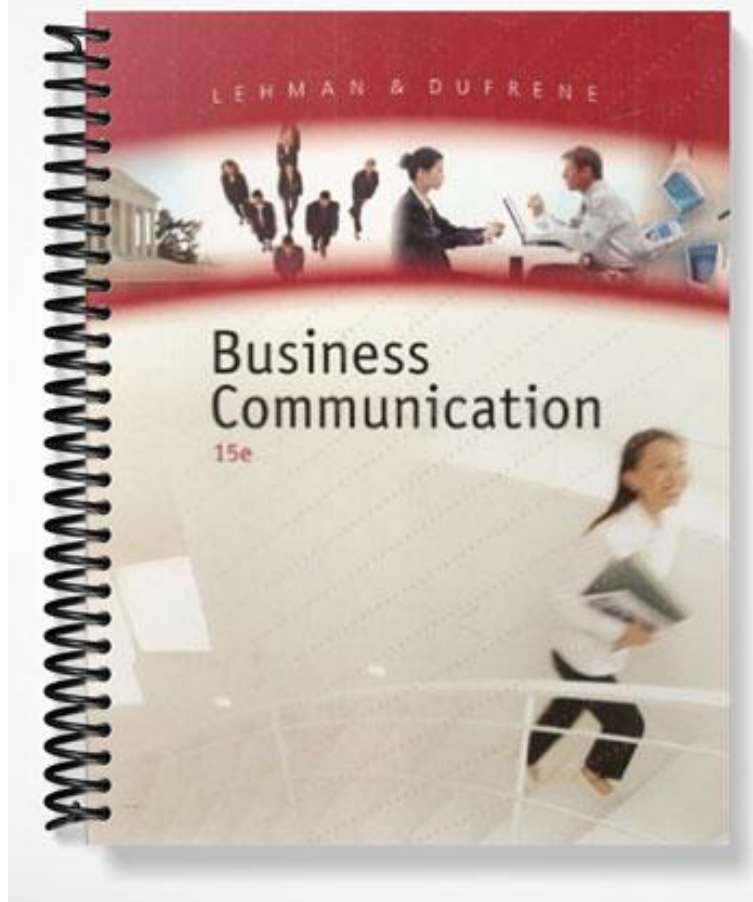


SOLUTIONS MANUAL



Chapter 2

Focusing on Interpersonal and Group Communication

Learning Objectives

1. Explain how behavioral theories about human needs, trust and disclosure, and motivation relate to business communication.
2. Describe the role of nonverbal messages in communication.
3. Identify aspects of effective listening.
4. Identify factors affecting group and team communication.
5. Discuss aspects of effective meeting management.

Chapter Overview

Behavioral theories form the conceptual basis for business communication. Nonverbal communication, listening, and group communication are essential interpersonal skills for success in today's organizations. A team is a group with a clear identity and a high level of member commitment. Groups and teams communicate via both traditional and electronic meetings, which must be managed successfully to insure that organizational goals are met.

Organizational ShowCASE

Part 1 highlights eBay, a company that has grown faster in its decade of existence than any other enterprise in history, along with its efforts to listen to its customers. Part 2 emphasizes CEO Meg Whitman and her "Power of Us" theory of communicating with employees and customers. Part 3 uses classroom discussion and further research to help students consider and apply concepts that have led to the company's success.

Strategic Forces Features

The two Strategic Forces boxes focus on cultural differences in nonverbal messages and on communication differences in men and women working in a team environment.

Your Turn Features

Your Turn is designed to draw the student into reflection, reaction, and assessment. The five Your Turn features focus on providing email security, communicating with office staff in a new employment situation, using listening to overcome communication breakdowns, assessing listening skills, and determining a dominant communication style.

Case Analysis

The Case Analysis explores the vital importance of listening in the workplace and guides students through the identification and implementation of a plan for improving their listening skills.

Web Enrichment and Resources

The enrichment topic available at the text support site allows students to explore ways to maximize the effectiveness of virtual teams. You may use this resource to provide students with a more in-depth look into the everyday realities of this topic.

Technology Features

A variety of electronic teaching and student resources are available to aid you in achieving instructional goals:

- Text Support Site — available to every instructor and student, regardless of additional resources chosen. Includes web enrichment content, PowerPoint slides, updated links for text content, and video segments accompanying the Inside View chapter feature, and more.
- ThomsonNow — Provides access to a variety of electronic study aids that can be customized to fit your course design. Included are narrated PowerPoint slides, electronically-graded quizzes, threaded discussion ideas and techniques, assignment drop boxes, crossword puzzles, flash cards, and glossary terms, and more.

Chapter Outline

ShowCASE Part 1: eBay Connects a Worldwide Market

BEHAVIORAL THEORIES THAT IMPACT COMMUNICATION

Recognizing Human Needs

Stroking

Exploring the Johari Window

Your Turn 2-1: Electronic Café: Secure Email Protects Corporate Information

Contrasting Management Styles

Your Turn 2-2: You're the Professional

ShowCASE Part 2: Spotlight Communicator: Meg Whitman, CEO, eBay: "The Power of Us" Fuels Company Success

NONVERBAL COMMUNICATION

Metacommunication

Kinesic Messages

Understanding Nonverbal Messages

Strategic Forces: Diversity Challenges: Cultural Differences in Nonverbal Messages

LISTENING AS A COMMUNICATION SKILL

Listening for a Specific Purpose

Your Turn 2-3: Miscue

Bad Listening Habits

Suggestions for Effective Listening

Your Turn 2-4: Assessment

GROUP COMMUNICATION

Increasing Focus on Groups

Characteristics of Effective Groups

Group Roles

From Groups to Teams

MEETING MANAGEMENT

Your Turn 2-5: Career Portfolio

Face-to-Face Meetings

Strategic Forces: Team Environment: Communication Styles of Men and Women

Electronic Meetings

Suggestions for Effective Meetings

ShowCASE Part 3: eBay Redefines the International Marketplace

SUMMARY/CHAPTER REVIEW

ACTIVITIES/APPLICATIONS

CASE ANALYSIS: Is Anyone Listening?

PowerPoint Slides

Lecture Slides — Key chapter concepts provided in the following formats:

- **Instructor’s CD and Text Support Site (Instructor’s Resources):** File downloads for displaying in the classroom.
- **Text Support Site (Student’s Resources):** Slide downloads for convenient printing of handouts for taking class notes.

Resource Slides — Class enrichment and solutions to end-of-chapter activities and applications are available at the Text Support Site (Instructor’s Resources) and on the Instructor’s CD.

Narrated Slides — Slides with engaging narration of key concepts useful as reinforcement of lectures and exam reviews are available through the ThomsonNow product.

Turning Point Slides — Slides that promote student interaction using Turning Point classroom technology from TurningTechnologies. The slides are also integrated into lecture and resource slides as simple multiple choice questions that can be used without the technology. Contact your Thomson sales representative for more information about this innovative instructional strategy.

Teaching Suggestions

Organizational Showcase

The following suggestions will provide insights for incorporating the organizational showcase. Chapter 2 highlights how eBay is using new concepts in improving customer satisfaction, promoting teamwork, and performing in the global marketplace to become a company where \$1,400 worth of goods are traded every second.

Part 1: eBay Connects a Worldwide Market

Growing faster in its first decade than any other enterprise in the history of capitalism, eBay has exploded as a global online marketplace connecting buyers and sellers 24/7. Founded in 1995, eBay now conducts more transactions every day than the Nasdaq Stock Market and has annual revenues of more than \$4 billion.

Part 2: Spotlight Communicator: The “Power of Us” Fuels Company Success

- 1 Whitman espouses the value collaboration and teamwork of all the people involved with eBay—employees, buyers, and sellers. She values the basic good in all people and partnerships to support her business.
- 2 According to Whitman’s leadership principles, people are basically good and can be trusted. She also believes in never assuming you know more than the marketplace or community so that a leader does not alienate anyone.
- 3 By Whitman’s definition, executive humility is using listening skills, collaboration, and building relationships to influence others to act a certain way, rather than trying to use power as an executive to force them to act.

Part 3: eBay Redefines the International Marketplace

- 1 Encourage students to discover more about eBay and its philosophy toward customers and employees. By joining <http://eBay university.com>, students can learn how the site works, how buyers and sellers are monitored, and how transactions are protected.
- 2 In Germany, eBay faced challenges with current staff because the copycat site it purchased only had 50 employees, mostly interns. After hiring employees, eBay had to revamp its technology to meet the demands of German auctioneers who wanted auctions sorted by those closing soonest. A German eBay employee pitched the idea, and now all eBay sites can sort auctions multiple ways. In Korea, once eBay refocuses its objectives on auctions, administrators had to begin to change the Korean values against purchasing used items. By focusing also on new item auctions in electronics, computers, and fashion, and offering opportunities for users to interact, eBay is on target to produce \$1 billion in annual sales.
- 3 Class discussion should focus on the growth of international commerce, opportunities for buyers and sellers to sell or to buy almost anything they could possibly want. Discussion might also consider the impact on Third World countries by offering them opportunities for commerce.

Learning Objective 1

Explain how behavioral theories about human needs, trust and disclosure, and motivation relate to business communication.

1 Behavioral Theories That Impact Communication

An effective way to show the importance of each of the behavioral theories discussed is to relate them to modern organizations.

- Students may be asked, for example, how Southwest Airlines strives to satisfy the various levels of needs for its employees. Refer students to the photo on p. 44 as you discuss the company’s strategies to promote positive organizational, team, and interpersonal communication by empowering employees at all levels to make decisions that are vital to their effective job performance. Emphasize that the company makes a tremendous investment in training and employee development, offering classes in public speaking, teaming building, leadership, and other management skills. Southwest endorses giving employees and management a shared purpose and emphasizes mutual respect for employees at all levels. For more information, visit the company’s website at http://www.southwest.com/about_swa/
- Other organizations and their practices can be used as examples in describing this and other theories. Ask students for input about companies with which they are familiar.

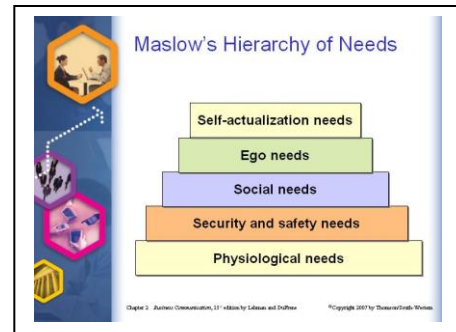


Lecture slide

2 Recognizing Human Needs

Display these visuals as you discuss Maslow’s needs hierarchy and relate it to McGregor’s management styles.

- Managers who practice Theory Y help satisfy workers’ social and ego needs. By satisfying these needs, people gain in personal maturity, which helps lead to trust in management.
- In contrasting, managers who practice Theory X tend to assume that workers are concerned only with satisfying lower-level physiological and security-safety needs, and so these managers fail to assist in people’s efforts to satisfy higher-level needs.



Lecture slide

McGregor's Management Styles	
Theory X	Theory Y
<ul style="list-style-type: none"> • Workers inherently <u>dislike</u> work • Talent is <u>narrowly</u> distributed among only a few • Workers will do as <u>little work</u> as they are required to do 	<ul style="list-style-type: none"> • Workers like <u>challenging</u> work • Talent is <u>widely</u> distributed throughout the workforce • Workers can be motivated to work <u>independently</u>

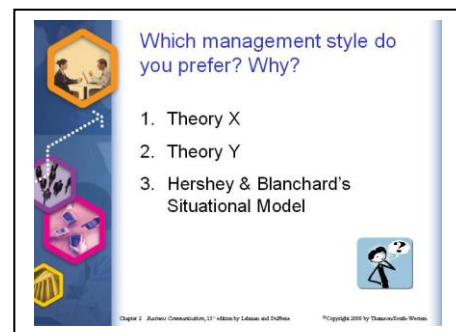
R

Important Team Skills

- ▣ Problem solving and goal setting
- ▣ Conflict resolution
- ▣ Distributed leadership skills
- ▣ Commitment to evaluate the group process
- ▣ Ability to understand needs of co-workers
- ▣ Effective communication skills
- ▣ Ability to deal with barriers



Business Communication by Latham and Duffner



Resource slide and Turning Point coded



Your Turn 2-1: Electronic Café

SECURE EMAIL PROTECTS CORPORATE INFORMATION

Business organizations need secure control over incoming and outgoing email. Financial services institutions are particularly aware of the need to keep email communication private. These exercises will allow students to explore the topic of secure email in more depth.

Learn more about secure email systems

After visiting the email policy website, students will have a better understanding of the threats that companies face, the need for an email policy, and procedures for creating, publishing, and enforcing an email policy. Students will also gain an understanding of legal issues concerning email monitoring.

Before assigning students the task of interviewing a business manager concerning company email policy, divide the class into teams to develop questions to be posed during the interview. Have the students use the information found on the <http://www.email-policy.com> website as a guideline for developing the questions. Then, form a team of one representative from each team to develop one list of questions to be used by all students during the interviews.



Suggested Solution

Results of the interviews will vary. However, using a list of standard questions will generate data that can be analyzed to produce an accurate view of the status of email policies in local businesses.

Read about email security products

After reading the Schultz article, students will recognize the importance of securing email, even from snoops inside the company. The article reviews four different software programs designed to secure email messages. The article looks at how the systems handle text, how email messages are delivered to clients with different types of systems, how users can enroll with the system.

Message using secure email.

Students can write a more thorough email message by gaining information from a search of the Internet for issues concerning “email security.”

Suggested Solution

The content of the email messages will vary. However, business situations that would require a secure email transaction include sending email containing sensitive financial data; personnel issues—especially related to hiring and firing; industrial designs or blueprints; or management/senior level “planning stage” communication.

Learn more about email security.

Refer students to the five lessons on email security so that they may use the information as a professional resource in the future. Suggest that they take the five lessons and make a list of tips for ensuring email security that they can carry with them into the corporate world.

Stroking and the Johari Window

Display the Johari Window or direct students' attention to Figure 2-1.

- a. Trust in another leads to a person's willingness to disclose personal feelings, beliefs, and problems. Trust in others results from need satisfaction and from mature treatment at work.
- b. The Johari Window visual provides a means to show how trust leading to self-disclosure helps enlarge the free or open area and, in turn, decreases the size of the blind and hidden areas. Self-disclosure leads to further trust and to a higher level of interpersonal "sharing."



Organizational Development and Small Group Effectiveness

- Recognizes that group members need mutual trust
- Involves emotional and task-oriented communication
- Uses encounter sessions to promote open communication

✓ What behavioral/management theory fits with organizational development?

Chapter 2 Business Communication, 11th Edition by Latham and Duffner Copyright 2011 by Thomson/Stanley Wadsworth

Resource slide

L Important Team Skills

- R**
- ▣ Problem solving and goal setting
 - ▣ Conflict resolution
- C**
- ▣ Distributed leadership skills
- S**
- ▣ Commitment to evaluate the group process
- B**
- ▣ Ability to understand needs of co-workers
- d**
- ▣ Effective communication skills
- t**
- ▣ Ability to deal with barriers
- o**

Instructions to an employee and then monitors him or her closely. The **supportive behavior** they describe occurs when leaders listen, communicate, recognize, and encourage rather than dictating.



at Hersey and Blanchard emphasizes using the situation and who they describe rules and

Hersey and Blanchard's Situational Leadership Model

Leadership style must be appropriate for the follower and the task being performed.

Directive behavior

vs.

Supportive behavior

Chapter 2 Business Communication, 11th Edition by Latham and Duffner Copyright 2011 by Thomson/Stanley Wadsworth

Lecture slide

In addition to focusing on McGregor's Theory X, you might briefly discuss William Ouchi's Theory Z.

- a. Theory Z, also known as Japanese style management, is marked by a strong bilateral commitment of employer and employee, life-long employment, and slow decision making based on consensus.
- b. Total Quality Management (TQM) is consistent with Theory Y and Theory Z since the contribution of the individual is emphasized.
 - Assign Activity 1 and ask students to relate their personal communication experience to the class.
 - Assign Question 1 of "Digging Deeper" and ask students to focus on one theory and list specific actions managers can take, based on that theory, to improve communication with employees.



Your Turn 2-2: You're the Professional

Have students consider this exercise in four groups. Assign each group one theme to use as the basis of increasing productivity in this new workplace. Group answers should focus on making a positive impact on the staff and not on demeaning or degrading past employees. Ask to think about other issues they might include in the presentations, e.g. incentives/rewards for increased productivity.

Learning Objective 2

Describe the role of nonverbal messages in communication.

1 Nonverbal Communication

Show the visuals (right and below) to illustrate the different components of nonverbal communication. Remind students that nonverbal includes everything except the actual words that occur in an interaction.

- Ask students to watch an interaction from a distance, involving people they do not know. Have them analyze the kind of interaction they viewed, based only on what they could see from a distance (they could not hear the words). How much could they decipher? Emphasize that what they learn about the people and the situation is based only on nonverbal behaviors.
- Refer students to the photo on page 49. What can you tell about these people, simply from the way they dress and how they are standing?
- Assign Application 2 and discuss in class.

Nonverbal Communication Conveys Added Meaning

- Metacommunication
- Visual
- Vocal

Chapter 2 Business Communication, 11th edition by Lubow and Duffner ©Copyright 2011 by Thomson/Good & Beautiful

Lecture slide

Metacommunication		
Message sent	Message implied by senders	Message inferred by receivers
"Be on time."	"An early start is the best one." OR "You are often late."	"She thinks I'm always late."
"Take more time with your work."	I want to help you improve." OR We can't afford any more foul-ups."	"He thinks I'm careless, and this comment is a warning."
"This work is better."	"Good solid revisions." OR "Your work finally shows promise."	"Was my previous work bad?"

Resource slide

Kinesic Communication

- **Visual** — gestures, winks, smiles, frowns, sighs, attire, grooming, and other body movements
- **Vocal** — intonation, projection, and resonance

Chapter 2 Business Communication, 11th edition by Lubow and Duffner ©Copyright 2011 by Thomson/Good & Beautiful

Resource slide

- Show the slide at right and discuss how different kinesics messages can have different meanings to different people, based on culture, background, gender, age, etc. Ask students for examples of situations where they have misread body language or where their body language has been misunderstood.

Focus on Receiver's Viewpoint

Action	Possible Message
Wink or light chuckle after statement	"Don't believe what I just said."
A supervisor lightly puts his arm around an employee's shoulders	"Everything is fine. Let me help you." OR Sexual harassment
A job applicant submits a résumé with errors	"My spelling and grammar skills are deficient." OR "I don't care to do my best."
A group leader does not sit at the head of the table	"I want to demonstrate my equality with other members."

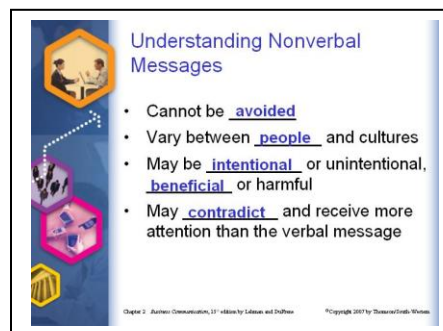
Chapter 2 Business Communication, 11th edition by Lubow and Duffner ©Copyright 2011 by Thomson/Good & Beautiful

Resource slide

2 Overcoming Barriers Created by Nonverbal Messages

Demonstrate several nonverbal signals and have students write down what they perceive to be their meanings.

- You might include some of the following: folded arms, raised eyebrows, scratching the head, hands on hips, shrug of shoulders, etc.
- Have students share their perceptions. Were there differences in what students perceived? Explain. How might those signals be interpreted differently when accompanied with various word messages?



Understanding Nonverbal Messages

- Cannot be avoided
- Vary between people and cultures
- May be intentional or unintentional, beneficial or harmful
- May contradict and receive more attention than the verbal message

Chapter 2 Business Communication, 11th Edition by Latham and Dillner ©Copyright 2017 by Thomson/EdTech-Worless

Lecture slide

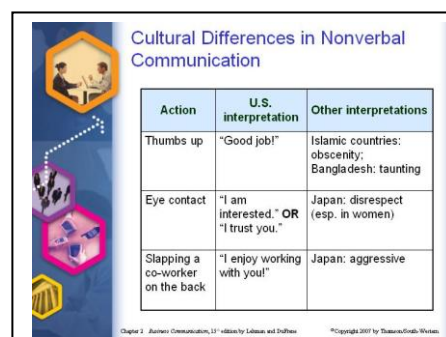
3 Cultural Differences in Nonverbal Communication

Project the visual that asks students to consider how other cultures might react to nonverbal messages. Discuss the possible reactions and encourage students to share other examples.

- Assign Application 7 and discuss in class.

Strategic Forces Feature: Diversity Challenges: Cultural Differences in Nonverbal Messages

Assign the application to be completed prior to the class discussion of nonverbal communication. Students should be able to contribute meaningfully to the class session based on their interviews.



Cultural Differences in Nonverbal Communication

Action	U.S. interpretation	Other interpretations
Thumbs up	"Good job!"	Islamic countries: obscenity; Bangladesh: taunting
Eye contact	"I am interested." OR "I trust you."	Japan: disrespect (esp. in women)
Slapping a co-worker on the back	"I enjoy working with you!"	Japan: aggressive

Chapter 2 Business Communication, 11th Edition by Latham and Dillner ©Copyright 2017 by Thomson/EdTech-Worless

Resource slide

Learning Objective 3

Identify aspects of effective listening.

1 Aspects of Effective Listening

Because of its pervasive nature, listening should be a concern of other disciplines in addition to business communication. In the business communication course, listening instruction should be related to interpersonal and group communication and interviewing practices.

To emphasize that people may not listen as effectively as they think they do, administer the following listening test: (Test reprinted with permission of South Central Bell.)

Directions: Listen carefully because I will read each question only once. Use a pencil and paper to record the answer after each question has been read.

- In the series of numbers "5-8-4-1-6," the second number is 8. Yes.
- In the list of words "by-of-in-at-on," the word beginning with "a" is at. Yes.
- In the list of names "Adam, Meredith, Timothy, Jack, Suzette," which begins with a "J"? Jack
- In the series of numbers "8-1-9-5-3," the third number is 9. Yes.
- Answer true or false to the following: In the list of words "below-go-snow-throw-flow," the third word mentioned is "throw." False.
- Multiply the number 9 by 2, subtract 3, add 10, and divide by 5. The answer is 5. Yes.
- Listen carefully to this statement: "Send five box tops with your name and address and 25 cents to Box 45, Denver, Colorado 80200, to receive the special gift offer." The number of cents to be enclosed is 25. Yes.

2. Listening for a Purpose

Display the visual (next page) and discuss the different types of listening.

Discuss and give examples of the different reasons for listening:

- To interact socially, such as talking with your colleagues about weekend plans.
- To receive information, such as calling a vendor to obtain a price for an item.
- To solve problems, such as discussing with your team members why work must be completed earlier than you had planned.
- To share feelings with others, such as hearing how a co-worker is tired of the two-hour commute to work everyday.

Assign Activity 3 and discuss in class.

What type of listening are you engaged in at this time?

1. Casual listening
2. Listening for information
3. Intensive listening
4. Empathetic listening

Chapter 2: Business Communication, 11th edition by Lubomir and Dufresne
Copyright 2017 by Thomson/Grady-Watson

Lecture slide and Turning Point coded



Your Turn 2-3: Miscue

Discuss the special importance of communication and listening in the health-care field, on the part of nurse, doctors, and patients. Remind students about problems with miscommunication using cell phones because of dropped calls, poor signals, etc. Consider revisiting this exercise when discussing cell phone communication in Chapter 5.

3 Bad Listening Habits

Display the visual listing bad listening habits.

- Ask students to work in small groups to discuss a situation they have faced that provides evidence of bad listening habits. Ask each group what specific suggestions they could provide that would improve listening in this situation.
- Ask a member of each group to share the listening suggestions with the class. Use these presentations to lead into a class discussion of speaker and listener responsibilities.
- Lead students in a discussion of how to overcome bad listening habits.

Bad Listening Habits

- Faking attention
- Allowing disruptions
- Overlistening
- Stereotyping
- Dismissing subjects as uninteresting
- Failing to observe nonverbal aids

Chapter 2: Business Communication, 11th edition by Lubomir and Dufresne
Copyright 2017 by Thomson/Grady-Watson

Lecture slide

4 Suggestions for Effective Listening

- Discuss effective listening guidelines. To help students identify listening weaknesses and develop a plan for improvement:
 - Have students answer Chapter Review Question 6, and visit the websites included in Activity 5, noting their listening weaknesses.
 - Assign the Case Analysis: Is Anyone Listening? The related activities focus on a self-diagnosis of listening habits and the development of a plan for improvement.

Effective Listeners . . .

- Minimize distractions
- Get in touch with the speaker
- Show active involvement; do not interrupt
- Ask reflective questions
- Send probing prompts to the speaker
- Use lag time wisely

Chapter 2: Business Communication, 11th edition by Lubomir and Dufresne
Copyright 2017 by Thomson/Grady-Watson

Lecture slide

Effective Listeners ...

- Minimize distractions
- Get in touch with the speaker
- Show active involvement; do not interrupt
- Ask reflective questions
- Send probing prompts to the speaker
- Use lag time wisely

What do you think is the most important reason to be a good listener?

1. To be well-liked
2. Not to "get taken" very often
3. To continue learning
4. To increase my job satisfaction

L Important Team Skills

Resource slide and Turning Point coded

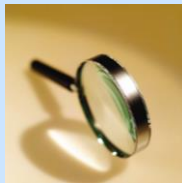
- Problem solving and goal setting
- Conflict resolution
- Distributed leadership skills
- Commitment to evaluate the group process
- Ability to understand needs of co-workers
- Effective communication skills
- Ability to deal with barriers



Illustration by Thomson South-Western, © Thomson South-Western, 2007

log for 21 days, the time needed to break a habit. They should write a short report at the end of the 21 days detailing the bad listening habits which were identified (daydreaming, zoning out, etc.). Have students give a short report at the end of the 21 days detailing their outcomes.

Assign students to read an article from a current magazine or journal about a topic of your choice and give a presentation. Instruct the class to listen attentively but not to take notes. Ask the presenter to incorporate one or more of the listening distractions in his/her presentation. Ask the class questions to assess the material (either multiple choice, true/false, or short answer) to assess their listening effectiveness.



Your Turn 2-4: Assessment

Have students complete the online listening assessment. Once they have completed the assessment, ask each student to write a short paragraph outlining the scores and describing what the scores mean. Class discussion should focus on adopting the effective listening habits discussed in the chapter to improve listening. You might ask students to pay attention to their listening for 21 days, a timeframe recommended for changing a habit, and then have them take the assessment twice, once before the 21 days, and once after, to assess whether scores improve.

Learning Objective 4

Identify factors affecting group and team communication.

1 Increasing Focus on Groups

Lead students in a discussion of how communication in flat organizations differs from that in traditional organizations. Emphasize the need for more lateral (horizontal) communication and how that can be accomplished.

Display the visuals as you discuss the following:

- Discuss the barriers that include role vs. status, excessive competition, flat organizational structures that pose new requirements for communication flow.
- When mid-level positions are eliminated, communication must be redirected.
- Assign Application 8 and have students report in class on the flat organizations they researched.

Communication in Flat Organizations

- Horizontal communication is more important than vertical communication
- Much communication involves face-to-face meetings with team members rather than impersonal "hand-offs"
- Communication is open and more frequent

Resource slide

2 Characteristics of Effective Groups

- Show the visual while discussing characteristics of effective teams. To illustrate the importance of common goals, ask students what happens in a team project in which two members want to make an “A” and the other two members are satisfied with a “C.”
- Ask students what size team they prefer for completing school projects, giving reasons for their preference.
- Ask students to recall a negative team experience they may have had at school or work. Which of the characteristics were lacking in that situation?

Characteristics of Effective Groups

- Common goals
- Role perception
- Longevity
- Size
- Status
- Group norms
- Leadership

Chapter 2: Interpersonal Communication, 11th Edition by LaFrance and Duffner ©Copyright 2011 by Thomson/Cengage Learning

Lecture slide

3 Group Roles

- Project the visual as you discuss team roles. Which roles are positive? Which are negative? Can an individual group member play more than one role?
- Ask students to think of a group of which they are members (family, club, church, etc.) and to identify persons in that group who play each of the discussed roles.

Group Roles

Negative	Positive
<ul style="list-style-type: none"> • Isolator • Dominator • Free rider • Detractor • Digressor • Airhead • Socializer 	<ul style="list-style-type: none"> • Facilitator • Harmonizer • Record keeper • Reporter • Leader

Chapter 2: Interpersonal Communication, 11th Edition by LaFrance and Duffner ©Copyright 2011 by Thomson/Cengage Learning

L Important Team Skills

What negative group role can hurt a group the most? Why?

1. Dominator
2. Digresser
3. Free rider
4. Socializer

Chapter 2: Interpersonal Communication, 11th Edition by LaFrance and Duffner ©Copyright 2011 by Thomson/Cengage Learning

Resource slide and Turning Point coded

4 F P b s t p l e

- ▣ Problem solving and goal setting
- ▣ Conflict resolution
- ▣ Distributed leadership skills
- ▣ Commitment to evaluate the group process
- ▣ Ability to understand needs of co-workers
- ▣ Effective communication skills
- ▣ Ability to deal with barriers



lead a discussion of different types of teams. Remind students that not all teams occur simply because a group is put together by a manager or supervisor. For a team to perform, it must go through a development process with four distinct stages: forming, storming, norming, and performing. All teams will not reach their optimum performance level, but the norming stage is critical to achieving high performance that comes in the norming stage.

- Assign Application 1. Discuss how corporate team-building has changed and how companies are using off-site physical and mental activities to make on-site teamwork more effective.

Types of Teams

- **Task force** — Achieve a single goal in limited time
- **Quality assurance team (quality circle)** — Focus on product or service quality
- **Cross-functional team** — Join employees from various departments to solve problems
- **Product development** — Focus on the development cycle of new products

Chapter 2: Interpersonal Communication, 11th Edition by LaFrance and Duffner ©Copyright 2011 by Thomson/Cengage Learning

Resource slide

Stages of Team Development

forming → performing → storming → norming → performing

Chapter 2: Interpersonal Communication, 11th Edition by LaFrance and Duffner ©Copyright 2011 by Thomson/Cengage Learning

Lecture slide

- In small groups, have students brainstorm a list of recommendations for using teams effectively. As each team reports its list, record the recommendations on the chalkboard or overhead.
- Show the visuals as you discuss team behaviors. Newly formed groups often find it helpful to set aside time to define their purpose, expectations, and roles.



Team Behaviors

- **Commitment** — focus on **mission**, values, goals, and expectations
- **Cooperation** — share a sense of **purpose**
- **Communication** — know that **information** must flow smoothly
- **Contribution** — expect all members to share **abilities** and **skills** with the team

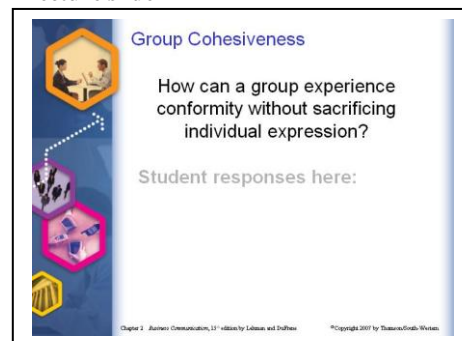
Chapter 2: Interpersonal Communication, 11th Edition by Luban and Hoffman ©Copyright 2011 by Thomson Brooks/Watson

5 Overcoming Groupthink

To supplement the text's discussion of teams, project these visuals as you lead a discussion of the value of conflict in the group process. Stress the following points:

- Groupthink is a destructive phenomenon that results when a group develops a single mindset rather than exploring alternative solutions.
- Groupthink can result because of pressure to conform and to present a unified front.
- The space shuttle Challenger disaster was a prime example of groupthink at work. After the tragedy, numerous persons involved with the project indicated that they had indeed had reservations about the launch, yet the pressure to not further delay the mission influenced them to say nothing to the contrary.
- Conflict is a healthy process that counteracts groupthink.

Lecture slide



Group Cohesiveness

How can a group experience conformity without sacrificing individual expression?

Student responses here:

Chapter 2: Interpersonal Communication, 11th Edition by Luban and Hoffman ©Copyright 2011 by Thomson Brooks/Watson

Resource slide

Your Turn 2-5: Career Portfolio



Have students complete the online communications style survey. Once they have completed the assessment, ask each student to write a short paragraph outlining what their styles are and how their styles as scored might affect their interactions with others. Lead a class discussion of the different styles (found on the survey website) and how those styles can help and hinder interactions in groups.

Learning Objective 5

Discuss aspects of effective meeting management.

1 Meeting Management

- Have you ever heard someone say “I have been in meetings all week, and we haven’t accomplished anything!” Managers often spend up to 60 percent of their time in meetings that can sometimes turn into a free-for-all. Effective meetings don’t just happen; they occur because the organizer engages in careful planning and attention to specific guidelines.
- Show the following visuals while discussing the relative advantages and limitations of face-to-face and electronic meetings.

Face-to-Face Meetings

Advantages	Disadvantages
<ul style="list-style-type: none"> • Provide rich, nonverbal cues • Are preferred when dealing with sensitive issues • Are beneficial for rapport 	<ul style="list-style-type: none"> • Pose logistical issues of time, place, and schedules • May be dominated by aggressive and high status members

Chapter 2 Interpersonal Communication, 11th Edition by Liberman and Duffner ©Copyright 2017 by Thomson/Ernst/Woods

Lecture slide

Electronic Meetings

Advantages	Disadvantages
<ul style="list-style-type: none"> • Assist with geographically scattered groups • Speed up meeting follow-up activities • Place all participants on a more even level 	<ul style="list-style-type: none"> • Cannot replace face-to-face contact for some meetings • Can make consensus harder to reach • Are dependent upon keyboarding skills

Chapter 2 Interpersonal Communication, 11th Edition by Liberman and Duffner ©Copyright 2017 by Thomson/Ernst/Woods

Lecture slide

2 Strategic Forces Feature: Diversity Challenges: Communication Styles of Men and Women

Ask students to share their lists of suggestions. The list will be varied; however, you might add the following to enrich the discussion:

1. Gender differences may be viewed as strengths or weaknesses. Men and women should consider how or whether to tailor their communication approaches to better appeal to the opposite gender.
2. “Fix” communication breakdowns by modifying your words/tonality/gestures, etc., to re-communicate the message.

Communication Styles of Men and Women

- Men are more likely to control discussion
- Women talk less and assume more supportive roles
- Both may use exclusionary language that reinforces stereotypes
- Women may show verbal submissiveness while men use vocal cues to control the group

Chapter 2 Interpersonal Communication, 11th Edition by Liberman and Duffner ©Copyright 2017 by Thomson/Ernst/Woods

Resource slide

Give a small group of students a topic for a meeting. Have the men in the group be stereotypical “male” communicators (as defined in the Strategic Forces feature) and have the women be stereotypical “female” communicators. Have them act out a meeting on the topic you choose. Ask the remaining students to analyze where the breakdowns occur in the meeting process and discuss how to remedy those breakdowns.

3 Suggestions for Effective Meetings

- Show the visuals and ask students for other suggestions for making a meeting productive.

Suggestions for Effective Meetings

- Limit meeting length and frequency
- Make satisfactory arrangements
- Distribute the agenda in advance
- Encourage participation
- Maintain order
- Manage conflict and seek consensus
- Prepare thorough minutes

Chapter 2 Interpersonal Communication, 11th Edition by Liberman and Duffner ©Copyright 2017 by Thomson/Ernst/Woods

Lecture slide

Web Enrichment Content: Maximizing the Effectiveness of Virtual Teams

- Ask students to read the **Web Enrichment: Maximizing the Effectiveness of Virtual Teams**.
- Assign Application 5 and discuss student responses in class.
- Assign students to research current software available for managing virtual teams. Ask them to find articles discussing the advantages and disadvantages of different types of software.

Chapter Review

- 1 What is meant by stroking? How does it affect interpersonal communication in the workplace? (Obj. 1)**

Stroking is a transactional analysis term for identifying the way others give recognition to a person. It can be in the form of a pat on the back from the supervisor, a congratulatory message, or being listened to. Receiving strokes is essential to a person's mental and emotional well-being. By staying aware of this fact, managers can greatly improve communication and people's attitudes toward their work.
- 2 When a manager says to the sales staff, "Let's try to make budget this year," what are some of the possible metacommunications? (Obj. 2)**

Some possible metacommunications are as follows: "You didn't make budget last year, but try to do it this year." "I don't have any confidence in your ability to make budget this year, but try anyway." "The budget that upper management has given us is so ridiculous; I don't expect you to make the budget. So don't worry about it."
- 3 What roles do culture and gender play in nonverbal communication? (Obj. 2)**

Nonverbal messages have different meanings from culture to culture, and men and women from the same culture typically exhibit different body language. Such nonverbal behaviors are learned through the example of others.
- 4 How is the activity of listening impacted by the particular situation? (Obj. 3)**

People satisfy a variety of purposes through listening, including social interaction, receiving of information, problem solving, and sharing of feelings. Each activity calls for a different style of listening.
- 5 Discuss six bad listening habits. Which do you think is the biggest challenge for you personally? (Obj. 3)**

Bad listening habits include faking attention, allowing disruptions, overlistening, stereotyping, dismissing subjects as uninteresting, and failing to observe nonverbal aids. Personal responses of students will vary.
- 6 What is a possible cause of most conflict between or among groups? (Obj. 4)**

Lack of understanding about the nature and roles of other persons or groups is a possible cause of most conflict between or among groups. This shortcoming is a communication problem that leads to conflict.
- 7 How are a group and a team different? (Obj. 4)**

The main difference between groups and teams are in member attitudes and the levels of commitment.
- 8 Discuss how a flat organizational structure affects communication. (Obj. 4)**

In a flat organization, communicating across the organizational chart becomes more important than communicating up and down in a top-heavy hierarchy. Communication is enhanced because the message must travel shorter distances. Much of the communication is face to face.
- 9 What are some factors to consider in deciding whether to hold a face-to-face meeting or an electronic meeting? (Obj. 5)**

Geographic dispersion, familiarity of participants with one another, and technical capabilities of participants should all be considered in deciding whether to hold a face-to-face or an electronic meeting.
- 10 Why are records such as agendas and minutes important to group success? (Obj. 5)**

An agenda provides a plan for the meeting to keep everyone informed and to provide for orderly activity. Minutes provide a written record of meeting actions to assure that necessary tracking, follow-up, and implementation occur.

Digging Deeper

1 How can managers use Maslow's need levels, the Johari Window, and the management theories of McGregor and Hersey and Blanchard to improve communication with employees?

Knowledge of these theories will aid managers in supervising their employees more effectively. A manager can help employees meet needs in Maslow's order and therefore motivate them to perform better. For example, employees can better reach their fullest potential [self-actualization] with confidence that the manager supports/understands them. By using the theories of the Johari Window, a manager can help increase what is in the free and open area by maintaining communication with an employee. A manager can analyze employees to see which ones work better with more supervision and less control (Theory X or directive behavior) and which ones work better under less supervision and more control (Theory Y or supportive behavior).

2 Why do some teams never reach the highest stage of team development? What can be done to overcome the obstacles to peak team performance?

Teams fail to reach the highest performance stage because of lack in one or more of the 4 C's: Commitment, Cooperation, Communication, and Contribution. For instance, a team could fall short of the performing stage because of a lack of commitment to common goals. Or a team could stall because the personality styles of each team member have not been explored and their roles have not been well defined. Poor communication can result in low team performance, as can the lack of quality contribution by one or more members.

Activities

Teaching Suggestions and Possible Solutions

1 Applying Behavioral Theories to Communication Situations (Obj. 1)

In analyzing student responses, focus on the creative application of the behavioral theories to practical situations.

2 Understanding the Importance of Nonverbal Messages (Obj. 2)

Nonverbal	Possible Meaning	Misinterpretation
Steepling hands	I am propping my arms on the table because I am tired.	I am better than you.
Covering mouth with hand when talking	I think I have bad breath.	I am lying; I have no confidence in what I am saying.
Not making eye contact.	The sun is in my eyes.	I am lying; I am not confident in what I am saying.
Standing while everyone else is sitting.	My back hurts, and I need to stretch.	I have authority over you.

3 Identifying Appropriate Listening Styles (Obj. 3)

After reading student responses, summarize their suggestions for maximizing their own listening. Challenge each student to target several of the suggestions for personal implementation.

4 Identifying Deterrents to Group Success (Obj. 4)

Responses will vary. Students should focus on a lack of common goals, misunderstood role perceptions, group size, or lack of leadership as reasons for groups not succeeding.

5 Analyzing a Meeting for Effective Behaviors (Obj. 5)

Responses will vary. Students should focus on how well the meeting manager (a) limits the running time of the meeting, (b) sets the agenda and distributes in advance, (c) encourages participation, (d) maintains order, (e) manages conflict, (f) seeks consensus, and (g) aids in preparing thorough minutes.

- 6 **Assessing the Professional Value of Interpersonal and Group Communication Skills (Objs. 1-5)**
Responses will vary.

Applications

Teaching Suggestions and Possible Solutions

READ	THINK	WRITE	SPEAK	COLLABORATE
------	-------	-------	-------	-------------

1 Boosting Team Effectiveness: Trend in Corporate America (Objs. 1, 4)

Summarize group responses for class discussion. Responses should focus on addition of off-site physical activity such as ropes courses or trust-building exercises to help team collaboration on the job. Students might also look at local activities available to build teams, such as miniature golf courses, paintball facilities, or rollerblading parks.

2 Communicating Nonverbally in a Job Interview (Obj. 2)

Presentation formats will vary. Encourage students to be creative by setting up a mock job interview and having both the interviewer and interviewee exhibit positive and negative nonverbal behaviors during the interview. Or ask one group to model negative behaviors and the other to model positive behaviors.

Additions to the positive behavior list might include:

- Using a firm handshake—I am confident in myself and my abilities.
- Nodding and giving feedback while someone is talking—I am listening; I care about what you have to say.
- Wearing clean, well-pressed business attire with shoes that have been shined—This interview is important to me.

Additions to the negative behavior list might include:

- Standing while everyone else is sitting—I am better than you; I have authority over you.
- Talking with a hand over the mouth—I am lying; I am not confident in what I am saying.
- Biting fingernails—I am nervous or anxious.
- Looking at the door or a watch frequently—Hurry up! I have better things to do with my time.

READ	THINK	WRITE	SPEAK	COLLABORATE
------	-------	-------	-------	-------------

3 Analyzing Limitations of Electronic Communications (Objs. 2, 3, 5)

Have students discuss their impressions about the distance interaction and identify the relative advantages and disadvantages.

READ	THINK	WRITE	SPEAK	COLLABORATE
------	-------	-------	-------	-------------

4 Recognizing Events that Involve Metacommunication (Obj. 2) *Downloadable file available at text support site*

Encourage students to share with the class or small groups their organizational chart depicting the external communication system of an organization. Good examples may be drawn from workplace peer groups, student organizations, social groups, athletic teams, academic departments, and religious groups. Discuss the formal hierarchies as they compare to informal power structures.

5 Maximizing the Effectiveness of Virtual Teams (Objs. 4, 5) *Web enrichment content available at text support site*

Personality attributes listed might include discipline, detail orientation, and timeliness; these are complimented with strong written communication skills, problem-solving ability, and a comfort with technology. The links provided in the text enrichment provide a wealth of information about effective virtual team membership.

6 Documenting Meeting Activities (Obj. 5) *Web enrichment content available at text support site*

Evaluate the minutes for completeness. Follow up with a class discussion of the importance and purposes of meetings.

READ	THINK	WRITE	SPEAK	COLLABORATE
------	-------	-------	--------------	-------------

7 Locating Information on Nonverbal Communication in Other Cultures (Obj. 2)

Encourage students to share their findings in small groups and compile a list of gestures that have different meanings. Have each group share one or two gestures with the class and discuss the various meanings.

8 Discussing the Impact of Flat Organizational Structure on Communication (Obj. 4)

Discussion of the readings should focus on the common effects on communication that have been reported. Did some organizations deal more effectively with communication issues than did others? What communication advice would you offer to an organization that is about to undergo “flattening”?

READ	THINK	WRITE	SPEAK	COLLABORATE
------	-------	-------	-------	--------------------

9 Analyzing Group and Team Experiences (Obj. 4)

When student teams take this survey, ask them to click the “Next” tab at the end of the survey. Students should consider the five types of groupings outlined on the web site. Email messages about this activity should focus on what the teams learned about themselves as individuals and about how they work together as a team. They should also outline some strategies for improving themselves as a team.

10 Using Instant Messaging (Chat) to Communicate (Objs. 3, 4)

Grading of this assignment should focus on content, rather than format. Completeness of the message and attention to what the assignment requested in the way of information should be the key criterion for evaluation.

Case Analysis: Is Anyone Listening? Teaching Suggestions and Possible Solutions

- 1**
GMAT Tell why you are either a good or poor listener. Support your conclusion with reasons and/or evidence. Students should include information about poor listening and/or inappropriate styles of listening.
- 2** One of the sites you visited identified a plan for improving the listening skills of a negotiator. Prepare a similar plan for a position in your chosen career field (human resources manager, auditor, salesperson, etc.), adapting the points to fit the activities and expectations of the position. Students should incorporate guidelines for effective listening with adaptations that are appropriate for the selected career field.
- 3** Outline and implement a plan for improving your own listening skills. Your plan should include the following: (1) identification of your major listening weaknesses; (2) one or more strategies for overcoming each of the stated weaknesses; (3) activities or occasions in which you applied the corrective strategies, with dates and times; and (4) outcomes of your corrective strategies. Implement your plan for one week, or some other time period as specified by your instructor. Summarize in writing the results of your self-improvement project. Students’ solutions will vary.