**University of Wisconsin Oshkosh**

**Lifelong Learning and Community Engagement**

**Wisconsin Emergency Services Academy**

**Chief Officer Program**

**Course: Intentional and Authentic Oral Communication**

**Dates and Location:** February 2020 online at Canvas

**Instructor:** Michel (Shelly) DeLisle

**Phone:** 262.17.7307

**E-mail:** redshelly@wi.rr.com

**Course Description**: This module willbe an introduction to the theory and practice of oral communication through an understanding of interpersonal, intercultural, intergenerational & other methods of communication present in a myriad of settings within the fire service & the public venue. Included will be discussions regarding the development of oral presentations, identification of personal styles & barriers, improvement of skills, along with practical applications assigned throughout the course.

**Course Learning Objectives:**

The Chief Officer Program is designed to further the professional development of fire service leaders through improved skills relative to critical thinking, problem solving, oral and written communication and resource management. This class will focus on the critical thinking and interpersonal skills needed for effective leadership in fire service settings. Upon successful completion of this course participants will be able to:

1. **Identify the components of authentic & intentional oral communication**
2. **Recognize the impact of these components**
3. **Recognize & understand the differences regarding cross cultural, cross gender, & intergenerational communication**
4. **Identify their personal style of communication**
5. **Recognize & effectively adapt their personal style of communication in response to situation & audience**
6. **Learn to decipher verbal & non-verbal feedback**
7. **Recognize & learn how to avoid or overcome various pitfalls in oral communication**
8. **Effectively produce & present several oral exercises in preparation for situations outside of the classroom & within the realm of the fire service**

**Required Materials:**

Reading assignments from other sources will be required. Reading assignments will be made available through Canvas learning site.

**Course Expectations:**

Students must complete all pre-course & post course assignments by the date listed on Canvas or as stated by instructor. Except in cases of emergency, or unless prior arrangements are made with the instructor, all class assignments are due by the end of the session as stated above. Late assignments will not be accepted without prior instructor consent.

**Course Requirements:**

Pre-course Canvas Assignments

Individual presentation regarding the pre-course assignments in the form of a brief 2-4 minute observation speech ready for delivery upon start of course

Individual Presentations (no less than 3 or more than 5 oral presentations will be assigned) participation is required for all assigned presentation

Participation in Class Discussions on Canvas are required for full points on each presentation

**Course Activities:** pre- & post course self-assessment on understanding communication patterns; a brief introductory speech; a 2-4 minute presentation on assigned pre-course material; an assigned speech as described by instructor (informative, persuasive, commemorative, introduction, acceptance or after-dinner); partner exercises in interviewing; discussion on case studies; a final “think on your feet” presentation.

**Grading:** Students must receive a “satisfactory” grade on all assignments in order to pass the course. Upon successful completion of the course students will be awarded a grade of “Pass” and will receive course credit toward the program certificate. Students who do not successfully complete one or more of the course requirements will receive a grade of “Fail” and will not receive the credit.

**Academic Integrity:** Students are expected to participate in this class with respect for each other, the university and the fire service, and conduct themselves responsibly and ethically. Students are responsible for the honest completion of their work. Use of outside sources in submitted assignments must include appropriate citations. Failure to do so may result in academic penalties, including failure of the course.

**Course Evaluation:**

Students successfully completing the course will receive an e-mailed link to an electronic course survey. We encourage you to complete the survey in order to help us improve our courses and programs.

**Quick Reference Guides** will be developed for each module of instruction, as well as a recommended list of resources for further inquiry into the topic.

**Related Resources:**

Beebe, Steven and Beebe, Susan (2012). *A Concise Public Speaking Handbook.*, 3rd Edition. Allyn & Bacon-Pearson Publishers.

Benjamin, B.E., PhD, et. al, (2012). *Conversation Transformation: Overcome the 6 Most Destructive Communication Patterns.* New York:McGraw Hill Companies.

Fleming, Robt. S. (2010). *Effective Fire and Emergency Services Administration.* PennWell Publishers, Chapter 6.

Griffin, Jack (2008). *How to Say It at Work.* 2nd Edition. New York: Prentice Hall Press.

International Association of Fire Chiefs and National Fire Protection Association (2012). *Chief Officer: Principles & Practice*. Jones & Bartlett Publishers, 2012, Chapter 2.

Littauer, M. & Littauer, F. (2006). *Communication Plus: How to Speak So People Will* *Listen*. Ventura, CA: Regal Books.

Xin-An Lu & Hong Wang (2003), *A Manual of Guidelines, Quotations, and Versatile Phrases for Basic Oral Communication.* Lincoln, NE: iUniverse, Inc.

Politano, Phil (2009). *Public Information Officer*. Brady- Pearson Prentice Hall Publishers.

Smoke, Clinton (2005). S. *Company Officer*. Thomson Delmar Publisher. Chapter 2.

Other articles & links as noted in syllabus, D2L, & resource handouts.

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| Day | Topic | Assignments & Exercises |
| ***Pre-Course******Work*** | *Online assessment of ability to recognize & overcome destructive communication patterns**Exercise in recognizing barriers to communication****Must complete this before class & may post notes on these questions in discusson as they are part of Exercise #4*** | http://ww2.conversationtransformation.com/accounts/register/***Please post a summary of your pretest in the discussion section on Canvas*****To Be Completed prior to start of class***Prior to first day of class, participants will view the following links of short speeches.* ***Prior to watching each link, the participant will answer the following questions:**** *Do you think the speaker is qualified to address the target audience? Explain.*
* *Are you interested in what the speaker has to say? Explain.*
* *Do you think the target audience will find the speaker interesting? Explain.*
* *What do you think, personally, about the person identified as the speaker?*
* *Are you eager to hear what the speaker has to say? Explain.*

***Please answer these questions, briefly, before watching each of the three following links.*** *Ellen Degeneres speaking to the graduating class at Tulane University in 2009:*[*http://www.youtube.com/watch?v=0e8ToRVOtRo*](http://www.youtube.com/watch?v=0e8ToRVOtRo) *(watch from minute 1:30 thru 12:40)**Steve Jobs speaking to the graduating class at Stanford University in 2005:*[*http://www.youtube.com/watch?v=VHWUCX6osgM*](http://www.youtube.com/watch?v=VHWUCX6osgM) *(watch from 7:30 to end)**Mark Bezos, a volunteer firefighter, speaking to an audience at the Technology, Education & Design conference regarding life lessons:* |
| Day | Topic | Assignments & Exercises |
| ***Pre-Course******Cont’.******Friday*** | *Understanding contextual factors**Introductions** *First impression*
* *Consider setting*
* *Body language: yours & the groups*
* *What is your intent in regards to addressing the group?*
* *How would you like them to perceive you?*
 | <http://www.ted.com/talks/mark_>bezos\_a\_life\_lesson\_from\_a\_volunteer\_firefighter.html**After watching each of the links, please answer these questions:*** What was the message of the talk?
* After seeing the talk, was the speaker qualified to speak to the target audience?
* Did you find the speaker interesting? Explain.
* Do you think the target audience found the speaker interesting? Explain.
* What mannerism or approach to speaking did you like or dislike about this speaker?
* Would you see this speaker again? Explain
* What do you think would happen if the speakers exchanged venues?

*Please post notes in discussion. You will be using them for a brief 2-4 minutes opinion speech during the classroom exercises (Exercise #4).***Please complete the Learning Styles assessment found here & email results to instructor:**[**http://www.whatismylearningstyle.com/learning-style-test-1.html**](http://www.whatismylearningstyle.com/learning-style-test-1.html)***Exercise #1-***Take 5 minutes to jot notes beforeIntroductions.**After considering the points noted, present yourself to the group using a 1-3 minutes introduction speech. Please feel free to use a medium or style you are comfortable with.** |

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| Day | Topic | Assignments & Exercises |
| ***Friday,*** ***Cont’.******Saturday*** | *Overview of Basic Communication:** *Formal*
* *Informal*
* *Verbal*
* *Non-verbal*

*Components of communication:** *Sender/receiver*
* *Message*
* *Medium*
* *Contextual Factors*

*Types of presentations** *Introduction of self*
* *Introduction of others*
* *Informative speech*
* *Persuasive speech*
* *Commemorative speech*
* *Acceptance speech*
* *After dinner speech*

*Group Work** *Understanding the phases of groups*
* *Listening*
* *Team communication*
* *Leading & following*
* *Delegating with trust*
* *Dealing with deadwood*
 | **Pretest on Nonverbal communication basics****Nonverbal Communication** is a separate powerpoint.Read “Achieving Success Through Effective Business Communication”, ISSN 2224-5758 (Paper) ISSN 2224-896X (Online) Vol. 2, No.2, 2012-available athttps://www.iiste.org/Journals/index.php/IKM/article/view/1449**Back to WCOP slides****Exercise #2: (*Inflection) Each participant will choose a short speech to read in the style of one of the presentations mentioned. Particular attention should be paid to body language, vocal inflection, & overall demeanor*.** * Keep own intent
* Any words you don’t like…change
* See if group can guess type of speech

**Exercise #3: *(Group assignment) Participants will prepare a 5-7 minute informative presentation based upon a topic provided from The Action Hero’s Handbook for presentation in the morning.***Borgenicht, D. & Borgenicht, J. (2002). *The Action Hero’s Handbook. San Francisco, CA: Quirk Productions, Inc.***Exercise #3 continued.*****Informative speech: 5-7 minute informative presentation on the assigned topic.*** *Peer assessment & self-assessment forms will be used to provide feedback.* |

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| Day | Topic | Assignments & Exercises |
| ***Saturday,******Cont’.*** | *Personal Communication Style:** *Built in with personality*
* *Four types w/specific traits*
* *Pros/Cons of each*
* *Recognizing style in others*
* *Communicating with other personality types*

*Listening**• Being quiet is NOT listening**• Be authentic**• Be empathetic**• Actively engage the speaker**6 Destructive Communication Patterns** *Polite fights*
* *Clairvoyant readings*
* *Catastrophe forecasts*
* *Questions traps*
* *Gripe cycles*
* *Blame games*

*Conflict Mitigation** *Avoidance*
* *Accommodation*
* *Compromise*
* *Competition*
* *Collaboration*
 | **Read “How to Improve Communication with Other Personality Types”** *(resource packet)*[*http://www.ehow.com/how\_8215545\_improve-communication-different-personality-types.html*](http://www.ehow.com/how_8215545_improve-communication-different-personality-types.html)***Listening exercise #1****: with a partner, choose an event specific to your experience in the fire service. You will each share your experience in turn. This is not a discussion or a problem solving/brain storming session. Each participant will evaluate the listening skills of the other using a 5 point Likert scale distributed at the time of the exercise.****Exercise #4 (Persuasive speech): following lunch, each participant will select an opinion from their pre-course exercise involving the speakers & attempt to persuade the remainder of the course participants to agree with them. The speech must have:**** *An introduction*
* *A premise or identifiable opinion*
* *Reasons (not necessarily facts) to support the premise*
* *A wrap-up or conclusion*

*The speech must be* ***3-5 minutes*** *long.**12 Angry Men clips should be on disk or online*Discussion regarding use of each style in the fire service &, specifically, the role of fire chief. |
| Day | Topic | Assignments & Exercises |
| ***Saturday,******Cont’.******Sunday*** | *Objectives:** *Understand the importance of self-awareness & managing one’s emotions (Theory of multiple intelligences) when delivering communications in a stressful environment*
* *Understand the composition of audience & adapt presentation in suitable manner*
* *Deliver presentation using a behaviorism or cognitive approach*
* *Understand the four types of learners, determine which compose your audience & adapt presentations to majority*

*Professional application & practical on information/skills learned so far.**Coaching in the fire service**Interviewing in the fire service**Wrap-up, questions, explanation of post-course assignments* | Case study review & video of effective examples of the following will precede exercise.**Exercise #5: *Before the close of the second day, each participant will prepare a presentation from a scenario assigned. The scenarios will fall into one of the following categories:**** Death notification
* Council presentation
* Press conference
* Media interview
* Commencement address
* Introductory speech
* Informative presentation

**The presentation will NOT exceed 7 minutes, but there is no minimum time requirement.****Exercise #5: Presentations with peer/self-review.****Read “Coaching for the Fire Service”. (Resource packet)**DeLisle, M. “Coaching for the fire service.” Saint Joseph University, ODL 680: The Coaching Leader. Aug 2011.*Partner exercise: self/peer evaluation**If no time for exercise, post online. Questions can be found on disk under “Chelsea Fire Questions”. Can be assigned as post course along with the CT Savvy post-test found at: www.CTsavvy.com/posttest***All post-course assignments must be completed within 2 weeks of course end for full credit.** |