

STUDENT ANALYSIS:

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Part 1

Scenario 1

To start with the **context**, it seems that Ron, one of the team members, is having difficulties fulfilling his responsibilities in the teamwork. He is coming late to the meetings, following work behind, and not preparing for the presentations, all of which cause the whole team having difficulties in terms of completing the task. To continue with the **relationship of the participants**, it is clear to see that they are co-workers in an organization, and Ron was a hardworking, creative fellow before, so that everyone was pleased to have him in the group at first. However, there started to be some problems with his performance at work. As mentioned before, he starts to come late, fails to complete work on time, etc. Hence, I believe, the main **communication failure** in this situation is the **lack of communication**. As stated in the book *Improve Your Communication Skills* by Alan Barker, two dynamics of the conversation are **1-listening, 2-talking** (p. 11); that is, in this situation, no one tries to communicate with Ron and to find a solution to his problem. Everyone is aware of that he is acting weird, but no one actually tries to have a healthy conversation with him. In the book, it is emphasised that two parties should be aware of the **assumptions** of each other to be able to conduct a healthy conversation; however, since they are not talking about the issue, no one knows each other's assumptions, and some of the group members think that Ron must be dismissed, which is again a failure, because in the book, it is stated that you should not go further before you **explore assumptions** (p.13). Also, even though Ron was actually a really good worker, they judge him by his latest behaviours, which is a failure because according to the book, you must consider **past-experiences** of the counter party (p. 21), and look at the **wider situation** rather than judging him only by his latest actions. To come up with some solutions to this issue, firstly, the group members should **clarify their objective** (p.25). They must talk to Ron, and learn what is wrong. They must explore the problem first, and then find a solution, rather than jumping to solution by dismissing him. As for Ron, he clearly needs to work on **managing time** (p.33) since he tells that he will not be ready for the presentation on the last day. He needs to arrange a good time to lay out problems, so that even if he is having trouble completing the task, his co-workers

could help him, or take the task from him and hand it to someone who could be more effective completing it, or give him more time before it is too late.

Scenario 2

To start with the **context**, it would be safe to say that in the scenario we see family members starting to drift apart when they start working together in the family business. All three kids just graduated from universities and had a little bit of work experience in other cities, but they were not satisfied with their jobs. Hence, the father, David, invites them to the family business, and they all start to work together, which ended up for them as a kind of separation. To continue with the **failures** in this scenario, we can see that David makes decisions for his children, even though his children are grown-ups. He fails to **manage his behaviour**, since, as stated in the book, he must be **asking questions** and **checking perceptions** to **manage behaviour**, but as it seems, he acts a little too excited to have his children work in the family business. Another failure comes from **violation of territories**, which is an error occurring because of **failing working out the relationship** according to our course book *Improve Your Communication Skills* by Alan Barker (p.15). He makes them work in the company, even though they do not seem to be on the **same ground**. He assigns them to some **roles** (p.16), and expects them to behave accordingly, and none of the children speaks out what they think. Another failure again comes from the **relationship**. They start to drift apart since the **roles start to be unclear** (p.17), now that they are co-workers all of a sudden, instead of siblings, it leads them to be estranged. When it comes to the solution, they can use four staged thinking model **WASP** (p. 27). Firstly, they should **welcome** (state their objective). Secondly, they should **acquire**, do a first-staged thinking, which means that they should name the problem, find the main reason of it, and gather information about it, which is in this case, why they started to drift apart. Thirdly, they should **supply**, which is the second-staged thinking, in other words, trying to find solution to the addressed/named problem. Lastly, they should **part**, which is the stage where all the parties decide on what to do in order to solve the problem, which in this situation, the solution could be leaving the family business and giving each other time to figure out what career path they want to follow.

Part 2

Video 1

To start with the **context**, in the first video, Robert Kennedy announces the assassination of Martin Luther King, Jr. to the citizens, in front of a crowd, and he has to give this speech very carefully, since it is a huge news and a very fragile one. To start with which successful persuasive speech features I identified, I should say that I found the whole speech successful in terms of persuasiveness. Firstly, Robert Kennedy talks in a very **slow** and **calm** way, which shows that he is aware of the fact that his state of mind will directly reflect to the audience. He is as calm as possible, and that is the main reason why he manages to **keep the audience calm** even though how tragic and threatening the news is. Secondly, even though he has a paper in front of him and he seems to be **prepared** for the speech, he does not just look at the paper and read; instead, he makes **eye contact**, which makes him look more reliable and confident. Thirdly, he sets a **common ground** with his audience, and says “We should decide who are we as a nation,” which is a great way to show the audience that **he is on their territory**, and he stands with the audience together. As stated in the book, an effective persuasive speech must consist of **character, logic, and passion** (p. 57). As for the character, you must ask yourself “who am I for them to believe me?”, and here Robert Kennedy sets an **anecdote**, and says that he lost his family as well, so he knows the pain and all the feelings it brings. Of course, it leads the audience to feel **sympathy** for him, and it makes his character look like someone who **experienced** this and, therefore, more trustable. He **proposes solutions** in such a way that, he persuades the audience, but still make it look like the audience has the options for them to decide. He proposes **a negative solution** first, and says “We can fill with hatred and anger, we can choose to be that way,” but then he proposes an **alternative solution** and says “or we can make an effort as Martin Luther King did, and try to understand and comprehend.” In that way, he **refutes the negative solution** which could possibly happen. By doing this, he uses **inductive logic** (p.57), proposes **group of ideas** together, and come up with a **governing idea** at the end. As mentioned before, he uses his body language to deliver his message more effectively (p. 71); his **words**, his **voice** and his **gestures** are on the **same page**, which makes him look more reliable.

Video 2

To start with the **context**, in the second video, Jessica Wise talks about how the fiction can change reality. In the video, Jessica Wise uses some particularly important features of persuasive speech. For instance, the first thing I thought when I watched the video was how she uses **visuals** to support her idea. All along the video, we do not only listen to her voice, but also watch what she is talking about, which helps the audience or the listener to understand the point she is trying to make better. In addition to this, we can realize that her **voice** sounds very excited and keen, and that makes the audience feel the same way while listening to her, and according to our main course book, using **visuals** and adding **passion** to the speech make your argument more **persuasive** (p. 57). Another thing that is stated in the book is that **giving examples** while delivering a message or trying to convince the audience/listener into something is very effective because it **supports your point** and makes it stronger. Also, according the book, having a **main idea** while giving a speech is the most important thing since you must be fully aware of what you would like to deliver to the audience (p. 59). In this video, Jessica Wise's point throughout the video is **repeated**: "Fictional stories and characters affect people's real life." The last but not least, I believe the most dominant feature that is used in the video is **giving metaphors**. While talking about how fiction changes reality, she uses the metaphor of going on a sea trip, and she describes reading the novel as stepping into a foreign island, which makes so much sense. Again, according to the course book, using metaphors while expressing ideas let the audience/listener to see things from a **different perspective** (p. 69) since you transfer the idea into something totally different; however, you realize how similar they actually are.

Part 3

Interview

To start with the type of the interview, it would be safe to say that it is an **employment interview**, which is conducted to hire people for business matters and positions. As for the interviewer, I believe he does not follow the **WASP** (welcome, acquire, supply, part) very successfully, that we were taught in 7th week's class. He **welcomes**, greets the interviewee, and gives a job description, just as he should. When it comes to the "**acquire**" stage, he asks the interviewee some questions about herself, but very few. He does not really give her the time and space to talk about herself. He does not propose a **situational interview** or a **patterned behaviour description interview**, which would be very beneficial if he did. However, the biggest error of the interviewer comes with the "**supply**" and "**part**" stages. For the supply stage, he does not share his ideas about if she is **fit for the job position**, neither he talks about the **criteria** they are looking for in the applicants. In addition to this, in the "**part**" stage, he does not give a **deadline for the feedback**, he just says "We will let you know," which is a highly unclear answer. I thought his performance was going to be good, since he smiles and greets the interviewee at the beginning and, as we learned from 7th week's class, **encouraging the interviewee** is important in an employment interview. In addition to all of these, he does not **treat the interviewee as his equal**, and he sort of humiliates the interviewee at some points with his gestures and mimics when he is not pleased with her answers even though treating the interviewee as equal as himself is one of the **key points of enquiry** while conducting an employment interview. To continue with the interviewee, in my opinion, she is even worse than the interviewer. She is not confident at all, she does not know how to **self-promote** properly, she cannot express **opinions that could impress the interviewer**, she cannot even talk about her **achievements**, which are all very important in terms of an interviewee's success in an interview. Also, she clearly did not do a very detailed **research** on the company and their works. Her **gestures** are also bad since she could not even make **eye contact** with the interviewer, which is a very obvious sign that she has a very low **self-confidence** level.