



JROTC Virtual Learning

LET 2 Personal Growth and Behaviors

May 18th, 2020



JROTC Virtual Learning

LET 2 Personal Growth and Behaviors

Lesson 1 Becoming a better Communicator

What You Will Learn to Do

Learning Objectives:

Compare verbal and nonverbal means of communication

Identify the steps of effective communication

Relate how the process of listening is essential to good communication

Distinguish among the types of listening

Identify barriers that prevent effective listening

Explain the types of roles individuals play in a group

Becoming a Better Communicator



Key words

- barrier
- channel
- feedback
- hearing
- listening
- mixed messages
- noise
- nonverbal
- receiver
- verbal

What You Will Learn to Do

Develop your communication skills

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices

Learning Objectives

- **Compare** verbal and nonverbal means of communication
- **Identify** the steps of effective communication
- **Relate** how the process of listening is essential to good communication
- **Distinguish** among the types of listening
- **Identify** barriers that prevent effective listening
- **Explain** the types of roles individuals play in a group

Essential Question

Why is effective communication necessary in all areas of life?



Learning Objectives (cont'd)

- **Identify** how roles in a group affect communication
- **Define** key words: barrier, channel, feedback, hearing, listening, mixed messages, noise, nonverbal, receiver, verbal

Introduction

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. Some of you might also communicate in a job environment. Despite your opinion of your communication skills, there will be times when you wish you'd listened a bit more effectively and communicated a little better.

This lesson shows you the importance of good communication and how you can communicate more effectively in a variety of settings.

The Communication Process

The art of communicating is a skill that you must develop. Using words so that listeners or readers understand their meanings is a difficult task because of differences in background, education, and experience of the people you are trying to communicate with.

PURPOSE OF COMMUNICATION

The purpose of communication is to make known and exchange information, thoughts, opinions, or feelings by speech, writing, or gestures. It is a transmission and interchange, by any means, of information, feelings, and direction. A communicator must remember that communication is a circular process, with both parties being free to present as well as to receive ideas, feelings, and attitudes.



Figure 2.1.1



Figure 2.1.2

You fulfill many different needs through communication, including enjoyment! It's usually a good feeling to engage in conversation with a friend; participate in a group discussion that leads to a solution; and receive a text message in response to one you sent. Sometimes, however, communication does not work, and you end up feeling frustrated.

You might feel frustrated when you have a disagreement with a friend and do not know what to say to resolve the disagreement; if your parents don't talk with you about certain issues you feel are important; or if you write a letter or email to someone who completely misunderstands your intent or message. This happens all the time!

Despite communicating since birth, you may not always be effective. The reality is that effective communication isn't as easy as it may seem.

All communication depends on understanding others and having them understand you. Much of your communication is intended to influence what people think and feel. Most of the time, you want someone to take some action as the result of your communication. You want a friend to spend vacation time with you; you want your friends to like each other; you want your parents to give you permission to go somewhere; or you want your employer to more clearly answer a question you have. Our need for communication is important in all areas of our lives.

A DEFINITION OF COMMUNICATION

Communication is a process in which people are able to transfer meaning between themselves. The communication process allows people to share information, ideas, and feelings. This is the transfer of meaning. When no meaning is transferred, no communication has taken place.

SEVEN COMMUNICATION SKILLS

There are many ways to communicate. The Seven Communication Skills include your ability to:

- Read
- Listen
- Think
- Write
- Remember
- Speak
- Study

These communication skills help you express your feelings, knowledge, and ideas. Communication is innate within everybody—from the cries of a baby, to the smile of a friend, and to the handshake of your doctor. Everybody uses communication skills differently. In JROTC, as in your other high school courses, you will have many opportunities to improve these skills.



Figure 2.1.3

ELEMENTS OF COMMUNICATION

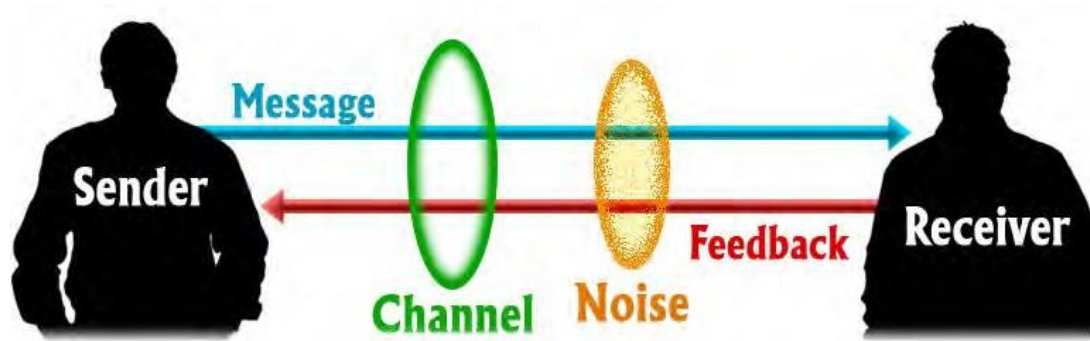


Figure 2.1.4

The communication process is made up of various elements. These elements are communicators (senders), messages, **receivers**, **channels** (written words, sound, sight, radio, and television), **feedback**, **noise**, and setting.

- The communicator is the originator of the message. Speakers, writers, artists, and architects can all be considered communicators.
- The message is made up of ideas, data, and feelings the communicator wants to share. The medium may be a speech, essay, painting, or building.
- The channel is the route traveled by the message as it goes between the communicator and the receivers.
- The receiver is the audience for whom the message is intended. The communicator must gain the receiver's attention to have effective communication.
- Feedback allows communicators to find out whether they are "getting through" to the receivers. You get feedback from your instructors, your parents, and your friends.
- Noise is interference that keeps a message from being understood. Physical noise keeps a message from being heard. For example, the physical noise of a loud television program may interfere with reading a letter. Psychological noise occurs when the communicators and the receivers are distracted by something. For example, the psychological noise caused by hunger can prevent concentration.
- Setting is the time, place, and circumstances in which communication takes place. It can also be considered the context and environment in which a situation is set.

Communicating Effectively

After you understand the process of communication, you can begin to understand why communication does or does not work.

Key words

receiver:

One or more individuals for whom a message is intended

channel:

The route traveled by the message as it goes between the communicator and the receivers

feedback:

The return of, or a response to information, as in the evaluation of a communication; the return of evaluative or corrective information to the sender or point of origin

noise:

That which interferes with the successful completion of communication; a disturbance, especially a random persistent disturbance that reduces the clarity of communication

Key words

verbal:

Relating to, or associated with words; communicating with words

nonverbal:

Being other than verbal; communicating without using words

In an ideal situation, the message is perceived in the way it was intended. For example, you write an apology to your friend for a mistake that you made. If the friend accepts the apology, the communication worked. If the friend was offended by your message and the apology was not accepted, the communication did not work.

Your communication may not have worked due to a problem with the message (not written or spoken clearly), the channel used may not have been the best choice (writing a note rather than speaking in person), or psychological noise may have interfered (the recipient couldn't hear over loud noise in the room). Asking the right questions about why communication did not work is the best way to improve communication skills.

Most of us already have considerable communication skills. We have been sending and receiving **verbal** and **nonverbal** symbols all our lives.

NOTE:

Verbal symbols utilize the words in a language to stand for a particular thing or idea.

Nonverbal symbols allow us to communicate without using words. Facial expressions and gestures are examples of nonverbal symbols.

Nevertheless, we have all had times when we have not communicated as effectively as we should. You may have received a lower grade on a paper than you expected. You may have unintentionally hurt someone's feelings. An instructor may not have understood a question when you asked it in class.



Figure 2.1.5

You can work to increase the likelihood of effective communication. There are certain basic steps to follow when preparing any oral or written communication.

The following six steps for effective communication are not always used in sequence, nor are they exclusive of each other. Tailor them to your own style and approach; you will not use all these steps each time you communicate. These steps will help you focus your attention on how to increase your effectiveness as a communicator.

The Six Steps for Effective Communication include:

1. *Analyze your purpose and your audience.* Make sure you know why you are communicating and to whom you are addressing your ideas. Knowing about the receivers of your communication is called an audience analysis.
2. *Conduct the research.* Use a variety of resources.
3. *Support your ideas.* Find facts, figures, data, statistics, and explanations that give credibility to your ideas. The more you can back up your ideas, the more your audience will understand what you are communicating.
4. *Get organized.* Use an outline or notes to organize your ideas into a logical sequence. A logical sequence helps your audience follow along with you.
5. *Draft and edit.* Use language to your best advantage. There may be many ways to express the same idea. Look for the best way. If you are unclear about what you are saying, you may be sending **mixed messages**.
6. *Get feedback.* Test your work with one or more people. Testing your communication with others will ensure that you are not the only one that can make sense out of what you are saying.

Key words

mixed messages:
Verbal or nonverbal communication that is unclear to the receiver

listening
Making an effort to understand something; paying attention

Communication Requires Listening

Listening is the neglected communication skill. We spend nearly half of our communication time listening, but few of us make any real effort to be better listeners. By learning to listen, you can respond more appropriately and communicate more effectively with those around you.

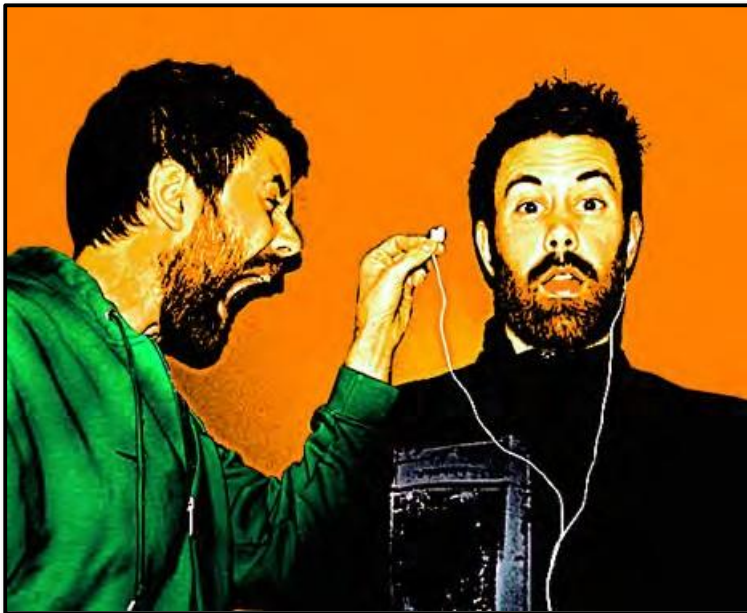


Figure 2.1.6

Key words

barrier:

Obstruction; anything that blocks, restrains, or separates

Barriers to Effective Listening

To become a better listener, it is important to understand the **barriers** that can get in the way of effective listening. After you understand these barriers, you can work to overcome them. These barriers include the following:



Content Enhancement:

LISTENING BARRIERS

- *Laziness* – Effective listening can be hard work.
- *Internal distractions* – Sometimes you have a lot on your mind, which makes it hard to concentrate on what someone else is saying to you.
- *Past relationships* – Both a poor and an excellent past relationship with the speaker can affect how you listen.
- *Lack of trust* – Believing that the speaker has betrayed your trust or that the speaker does not have your best interests in mind is a barrier that can hinder effective listening.
- *Lack of self-confidence* – If the speaker does not sound confident, you will have a harder time staying focused on what you hear.
- *Prejudice* – Prejudice can affect how you hear the speaker as well as how you receive the information.
- *The “Halo” effect* – If the speaker has an association with someone or something you already like, you are much more likely to be receptive to the speaker as well as the information. You may not question what you should question.
- *The “Horns” effect* – If the speaker has an association with someone or something about which you have negative feelings, you may not listen the way you should.
- *External distractions* – Sometimes there are a lot of things going on in the same location where you are trying to listen to the speaker.
- *A different level of power between you and the speaker* – Either you may have the authority, or the speaker may. Either way, it can impact how you listen.
- *Gender preferences* – You may have different expectations because of the gender of the speaker.
- *Emotions on the part of the speaker* – If the speaker becomes passionate about the topic, it may distract you from hearing the real message.



Figure 2.1.7



Content Enhancement:

LISTENING BARRIERS (CONT'D)

- *Prejudging the message before the entire message has been delivered* – Sometimes a speaker will say something at the start of a speech or conversation that may distract you from effectively listening to the rest.
- *Allowing personal characteristics of the speaker to get in the way* – If the speaker is unkempt or dresses sloppily, for example, you might not pay attention to everything that is said.
- *Not caring about the speaker* – Being indifferent to the person can affect how well you pay attention to the message.
- *Interrupting* – Sometimes the listener is so excited about an idea he or she wants to share, that the listener does not wait for the speaker's thoughts to be completed. This distracts both the listener and the speaker.
- *Trigger words* – Some words evoke an emotional response that prevents effective listening. These words are distracting because they make you concentrate on something else besides what is being said. If a speaker uses the word lottery, your mind might wander to untold riches. Words like homework or test scores may also distract you.
- *Delivery style* – Sometimes the way the speaker communicates can be distracting. The speaker might have a very monotone voice or may stutter. Some people continuously put in verbal pauses like “uh” or “you know.” Any of these things may cause you to concentrate more on the delivery than the content.

Good listening is important to everyone. In the business world, listening is the communication most critical for success; but listening also is important in other places—at home, in school, in houses of worship, in civic clubs, and at social gatherings. Listening is important, not only for gaining information but also for the building of relationships.

Listening is the skill that can make or break a relationship. It is as important for you to understand the person, as it is to understand what the person is saying. There is a lot more to listening than just understanding the meaning of words.



Figure 2.1.8

The Process of Listening

Listening is a complex process that is essential to good communication. Unfortunately, it is a part that is often ignored. There are two reasons why this happens.

Speaking and writing, which are the sending parts of the communication process, are highly visible and are much easier to evaluate. You are much more frequently tested on what you read than on what you hear.

Also, we are not as willing to improve our listening skills. Much of this unwillingness results from our incomplete understanding of the listening process. To understand the process, we must first define it.



Figure 2.1.9

Key words

hearing:

To perceive by the ear; to listen attentively

1. Receiving

Speaking is the call to listening. The speaker has not communicated until the receiver interprets and understands the message sent. Remember that **hearing** and listening are not the same. **Hearing** is the reception of sound. **Listening** is the attachment of meaning to sound. Hearing is, however, a necessary step for listening and an important component of the listening process.

2. Attending

Hearing is only the first part of listening. You must then interpret, appreciate, or evaluate what you are hearing. Good listening requires energy and concentration, even though you tend to think of it as an automatic process. After you have received a message, you must attend to it. Whether or not you attend to an incoming message is a choice you actually have to make. Until you pick up the math book and study for the test, you have not attended to the message that a “math test is tomorrow.”

3. Understanding

Effective communication depends on understanding. That is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

4. Responding

Sometimes a response is appropriate during communication. There are several types of responses:

- *Direct verbal responses.* These may be spoken or written.

- *Responses that seek clarification.* This involves asking for further information.
- *Responses that paraphrase.* You may say, “in other words, what you are saying is . . .” A paraphrase gives the sender a chance to confirm that you understand the message.
- *Non-verbal responses.* Sometimes a nod of the head or a “thumbs up” may communicate that the message is understood.

Responding is a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood.

5. *Remembering*

Memory is often a necessary and essential part of the listening process. What is the relationship between memory and listening? Understanding the differences between short-term memory and long-term memory will help explain the relationship.

With short-term memory, information is used immediately, as with looking up phone numbers. This type of memory can only hold a limited amount of information, and is very sensitive to interruption.

Long-term memory allows you to recall information and events, hours, days, weeks, and sometimes years later. For example, think of all the things you can remember that happened to you as you were growing up.

Types of Listening

Different situations require different types of listening. You may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation.

Although certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills. Before you can fully appreciate the skills and apply the guidelines, you must understand the different types of listening.

INFORMATIVE LISTENING

With this type of listening, the primary concern is to understand the message. Much of your learning comes from informative listening. For example, you listen to lectures or instructions from teachers, and what you learn depends on how well you listen. If you listen poorly, you are not equipped with the information you need. There are three key factors for informative listening.



Figure 2.1.10

Informative Listening Factors

1. *Vocabulary.* Increasing your vocabulary will increase your potential for better understanding.
2. *Concentration.* Sometimes it is hard to concentrate because more than one thing is going on at a time. Perhaps the listeners are preoccupied with other thoughts,

or with their own needs. It may also be true that they are just not interested. Others have not learned how to concentrate while listening. They have not made themselves responsible for good listening. Concentration requires discipline, motivation, and acceptance of responsibility.

3. *Memory.* You cannot process information without bringing memory into play. Memory helps informative listening in three ways. It provides the knowledge bank for you to recall experiences and prior information. It also allows you to create expectations and make decisions concerning what you encounter by calling on your past experiences. Finally, it allows you to understand what others say. Without memory of words and concepts, you could not communicate with anyone else and understand the meaning of messages.

RELATIONSHIP LISTENING

The purpose of relationship listening is to either help an individual or to improve the relationship between people. Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviors that are key to effective relationship listening are attending, supporting, and empathizing.

1. *Attending.* In relationship listening, attending behaviors indicate that the listener is focusing on the speaker. Little things such as nodding your head or saying “I see,” will let the speaker know that you are involved.

2. *Supporting.* Many responses have a negative or non-supporting effect. For example, interrupting the speaker or changing the subject is not supportive. Sometimes the best response is silence. Three characteristics describe supportive listeners:

- They are careful about what they say.
- They express belief in the other person.
- They demonstrate patience (they are willing to give the time).



Figure 2.1.11

3. *Empathizing.* What is empathy? It is not sympathy, which is a feeling for or about another. Nor is it apathy, which is a lack of feeling. Empathy is feeling and thinking with another person. This characteristic enables you to see, hear, or feel as others do. It allows you to “walk in someone else’s shoes.” Empathetic listening is critical to effective relationship listening.



Figure 2.1.12

APPRECIATIVE LISTENING

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experiences.

1. *Presentation.* Presentation encompasses such factors as the medium (the form or way it is presented), the setting, or the style and personality of the presenter.
2. *Perception.* Your attitudes determine how you react to and interact with the world around you. Perceptions are critical to how and whether or not you appreciate the things to which you listen.
3. *Previous experiences.* Sometimes the experience you have had in the past influences how you appreciate or enjoy things. If you know too much about the topic, you may be too critical about it. If you associate pleasant experiences with the topic, you may have a more positive attitude toward the subject.

CRITICAL LISTENING

Critical listening goes beyond appreciative listening because it adds the dimension of judgment. Critical listening is listening to comprehend and then evaluate the message. The ability to listen critically is especially essential in a democracy. For example, to make an informed decision in any governmental election, or to form intelligent opinions, you must be able to listen to all the information presented to you, evaluate what is relevant and what isn't, and come up with your own ideas. Not knowing, understanding, or critically listening to the information leads to misunderstanding of any issue.

DISCRIMINATIVE LISTENING

By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the discriminative listener can detect both small and major differences in meaning. Small clues can strengthen relationship listening. Small differences in sound can enhance appreciative listening. Sensitivity to pauses and nonverbal cues allow critical listeners to more accurately judge not only the speaker's message, but the intentions of the message as well. There are three skills important for discriminative listening.

1. *Hearing ability.* Obviously, for people who do not hear well, it is difficult to discriminate among sounds.
2. *Awareness of sound structure.* Listeners that understand the structure of the language being used for the message will have an advantage in discriminative listening.
3. *Ability to integrate nonverbal cues.* Words do not always communicate true feelings. The way they are said or the way the speaker acts may be the key to understanding the true or intended message.

Effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skill.

How to be an Effective Listener

There are many guidelines that will help you to become a more effective listener. Most involve listening "actively" while others speak.

- *Find an area of interest.* Listen with a purpose. Be interested. Try to organize what you hear.
- *Judge content, not delivery.* Do not stop listening because the sender does not meet expectations. Listen to the words. Look for the message.
- *Hold your fire.* Do not get over-stimulated by the message. Do not react until the message is complete. Keep your emotions in check. Do not interrupt because you

believe that what you have to say is more important or more correct. There will be time for you to react later. The speaker may surprise you and say what you want to say.

- *Listen for ideas.* Focus on the person's central ideas. Do not get bogged down in the details. Try to listen at a higher level. Listen for new knowledge or concepts.
- *Be flexible.* Vary the ways in which you attempt to remember the information. Concentrate on finding the best way to learn the information.
- *Work at listening.* Establish and maintain eye contact. Acknowledge understanding. Stay tuned-in.



Figure 2.1.13

- *Resist distractions.* Concentrate on the speaker. Tune out other things that may be going on. Turn off the things you can control, like the TV or the radio. Try not to do several things at the same time. Focus on the sender.
- *Exercise your mind.* Challenge yourself to listen totally. Try it for short time and then make it longer and longer. See if you can listen to an entire presentation without losing concentration.
- *Keep your mind open.* Communication efficiency drops to zero when we hear certain trigger words, such as Communist, Democrat, or Republican. Everyone has words that evoke an emotional response. Effective listeners are aware of keeping their convictions and emotions in check.
- *Capitalize on thought speed.* Most of us talk at 120 words a minute. Our thinking speed is about 500 words a minute. That gives us a lot of spare time while a person is speaking to us. Poor listeners let their minds wander.



Content Highlight:

GOOD LISTENERS

Good listeners think about what is being said by anticipating the point, summarizing, weighing evidence, or looking for nonverbal clues.

Roles in Group Communication

At some point in your life, you have probably heard the saying, "You can either be a leader or a follower." This statement might lead you to believe that there are just two possible roles you can assume within a group, when, in fact, there are a number of potential roles that you might play at any given time. Leadership is actually the combination of a variety of roles within a group that moves the group toward its goals.

Roles are the characteristic and expected social behavior of an individual within a group. We all have unique skills, strengths, and talents which, when contributed to the group, enable the group to operate effectively and be successful. When we communicate with one another in a group situation, we assume certain roles based on these unique skills, strengths, and talents. Some of these roles enable us to complete tasks, while others build and strengthen the group. Still others are destructive or harmful to the group communication process.

THE ROLES WE PLAY

Within any group, roles will naturally evolve during the group formation process, and may change over time. Group dynamics and communication can either be accelerated or hindered based on the roles we assume.



Figure 2.1.14

Though many different roles exist, they fall into the following three major categories.

1. Task roles are those roles that help the group accomplish a specific task.
2. Social roles are those roles that help the group maintain itself as a group.
3. Dysfunctional roles are those roles, which are destructive and block group communication.

Task Roles

In order to accomplish a goal and achieve results, members of the group must take on task-oriented roles that will fit in with the objectives of the group as a whole. For example, if your group was responsible for putting on a fundraiser for a school trip, you might need people to suggest ideas and gather information.

You would also need someone to plan the event, and someone to coordinate it. These are all task roles. The following are descriptions of some task roles (this is not an exhaustive list):

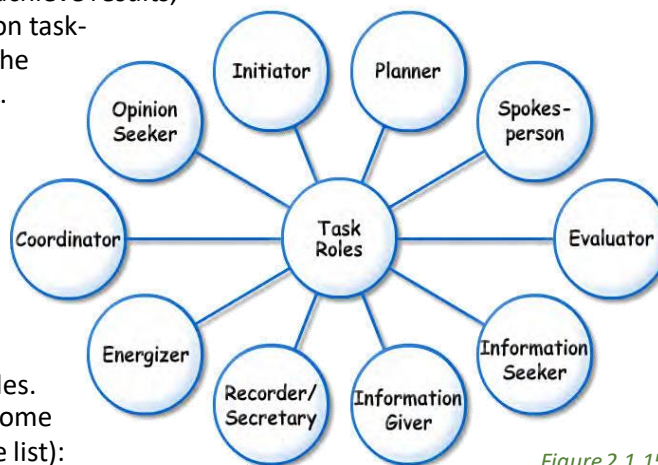


Figure 2.1.15

- *Initiator.* Suggests new ideas and proposes solutions
- *Opinion seeker.* Looks for options; seeks ideas and suggestions from others
- *Coordinator.* Organizes the various activities of team members and shows relationships between ideas
- *Energizer.* Stimulates the group to a higher level of activity
- *Recorder/secretary.* Keeps a record of group actions
- *Information giver.* Offers facts or generalizations to the group
- *Information seeker.* Asks for information about the task; seeks data

- *Evaluator.* Measures decisions against group goals
- *Spokesperson.* Speaks on behalf of the group
- *Planner.* Prepares timelines, schedules, and organizes group logistics

Social Roles

To maintain the group as a unit, it is also necessary that some people assume social roles to promote social interaction and a healthy group dynamic. These roles are less concerned with the task at hand, and more concerned with team growth and cohesiveness. The following are some social roles.



Content Enhancement:

SOCIAL ROLES

- *Encourager.* Praises the ideas of others; warmly receptive to other points of view and contributions
- *Volunteer.* Offers whatever is needed
- *Group observer.* Keeps records of group activities and uses this information to offer feedback to the group
- *Compromiser.* Moves the group to another position that is favored by all group members by coming “half way”
- *Gatekeeper.* Keeps communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication
- *Standard setter.* Suggests standards or criteria for the group to achieve; standards may apply to the quality of the group process or limitations on acceptable individual behavior within the group
- *Summarizer.* Raises questions about the direction which the group discussion is taking by summarizing what has been discussed and showing where it deviates from group objectives
- *Reality tester.* Subjects group accomplishments to a set of standards for the group; this role examines the “practicality” or the “logic” behind a suggestion of group discussion
- *Mediator.* Mediates the differences between group members. Attempts to reconcile disagreements and relieves tension in conflict situations



Figure 2.1.16

Dysfunctional Roles

When an individual has competing needs or a personal agenda that is not in harmony with that of the group, the result will often be one of frustration. This frustration frequently

manifests itself through behaviors that block effective group communication. The following list shows some examples of dysfunctional roles:

- *Aggressor*. Attacks other group members, deflates the status of others, and shows aggressive behaviors
- *Blocker*. Resists movement by the group
- *Recognition seeker*. Calls attention to him or herself
- *Self-confessor*. Seeks to disclose non-group related feelings or opinions
- *Dominator*. Asserts control over the group by manipulating other group members
- *Help seeker*. Tries to gain the sympathy of the group
- *Non-participant*. Chooses not to participate in group discussions

You need to be careful when labeling dysfunctional roles, because these behaviors may be subject to interpretation. You may see a particular group member as a blocker, when they in fact see themselves as a reality tester. It is important to be aware of the lens through which you view the behavior of others.

Conclusion

Communicating is one of the most important things you do in life. Do not think that it comes easily! You must practice good communication skills daily; then you will gradually see results and be able to communicate effectively and confidently in a group. The spectrum of roles within the group communication process is much richer than just leaders and followers. By increasing our awareness of the diversity of those with whom we interact, and stretching our own capacities, we can develop the skills to communicate effectively and productively within a group.

Lesson Check-up



- Describe how the elements of communication impact your own communication style, either positively or negatively.
- Explain why listening is so important in learning.
- There are barriers that break down communication. Explain two ways to ensure the receiver is hearing and understanding your message.

Performance Assessment Task

Personal Growth and Behaviors

Lesson 1 Becoming a better Communicator

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:



Directions

For this performance assessment task you will participate in Becoming a better communicator. For this assessment you will:

1. Apply critical thinking techniques.
2. Build your capacity for life-long learning.
3. Communicate using verbal, non-verbal, visual, and written techniques.
4. Take responsibility for your actions and choices.
5. Treat self and others with respect.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming a better communicator Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
Compare verbal and nonverbal means of communication	met not met
Identify the steps of effective communication	met not met
Relate how the process of listening is essential to good communication	met not met
Distinguish among the types of listening	met not met
Identify barriers that prevent effective listening	met not met
Explain the types of roles individuals play in a group	met not met
Define key words: barrier, channel, feedback, hearing, listening, mixed messages, noise, nonverbal, receiver, verbal	

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____