ORAL COMMUNICATION · STUDY GUIDE

Exam 7 Study Guide

This guide covers the last two chapters. First you will separate the job of informing from the job of persuading, then learn to explain well and to build an argument that survives a skeptic. Then you will move off the lectern into the conversations that decide careers: the relational layer, hard feedback, groups, meetings, interviews, handoffs and speaking up. Read the "what to know" paragraphs, copy the tables by hand, try each worked case with the steps covered, and finish each chapter with its ten self-test items. The cram sheet at the end puts every rule in one place.

WHAT THIS GUIDE COVERS

- Chapter 13 · reporting versus teaching, learning objectives with observable verbs, objects, processes, events and concepts, persuasion drift, the bridge from known to new, analogy with its limit, definitions, examples and boundary cases, chunking and signposting, propositions of fact, value and policy, stock issues, hostile, neutral and agreeable audiences, problem-cause-solution, comparative advantage, Monroe's sequence, message sidedness, the Toulmin model, five kinds of reasoning, fallacies, evidence quality, ethos, pathos and logos, the fear appeal, refutation, inoculation, the ask and the elaboration likelihood model.
- Chapter 14 · content and relational dimensions, metacommunication, confirming and disconfirming responses, Gibb's six pairs, the XYZ statement, passive, passive-aggressive, aggressive and assertive styles, DESC feedback, Gottman's four patterns, repair attempts, the complete apology, group size and social loafing, norms and charters, Tuckman's stages, task, maintenance and self-centered roles, decision rules, groupthink, silent brainstorming, question agendas, facilitation moves, group presentations, STAR, SBAR, closed-loop communication, graded assertiveness, the two-challenge rule and messages that carry tone.

CHAPTER 13

Informative and Persuasive Speaking

Read it in full: **Chapter 13 in the textbook**. Practice it in the lab: **The Warrant X-Ray** and **Proposition & Latitude Lab**.

What to know

One speech changes what an audience knows; another changes what it does. A **report** transfers content; **teaching** changes what a listener can do. Start with a **learning objective**: "after this speech, listeners will be able to" plus an observable verb (name, list, distinguish, describe, demonstrate, choose), never "understand" or "appreciate." The objective gives the speech edges: "to inform about sepsis" includes everything; "recognize the three earliest warning signs in a family member at home" tells you what to cut.

Informative topics come in four types, each with a default structure and failure mode. **Objects** go spatial or by component and fail as catalogs. **Processes** go chronological and fail with eleven steps. **Events** go chronological or causal and fail by narrating instead of explaining. **Concepts** are hardest and most valuable: one plain definition, one analogy, one clear case, and one near-miss **boundary case** (a consent form signed in a hallway forty seconds before a procedure: signature, but not informed consent).

Persuasion drift is an informative draft sliding into advocacy, usually in the conclusion with "should." Mark every should, need to, the best, obviously, everyone must, and evaluative comparatives (safer, better), then ask whether you are reporting someone else's position or asserting your own. "The American Heart Association recommends" reports; "you should get screened" advocates. Informative speaking is not the easy assignment: polite nodding tells you nothing, so design your own checks.

Explain by building a bridge from the near bank (what the audience owns) to the far bank. Construct an **analogy** that shares the structure, not just the mood: herd immunity is not a shield (protection from outside) but houses that will not burn, so the fire has no path. Then name where it breaks (immunity can wane). Give the plain definition first, the precise one second, and mark the seam. One vivid specific example beats three generic ones; say "imagine" for a hypothetical. Contrast the concept with its neighbor (sepsis is not an infection; it is the response to one). Chunk to three (five for a long talk), signpost every turn, and repeat key words verbatim; elegant variation makes one list sound like three. Answer "so what happens" with mechanism plus consequence.

A persuasive speech needs a **proposition**: one arguable sentence. A **proposition of fact** is settled by evidence. A **proposition of value** must state and defend a criterion, then show the case meets it. A **proposition of policy** contains hidden fact and value claims and must answer four **stock issues**: harm (ill), cause (blame), cure, and cost. Sort the room: **agreeable** (turn belief into action), **neutral** (uninformed need information plus relevance; undecided need your strongest evidence and fair handling of the other side), **hostile** (aim for movement, not conversion). Social judgment theory (Sherif and Hovland, 1961): a message far outside the **latitude of acceptance** is contrasted, seen as more extreme, and rejected with the speaker. Ask for the edge of their latitude.

Three structures. **Problem-cause-solution** fits policy claims; do not spend eighty percent on the problem and leave people alarmed and helpless. **Comparative advantage** fits a room that agrees on the problem and is choosing remedies: concede the alternatives, then win on their criteria. **Monroe's Motivated Sequence** (attention, need, satisfaction, visualization, action) makes people live in the consequence and demands an action step doable this week. Meta-analyses of sidedness: a **two-sided message with refutation** beats one-sided; two-sided without refutation does worst.

Stephen Toulmin's **The Uses of Argument** (1958) maps practical arguments: **claim**, **grounds** and the usually unstated **warrant**, plus **backing**, **qualifier** and **rebuttal**. Say the warrant out loud to find the attack. Reasoning types and their tests: **example** (sufficient and representative?), **analogy** (are the similarities relevant?), **sign** (how reliable is the indicator?), **causal** (correlation, time order, mechanism, no third variable; watch reversed direction) and **authority** (expert in this area, current, no stake, independent). Fallacies: post hoc, hasty generalization, false dilemma, slippery slope, ad hominem, bandwagon, appeal to ignorance, straw man. Prefer specific, recent (for moving topics), independent evidence the audience trusts; pair a statistic for scope with a story for weight; cite aloud.

Aristotle's **ethos, pathos, logos**; source-credibility research (McCroskey and Teven) measures **competence**, **trustworthiness** and **goodwill**. Ethos is built sentence by sentence: operational detail shows competence, concessions and disclosed stakes build trust, understanding the audience's situation shows goodwill. Emotion is ethical when warranted by the facts (a true, representative story, told with consent). Witte's **extended parallel process model** predicts threat without efficacy leads people to manage the fear, not the danger; Witte and Allen (2000) found

strongest effects with high threat and high efficacy, while Tannenbaum and colleagues (2015) found fear appeals effective overall with no reliable backfire and efficacy not required. So write four sentences: severity, susceptibility, response efficacy, self-efficacy. **Refutation**: state the point fairly, respond, support, impact. **Inoculation** (McGuire, 1960s) gives a weakened counterargument plus its answer in advance. End with a concrete, immediate, small **ask**. Petty and Cacioppo's **elaboration likelihood model**: the central route lasts; the peripheral route decays.

LOCK THESE IN

- Inform changes what they know; persuade changes what they do. Write an objective with an observable verb.
- Concepts: plain definition, analogy with its limit, one case, one boundary case.
- Hunt "should," "best" and "obviously" to catch persuasion drift.
- Fact needs evidence; value needs a criterion; policy needs harm, cause, cure, cost.
- Ask for the edge of the audience's latitude, not the center of yours.
- Toulmin: claim, grounds, warrant; plus backing, qualifier, rebuttal. Say the warrant aloud.
- Two-sided with refutation beats one-sided. Pair a statistic with a story; cite aloud.
- Fear appeal: severity, susceptibility, response efficacy, self-efficacy. End with a doable ask.

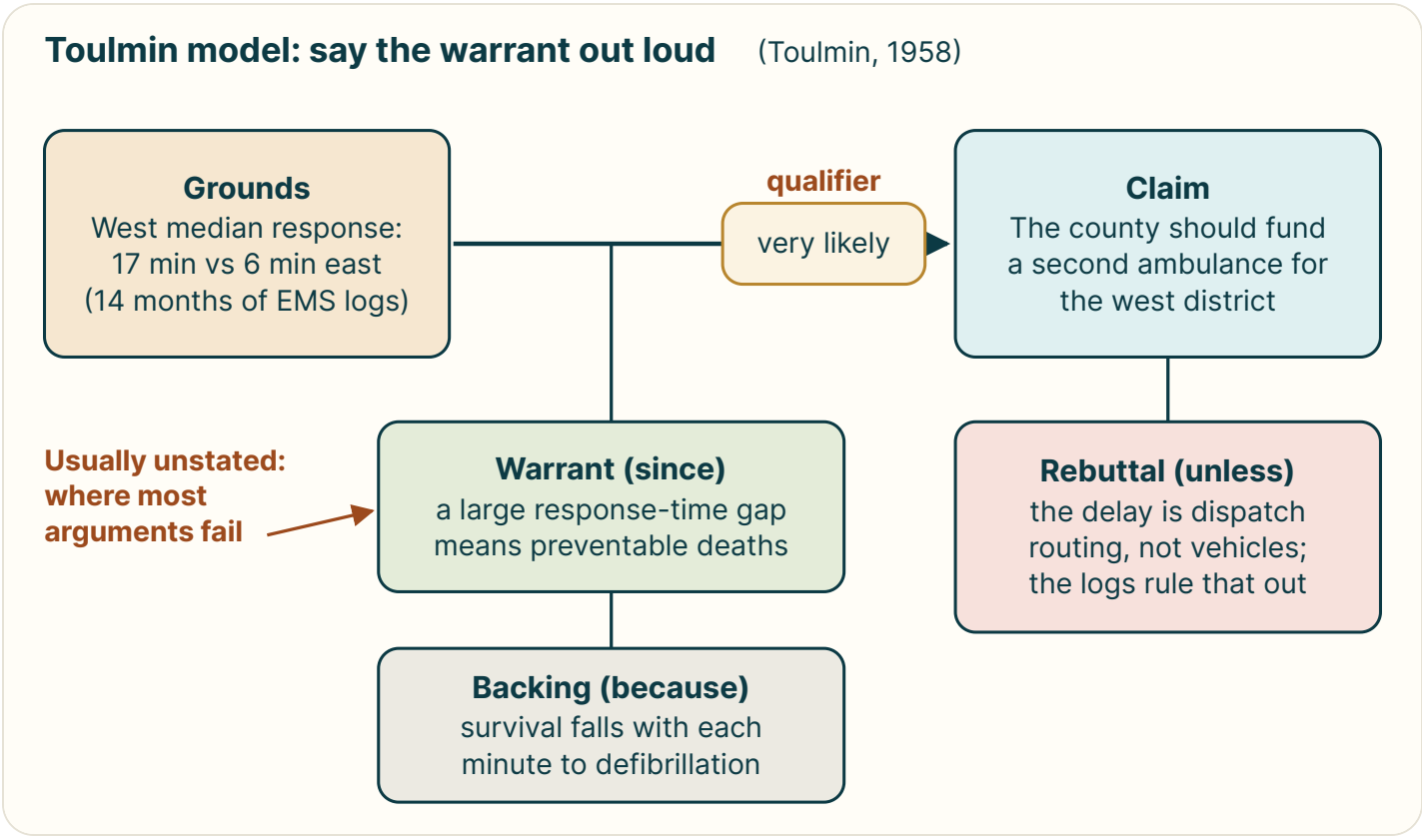


Diagram your own argument before a skeptic does. Claim, grounds and warrant are always present; backing, qualifier and rebuttal finish the model. The warrant is usually left unsaid, which is exactly where an opponent pushes.

Propositions and what you must prove

Type	Example	Burden
Fact	"Heavy social-media use is a contributing cause of rising teen anxiety."	Association, time order, mechanism; alternatives addressed
Value	"Unpaid internships in health administration are unfair because they ration access by family wealth."	A stated, defended criterion; evidence the case violates it
Policy	"This campus should make the north lot permit-free after 4 p.m."	Stock issues: harm, cause, cure, cost

Audience position and fit

Position	Realistic goal	Structure
Hostile	Reduce resistance; earn a hearing	Common ground, two-sided with refutation, narrow claim
Neutral: uninformed	Awareness and relevance	Problem-solution; explain before arguing
Neutral: undecided	Tip the balance	Comparative advantage; strongest evidence first and last
Agreeable but inactive	Belief into behavior	Monroe, weighted to visualization and action
Committed and active	Deepen and protect	Inoculation

Fallacies and repairs

Fallacy	What broke	Repair
Post hoc	Sequence treated as cause	Compare with a control; name what you cannot rule out
Hasty generalization	Convenience sample generalized	Use population data
False dilemma	Two options shown as the only ones	Lay out the real options
Slippery slope	Chain asserted with no evidence	Show evidence for each link
Ad hominem	Attacks the source, not the finding	Critique the design
Bandwagon	Popularity as justification	Give the separate reason
Appeal to ignorance	No evidence of harm read as safety	Name the uncertainty and hedge
Straw man	Misstated opposition	Refute their strongest version

Worked cases

WORKED CASE 1 · REBUILD AN INFORMATIVE PURPOSE AND CATCH DRIFT

Draft purpose: "To inform my audience about sleep." Draft closing: "Clearly, everyone should get eight hours, the best habit there is."

STEP 1 · WRITE A LEARNING OBJECTIVE

"Listeners will be able to describe two ways a rotating night schedule disrupts the body clock and name one fix."

STEP 2 · USE IT TO CUT

History of sleep research, dream theories and full sleep-stage charts go; one framing statistic can stay as motivation.

STEP 3 · MARK THE DRIFT WORDS

"Clearly," "should" and "the best" assert the speaker's own position.

STEP 4 · REWRITE AS ATTRIBUTION

"The American Academy of Sleep Medicine recommends that adults sleep seven or more hours a night." The content stays; the advocacy goes.

WORKED CASE 2 · BUILD AN ANALOGY AND NAME ITS LIMIT

Explain "opportunity cost" to classmates who work part-time.

STEP 1 · NAME THE FEATURE THAT MATTERS

Every choice gives up the next-best alternative.

STEP 2 · FIND A NEAR BANK WITH THE SAME STRUCTURE

"The real price of picking up a Saturday shift is not zero: it is the study session you didn't have and the exam grade attached to it."

STEP 3 · ADD A BOUNDARY CASE

"Money you already spent and cannot get back is not an opportunity cost; it is gone either way."

STEP 4 · NAME THE LIMIT

"The comparison stops here: the shift's cost is easy to see, but the next-best option is often a guess."

WORKED CASE 3 · SHARPEN A PROPOSITION AND SIZE THE ASK

Topic: "Textbook prices are a problem." The room is hostile: many think open textbooks are low quality.

STEP 1 · MAKE IT ONE ARGUABLE SENTENCE

"This college should require one zero-cost open textbook option in every general-education course by fall 2027." That is a **policy** proposition.

STEP 2 · LIST THE BURDEN

Harm (students skip buying books), cause (high prices), cure (open options), cost (faculty time, quality concerns).

STEP 3 · READ THE ROOM

Hostile: the realistic goal is movement. A demand to vote yes tonight lands in the latitude of rejection.

STEP 4 · ASK FOR THE EDGE

"I'm not asking you to agree tonight. I'm asking you to read the two-page review of the open biology text before the senate vote." Then refute the quality objection fairly, with evidence.

WORKED CASE 4 · DIAGRAM AND REPAIR A WARRANT

Argument: "A peer campus cut freshman dropout with a mentoring program, so we should adopt it."

STEP 1 · LABEL THE PARTS

Claim: we should adopt mentoring. Grounds: the peer campus cut dropout. Warrant (unstated): our campus is similar enough for the result to transfer.

STEP 2 · FIND THE ATTACK

Said aloud, the warrant invites: "They are residential; we are mostly commuters."

STEP 3 · ADD BACKING AND A QUALIFIER

Backing: two commuter campuses ran the same program with similar results. Qualifier: "likely to reduce dropout among first-year students."

STEP 4 · STATE A REBUTTAL

"Unless mentors can't meet students on campus; the evening-hours design answers that." Naming it signals you have looked.

TRAPS PEOPLE FALL INTO

- **Writing "to inform about" a topic.** Write what listeners will be able to do.
- **Letting "should" into an informative close.** Attribute the recommendation instead.
- **Choosing an analogy for its mood.** It must share the mechanism, and you must name where it breaks.
- **Varying your key terms.** Listeners hear three lists instead of one.
- **Arguing "fair" without a criterion.** Value claims live or die at the standard.
- **Asking a hostile room for conversion.** A contrast effect pushes them away.
- **Raising objections without answering them.** Two-sided without refutation does worst.

- **Leaving the warrant unstated.** That is where the opponent pushes.
- **Telling the room fear appeals always need efficacy to work.** The evidence is mixed; pair threat with action anyway.
- **Ending with "consider getting involved."** Name the medium, effort, deadline and consequence.

Chapter 13 self-test · ten items

1. Which is a usable learning objective?

A. Listeners will be able to name the three earliest warning signs of sepsis.

B. Listeners will appreciate how serious sepsis can be for families.

C. Listeners will understand the importance of sepsis awareness.

D. Listeners will learn about sepsis and its long history in modern medicine.

A. Listeners will be able to name the three earliest warning signs of sepsis. It uses an observable verb, so you can tell whether it happened and use it to cut.

2. What makes a near-miss boundary case useful in a concept speech?

A. It proves the speaker's own position

B. It adds a second main point cheaply

C. It replaces the need for a definition

D. It shows where the idea stops applying

D. It shows where the idea stops applying The edge is where listeners will actually have to make the call.

3. "Clearly, everyone should be screened by forty-five" in an informative close is:

A. A learning objective
B. Persuasion drift
C. A boundary case
D. An oral citation

B. Persuasion drift "Clearly" plus "should" asserts a policy. Report it: "The American Cancer Society lowered its starting age to forty-five in 2018."

4. Why is "herd immunity is like a shield" a weak analogy?

A. A shield works from outside; herd immunity removes paths
B. It is too short to count as an analogy
C. Analogies should never be used for science
D. Shields are unfamiliar to most audiences, so it will confuse them

A. A shield works from outside; herd immunity removes paths A good analogy must share the mechanism, not just the feeling.

5. A proposition of value must, above all:

A. Rest only on statistics from recent studies
B. End with a specific action step for the room
C. State and defend the criterion being applied
D. Answer harm, cause, cure and cost in order

C. State and defend the criterion being applied Without a stated standard, two people argue about "fair" while meaning different things. Stock issues belong to policy.

6. An audience already agrees the problem exists and is choosing among fixes. Which structure fits?

A. Problem-cause-solution
B. Comparative advantage
C. Inoculation alone
D. Chronological

B. Comparative advantage Rehearsing the problem wastes conceded time; concede the rival options and win on the audience's own criteria.

7. In the Toulmin model, the part that is usually unstated is the:

A. Grounds
B. Claim
C. Qualifier
D. Warrant

D. Warrant The warrant licenses the move from grounds to claim, and most failing arguments fail there.

8. "Crime dropped after the cameras went in, so the cameras worked" commits:

A. Bandwagon
B. Straw man
C. Ad hominem
D. Post hoc

D. Post hoc Sequence is treated as cause. Compare with districts that had no cameras and say what you cannot rule out.

9. Which four sentences make a complete fear appeal?

A. Severity, susceptibility, response efficacy, self-efficacy
B. Claim, grounds, warrant, rebuttal
C. Harm, cause, cure, cost, and the plan's workability
D. Attention, need, satisfaction, visualization, action

A. Severity, susceptibility, response efficacy, self-efficacy Pairing the threat with something that works and that the listener can do is the version everyone agrees works.

10. Inoculation works by:

A. Asking the audience to sign a pledge early
B. Avoiding any mention of the other side
C. Giving a weakened counterargument with its answer in advance
D. Repeating your claim more loudly and more often than opponents

C. Giving a weakened counterargument with its answer in advance Derived from McGuire's work, it protects belief before the full-strength counterargument arrives.

CHAPTER 14

Interpersonal, Group and Workplace Communication

Read it in full: **Chapter 14 in the textbook**. Practice it in the lab: **The Hard-Thing Bench** and **The Agenda Forge**.

What to know

Every message has a **content dimension** (the literal request) and a **relational dimension** (what tone, timing and face say about the relationship). "Did you finish the intake notes?" means three different things from a curious peer, a hovering supervisor at 4:55 on Friday, or someone scrolling while asking. Fights are rarely about content. **Metacommunication**, talking about the communication ("are you annoyed with me or with the situation?"), defuses when used sparingly.

Confirming responses grant that the other person exists and matters, at three ascending levels: **recognition**, **acknowledgment** and **endorsement** (treating the feeling as legitimate without having to agree). **Disconfirming responses** treat the person as irrelevant: impervious (no response), tangential (hijacking the topic) and impersonal (a cliche such as "you'll be fine"). The confirming versions are not longer or softer; they are more specific.

Communication climate is whether it feels safe to speak. Jack Gibb paired six defensive behaviors with supportive ones: evaluation to **description**, control to **problem orientation**, strategy to **spontaneity**, neutrality to **empathy**, superiority to **equality**, certainty to **provisionalism**. The **XYZ statement**: when you do X, in situation Y, I feel Z, plus a request. "I feel like you're lazy" is a judgment in costume; a real I-statement is followed by an emotion word.

Assertiveness states a need clearly while leaving dignity intact; it is not the loud end of a dial. Passive hides the message; passive-aggressive punishes something unnamed; aggressive puts the person on trial. The assertive version reports facts, not motives, and ends with a **concrete, dated, checkable request**. Feedback should name an event, not a category: the **DESC script** (Describe, Express, Specify, Consequences). Ask permission first and give it close to the event. The feedback sandwich is not settled science; give praise separately.

Gottman named four escalating patterns in couples: **criticism**, **contempt**, **defensiveness** and **stonewalling**. Use them as a mirror, not a diagnosis of coworkers; the strong predictive claims have been criticized. A **repair attempt** interrupts the spiral; a prepared break line works if it names a return time. A **complete apology** names the behavior, names the impact, takes responsibility without an excuse and states the repair. No "if" and no "but."

Groups multiply relationships: two people have one, three have three, five have ten, eight have twenty-eight. Past roughly five to seven members, keeping everyone informed eats the benefit. **Social loafing** (effort drops as contributions become invisible) is fixed structurally: small groups, named owned pieces with dates, visible delivery. Write **norms** in a team charter early. Tuckman's stages (forming, storming, norming, performing, adjourning) are a map, not a law; many teams lurch into work near the midpoint. Roles are behaviors: **task** (initiator, information seeker, recorder), **maintenance** (gatekeeper, harmonizer) and **self-centered** (blocker, dominator, distractor), each with a repair line.

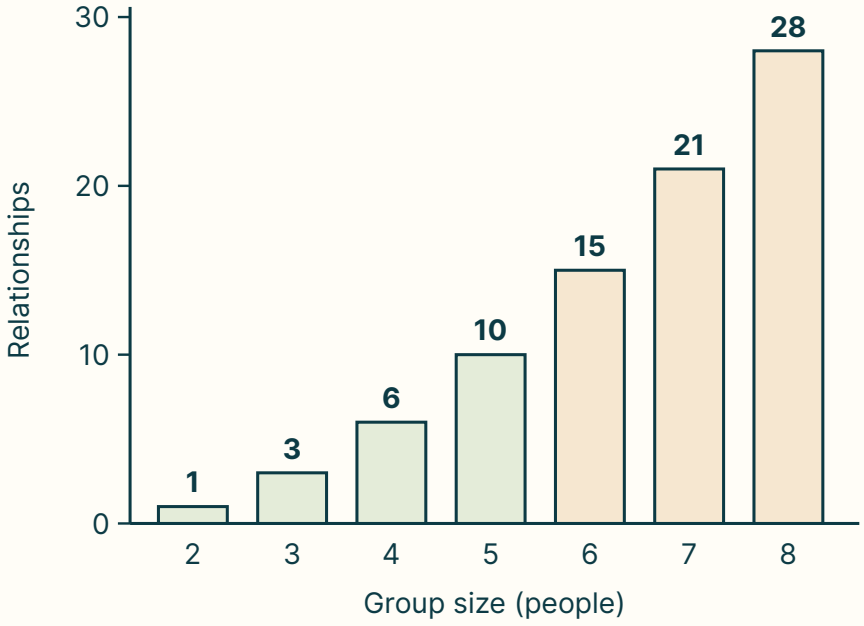
Name the **decision rule** before discussion: consensus, majority vote, expert decides, or authority after discussion (honest when said up front). Janis's **groupthink** model has held up unevenly, but premature convergence is real; counter it with an assigned devil's advocate, the leader's preference stated last, independent judgments first, and a second look after sleep. Silent writing then round-robin beats out-loud brainstorming (production blocking, evaluation apprehension). Write **agendas as questions** with an owner, a time box and the decision rule. Facilitate with six moves: purpose sentence, named invitations, a visible parking lot, out-loud time checks, decisions summarized in the room, and a close with owners and dates. In a group presentation build one outline first, script the four-second handoffs, and assign question traffic.

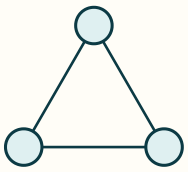
At work, structure carries you. **STAR** (Situation, Task, Action, Result) answers a behavioral interview question with one dated event; the action sentences carry the detail and most people forget the result. **SBAR** (Situation, Background, Assessment, Recommendation) came from the U.S. nuclear submarine service and was adapted for health care at Kaiser Permanente; it front-loads the point and ends with an explicit ask. **Closed-loop communication**: name the person, give the instruction, get a read-back, confirm it. The **authority gradient** turns concerns into hints. **Graded assertiveness** climbs a ladder: a curious question, then CUS (concerned, uncomfortable, safety issue). The **two-challenge rule**: raised twice with no meaningful response, escalate or stop the activity. In email, people overestimate how clearly tone lands; put the ask first with a deadline, one request per message, and escalate the channel, not the volume.

LOCK THESE IN

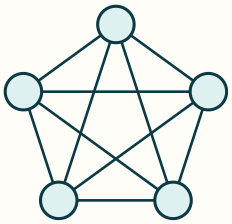
- Fights are usually about the relational dimension, not the content.
- Confirm by recognition, acknowledgment, endorsement; specificity beats reassurance.
- Gibb: description, problem orientation, spontaneity, empathy, equality, provisionalism.
- XYZ plus a request; assertive messages end with a dated, checkable ask.
- DESC feedback; complete apology: behavior, impact, responsibility, repair. No "if," no "but."
- Relationships grow as n(n - 1) / 2; fix loafing with small groups and owned, visible pieces.
- State the decision rule first; write agendas as questions; close with owners and dates.
- STAR, SBAR, closed-loop read-back, graded assertiveness and the two-challenge rule.

Add people, multiply relationships links = n(n - 1) / 2





3 people: 3 links



5 people: 10 links

Past about 5 to 7 members, keeping everyone informed eats the gain.

The arithmetic behind every group project. Bars drawn to scale. Each added member adds a link to everyone already there, so eight people carry 28 relationships. Keep groups small and make each contribution visible.

Gibb's pairs

Defensive	Sounds like	Supportive rewrite
Evaluation	"You're careless with the charting."	Description: "Three of five notes lacked the pain reassessment."
Control	"From now on you'll do intake."	Problem orientation: "How do you want to split it?"
Strategy	"How busy are you Thursday?" (setup)	Spontaneity: "I need Thursday covered. Are you open?"
Neutrality	"That's policy."	Empathy: "It lands hardest on you. Here's what I can move."
Superiority	"When you've been here twelve years..."	Equality: "Tell me if this case is different."
Certainty	"That will never work here."	Provisionalism: "What would it take?"

Key terms and comparisons

Term	What it means
Metacommunication	Talking about the communication itself
Confirming response	Recognition, acknowledgment or endorsement
Disconfirming response	Impervious, tangential or impersonal
DESC	Describe, Express, Specify, Consequences
Repair attempt	A question, a partial concession, or a break with a return time
Social loafing	Effort falls as contributions become invisible
Decision rule	Consensus, majority, expert, or authority after discussion
STAR	Situation, Task, Action, Result
SBAR	Situation, Background, Assessment, Recommendation
Two-challenge rule	Raised twice, no response: escalate or stop

Four styles, one missed deadline

Style	What it sounds like	Result
Passive	"No worries, it's fine."	It happens again; silent resentment
Passive-aggressive	"Must be nice to have free time."	The group splits; nothing changes
Aggressive	"Nobody wants to work with you."	Defense or withdrawal
Assertive	"Two drafts came late. I need yours by Thursday at six, or tell me now."	A commitment or an honest renegotiation

Worked cases

WORKED CASE 1 · REWRITE A VERDICT AS XYZ PLUS A REQUEST

A roommate, Jules, says: "You never clean up. You're such a slob."

STEP 1 · NAME THE DEFENSIVE MOVE

Evaluation of the person, plus "never": a character verdict nobody can act on.

STEP 2 · DESCRIBE X AND Y

"When the dishes stay in the sink overnight on weeknights,"

STEP 3 · ADD Z, AN EMOTION WORD

"I feel frustrated, because I need the counter to make breakfast before my 7 a.m. shift."

STEP 4 · END WITH A REQUEST

"Could they be washed by 10 p.m.?" A dated, checkable ask the other person can say yes to.

WORKED CASE 2 · GIVE DESC FEEDBACK

A teammate, Kofi, keeps posting his section of a shared report the night it is due.

STEP 1 · DESCRIBE

"The last two sections came in after 11 p.m. on the due date."

STEP 2 · EXPRESS

"I had no time to merge and proofread, so the report went in with errors."

STEP 3 · SPECIFY

"Can you post by 6 p.m. the day before?"

STEP 4 · CONSEQUENCES

"Then we each get a final look, and your analysis, which is the strongest part, gets read cleanly." Ask permission first: "Do you have five minutes?"

WORKED CASE 3 · WRITE A QUESTION AGENDA WITH A DECISION RULE

Topic agenda for a club meeting: "1. Fundraiser. 2. Budget. 3. Other business."

STEP 1 · ITEM 1 AS A QUESTION

"Which of two fundraisers do we run in March, bake sale or trivia night? Imani, 15 min, majority vote."

STEP 2 · ITEM 2 AS A QUESTION

"Do we move $200 from travel to supplies? Treasurer, 10 min, treasurer decides after hearing objections."

STEP 3 · REPLACE "OTHER BUSINESS"

"Anything that must be decided before the 20th? All, 5 min. Everything else to the parking lot."

STEP 4 · CLOSE WITH OWNERS AND DATES

"Decision: trivia night. Imani books the room by the 5th; Lee posts the flyer by the 8th. Anything I got wrong?"

WORKED CASE 4 · DELIVER AN SBAR AND ESCALATE WITH GRADED ASSERTIVENESS

A student worker in a campus lab notices a gas smell near a fume hood; the supervisor waves it off.

STEP 1 · SITUATION AND BACKGROUND

"This is Rosa in Lab 204. There's a gas smell at hood 3 for the last ten minutes. The hood was serviced yesterday."

STEP 2 · ASSESSMENT AND RECOMMENDATION

"I think the line connection may be loose. I'd like us to shut the gas valve and call facilities now."

STEP 3 · CLIMB THE LADDER

If waved off: "I'm concerned." Then: "I'm uncomfortable keeping students at hood 3." Then: "This is a safety issue. I'm closing the valve and calling facilities."

STEP 4 · APPLY THE TWO-CHALLENGE RULE

Raised twice with no meaningful response, escalating or stopping the activity is expected, not insubordinate. Confirm instructions with a read-back.

TRAPS PEOPLE FALL INTO

- **Defending with "I just asked a simple question."** The relational message is what got answered.
- **Reassuring with a cliche.** "You'll be fine" is impersonal; ask a specific question.
- **"I feel like you..."** That is a judgment, not an I-statement.
- **Complaining with no request.** A complaint without a dated ask is just weather.
- **Trusting the feedback sandwich.** The middle gets discounted; it is not settled science.
- **Apologizing with "if" or "but."** Name behavior, impact, responsibility, repair.
- **Adding people to speed up a group.** Relationships grow far faster than hands.
- **Deciding the decision rule afterward.** Say it in the first thirty seconds.
- **Brainstorming out loud first.** Write silently, then round-robin.
- **Hinting a safety concern.** Under time pressure hints do not survive; say it declaratively.

Chapter 14 self-test · ten items

1. An employee snaps at "Did you finish the intake notes?" What most likely happened?

A. They were giving a confirming response
B. They answered the relational dimension, not the content
C. They misheard the content of the question entirely
D. They were using metacommunication

B. They answered the relational dimension, not the content The question was neutral; timing or tone communicated distrust, and that is what got answered.

2. "Which part is worst, the opening or the questions?" is which kind of response?

A. Impersonal cliche
B. Acknowledgment
C. Tangential
D. Impervious

B. Acknowledgment It engages with what the person actually said. Specificity, not reassurance, is what confirms.

3. "You're careless with the charting" is which of Gibb's defensive moves?

A. Neutrality
B. Strategy
C. Evaluation
D. Control

C. Evaluation Judging the person is evaluation; the supportive alternative is description of specific behavior.

4. Which element separates an assertive complaint from a passive-aggressive one?

A. A louder and firmer tone of voice
B. A comment shared with the rest of the group
C. A mention of how long it has gone on
D. A concrete, dated request

D. A concrete, dated request Assertion states the behavior, the effect and what should happen next, so the other person can fix it.

5. What does the S in DESC stand for?

A. Specify the change you want
B. State your feelings at length
C. Soften the message with praise
D. Summarize the whole history

A. Specify the change you want Describe, Express, Specify, Consequences.

6. Which apology is complete?

A. "Sorry about earlier, let's just move past it."
B. "I cut you off twice. It undercut you. That's on me. Next time I'll wait."
C. "I'm sorry, but I had a really rough morning and was running behind."
D. "I'm sorry if you were offended by anything that I said in the huddle."

B. "I cut you off twice. It undercut you. That's on me. Next time I'll wait." Behavior, impact, responsibility without an excuse, and a repair. "If" and "but" break the others.

7. How many one-to-one relationships exist in a group of five?

A. 10
B. 5
C. 25
D. 15

A. 10 5 × 4 ÷ 2 = 10. Eight people carry 28.

8. Which countermeasure reduces groupthink?

A. The leader states a preference last, after others
B. Dissenters are asked to keep doubts private
C. The group skips independent judgments
D. The leader states a preference first to save time

A. The leader states a preference last, after others Also assign a devil's advocate, collect independent judgments first and revisit after sleep.

9. In SBAR, what does the R deliver?

A. The patient's full background and history
B. The speaker's reading of what is happening
C. The reason the call is being made at all
D. An explicit ask, such as "come see him now"

D. An explicit ask, such as "come see him now" Situation, Background, Assessment, Recommendation: the format ends with the request.

10. You raised a safety concern twice with no meaningful response. The two-challenge rule says:

A. Drop it, since you have already said it twice
B. Write it in an email and keep working as asked
C. Escalate up the chain or stop the activity
D. Wait until the end of the shift to report it

C. Escalate up the chain or stop the activity Escalating after two unanswered challenges is expected professional behavior, not insubordination.

ONE PAGE

Cram sheet

Everything from chapters 13 and 14 in one place. Cover the right column and see if you can rebuild each row.

Informative and persuasive speaking

Topic	The rule
Objective	"Listeners will be able to" + observable verb
Four types	Objects, processes, events, concepts
Concept pattern	Plain definition, analogy with limit, one case, one boundary case
Drift words	Should, need to, the best, obviously, everyone must, evaluative comparatives
Chunking	Three main points short; five long; same key words every time
Propositions	Fact: evidence. Value: criterion. Policy: harm, cause, cure, cost
Audience	Hostile, neutral (uninformed or undecided), agreeable
Latitude	Sherif and Hovland (1961): ask for the edge, avoid contrast
Structures	Problem-cause-solution; comparative advantage; Monroe
Sidedness	Two-sided with refutation best; two-sided without refutation worst
Toulmin (1958)	Claim, grounds, warrant; backing, qualifier, rebuttal
Reasoning tests	Example: sufficient, representative. Analogy: relevant similarity. Sign: reliability. Cause: correlation, order, mechanism, no third variable. Authority: expert, current, no stake, independent
Credibility	Competence, trustworthiness, goodwill (McCroskey and Teven)
Fear appeal	Severity, susceptibility, response efficacy, self-efficacy (Witte); evidence mixed
Refutation	State fairly, respond, support, impact
ELM	Central route lasts; peripheral decays (Petty and Cacioppo)

Interpersonal, group and workplace

Topic	The rule
Two dimensions	Content and relational; metacommunication used sparingly
Confirmation	Recognition, acknowledgment, endorsement
Disconfirmation	Impervious, tangential, impersonal
Gibb	Description, problem orientation, spontaneity, empathy, equality, provisionalism
XYZ	When you do X, in situation Y, I feel Z, plus a request
Gottman	Criticism, contempt, defensiveness, stonewalling
Apology	Behavior, impact, responsibility without excuse, repair
Group links	n(n - 1) / 2: 3 people 3; 5 people 10; 8 people 28
Tuckman	Forming, storming, norming, performing, adjourning; a map, not a law
Roles	Task, maintenance, self-centered; behaviors, not personalities
Meetings	Questions, owners, time boxes, decision rule; close with owners and dates
Workplace	STAR; SBAR; closed loop; curious question then CUS; two-challenge rule
Messages	Ask first with a deadline; one request; escalate the channel, not the volume

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