

As Veronica's new manager, you are to come up with the following:

- (1) Come up with three adjectives (descriptive words) that describe the behavior that needs to be changed.
- (2) What are the advantages and disadvantages to providing this feedback? What are the advantages and disadvantages to not providing this feedback?
- (3) Why might this person act this way?
- (4) Write one sentence that defines the desired behavior that you would prefer to see.
- (5) Author a whole message that accurately summarizes the problem and provides clear, actionable steps he can take to address the issue. Do NOT simply restate the information provided above.
- (6) Create an action plan with measurements to ensure that he knows if he is succeeding in achieving your goals for him

## Active Listening Report

You are to practice your newly acquired empathetic listening skills on three different individuals. Each conversation should be natural without your partner knowing that you are conducting this activity. Further, each conversation is to be at least 5 minutes in length.

You are to provide one sentence answers to the following four questions for each of your practice sessions (in other words, I expect one typed sheet of paper containing 12 answers – 4 for each of the 3 situations).

### Questions:

1. With whom did you converse?
2. What topic was discussed?
3. How did you do using empathetic listening?
4. What will you do next time to improve your empathetic listening?

## Group Observation Analysis

For this assignment, you and your partners are to observe a “real-world” group meeting. All members must attend the same meeting at the same time. While each of you will be observing the same meeting, you will each focus on and report back to us about a specific aspect of the meeting. I am looking for your ability to identify specific communication ideas as they are applied to the group you are observing. I will expect you to both summarize what you observe and relate it directly to what we have learned in class about group communication such as norms, listening and communication patterns, roles, cohesiveness, disclosure, etc.

I must approve all meetings before you attend them. The following are minimum requirements that a given meeting must fulfill for you to use it for this assignment:

- Meeting must last at least 45 minutes
- An agenda must exist (*your group needs to turn in a copy of the agenda used at the meeting*)
- The group needs to be publicly accessible (i.e., not a private club) and have at least 5 members present, not including you
- No member of your group can be a member of the group holding the meeting

Sample meetings that meet this requirement include:

- |  |                             |
|--|-----------------------------|
| -Foothill-De Anza School Board Meeting | -Town/City Council meetings |
| -De Anza campus committees             | -De Anza student government |
| -Academic senate                       | -Classified senate          |

Each member is to focus on one area of group communication: Task orientation, Social orientation, and Effectiveness. You will write a report on a worksheet that I will provide. As part of your report, you will discuss your findings in class. This is NOT a formal presentation...just a discussion. When you are observing your group please try to answer the questions listed below. Make sure to provide specific examples from your meeting that demonstrate the concepts you discuss in your analysis.

<b>Task</b>	<b>Social</b>	<b>Effectiveness</b>
1. What goals did the group have?	1. Did the members have prior experience with each other?	1. What type of agenda did the group have?
2. Describe the process for making decisions or taking action.	2. Describe how the members got along with each other.	2. Describe the lay out of the room and where people sat.
3. What rules or norms affected the group's task performance? How?	3. What rules or norms affected the group's interaction? How?	3. What rules or norms affected the group's effectiveness? How?
4. Identify 3 task roles and describe how they helped or hurt the group.	4. Identify 3 social-maintenance roles and describe how they helped or hurt the group.	4. Identify 3 self-serving roles and describe how they helped or hurt the group.
5. What communication patterns affected the group's task performance?	5. What communication patterns affected the group's relationships?	5. What communication patterns affected the group's effectiveness?
6. How was task conflict handled?	6. How was social conflict handled?	6. How was leadership handled?
7. Was the group successful at achieving its goals? Why?	7. Was the group successful at maintaining good relationships? Why?	7. Was the group effective? Why?

### **Case Study Analysis Assignment**

Time limit: 12-15 minutes (4-5 minutes each partner)

One of the best ways to learn about how groups work is to review actual group situations (e.g., in business settings). To this end, we will exam multiple business cases which will highlight specific real-world issues. Our goal will be to learn from these cases so we can help to avoid the pitfalls they present and/or repeat the success portrayed. The objectives of this assignment are as follows:

- To relate concepts that we study to real life situations
- To improve analytic and problem-solving skills

Specifically, each of you will be assigned to a team with two other students. You will be responsible for leading one case study. I will assign the case study and the facilitation date. When your team is not leading the case study, you will be expected to actively participate in the discussion.

When leading a case discussion, each of the members of your team will be expected to contribute equally to preparing and delivering your 15-minute discussion. Your case analysis is to do the following:

- Provide a brief case summary (3-5 minutes)
- Identify key issues and problems (3-5 minutes)  
-Be sure to cite the evidence leading you to identify your issue(s)
- Give key recommendations or best practices based on concepts covered in class (3-5 minutes)

*Your grade will be based upon your ability to clearly and effectively analyze your case. Also, you will submit a case study outline.*

### **Meeting Facilitation**

Time limit: 12-15 minutes (4-5 minutes each partner)

For this activity, you and two partners are going to co-facilitate a meeting on a topic that you choose from a provided list. The goal of this activity is to demonstrate your understanding of and proficiency with the many decision making, leadership and facilitation concepts and skills that we have discussed in class. Specifically, you and your partners will set and draft the agenda for your meeting, facilitate the decision to be made, and write meeting minutes (notes) that document the proceedings, action items, and decisions.

You and your partners will be given your topic in advance of leading your group. You will draft the agenda and provide it to me for a grade and to the members of your task group (who I will assign) the class meeting prior to the classroom activity. This way, the group members will have

time to formulate their thoughts and positions. *Further, I will provide certain group members with specific attitudes, roles, etc. to test your abilities for dealing with issues that arise in meetings.*

Your meetings will last between 12-15 minutes. During this time, you and your partners are to equally spend time as facilitator and recorder (4-5 minutes in each role). At the end of your time, you will be asked to come up with a decision to the issue presented to you. You and your partners must decide in advance how you will come to this ultimate decision (e.g., group consensus, majority vote, you decide, etc).

At our class session following your activity, you must submit one set of meeting minutes that document date, time, location, and attendees along with summarizing what was said, decisions made and any open items. You will also submit a self-review of your performance and the group's.

Your grade will be based upon your ability to establish a clear meeting agenda, facilitate a discussion and lead your group to an appropriate and successful decision. Additionally, I will evaluate your ability to write a grammatically correct, effective agenda and set of meeting minutes. Finally, I will rate your ability to reflect on your experience – both the positive elements and those needing work.

## **Group Informative Speech**

**Time limit: 6-9 minutes** (4-5 minutes each partner)

Much like the Case Study, your group will be assigned to a topic, and each group member will receive a different article related to that topic (you can download the article from my web site). Together, using critical decision making skills, your group is to identify the key points in the article and present a clear discussion to the class on your topic and how it relates to group decision making. Be sure to link the concepts in the articles to things we covered in class. Our goal will be to learn from these articles.

The objectives of this assignment are as follows:

- To teach concepts that related to what we have covered in class
- To improve critical decision making skills

Specifically, each of you will be assigned to a team with two other students. I will assign the article and the presentation date. When your team is not leading a presentation, you will be expected to actively participate in the discussion.

When leading a presentation, each of the members of your team will be expected to contribute equally to preparing and delivering your 9-minute presentation. You are to do the following:

- Provide a brief summary across the articles (2-3 minutes)
- Identify key issues and problems (2-3 minutes)  
-Be sure to cite the evidence leading you to identify your issue(s)
- Give key recommendations or best practices based on concepts covered in class (2-3 minutes)

*Your grade will be based upon your ability to clearly and effectively analyze your case. Also, you will submit one unified informative presentation outline.*

### 3 Things in Common Grading

**Team member names:**

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Confidence:                      0   1   2

Perceived effort:                0   1   2

Coherence:                        0   1   2

Interesting commonalities:    0   1   2

Requirements met:                0   1   2

Comments:

**TOTAL: \_\_\_\_\_ / 10**

## Show and Tell Grading

Object: \_\_\_\_\_

Time: \_\_\_\_\_

### **Overall: (2 points each)**

Clear explanation of object:                    0   1   2

Clear explanation of object's significance: 0   1   2

### **Delivery: (1 point each)**

Confidence:                    0   1

Poise:                            0   1

Clarity:                         0   1

Volume:                        0   1

Connection to audience: 0   1

Time met:                       0   1

**TOTAL: \_\_\_\_\_ / 10**

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Strengths:

Things to work on:

## Deviant for a Day Grading

Team member names:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

Deviant Act: \_\_\_\_\_

**Overall: (2 points each)**

Clear explanation of norm violate and deviant act:: 0 1 2

Clear explanation of experiments and "victims" reactions: 0 1 2

Clear explanation of what was learned from this experience: 0 1 2

Organization/Coherence 0 1 2

Perceived effort 0 1 2  
-includes meeting time requirement

**TOTAL: \_\_\_\_\_ / 10**

Additional comments:



## Sample Outline for Case Study

Group Members:

Case study title:

### I. Introduction

*Attention getter:* [some opening that catches our interest like a startling fact, quote, joke, etc.]

*Thesis:* [one clear and concise sentence that give your stance on your topic]

*Preview:* Summary, Issues/Problems, Key recommendations or best practices

Transition: [provide transitional word or phrase that leads into first main point]

### II. Summary of case study

#### A. Background

1. Type of business

#### B. Main characters

1. Conflict

2. Communication issues

Transition: [provide transitional word or phrase that is followed by a brief review statement and a sign post]

### III. Issues and problems

#### A. [Claim 1]

1. [evidence supporting claim 1 from class material or book]

2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 1 from class material or book]

2. [analysis of evidence and link to main point]

Transition: [provide transitional word or phrase that is followed by a brief review statement and a sign post]

### IV. Key recommendations or best practices

#### A. [Claim 1]

1. [evidence supporting claim 1 from class material or book]

2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 1 from class material or book]

2. [analysis of evidence and link to main point]

Transition: [provide transitional word or phrase that leads into conclusion]

### V. Conclusion

*Review:* [review your main points and restate your thesis]

*Final thought:* [leave audience with a sense of closure and something to think about after you are done]

## Sample Outline for Group Informative Speech

Group Members:

Topic: [comes from your facilitation activity]

General purpose: To inform the class about [topic].

Specific purpose: To show how [topic] relates to group communication and critical reasoning.

### I. Introduction

*Attention getter:* [some opening that catches our interest like a startling fact, quote, joke, etc.]

*Thesis:* [one clear and concise sentence that give your stance on your topic]

*Preview:* [list your main points in the order you intend to cover them]

Transition: [provide transitional word or phrase that leads into first main point]

### II. Summary of issue/problem

#### A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

Transition: [provide transitional word or phrase that is followed by a brief review statement and a sign post]

### III. Discussion of potential solutions

#### A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

Transition: [provide transitional word or phrase that is followed by a brief review statement and a sign post]

### IV. Benefits from adopting the solution(s).

#### A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

#### B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

Transition: [provide transitional word or phrase that leads into conclusion]

### V. Conclusion

*Review:* [review your main points and restate your thesis]

*Final thought:* [leave audience with a sense of closure and something to think about after you are done]

Name: \_\_\_\_\_

Topic: Gossip or Bullying

**After reading your assigned article**

The two most important and interesting things from this article are:

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

**After meeting in your expert group**

The three most important and interesting things we need to teach others are:

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

(3) \_\_\_\_\_  
\_\_\_\_\_

**After meeting in your presentation group**

The three most important we need to present about our topic are:

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

(3) \_\_\_\_\_  
\_\_\_\_\_

**Identify two concepts from our class or book that link to your topic and explain**

Concept 1: \_\_\_\_\_

How is it linked?

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Concept 2: \_\_\_\_\_

How is it linked?

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**List some recommendations or best practices**

CONFIDENTIAL Group Member Self-Evaluation Your name: \_\_\_\_\_

Your group's name: \_\_\_\_\_

**TOTAL GROUP PROCESS**

1. What was the greatest strength to this group?

2. What was the greatest weakness to this group?

**INDIVIDUAL GROUP MEMBERS**

OVERALL: List three ways in which you had an IMPACT (positive/negative) on this group.

1-

2-

3-

Place your group members' names in the spaces provided. Consider each criteria and make the best judgement you can based on your group experience. Give a score from **0 to 3** points for each criteria (3 represents "excellence"). Be sure to fill in some overall comments at the bottom.

Group Member's Names	Attendance	Participation	Cooperation	Quality	Completion	Total

Attendance: Came to meetings and notified other members when unable to attend.

Participation Level: Actively listened and contributed to discussions and showed commitment

Cooperation: Willingly worked together to accomplish group objectives.

Quality of Input: Brought resourceful, appropriate, and creative materials and ideas.

Completion of Tasks: Completed tasks on schedule, followed through and was reliable.



**Meeting Facilitation Self-Evaluation**

Your name: \_\_\_\_\_

Your partner's name: \_\_\_\_\_

**Overall performance**

1. What was the greatest strength in your facilitation/leading skills?
  
2. What was the greatest area of improvement in your facilitation/leading skills?

**Specific aspects**

Rate your performance on the following skills and provide two or three sentence explanation or rationale for your score for each category.

needs work: 1 2 3 4 5: excellent

***Agenda***

- |                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
| Well-structured agenda         | 1 | 2 | 3 | 4 | 5 |
| Time managed effectively       | 1 | 2 | 3 | 4 | 5 |
| Agenda accomplished accurately | 1 | 2 | 3 | 4 | 5 |

Explanation/Rationale for ratings:

***Facilitation***

- |                                 |   |   |   |   |   |
|---------------------------------|---|---|---|---|---|
| Everyone wishing to speak did   | 1 | 2 | 3 | 4 | 5 |
| Everyone's idea was heard       | 1 | 2 | 3 | 4 | 5 |
| Ideas were summarized           | 1 | 2 | 3 | 4 | 5 |
| Ideas were linked               | 1 | 2 | 3 | 4 | 5 |
| Focus and topic were maintained | 1 | 2 | 3 | 4 | 5 |

Explanation/Rationale for ratings:

***Communication Climate***

- |                                    |   |   |   |   |   |
|------------------------------------|---|---|---|---|---|
| Maintained a collaborative climate | 1 | 2 | 3 | 4 | 5 |
| Members were comfortable           | 1 | 2 | 3 | 4 | 5 |

Explanation/Rationale for ratings:

***Decision Making***

- |                               |   |   |   |   |   |
|-------------------------------|---|---|---|---|---|
| Clear process used            | 1 | 2 | 3 | 4 | 5 |
| Decision criteria established | 1 | 2 | 3 | 4 | 5 |
| Conflict managed well         | 1 | 2 | 3 | 4 | 5 |

Explanation/Rationale for ratings:

## Facilitation Pre-work Worksheet

<b>Audience analysis</b>	
<ul style="list-style-type: none"> <li>• who is attending and why?</li> </ul>	
<ul style="list-style-type: none"> <li>• co-located or mediated?</li> </ul>	
<ul style="list-style-type: none"> <li>• power/status issues?</li> </ul>	
<ul style="list-style-type: none"> <li>• historical concerns?</li> </ul>	
<b>Meeting's purpose</b>	
<ul style="list-style-type: none"> <li>• social, advisory, and/or decision making?</li> </ul>	
<ul style="list-style-type: none"> <li>• what are the desired or expected outcomes?</li> </ul>	
<b>Meeting's position in a larger process or organization</b>	
<ul style="list-style-type: none"> <li>• relevance to other aspects of work being done?</li> </ul>	
<ul style="list-style-type: none"> <li>• to whom and what needs to be communicated after the meeting?</li> </ul>	
<b>Event design</b>	
<ul style="list-style-type: none"> <li>• location?</li> </ul>	
<ul style="list-style-type: none"> <li>• timing?</li> </ul>	
<ul style="list-style-type: none"> <li>• amenities?</li> </ul>	
<b>Decision making</b>	
<ul style="list-style-type: none"> <li>• decision time frame?</li> </ul>	
<ul style="list-style-type: none"> <li>• Consensus vs. majority vote</li> </ul>	

### Agenda Setting Worksheet

Create an agenda by filling in all of the information below.

Meeting title	
Meeting date	
Meeting location (office and room number)	
Meeting time (include AM/PM & time zone)	
Conference call # and/or URL info	
Objective	
Item 1 – topic, presenter, time limit	
Item 1 – topic, presenter, time limit	
Item 1 – topic, presenter, time limit	

## Ground Rules Worksheet

List at least three appropriate ground rules for the following categories.

Behavioral ground rules	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Procedural ground rules	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Content ground rules	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

How will you document and post these rules?

How will the group enforce and support these rules?

## **Case Study I: Alan George**

### A Group Member's Report:

We were a good group until Alan came up for promotion. Before that happened Alan was about as group-minded as the rest of us were, and he was considerate. But when he found out he was being recommended for senior project analyst, he "flipped out."

Almost overnight he changed from the good group member ready to cooperate, ready to perform his duties, to an obstinate, high-minded, egotistical jerk. He came late to group meetings, he sat back and daydreamed, yawned loudly, interrupted people, made silly comments. You know, it was the whole "I am better than you are" routine.

What could we do? We were stuck with him. We needed his expertise on the project but we didn't need his grief. I tried to talk to him away from the group but it didn't work out. He wouldn't listen. A couple of the others tried to ridicule him during group meetings, but he just laughed. The leader, Vera, tried to intervene on several occasions but he knew if he was promoted she would technically be his subordinate. So when he didn't pay her any mind she laid off the issue.

That experience turned me against small groups. You know what happened? He got promoted and just continued to get worse. Vera quit, one guy transferred to Montana, and I returned to school. So let me ask you, what do you do with someone like Alan to keep this sort of thing from happening?

*Your Task: Carefully analyze this problem and develop a set of recommendations. Be specific.*

## **Case Study 2: A Management Group**

A management group for a local department store met in their training room—one of those required affairs that all individuals have to attend now and again. Poor leadership can be blamed at least in part for the way this meeting went. The time chosen for the meeting was poor, coming as it did in the middle of a very busy week just prior to a holiday. Moreover, the meeting was held at 1:00—just after lunch, and just before a 2:00 change of shift. Several department managers had to check in employees at 2:00. The meeting included about fifteen people from a variety of different departments, and some department managers. The agenda for the meeting was, ostensibly, to gather input on two questions: (1) What problems might changing store hours lead to and (2) If the hours were changed what might the best store hours be?

There was a hidden agenda, too. Indeed, there were at least two of them. One of the high-ranking managers was opposed to the proposals, but more than that, he appeared to be "gunning" for another manager who favored the change. This manager clearly wanted to "teach" the lower ranking manager a lesson—perhaps well intended, and perhaps motivated by some animosity generated over a period of time and a history of conflict with the manager.

The meeting lasted more than an hour, and it concluded with the store manager receiving plenty of "input." But there was a set of off-shoots that were not anticipated. The manager who was opposed came away from the meeting feeling more hostile than he had before. One of the other members of this group was from his department. The meeting brought out soreness in their relationship too. The management team had sustained a deep fracture, and mostly as a result of the store manager's inability to lead and manage conflict in this group.

*Your Task: Decide what can be done here. Analyze this situation as a group and recommend steps the leader and group might take to remedy this problem. Be specific.*

### **Exercise: What are assumptions?**

Assignment: The question you and your group members are to discuss is "What are the assumptions behind this statement?" That is, what assumption(s) is the speaker (writer) making? Look for as many assumptions as possible behind each statement. It is not necessary that all of your group members agree on the assumptions relating to each statement but do talk over any major differences.

1. If he'd just listen, he'd understand me.
2. If it weren't for you, I could have been a ballerina.
3. Criminals must be punished for their crimes.
4. Why did you give us a bibliography? You didn't assign anything from it.
5. My ears are too big.
6. There ought to be a law against obscene books.
7. You certainly don't act 40.
8. You shouldn't feel nervous.
9. College girls on residential campuses should be required to be in their dorms by midnight.
10. We need someone with a Ph.D. for that position.
11. Why are you so nice to him? He's always so grumpy.
12. If you don't have anything worth saying, don't say anything.
13. Children should be punished for saying naughty words.
14. If we demolish all their arguments they'll have to agree with us.
15. You make me nervous.
16. If we only got more publicity for our meetings more people would attend.

### Exercise: Distinguishing between Facts, Inferences and Judgments

Assignment: Determine whether the following statements are **Facts**, **Inferences**, or **Judgments** and explain your reasoning. Note that some may include more than one, and some may be open to interpretation.

Example: I heard on the morning news that the city subway system has ground to a halt this morning; many students will arrive late for class.

"I heard on the morning news that the city subway system has ground to a halt this morning" is a **FACT**. I did hear it and the information can be verified.

"Many students will arrive late for class" is an **INFERENCE**. This is a conclusion drawn from the information about the breakdown of the subway.

\_\_\_1.The death penalty should be abolished.

\_\_\_2.For sale: lovely three-bedroom house in forest setting, easy commute, a bargain at \$325,000.

\_\_\_3.In the 1960s the Space Program had a much larger budget than the Defense Department; in the 1980s the reverse was true.

\_\_\_4.Arnold has a drinking problem.

\_\_\_5.Walter Clemmons, reviewing You Must Remember This states that "Joyce Carol Oates' 17th novel is one of her most powerful."

\_\_\_6.After I took Richard Simmons' Vitamin Pills, the boss gave me a raise. Those pills sure did the trick.

Time Magazine, Nov. 7, 2005

I was a 9-year-old boy in Dublin when a man first walked on the moon. It wasn't just any man--it was an American. I thought I already knew something about America from Elvis, the movies and the hip gear sent home by Irish people who crossed the Atlantic. But now American meant something new. It meant having a sense of infinite possibility, doing the things everyone says can't be done. Even this freckle-faced Irish kid could see that America went to the moon not just because it was a scientific milestone--a career move for the human race--but because it was an adventure.

More than ever, we need to renew that sense of adventure and purpose. Never before has the West been so scrutinized. Our convictions and credibility are under attack. Who are we? What are our values? Do we have any at all?

We can't answer these questions by going back to the moon. But there is a goal out there worthy of our generation. It's earth-bound this time, but no less exhilarating. It is the defeat of humanity's oldest foe: disease.

Just a few years ago, this was Mission Impossible; today it is tantalizingly within our reach. It is no longer crazy to suggest that we can eliminate tuberculosis and malaria from the planet. It is no longer unthinkable to imagine a world without AIDS or extreme poverty. And this isn't hope talking, or faith. This is hard science pointing us toward a better, healthier world.

In the past year we learned that for the first time there's a vaccine that offers real, if partial, protection against malaria. No more death by mosquito bite is a goal that is within sight. Two new vaccines have been developed for rotavirus, the main cause of diarrheal disease. Today nearly a million people with HIV in poor countries are on lifesaving antiretroviral drugs--more than double the total just 18 months ago.

That's enough to get even a rock star out of bed in the morning.

The question now is whether politicians will prove themselves the equal of scientists. Biomedicine today is where high tech was in the 1990s--it's where the energy and excitement are. But scientists alone can't get lifesaving vaccines and treatments to the people who need them most--not without our help.

On that score, there is cause for optimism. From NGOs to CEOs, truckers to nurses, philanthropists to pharmaceutical companies and even Presidents and Prime Ministers, people are putting their talents, time and money to work in the fight against deadly diseases. Just check out Bill Gates.

Momentum is building, but disease is still way out in front. The numbers are so big that they can numb us into indifference: 5,000 people dying every day from tuberculosis, 1 million dying every year from malaria. Behind each of these statistics is someone's daughter, someone's son, a mother, a father, a sister, a brother.

We cannot save every life. But the ones we can, we must. It is--or it ought to be--unacceptable that an accident of longitude and latitude determines whether a child lives or dies. In America and in Europe we have dealt with polio, malaria and TB with the ruthless efficiency they deserve. Beyond our own borders, we have offered excuses instead of solutions. We need to stop this two-steps-forward, one-step-back tango that we have been dancing for years and start marching.

The good news is that a lot of people have their boots on.

This year millions of people gathered to persuade world leaders to invest more in fighting poverty and disease in Africa. In July they listened: the Group of Eight pledged an additional \$50 billion annually to poor countries, half of it for Africa. The G-8 also agreed to write off \$56 billion in old multilateral debt for 38 of the world's poorest countries. And they promised to get AIDS drugs not just to everyone who can afford them but to everyone who needs them--a great promise, if they keep it.

We must keep the pressure on our governments if we want them to follow through. As voters and taxpayers, we must give our leaders permission to invest just a fraction of our taxes in \$5 mosquito nets and drug treatments that cost pennies apiece. Right now in Washington, Congress is deciding whether to provide \$3.6 billion in global AIDS funding, including \$600 million for the global health fund, thanks to Democrat Dick Durbin and Republican Rick Santorum. If this money is not approved, people across Africa will have to be taken off lifesaving medications. How mad is that?

Beating AIDS and extreme, stupid poverty, this is our moon shot. This is our civil rights struggle, our anti-apartheid movement. This is what the history books will remember our generation for--or blame us for, if we fail.

You are the Vice President of Operations. You need to resolve the conflict between two of your direct reports. Lydia is the Director of Product Quality. She is very upset that the latest version of your product is scheduled to be released before thorough and complete quality assurance testing can be done. As part of her team's initial work, they have uncovered many product flaws. Hugo is the Director of Sales. He insists that your new product be released immediately (prior to the scheduled release date). Hugo has three large deals that his team has worked many months on that must close before the end of the month, which is six weeks before the product is set to be released. *Please come up with one integrated solution that addresses both Lydia and Hugo's issues as well as the needs of others involved.* Remember, besides wanting the best thing for your employees, you want happy customers and investors in your company.

Lydia's needs:

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Hugo's needs:

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Customers' needs:

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Investors' needs

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Integrated solution:

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**Meeting Log Sheet**

Meeting date: \_\_\_\_\_

Meeting goals: \_\_\_\_\_

\_\_\_\_\_

Attendees: \_\_\_\_\_

Deliverables:

Task	Owner	Method of delivery	Delivery date	Completed?
				Y or N
				Y or N
				Y or N
				Y or N

Meeting date: \_\_\_\_\_

Meeting goals: \_\_\_\_\_

\_\_\_\_\_

Attendees: \_\_\_\_\_

Deliverables:

Task	Owner	Method of delivery	Delivery date	Completed?
				Y or N
				Y or N
				Y or N
				Y or N

Meeting date: \_\_\_\_\_

Meeting goals: \_\_\_\_\_

\_\_\_\_\_

Attendees: \_\_\_\_\_

Deliverables:

Task	Owner	Method of delivery	Delivery date	Completed?
				Y or N
				Y or N
				Y or N
				Y or N

Last name (print) \_\_\_\_\_ First name (print) \_\_\_\_\_

As members of the De Anza College community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity. The Honor Code below sets expectations of students in establishing and maintaining the highest standards in academic work:

*The Honor Code is an undertaking of the students, individually and collectively:*

*a. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in exams, class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;*

*b. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code which may include reporting other's violations.*

Examples of conduct that have been regarded as being in violation of the Honor Code include:

- Copying from another's exams or allowing another to copy from one's own paper
- Plagiarism
- Revising and resubmitting a quiz or exam for regarding
- Giving or receiving unpermitted aid
- Representing as one's own work the work of another
- Not doing one's fair share of work and taking credit as if one had done the work

I accept responsibility to maintain the Honor Code at all times.

Date: \_\_\_\_\_ Sign full name \_\_\_\_\_

Quiz #1 affirmation: Sign full name \_\_\_\_\_

Quiz #2 affirmation: Sign full name \_\_\_\_\_

Quiz #3 affirmation: Sign full name \_\_\_\_\_