



Communication Skills

Scope and Sequence Guide

Inspired solutions for teaching and learning.™

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Overview

PLATO® *Communication Skills* teaches listening and speaking skills essential to effective interpersonal communication and team building, as well as how to give and how to listen to presentations. Each major section in the curriculum consists of modules containing learning activities. Learning activities teach one or more instructional objectives listed at the beginning of each module.

This document provides you with a quick reference as to what each module contains in terms of the desired outcomes or objectives, a summary of the focus of the module, and the types of activities contained in the module.

Learning Objectives

The objectives summarize the goals for the whole module. However, instructors may break them down to take the learner step-by-step through the learning activities. For example, the module objective of “Given an example of a conversation, the learner should be able to identify the components of the communication process,” can be rewritten to reflect an objective for each activity.

- Given an example of a conversation, the learner will *study* how to identify the components of the communication process. (Tutorial)
- Given an example of a conversation, the learner will *practice* how to identify the components of the communication process. (Application)
- Given an example of a conversation, the learner will *check understanding* of how to identify the components of the communication process. (Test)

Learning Activities

Communication Skills has three types of learning activities:

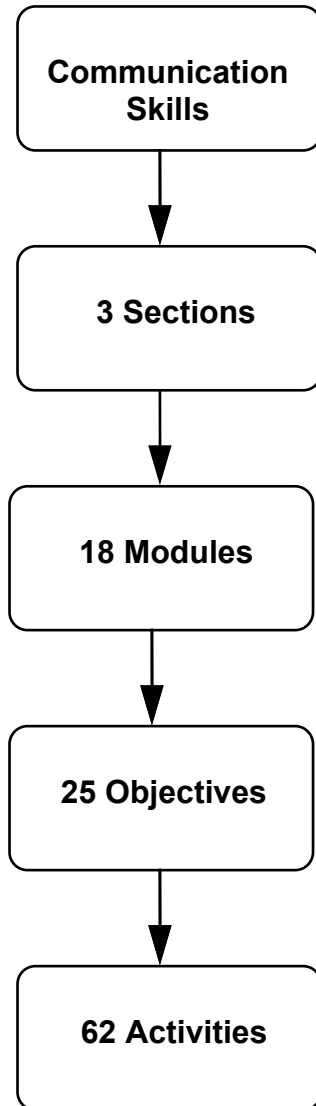
Tutorials teach a specific skill—for example, identifying the components of the communication process.

Applications provide practice in workplace and adult life communication.

Mastery tests evaluate comprehension, monitor progress, and record performance for an individual at the module level. After successful completion of a mastery test, the learner sees a certificate of completion with his or her name. Learners may print the screen to receive a hard copy of the certificate.

Figure 1

The following figure lists the number of components and their relationship to *Communication Skills*.





Estimated Completion Time

Communication Skills contains audio that paces the delivery of the instruction; however, individual reading levels and learning environment conditions can cause completion time to vary. Learners may also wish to review parts of the lesson; this may also affect completion time.

Completion times vary in each learning environment. Until an average time becomes apparent in your environment, an estimate of one and a half hours per module may be helpful when scheduling.

The following section lists module titles, objectives, summaries, and activity titles for each course in *Communication Skills*.

Section 1: Interpersonal Communication

THE PROCESS OF COMMUNICATION (MODULE)

- Objective:** Given an example of a conversation, the learner will be able to identify the components of the communication process.
- Summary:** Interactions in a store introduce learners to six parts of the communication process.
- Activities:** The Process of Communication:
Tutorial
Application
Mastery Test

THE CONTEXT OF COMMUNICATION (MODULE)

- Objective:** Given a communication scenario, the learner will be able to select physical and situational aspects of context that most affected the communication process.
- Summary:** Learners discover the role of context in the communication process through scenes in various settings, such as a store, a commercial bakery, and a printing plant.
- Activities:** The Context of Communication:
Tutorial
Application
Mastery Test

Continued on next page: Interpersonal Communication

Interpersonal Communication, continued

LISTENING FOR INTERPRETATION (MODULE)

Objectives:

- Given a message containing up to 14 pieces of critical verbal and non-verbal information, the learner will be able to recall that information.
- Given an audio selection, the learner will be able to determine critical missing information.
- Given a verbal interaction scenario, the learner will be able to select non-verbal signals to encourage the speaker.

Summary: Learners observe strategies for improving their listening skills by attending to non-verbal information and checking for critical information in scenes at a store and a daycare center.

Activities: Listening for Interpretation:
Tutorial
Application
Mastery Test 1
Mastery Test 2
Mastery Test 3

LISTENING FOR COMPREHENSION (MODULE)

Objectives:

- Given a verbal message containing up to 10 pieces of critical information, the learner will be able to recall that information.
- Given a verbal interaction scenario, the learner will be able to differentiate among three types of feedback: immediate response, mirroring, and paraphrasing.

Summary: Conversations between a security officer and his supervisor and between friends demonstrate a procedure for listening and clarifying messages effectively.

Activities: Listening for Comprehension:
Tutorial
Application
Mastery Test 1
Mastery Test 2

Continued on next page: Interpersonal Communication

Interpersonal Communication, continued

SPEAKING FOR COMPREHENSION (MODULE)

Objectives:

- Given a communication scenario, the learner will be able to identify a clear message.
- Given a scenario in which a message is sent, the learner will be able to determine that the message has been correctly decoded.

Summary: Scenes with a security officer and a mailroom clerk introduce learners to techniques for sending a clear message and checking interpretation of the message.

Activities: Speaking for Comprehension:
Tutorial
Application
Mastery Test 1
Mastery Test 2

MAKING AND ANSWERING REQUESTS (MODULE)

Objectives:

- Given a communication scenario, the learner will be able to determine how to solicit information.
- Given a request for information, the learner will be able to select a clear response.

Summary: This module demonstrates a procedure for soliciting information and techniques for responding clearly to a request for information through scenes involving a daycare worker, a store supervisor, and an electronics technician.

Activities: Making and Answering Requests:
Tutorial
Application
Mastery Test 1
Mastery Test 2

Section 2: Small Group Communication

WORKING ON A TEAM (MODULE)

Objectives:

- Given examples of different groups of people, the learner will be able to identify distinguishing characteristics of teams.
- Given a team communication scenario, the learner will be able to select examples of effective participant behavior.

Summary: Learners discover team basics and guidelines for effective participation through scenes of teams at a hotel, a hospital, a cannery, and a manufacturing plant.

Activities: Working on a Team:

Tutorial 1
Tutorial 2
Application
Mastery Test 1
Mastery Test 2

MAKING TEAMS SUCCEED (MODULE)

Objective: Given a team communication scenario, the learner will be able to determine the roles assumed by individual team members based on the behaviors exhibited.

Summary: Scenes at a cannery and a support group for surviving spouses illustrate team roles.

Activities: Making Teams Succeed:

Tutorial
Application
Mastery Test

Continued on next page: Small Group Communication

Small Group Communication, continued

RESOLVING TEAM DISAGREEMENTS (MODULE)

- Objective:** Given an identified team conflict, the learner will be able to apply an appropriate approach to resolve that conflict.
- Summary:** Learners study an approach to resolving team conflicts through scenes involving a telemarketing team and a support group for surviving spouses.
- Activities:** Resolving Team Disagreements:
Tutorial
Application
Mastery Test

PARTICIPATING IN A MEETING (MODULE)

- Objective:** Given a meeting scenario, the learner will be able to identify effective participation techniques.
- Summary:** Scenes involving a dental assistant, an electronics technician, and a security officer illustrate techniques for effective meeting participation.
- Activities:** Participating in a Meeting:
Tutorial
Application
Mastery Test

PREPARING A MEETING AGENDA (MODULE)

- Objective:** Given a set of requirements for a meeting, the learner will be able to prepare an agenda.
- Summary:** Learners discover a procedure for preparing a meeting agenda through scenes involving a dental assistant, a seed corn salesperson, and a PTA committee chairperson.
- Activities:** Preparing a Meeting Agenda:
Tutorial
Application
Mastery Test

Continued on next page: Small Group Communication

Small Group Communication, continued

LEADING A MEETING (MODULE)

- Objective:** Given a meeting scenario, the learner will be able to determine effective facilitation.
- Summary:** Scenes involving a dental assistant, a printing press supervisor, and a PTA committee chairperson introduce learners to techniques for facilitating meetings.
- Activities:** Leading a Meeting:
Tutorial
Application
Mastery Test
-

Section 3: Presentations

A SPEAKER'S PREPARATION (MODULE)

Objectives:

- Given the task of preparing a presentation, the learner will be able to identify methods to reduce initial stress.
- Given a scenario where a speaker is preparing for a presentation, the learner will be able to identify which of five steps the speaker needs to apply.

Summary: Learners discover not only how to prepare a presentation, but also how to reduce pre-presentation stress through scenes involving a grocery store clerk, a hospital nurse, and a security officer.

Activities: A Speaker's Preparation:
Tutorial
Application
Mastery Test 1
Mastery Test 2

ATTITUDE IN DELIVERY (MODULE)

Objective: Given the task of delivering a presentation, the learner will be able to identify examples of positive attitude in delivery.

Summary: Learners observe the presentations prepared in the previous module to understand the importance of attitude during delivery.

Activities: Attitude in Delivery:
Tutorial
Application
Mastery Test

Continued on next page: Presentations

Presentations, continued

A SPEAKER'S TOOLS (MODULE)

- Objective:** Given a presentation task, the learner will be able to identify the appropriate use of delivery aids.
- Summary:** Scenes involving a student and an assembly worker introduce learners to the use of delivery aids.
- Activities:** A Speaker's Tools:
Tutorial
Application
Mastery Test

ACTION IN DELIVERY (MODULE)

- Objective:** Given a presentation task, the learner will be able to select verbal, vocal, and body language choices that enhance the message.
- Summary:** Through the delivery of the presentations in the previous module, learners find out about verbal and non-verbal presentation techniques.
- Activities:** Action in Delivery:
Tutorial
Application
Mastery Test

INFORMATION IN PRESENTATIONS (MODULE)

- Objective:** Given a statement, the learner will be able to identify appropriate measures of credibility.
- Summary:** Scenes involving a grocery store clerk, a mailroom clerk, and a dry-cleaning store manager demonstrate techniques for evaluating the credibility of information offered in presentations.
- Activities:** Information in Presentations:
Tutorial
Application
Mastery Test

Continued on next page: Presentations

Presentations, continued

REASONING IN PRESENTATIONS (MODULE)

Objective: Given relevant data, the learner will be able to select a conclusion based on valid reasoning.

Summary: Scenes involving sales presentations and a job search workshop demonstrate principles for valid reasoning.

Activities: Reasoning in Presentations:

Tutorial

Application

Mastery Test



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