

Kathy Larkins

From: Google Forms <forms-receipts-noreply@google.com>
Sent: Wednesday, February 24, 2021 7:10 PM
To: Kathy Larkins
Subject: DCP Module #8 Exam - Part 2 - Communication Skills



Thanks for filling out [DCP Module #8 Exam - Part 2 - Communication Skills](#)

Here's what we got from you:

$$9 \div 2 = 4.5$$

DCP Module #8 Exam - Part 2 - Communication Skills

Please enter in your DCP Coordinator or Approved Proctor's email into the space below.

Email address *

k2@zducks.com

Participant Information

Participant Name *

Karen Johns

Chapter *

Gem City

*

MM

02

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DD

24

/

YYYY

2021

Classification: *

Director/Co-director

☒ Assoc/Asst. Director

Candidate

Respond to each question below.

1. List (3) examples of non-verbal communication techniques that a chorus director can use to project confidence to their chorus? (2 points per response) *

Distinguish your answers with A, B, & C for the different parts of your answer.

A. Good eye-contact B. Enthusiastic presence (Energy) C. Overall look (posture, clothing, etc.)

*Approachable, clear in directing techniques, communicate rehearsal schedule clearly
open to input*

Respond to each question below.

2. Using some of the tools and techniques discussed in Module 8, describe some methods you might use to communicate effectively with a 40-voice, inter-generational chorus with members ranging in age from 25-70. (3 points possible) *

I would use clear and concise language, explaining plans and goals for the evening. Recognizing the different ways each generation processes information, I would strive to vary the types of activities so each member could participate and learn in their own way. Encouraging other members to lead portions of rehearsals would help the chorus understand the differences between learning styles, and would promote deeper learning and leadership skills. It would also give me the chance to see how the information I have provided is understood, and the ability to vary my techniques accordingly. Immediate feedback from chorus members regarding things that "worked" and "didn't work" would be beneficial.

Respond to each question below.

3. Describe what "active listening" means and then list (3) characteristics of an active listener. (2 points per response) *

Distinguish your answers with A, B, C, & D for the different parts of your answer.

A. Active listening is purposely taking in the information someone is giving you and processing along with them. It is showing the speaker you are involved and interested in what they have to say; that their ideas and opinions are important. B. Maintain eye contact C. Clarify meaning with questions or re-statements of their words D. Do not give advice or opinions unless asked for them

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Respond to each question below.

4. An individual member consistently makes singing errors and is upsetting those around them. How would you go about giving this member FEEDBACK in an effort to help them get better going forward? (2 points possible) *

I would first speak to the section leader to see what has been addressed, collecting any information she had about song check-offs and whatever else she might be able to tell me about any extra work she had done with the member. I would meet privately with the member, first breaking the ice with questions about her, and then bring up the music. I would review the check-sheet with her and see how she is feeling about these mistakes. Does she know she is making them? Is she just having a tough time with a particular phrase? Questions which will lead her to come up with a plan to help herself, whether it's by utilizing tools within the chorus or outside of the chorus. I would follow up with her periodically to encourage her and check her progress.

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Respond to each question below.

5. An effective email message includes which of the following: (1 point possible) *

- A. A polite salutation
- B. A clear, specific subject heading
- C. "Breaths" of empty space between topics or paragraphs
- D. A signature line with your title, organization, and contact information
- E. All of the above

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