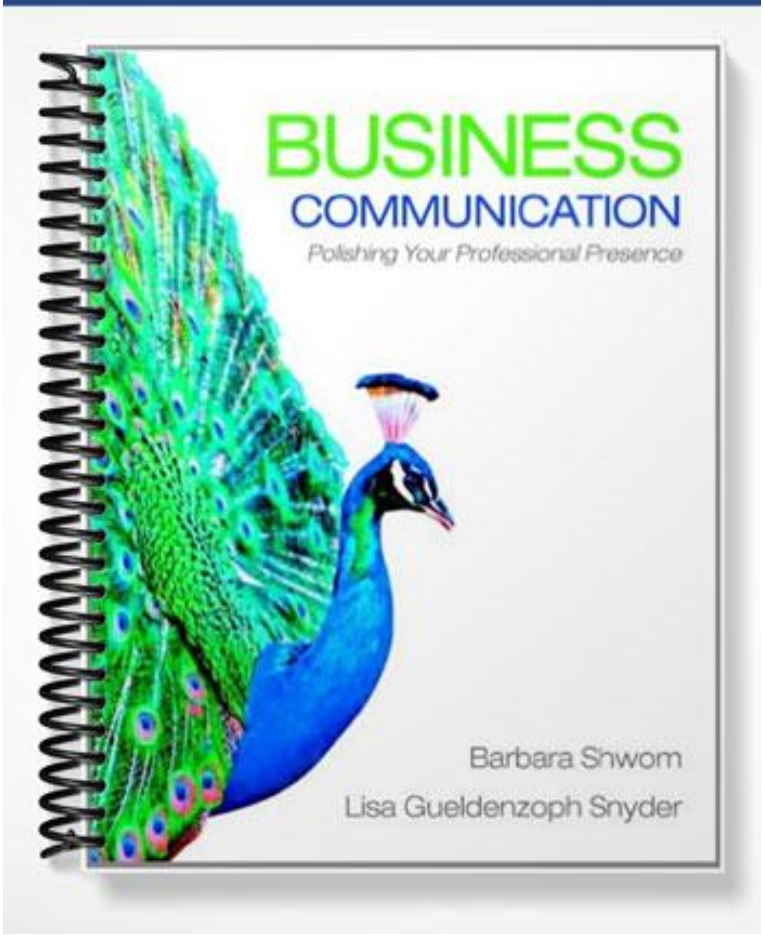
SOLUTIONS MANUAL



Chapter 2: Working with Others: Interpersonal, Intercultural, and Team Communication

LECTURE OUTLINE

STUDY QUESTIONS

2.1 What listening skills will help me communicate better with others?
2.2 What speaking strategies will encourage others to listen to me and understand what I am saying?
2.3 How can I manage interpersonal conflict?
2.4 How can I improve my communication with people from different cultures?
2.5 How can I work effectively as part of a team?

INTRODUCTION

Teaching Tip *This chapter covers many topics that will be useful throughout the course. If you want to introduce all the material in one week, you may spend your class time this way:*

Class (or hour) 1: Listening and speaking
Class (or hour) 2: Communicating with people from other cultures
Class (or hour) 3: Working as a team and managing conflict

- Working in both large and small companies requires interaction with many people
- Your ability to work well with others depends on your interpersonal communication skills
- This chapter teaches how to be an effective listener and speaker and how to apply those skills to three challenging contexts in the workplace:
  - managing conflict
  - communicating with people from diverse cultures
  - communicating in teams

STUDY QUESTION 2.1 What listening skills will help me communicate better with others?

Teaching Tip: *To help students become better listeners, spend a few minutes each week on listening exercises, like those illustrated in the Second City video or provided in the IM.*

Social Media in Action*: Social media gives companies new ways to listen to customers, understand their feelings about the company, and identify issues. But listening on the web is also a challenge because there is so much noise in the social media world and so many places where customers" voices may be heard. Nestor Portillo of Microsoft talks about how his company developed an integrated listening strategy to "harvest data from different sources to analyzes conversations to see which are they top issues and what are the early warning signals." ("Listening in the Social Media Era," http://vimeo.com/4772543.) Portillo's insights provide a way to start a discussion about what listening means in a social media era.*

- Listening is the most frequently used communication skill for new employees in the workplace
- Research shows that people typically listen at only 25% efficiency
- **Passive listening** is hearing what someone says without actively paying attention to ensure understanding
- **Active listening** is a process of focusing attentively on what a speaker says, actively working to understand and interpret the content, and then responding to acknowledge understanding. Four types of active listening skills are:
  - hearing
  - comprehending and interpreting
  - evaluating
  - responding

Discussion Starter: *What barriers to listening have you experienced in the workplace or in the classroom? How have you overcome them?*

Hearing accurately (see Exercise 1 on p. 63)

- Some barriers to hearing are physiological, for example the speed at which your brain can process what you hear
- Some barriers are environmental, for example a noisy office or work area
- The key to hearing accurately is focus

Discussion Starter: *In what ways has texting become a barrier to hearing and listening?*

Comprehending and interpreting (see Exercise 2 on p. 63)

- **Comprehension** – how well you understand what you hear or read
- **Interpretation** – analyzing the meaning of what you hear, read, or see to determine its intention
- "Listen" to nonverbal communication
  - **Nonverbal communication** – messages conveyed through means other than words, for example tone of voice, facial expressions, gestures, and body language
  - FIGURE 2.1 illustrates that nonverbal signals can have multiple meanings
- Ask questions and paraphrase to ensure understanding
  - **Paraphrasing** – restating someone's point in different words
  - FIGURE 2.2 shows that you can paraphrase for content, intent, and feeling

Supplemental Homework: *See below for the assignment Analyzing Nonverbal Communication.*

CULTURE: Facial Expressions Are Not Universal, p. 35

(See Exercise 28 on p. 68)

- People from Eastern cultures tend to focus on a person's eyes when reading facial expressions, while people from Western cultures tend to focus on a person's entire face
- Emoticons, used to represent facial expressions in email, reflect these cultural differences (see visual on p. 35)
- Why is it important to be aware of cultural differences in perception of body language in business communication?

Evaluating (see Exercise 3 on p. 63)

- **Evaluating** – the practice of critically reviewing and judging communication
- Making good business decisions depends on your ability to evaluate what you hear
- Evaluating *fairly* requires being open-minded and separating emotions from logic

Discussion Starter: *How is evaluating what you hear in a face-to-face conversation different from evaluating what you read in a written document?*

Responding (see Exercise 4 on p. 63)

- Responding has two roles in the listening process: letting the speaker know you understand the point and initiating the next step in the conversation
- Responses can be verbal and nonverbal
- FIGURE 2.3 outlines five different ways to respond to a speaker

STUDY QUESTION 2.2 What speaking strategies will encourage others to listen to me and understand what I am saying?

Teaching Tip: *When you ask students to do speaking exercises like the in-class activities in this chapter, try modeling the activity first with one of the class members (or have two students model it in front of the room). This will help students visualize what they are supposed to be doing in the exercise.*

Supplemental Homework: *Watch Yourself. Pick any one of the six speaking strategies identified in this chapter and consciously practice using it during the week. For example, if you have a negative criticism, frame it positively. Write a paragraph (200 words or so) to submit to your instructor, identifying what you did and what you learned about yourself as a speaker.*

- Listeners and speakers are partners in the communication process
- This section covers seven general speaking strategies

Focus on your audience (see Exercise 5 on p. 64)

- Before speaking, analyze your audience by considering their interests, potential listening barriers, questions or objections they may have, and the best way to connect with them

In-class Activity: *With a partner in class, have a two-minute conversation about "the most interesting thing you read or learned last week." For the first minute, one partner focuses on his or her topic and consciously focuses on the other person (the audience), trying to connect with the audience and involve him or her in the conversation. Then switch sides. Share with the class what you learned.*

Share the conversation (see Exercise 6 on p. 64)

- A good interpersonal communicator will avoid monologues and instead invite the audience to respond or add to the conversation

In-class Activity: *With a different partner, repeat the in-class activity listed under "focus on your audience." However, this time, share the conversation for two minutes. When it's your turn, speak only one or two sentences, beginning by connecting to what the other person has said. Share with the class what you learned.*

Use clear, concrete, unambiguous language (see Exercise 7 on p. 64)

- *Unambiguous language* is paraphrasing that has only one meaning
- *Ambiguous language* may mean different things to different people
- While speakers should avoid unambiguous language, active listeners should ask questions to clarify when they are unsure of a speaker's meaning

In-class Activity: *To help students understand the difference between abstract and concrete language, ask students to take out a piece of paper and sketch what they visualize when they hear these terms: farm animal, power tool, dessert, accessory, etc. Ask students to share their sketches and talk about how they visualized that abstract term. Discuss the differences. Then, for any one term, ask students to*

think of a context in which it is better to use the more abstract term and a context in which it is better to use a more concrete term.

Support your message with good nonverbal communication (see Exercise 8 on p. 64)

- As a speaker, you can use nonverbal communication in three ways to enhance your communication:
  - Use body language and eye contact to engage your audience
  - Use a strong and positive tone of voice
  - Use gestures and facial expressions that complement your message

Discussion Starter: *When you communicate by phone, you can't use body language or facial expressions to help convey your message. What other methods could you use to enhance your meaning?*

Teaching Activity: *Start with a simple statement like "Please come in and shut the door" or "Help Jane complete the project." Speak the statement three times, varying its meaning by varying tone of voice, emphasis, facial expression, and body language. Ask students to determine the meaning of each statement—and to discuss why they reached that conclusion.*

Avoid language that triggers a negative response (see Exercise 9 on p. 64)

- Four specific types of language that can cause a negative response are:
  - *Biased language* suggests prejudice, prejudgment, or disrespect
  - *Provocative questions* are designed to annoy and inflame
  - *Accusatory language* focuses negative attention on the person rather than on the issue(see **FIGURE 2.4** for examples)
  - *Trigger words* are certain words or phrases that people dislike and that may cause emotional responses

Frame negative comments positively (see Exercise 10 on p. 64)

- Take care in how you phrase constructive criticism to a coworker or employee
- Start out positively

Be aware of gender-specific communication styles (see Exercise 11 on p. 65)

- Men and women often develop different gender-related styles of communication.
- Men tend to interrupt more than women do, and women tend to minimize their assertiveness by using *hedges*, *hesitations*, and *tag questions*
- Recognizing gendered characteristics of your own and others' language helps avoid incorrect conclusions and communication breakdowns

Supplemental Homework: *See IM for supplemental homework Observing Gender-Specific Communication Styles.*

STUDY QUESTION 2.3 How can I manage interpersonal conflict?

Teaching Tip: *If there are any current conflicts at your school, in your local community, or in national politics, ask students to read a bit about the conflict and spend time in class facilitating a discussion about the cause of the conflict. Have the students suggest management techniques that might be effective.*

- Conflict is one of the most significant and costly problems in a workplace, but not all workplace conflict is bad
- **Cognitive conflict** results in differences in understanding content and tasks; working through such conflict often leads to better decisions and products
- **Affective conflict** results in differences in personalities and relationships; if unaddressed, it can lead to tension, stress, and dysfunctional work processes
- *Conflict management* is a more helpful term than *conflict resolution* because it recognizes that some conflicts cannot be resolved

Identify the cause of the conflict (see Exercise 12 on p. 65)

- **FIGURE 2.5** illustrates the causes of cognitive and affective conflicts
- Competing goals
  - Successful businesses work toward a number of goals that sometimes compete with each other
- Differences of opinion
  - Best resolved by a rational decision-making process, which may involve compromise
- Lack of information
  - People often draw conclusions or make decisions based on faulty assumptions
  - Avoid this conflict by sharing information with each other
- Relational issues
  - Relational and personality conflicts can stand in the way of productivity and are costly to businesses
  - Explore ways to resolve such conflicts, seeking help from managers if necessary
- Ego conflicts
  - Threaten someone's sense of professional identity or self-image

Discussion Starter: *If it's true that "we like those most who are most like us," should managers strive to keep the members of a group similar to avoid conflict?*

Teaching Activity: *Invite a speaker from your campus counseling service to discuss or role play the types of conflicts commonly experienced and suggest how to manage those conflicts.*

Select an appropriate management technique (see Exercise 13 on p. 65)

- Avoid confrontation
  - Sometimes avoidance is a good choice, for example if you believe there is no chance of resolving the conflict and it does not interfere with production
  - Most often, avoiding conflict makes it worse
- Accommodate or give in
  - Accommodating is a wise choice when:
    - you decide that your position was wrong
    - the conflict is trivial and you don't care about the result
    - you believe that maintaining a good relationship with the other person is more important than the outcome of the issue
  - Accommodating is dangerous if it means sacrificing your principles and beliefs
  - **Groupthink** is a process by which a group reaches a decision by eliminating all critical thinking that threatens consensus
- Compete to win
  - Tactics include blaming others, rejecting the other party's point of view, and minimizing one's own responsibility for a mistake
  - May result in quick solutions, but often leads to relational conflicts
- Compromise
  - all the parties involved get something they want or can accept, but everyone also needs to sacrifice something
  - a good approach under time pressure and when people have competing goals
- Collaborate to find the best solution
  - all the parties work together to determine the best possible solution
  - time-consuming, but often the best approach for managing complex conflicts

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Discussion Starter: *When involved in an affective conflict, why is it important to address emotional issues before addressing issues about the content of work? What are potential consequences if you don't?*

Teaching Activity: *Invite a guest speaker from a local labor union or an HR representative who works with union negotiations to speak to the class about negotiation techniques. How do people resolve business differences?*

STUDY QUESTION 2.4 How can I improve my communication with people from different cultures?

Teaching Tip: *Depending on where you teach, you may have students in your class who have experience with other cultures, based on where they have lived, where they have traveled, or what their own ethnic background is. Offer opportunities for these students to provide insights and tell stories that can help others in the class.*

- **Culture** – the attitudes and behaviors that characterize a group of people
- Prepare to communicate with people from other cultures by understanding the key ways that cultures differ and by developing strategies that help you communicate with diverse groups

Understand how cultures differ (see Exercise 14 on p. 65)

- **Ethnocentrism** – an inappropriate belief that your culture is superior to all others
- **Stereotypes** – oversimplified images or generalizations of a group
- High context versus low context
  - **Context** – a term that refers to how people in a culture deliver, receive, and interpret messages
  - Countries exist on a continuum from high context to low context (see **FIGURE 2.6**)
  - *Low-context cultures* rely on explicit terms to communicate
  - *High-context cultures* derive meaning not just from words but from everything surrounding the words
- Individualism versus collectivisim
  - Key dimension of culture identified by Dutch intercultural expert Geert Hofstede
  - **Individualist culture** – values an individual's achievement, satisfaction, and independent thinking
  - **Collectivist culture** – puts the good of the group or organization before people's individual interests
- Power distance
  - **Power distance** – a characteristic of cultures that describes how the culture perceives inequality and authority
  - In cultures with high power distance, organizations are formal and have a clear separation between superiors and subordinates
  - In cultures with low power distance, organizations are more relaxed about title and status
- Uncertainty avoidance
  - **Uncertainty avoidance** – a measure of how comfortable a culture is with ambiguity, risk, and change
  - In cultures that are uncomfortable with uncertainty and ambiguity, employees tend to like clear guidelines that lead to predictable results
  - In cultures that are comfortable with uncertainty and ambiguity, employees tend to like flexible working environments that allow for risk-taking and entrepreneurial behavior
- Time orientation
  - **Monochronic culture** – values punctuality and efficiency
  - **Polychronic culture** – has a relaxed attitude toward time and punctuality
  - Understanding the different approaches to time is crucial to maintaining smooth cross-cultural relationships

Teaching Activity: *Assign students to research your campus's study abroad program or invite someone from the program to class to discuss international opportunities and offer information to broaden students' multi-cultural experiences.*

Develop strategies that help you communicate with diverse groups (see Exercise 15 on p. 66)

- When in doubt, exhibit formality and respect
- Pay attention to the other person's nonverbal communication, and when appropriate, mirror it
- Be clear and concise
  - Avoid **idioms** – expressions that mean something other than the literal meaning of their words
  - Avoid **jargon** – the specialized language of a specific field
- Talk slowly
- Request feedback to ensure understanding
- Smile

Discussion Starter: *How might social media help you to learn about communicating with people from different cultures?*

ETHICS: Nike Faces Ethical Challenges Abroad, p. 50

(See Exercise 16 on p. 66)

- Serious problems arise when U.S.-based companies work with foreign partners that engage in activities considered unethical in the United States
- Nike suffered a damaged reputation when the manufacturing facilities that it contracted in Indonesia were found to employ child labor and to have unsafe working conditions
- Nike responded by working to improve conditions, raise the minimum age of workers, and sever ties with abusive managers
- Was Nike responsible for the working conditions and abuse at its overseas facilities? Or were its local contractors responsible?

STUDY QUESTION 2.5 How can I work effectively as part of a team?

Teaching Tip: *Provide opportunities in the class for students to work as a team and to reflect on that experience. Reflection is important tool to help students learn from their experience.*

Discussion Starter: *If you experience group conflict but need to meet a pressing deadline, which should you prioritize: resolving the conflict or meeting the deadline? Why?*

- In workplace environments, your work with others will often be accomplished in teams
- To be effective, a **team** involves two or more people who recognize and share a commitment to a specific, common goal and who collaborate in their efforts to achieve that goal

Assemble an effective team (see Exercise 17 on p. 66)

- To assemble strong team members, consider the following questions:
  - What are the skills needed to complete this team project effectively?
  - What skill am I lacking that I can identify in prospective team members?
  - Who has the time and resources to contribute effectively to the team project?
  - Who may be the most interested in this topic (and therefore motivated to participate)?
  - Who is easy to work with?
- Also consider team size; teams with three to five members are typically more productive than larger ones

In-class Activity: *See below for the in-class activity Identifying Team Talent.*

Agree on team goals and standards (see Exercise 18 on p. 66)

- Good teams are *goal-oriented*
- Good teams are *results-oriented*
  - Team members have a clear role and are held accountable for their contributions
  - Workload is divided equitably
  - The team has a timely, effective communication system
  - Team members give each other prompt and helpful feedback on their performance
- Good teams have *standards* and hold each team member accountable for them

Discussion Starter: *You've been assigned to a team of four individuals to complete a detailed recommendation report to submit to your company's executive committee. You have two weeks to conduct the research, analyze the data and information, and write the report in addition to completing your regular responsibilities. Why is it important for your team to take time to establish goals and standards? What are the potential consequences if you don't establish them?*

Give the team time to develop (see Exercise 19 on p. 66)

- **FIGURE 2.7** illustrates a model for understanding team development
- What happens at each stage?
  - **Forming** – team members get to know each other
  - **Storming** – teams experience conflict and begin to confront differences
  - **Norming** – team members learn how to manage conflict and work with each other efficiently
  - **Performing** – team members work collaboratively and achieve a high level of productivity

In-class Activity: *Ask students to work in small groups to list examples of team conflicts (without identifying names). What caused the problems? How, if at all, did the team resolve them?*

Develop good leadership (see Exercise 20 on p. 67)

- A leader is not in charge of a team but rather in service of a team
- Establish and maintain a vision of the future
- Create a supportive climate
- Delegate responsibility and assign tasks equitably
- Establish a timeline
- Keep the project on track
- Manage meetings effectively and encourage positive collaboration
- Ensure effective decision making
- Resolve differences

Plan for effective meetings (see Exercise 21 on p. 67)

- Create an agenda
  - **Agenda** – a detailed plan or outline of the items to be discussed at a meeting
  - **FIGURE 2.8** illustrates a sample agenda
- Assign someone to serve as a timekeeper during the meeting
- Assign someone to serve as a note taker during the meeting
  - **Meeting minutes** – notes that describe what was discussed at a meeting, what was decided, and what actions will follow
  - **FIGURE 2.8** also shows sample minutes of a team meeting
- Plan to follow up

Discussion Starter: *What are the consequences of not using an agenda for a meeting (or distributing a poorly written agenda)?*

Discussion Starter: *What strategies could you use to ensure that synchronous online meetings with attendees from different regions or countries are run smoothly? What are potential barriers or problems that might arise and how could you overcome them?*

Be a good team member (see Exercise 22 on p. 67)

- Make a commitment to the team and its goals
- Create a collaborative working environment
- Support and encourage your teammates
- Support team decisions
- Focus on continuous quality improvement

TECHNOLOGY: Conferencing, Collaborating, and Managing, p. 56

(See Exercises 24 and 25 on p. 67)

Conferencing Tools

- Teleconferences – allow people to meet by telephone
- Web conferences – allow participants to share computer screens and see the same presentation file, spreadsheet, or website
- Video conferences – allow you to share video images of your conference room with people in another location

Collaborating Tools – sharing tools such as Google docs ensure that everyone can access the most up-to-date version available; calendar sharing is another type of collaborating tool

Project Management Tools – *Gantt charts*, project scheduling tools that help you plan and track specific tasks over time, can be created as word processing or spreadsheet files to share electronically with team members

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IN SUMMARY,

- The interpersonal skills you learned in this chapter span basic listening and speaking skills to the more complex skills of managing conflict, working with people from other cultures, and working well in teams
- Throughout this course, you will apply these skills both in the classroom and within team projects

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The end-of-chapter Case Study: *Working as a Cross-Cultural Team, p. 60, will help students apply the material in this chapter.*

SUPPLEMENTAL HOMEWORK ASSIGNMENTS

1. **Analyzing a Miscommunication.**
   Select a scene from a movie or television shown in which two or more people are having a conversation. Watch it carefully two or three times, and focus on nonverbal communication. Take notes about what you see, such as facial expressions, gestures, body language, tone of voice, etc. Depending on the instructor's preferences, submit this in one of two ways. Either
   a. Write an email (150-300 words) to your instructor. Identify what you watched, describe what you saw, and discuss how you interpreted it and what you learned about nonverbal communication from this observation. Be sure your descriptions are detailed enough that your instructor is clear about what you observed. Proofread your email carefully before submitting.
   b. Write a posting for the class blog or discussion board. Identify what you watched and, if possible, provide a link so that your readers can watch it also. In your posting, describe what you saw, discuss how you interpreted it, and identify what you learned about nonverbal communication. Proofread your posting before publishing it.

2. **Observing Gender-Specific Speaking Styles**
   Identify a time and place when both men and women will be participating in a discussion. It may be a seminar class in school, a workplace or club meeting, or a party or other get-together. Observe the speaking styles of the men and women. Identify at least one instance of a male speaking style and one instance of a female speaking style. For each instance, write down what the person said and how others responded. Bring your notes to class and be prepared to present what you found, if the instructor calls on you.

IN-CLASS ACTIVITY

Identifying Team Talent Divide the class into teams of four or five people for this activity:

Imagine you will be working on a project together that involves writing a formal report that recommends ways the company can leave less of a carbon footprint in the workplace and you have the responsibility to assemble a team for a project. As a team, write two lists that answer the following two questions.

List 1: Existing Skills and Talents
What are the skills and knowledge needed to complete this team project effectively? For example, will you need someone who is good with Excel to make visuals for the report? Make a list of specific skills needed to get the project completed and identify individuals from your group of five who have those skills.

List 2: Team Gaps and Needs
What skills and knowledge your team is lacking that may require an additional team member? For example, if your team is knowledgeable about recycling in the workplace but does not know much about conserving energy and alternative energy sources, you may need someone else to join your team.

Conclude your document with a brief paragraph stating whether you (as a team) believe you are a well-balanced team for this project. Provide reasons to support your claim. If you think you would need additional skills or knowledge to be effective, explain how you would fill the gaps.

CHAPTER 2

Working with Others: Interpersonal, Intercultural, & Team Communication

CASE STUDY: Working as a Cross-Cultural Team, pp. 60-62

This case study includes six review questions. If evaluating for points, consider attributing points to each element of the answer as well as the students' writing style and grammar/mechanics.

REVIEW QUESTION 1: What interpersonal, intercultural, and teamwork communication issues are emerging in this scenario?

SAMPLE ANSWERS:

Interpersonal issues

- The resistance to schedule early/late times could have created a negative interpersonal situation.
- Maansi's silence could be interpreted negatively. By listening to nonverbal communication, the team could have improved their interpersonal communication.

Intercultural

- Before the meeting began, both teams could have researched each other's cultures to better prepare for differences in context, individualism/collectivism, power distance, etc.

Teamwork communication

- The New Delhi's focus on programming should be investigated. Were they asked to participate because of their technology skills? What is their role on the team?
- Both teams could have paraphrased each other's comments to promote understanding.
- Both teams should have requested feedback to ensure understanding.

REVIEW QUESTION 2: Listening involves a number of specific skills: hearing, comprehending and interpreting, evaluating and responding. Which of these areas contributed to the communication problem in this scenario? Identify specific examples.

SAMPLE ANSWERS: All of these areas contributing to the communication problem in this scenario:

- ***Hearing***: No one asked Anant to repeat what he said, leaving most of what he said unknown.

- ***Comprehending***: When the computer programming issues were presented, the Nashville team should have asked the New Delhi team to explain *why* those issues were important to the project.

- ***Interpreting***: Both teams should have analyzed the different frames of reference to try to better understand each other's perspectives of the project.

- ***Evaluating***: There was no subsequent group evaluation of the initial meeting and the Nashville and New Delhi team seemed to have different agendas and understandings of the project.

- ***Responding***: Both teams should have requested feedback to ensure understanding.

REVIEW QUESTION 3: How would you describe the difference between the two approaches? Which approach would help Roberto accept the criticism?

SAMPLE ANSWERS:

- Option #1 may trigger a negative response and frames the situation in a negative manner. However, Option #2 focuses on Roberto and uses positive language and outcomes.

- The second approach would help Robert accept the criticism and promote an effective collaboration (e.g., Roberto he has great ideas, you both want strong evaluations, you want to enjoy working together).

REVIEW QUESTION 4: Besides accommodating, what specific actions could you take to manage the conflict with Maansi and Anant if you decided to avoid, compete, compromise, or collaborate? Which approach do you believe would lead to the best outcome?

SAMPLE ANSWERS:

Specific actions to manage the conflict…

- ***Avoid confrontation:*** You could go ahead with your own agenda and, when complete, send it to Anant and Maansi to program in an online format. This might result in an effective combined project, but the content would reflect only the internship experiences in Nashville, not New Delhi.

- ***Compete to win:*** You suggest that the New Delhi team work separately and then compare your products at the end of the summer to determine which should be submitted. However, neither project would reflect the needs of both locations.

- ***Compromise***: You could suggest that your team draft the content and send it to the New Delhi team mid-way through the time line. The New Delhi interns could then add their own content and focus on the programming aspects of the website. The final week of the project could be devoted to evaluating and revising the final handbook before it is submitted.

- ***Collaborate***: As the best approach, both teams would collaborate on both the content and the website design interface. Leadership roles would be divided between the two locations, but all four team members would participate in all aspects of the project to ensure an effective result.

Collaboration is the best approach because it ensures a product that reflects the internship experiences at both locations.

REVIEW QUESTION 5: What factors may explain the cultural differences between the U.S. and Indian team members?

NOTES: Answers should identify the difference in context and the presentation of ideas and materials as well as the uncertainty avoidance with respect to work load and priorities.

REVIEW QUESTION 6: Section 2.5 describes some of the characteristics that successful teams share. This team ultimately was successful. How did it demonstrate these characteristics.

SAMPLE ANSWER:

- Worked through communication issues by utilizing email correspondence and clear meeting agendas.
- Compromised schedules to overcome the time differences and priorities.
- Tried to read nonverbal cues during phone conversations.
- Requested feedback to ensure understanding.

CRITICAL THINKING, pp. 101-102

Each critical thinking question includes multiple questions or justification to support responses. The set of 10 questions could be assigned as a comprehensive assignment or sets of questions could be identified to support specific aspects of students' learning.

1. **Explain a situation—either at home, school, or work—in which you passively listened and neglected to hear important information. Describe the negative result and identify how you could have used the active listening strategies to improve your communication process.**

   NOTES: Students' answers will vary based on their personal experiences. They should identify how they would use the active listening skills of hearing, comprehending and interpreting, evaluating, and responding.

2. **Designers of consumer products argue that to understand what customers really need, you have to do more than listen to what they say. You have to observe what they do. Why do you think there is often a gap between what people say and what they do?**

   NOTES: What students *think* may vary. Possible answers: (1) emphasis or tone of voice indicate how people feel about a product as opposed to what they think of it; (2) while they may be verbalizing what they think is "correct", their body language will be more indicative of their opinion.

3. **Review the speaking strategies listed at the beginning of Study Question 2.2 on page 37. Divide them into two lists: strategies that you currently try to use when you speak and strategies that you typically do not think about. Of the strategies that you typically do not think about, identify one that you'd like to begin using immediately and explain why.**

   NOTES: Students' answers will vary based on their personal experiences. They should identify two lists of strategies from page 37: (1) those they currently use, and (2) those they don't think about. Then they should identify one strategy from the second list and describe why they would like to begin using it.

4. **What words or phrases trigger a negative emotional response from you? If someone repeatedly uses one of your "trigger words," what are your options for responding? Which option would you choose?**

NOTES: Students' answers will vary. They should include the following information (1) trigger words/phrases (2) their options for responding to these word/phrases, and (3) which option they would choose.

5. **Some organizations provide the services of mediators to help resolve workplace conflicts. What are the advantages of having a disinterested party resolve a conflict? What are the advantages of having people involved in the conflict work it out on their own?**

   NOTES: Answers should address two parts: (1) the advantages of using a mediator (e.g., the mediators' impartially to focus on both parties' needs, mediate differences of opinion, avoid competing goals, work through relational differences, and identify ego issues; and (2) the advantages of having people involved in conflict work it out on their own (e.g., taking ownership for the solution, collaborating to reach a balanced compromise, and better understanding each other's perspectives).

6. **As described in this chapter, people from the United States are typically both very individualistic and monochronic. How do these characteristics complement each other? How might they contradict each other? Explain your reasoning.**

   NOTES: Because individualistic cultures value individual achievements, satisfaction, and independent thinking, being monochronic focuses on deadlines that support the achievement of personal goals. However, when collaborating in teams, especially intercultural teams, a strict monochronic perspective could become an obstacle for if schedules are valued more than working relationships.

7. **Imagine you have been hired by a global company that is holding a two-week orientation for all new employees at the head office in San Francisco. You will be staying in a hotel for two weeks, and you have been assigned to share a room with a new employee from Zurich, Switzerland. What can you do to find out in advance a little bit about the culture in Zurich? Once you have identified some characteristics of that culture, what can you do to ensure that you do not stereotype your roommate?**

   SAMPLE ANSWER: You can research the culture in Switzerland by using web-based search tools to find credible sources. Before stereotyping, you can observe your roommate's interaction and analyze his/her communication. If you think the roommate is open to the discussion, you could share your findings and ask for feedback about the validity of the information.

8. **Explain a team situation in which you experienced conflict. What was the purpose of the team? Why did the affective and/or cognitive conflict to occur? How did the team resolve the conflict? What was the impact on the final product?**

   NOTES: Students' answers will vary based on their personal experiences. They should identify four parts in their answer: (1) the purpose of the team, (2) why the conflict occurred (and whether it was affective or cognitive), (3) how the team resolved the conflict, and (4) the impact of the conflict on the final product.

9. **Imagine you have a teammate who wants to do all the project work himself because he does not trust anyone else on the team to produce high-quality results. How would you respond to that teammate?**

SAMPLE ANSWER: You could analyze the situation by asking why he doesn't want to share the responsibility for complete the work with the entire team. If his motivation is earning the best grade possible, you could explain that collaboration would allow more work to be done and a variety of perspectives to be included. If he seems to be motivated by ego, identify that everyone has different skills, and the team could learn from each other while complete the project.

10. **Groupthink occurs when people convince each other to agree. What are the problems with groupthink, and what can you do to avoid the groupthink syndrome?**

    SAMPLE ANSWER: Problems include lack of communication and analysis, loss of new ideas, failure to evaluate alternative options. To avoid the groupthink syndrome, you can promote equal communication among members, equally divide the tasks to complete the project, and request feedback throughout the process. Additionally, team leaders will avoid reaching a consensus too quickly, giving all group members times to contribute their ideas.

DEVELOPING YOUR COMMUNICATION SKILLS, pp. 63-67

2.1 What listening skills will help me communicate better with others?

EXERCISE 1 Hearing accurately

NOTES: Students will identify strategies to improve listening in two situations.

SAMPLE ANSWERS:

a. Four strategies the team could do to make it easier for a teammate who has a hearing impairment:

    1. Use written agendas and meeting notes that are prepared ahead of time to share information
    2. Emphasize nonverbal communication to support spoken meaning
    3. Ensure speakers face the hearing-impaired teammate and speak loudly/clearly
    4. Ask a teammate seated next to the hearing-impaired teammate to summarize/paraphrase
    5. Record comprehensive minutes that are distributed quickly

    Four things the hearing-impaired teammate can do to better hear the team:

    1. Paraphrase teammate's information to ensure understanding
    2. Ask teammates who mumble to speak up
    3. Copy teammate's meeting notes
    4. Record the meeting to play back later (or use voice recognition software)

b. To ensure your mind doesn't wander during meetings, you could: focus on the speaker and concentrate on the content, take good notes, be engaged in the conversation (e.g., ask questions), and ask questions to help the speaker get to the point.

EXERCISE 2 Comprehending and interpreting

NOTES: Students will (a) identify different meanings communicated with different nonverbal cues and (b) determine whether paraphrased statements reflect content, intent, or feeling.

SAMPLE ANSWERS: .

a. Listening to tone of voice:

1. "***I*** didn't do anything wrong" suggests that the speaker isn't at fault for the wrong action.
   "I didn't do anything ***wrong***" suggests that the speaker's actions were not wrong.

2. "***We*** need to talk now" implies a specific group of people who need to talk.
   "We need to talk ***now***" implies that the conversation is urgent.

3. "I'll give you my ***phone number*** after the meeting" emphasizes what will be given.
   "I'll give you my phone number ***after*** the meeting" emphasizes when it will be given.

4. "***When*** did you come up with this idea?" – focuses on when the idea was conceived.
   "When did ***you*** come up with this idea?" – focuses on who conceived the idea.
   "When did you come up with ***this*** idea?" – focuses on which idea was conceived.

b. Paraphrasing to ensure understanding:

1. Accounts payable / Purchasing

   So you are saying that our computer system will not allow you to pay a partial invoice?
   Content – states the understanding of the explicit message

   So, it's company policy not to pay partial invoices?
   Intent – uncovers why accounts payable made the statement

   You sound like you might want some help with the invoices since you're spending…
   Feelings – determines the emotions in the statement

2. Interviewer / Interviewee

   Your goal has always been to go into public relations?
   Intent – uncovers why accounts payable made the statement

   So, you were frustrated and that led to a career change?
   Feelings – determines the emotions in the statement

   You believe that public relations will make better use of your talents.
   Content – states the understanding of the explicit message

EXERCISE 3 Evaluating

NOTES: Students will describe how they would evaluate a colleague's proposal to require new hires to have three years' of work experience.

SAMPLE ANSWERS: (1) Remove prejudice of Bob's negative attitude (e.g., "Bob is always complaining about something and offers nothing but negative comments at meetings"), (2) remove prejudice about your own background and situation (e.g., "you have made friends with one of the new hires, and … you were hired right out of college, too"), (3) avoid jumping to conclusions based on your own experience, (4) keep an open mind when critically evaluating the idea, and (5) separate emotions from logic.

EXERCISE 4 Responding

NOTES: Students will compose responses to a teammate who misses deadlines and completes partial work but says she will meet the next deadline. Six different responses will be identified, and the best one will be identified. Students should be prepared to discuss their answers in class.

SAMPLE ANSWERS:

a. **Ask a question:** Is there anything I can do to help you meet this deadline?
b. **Make a judgment:** You have all the information you need. I'm sure you'll do well.
c. **Contribute an opinion:** I don't think you'll make the deadline; let's discuss alternatives.
d. **Give advice:** If you finish your work the night before, you'll have time to proofread, too.
e. **Argue or disagree:** I don't think you have enough time. Let's reassess our timeline.
f. **Express empathy:** I know you've been very busy lately. Let me know if I can help.

2.2 What speaking strategies will encourage others to listen to me and understand what I am saying?

EXERCISE 5 Focus on your audience

NOTES: Answers will vary based on student experience. Students are to assume a friend/relative called to ask how school or their job is going. Students will write a two-paragraph email to the instructor. The first paragraph will identify the friend/relative and the intent of their call. The second paragraph should explain how they would respond and why as well as what they wouldn't include and why.

EXERCISE 6 Share the conversation

NOTES: Answers will vary based on students' observations of meeting or meal conversations in small groups. Responses to four questions are required. No specific format is implied. Students can be instructed to write their answers, prepare a presentation, or discuss their responses in small groups.

EXERCISE 7 Use clear, concrete, unambiguous language

SAMPLE ANSWERS:

a. **You did a great job on that report.**
   Do I normally *not* do a great job?
   Possible revision: You did a great job on that report, as usual.

b. **Mary's job performance hasn't been satisfactory this year.**
   What about Mary's performance has been poor?
   Possible revision: Mary has missed all of our deadlines this year.

c. **Our presentation needs to be perfect.**
   Why? What about our presentation needs to be perfect?
   Possible revision: Our presentation will determine if the client chooses our plan. We need to make sure we predict all possible objections.

d. **There are just a few small problems to clear up before signing the contract.**
   What are the small problems?
   Possible revision: Before signing the contract, we need to change the starting date from the 1st to the 3rd, reduce the costs by 2%, and change the deadline to the end of the year.

e. **Clean up the conference room before the end of the day.**
   Why do *I* have to clean up the conference room? By myself? When is the end of the day?
   Possible revision: Make sure janitorial services cleans up the conference room before 5 PM.

f. **Let's talk after the project is finished.**
   What do we need to talk about? When will the project be finished?
   Possible revision: Let's talk about changes in staffing assignments after the project is finished next week.

EXERCISE 8 Support your message with good nonverbal communication

NOTES: Answers will vary based on student experience. Students' will ask a stranger for directions and observe the person's nonverbal communication. Responses are required for three questions: (1) the person's verbal message, (2) the nonverbal elements that support the message, and (3) any nonverbal elements that conflict with the message.

EXERCISE 9 Avoid language that triggers a negative response

NOTES: Answers will vary based on students' perceptions of themselves. Students will react to labels someone could use to identify them and select the term(s) they prefer. For the remaining labels, students are to explain the problems with the terms and any bias they may represent.

SAMPLE ANSWERS:

- Young lady/Young man – diminutive and dismissive
- Woman/Man – ambiguous
- Gal/Guy – informal and unprofessional
- Expert – may be misleading or tough to live up to
- Consultant – may be appropriate
- Genius – misleading and may make employees defensive
- College girl/College boy – diminutive, dismissive, and inaccurate

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EXERCISE 10 Frame negative comments positively

NOTES: Students will respond to three scenarios by providing criticism without using "but."

SAMPLE ANSWERS:

a. Although I appreciate that you were thinking about how the handouts could easily be distributed at one time, I want to provide each sheet individually throughout the session so we can focus on one aspect of the training at a time. Please remove the staples and un-collate the sheets so we don't waste the paper.

b. I think employee morale would improve if people knew that they were doing a good job. Your positive reinforcement would be very well received.

c. As much as I enjoy the information you share about colleagues, your supervisor could view it as a lack of confidentiality. Maybe if you demonstrate that you can keep sensitive information from spreading, you will be trusted with more responsibility.

EXERCISE 11 Be aware of gender-specific communication styles

NOTES: Students will discuss (either in teams or the whole class) scenarios that describe gender-specific communication styles. They will identify (1) whether they have noticed these types of differences in their own experience and (2) what they would recommend the participants do to bridge the differences. Samples answers for the second half of the exercise are provided.

SAMPLE ANSWERS:

a. Establish that gender and/or personality differences exist, identify that both perspectives have merit, and determine if they have a shared understanding of the goals for the project before moving forward.

b. Appreciate each other's points of reference, but also share the need to feel comfortable with the wording to ensure understanding. Both Richard and Alice can agree to avoid metaphors and anecdotes and use concrete, specific wording.

c. Denise needs to understand that males tend to interrupt when they have a point and that she also needs to interrupt to ensure her point of view gets equal time. However, James needs to understand that women don't often feel comfortable interrupting someone else. If James interrupts, he needs to pause to allow Denise to speak, too.

2.3 How can I manage interpersonal conflict?

EXERCISE 12 Identify the cause of the conflict

NOTES: Students will evaluate three scenarios to determine the cause of conflict (e.g., competing goals, differences of opinion, lack of information, relational issues, or ego issues).

SAMPLE ANSWERS:

a. Competing goals or difference of opinion about the criteria for the selection
b. Difference of opinion about the professionalism of the logo options
c. Difference of opinion about the importance of the deadline versus the seriousness of the errors

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EXERCISE 13 Select an appropriate management technique

NOTES: Students will write a memo to the instructor explaining how they would use five conflict management techniques and then explain which of the five they would recommend. Memo content will vary, but sample explanations for each technique are provided.

SAMPLE ANSWER:

- Avoid: Avoid dealing with the conflict by working on the presentation yourself.
- Accommodate: Accommodate your teammate by spending the entire day Friday working on the presentation and then doing any additional work yourself over the weekend.
- Compete: Compete with your teammate by arguing or suggesting you discuss the matter together with the instructor.
- Compromise: Compromise suggesting that he'll still have Sunday to relax if you work both Friday and Saturday to finish the presentation.
- Collaborate: Discuss the work that needs to be done, the amount of time available to do it, and the equitable balance of labor.

2.4 How can I improve my communication with people from different cultures?

EXERCISE 14 Understand how cultures differ

NOTES: Students will research nonverbal cultural differences with a country of their choice and be prepared to discuss their findings in class. Answers will vary based on the country students choose and the resources they find.

EXERCISE 15 Develop strategies that help you communicate with diverse groups

NOTES: Students will identify meanings of idiomatic phrases and revise the phrases to be more easily understood by international audiences.

SAMPLE ANSWERS:

- **Drive me up the wall**
  Means something irritated you.
  For example: Loud music really drives me up the wall.
  Revision: Loud music really irritates me.

- **Out of sync**
  Means something is out of order, does not match, or is not right.
  For example: His proposal is out of sync with the clients' needs.
  Revision: His proposal does not match the clients' needs.

- **Out of the box**
  Means something unique or creative
  For example: We need to think out of the box to come up with a new campaign.
  Revision: We need to think creatively to come up with a new campaign.

- **Threw me for a loop**
  Means something confused you or took you by surprise
  For example: Her unprofessional appearance threw me for a loop.
  Revision: Her unprofessional appearance surprised me.

- **That's cool**
  Means something is okay or good
  For example: I didn't know you could download free apps. That's cool.
  Revision: I didn't know you could download free apps. That's a nice feature.

EXERCISE 16 Intercultural issues

NOTES: Answers will vary. Students will find two articles about instances of bribery between the United States and foreign counties, describe the companies and bribes, and determine if either of the companies was charged. They'll use an online Bribe Payers' Index to determine how the countries in the articles rank on the

list. Findings should be summarized in a paragraph or two. Students should be prepared to share their findings in class.

2.5 How can I work effectively as part of a team?

EXERCISE 17 Assemble an effective team

NOTES: Students assume they are the president of their school's investment club and have to write a competitive proposal to receive a $5,000 grant from their school for professional development travel. They need to pick three or four members of from the association's eight-person executive board to help them write the proposal. Short descriptions of the board members are provided.

SAMPLE ANSWER:

Answers will vary, but should be justified based on the proposal criteria outlined in the exercise:

- Justify the group's financial need
- Outline the potential use of the funds
- Demonstrate how the group will benefit

Other information that should be considered includes the facts that the grant is:

- competitive (e.g., must be persuasive and well written)
- due in two weeks

Students should list three or four people of those listed and justify their selections both in terms of how their selections would benefit the project as well as how the remaining people would not. Justification should balance experience, writing skills, creativity, scheduling, and enthusiasm for the project.

EXERCISE 18 Agree on team goals and standards

NOTES: Students will research "team contracts" to determine similarities and differences among the samples they find. They'll consider their own team experiences to create an outline of topics they would include in a team contract. Content from Section 2.5 should be addressed: goals, expected results, team standards, delegation of responsibilities, timelines, meetings, decision-making process, resolving differences, and consequences for not following through with assignments. No specific end product is identified.

EXERCISE 19 Give the team time to develop

NOTES: Students will summarize one of their recent team experiences using some of the questions outlined in the exercise to describe the development of their team. Answers will vary, but students should use topics and terminology outlined in Section 2.5 to support their information. No specific end product is identified.

EXERCISE 20 Develop good leadership

NOTES: Students will search the web for information about leadership styles to identify one that best represents their own leadership style. In a few paragraphs, they will document their source, describe the leadership style, and explain how it best fits their personality No specific end product is identified.

EXERCISE 21 Plan for effective meetings

NOTES: Students will practice their note-taking skills by watching a half-hour news broadcast or attending a seminar/workshop. A specific activity/event could be assigned (or posted to the course learning management system) for easier evaluation of the pertinent information. Students should create professional-looking minutes using the sample in Figure 2.8 on page 55 as an example.

EXERCISE 22 Be a good team leader

NOTES: Five scenarios are presented. Students are to identify the conflict and describe how they would respond. Answers could be summarized in written form (paragraphs, email, or memo to instructor) or presented in small groups or in a class discussion.

SAMPLE ANSWERS:

a. To encourage Joe to be an active member of the team, meet with him individually to determine his strengths and assign him a specific task that can be shared with the group electronically. Set up a virtual meeting and information sharing system (e.g., Google docs) and encourage daily interaction online, even if brief.

b. Assure Joe that the content will be researched long before the last day and encourage the other team members to send Joe content as they complete it (rather than all at once at the end of the project). Conversely, you could switch assignments with Joe.

c. Ask Joe to meet you in the library (or elsewhere) so you can work on finishing the project together. Remind Joe about his initial negative reaction about having to put things together the night before the presentation and how unfair he said it was. Help him understand your perception of the situation.

d. You could avoid conflict at this point by ignoring Joe's comment. However, you tell Joe that although you're glad he feels things went well, you were frustrated with having to fake your way through content and that you think your grade would have been much better if he had completed his work earlier and more completely.

e. Again, you could avoid conflict by ignoring Joe's assessment that everything was great. However, to document your disagreement, list facts that support your concern: collaboration was stymied by Joe's lack of participation in meetings and refusal to share contact information early in the process, assignments were changed because Joe complained he didn't want to put the content together at the last minute, but then Joe was guilty himself of not submitting his part of the content until the last minute. Further, his part of the project was incomplete.

WRITING, pp. 67

EXERCISE 23 Analyzing team effectiveness

NOTES: In a few paragraphs, students will explain a recent team experience by describing six elements: (1) the pros/cons of the experience, (2) the benefits of effective teamwork, (3) any conflict that occurred, (4) how the team overcame the conflict, (5) whether the student enjoyed the experience, and (6) if they would have been able to accomplish the team's purpose if they had completed the activity alone. Answers will vary, but students should be instructed to incorporate specific examples to support their answers. Students could submit the exercise by email or memo, or they could discuss their findings in small groups and present a summary of their group's discussion in written or oral (short presentation) form.

EXERCISE 24 Selecting web conferencing tools [Related to Technology feature on page 56]

NOTES: Students will research web-based conferencing tools and prepare a one-page summary of the tools' features. The format is not specified. Students should be encouraged to document the information (attach a printout of the information they found) and summarize the content in their own words. This exercise could be used to discuss the difference between paraphrasing and plagiarism.

EXERCISE 25 Using Google docs for collaboration [Related to Technology feature on page 56]

NOTES: Students will use (or create) their Google account to familiarize themselves with the Google Docs applications. They will create sample documents, including a spreadsheet and a presentation – and save them as web pages. They will email their sample documents to the instructor to document their experience. Specific writing content is not specified in the exercise. Assessment may include merely checking that the student completed the activity.

COLLABORATING, p. 68

EXERCISE 26 Improving active listening skills

NOTES: Students will work in groups of four; each member will be assigned a task: Speaker, Listener 1, Listener 2, and Observer. Each task is designated specific roles as outlined in the exercise. At the conclusion of the activity, each student will write an email to the instructor explaining the challenges and benefits of active listening. Responses will vary, but students should focus on the following elements: comprehending and interpreting, evaluating, responding, focusing on the audience, and using clear language.

EXERCISE 27 Analyzing trigger words

NOTES: Students will work in groups of three or four to analyze trigger words and discuss personal reactions. Instruct students not to use vulgar trigger words that are considered offensive by all audiences. The team will summarize their discussions and present their findings to the rest of the class.

EXERCISE 28 Comparing cultural differences [Related to Culture feature on page 35]

NOTES: Students will work in teams to research different countries – a different country for each team member. Research will focus on the customs and body language that could affect communication with people from each country. Students will report significant factors to consider and compare their findings. The team will write one memo to the instructor that summarizes everyone's findings. Content should address nonverbal communication issues related to high/low context, uncertainty avoidance, time orientation, and levels of formality.

SPEAKING, p. 68

EXERCISE 29 Making informal impromptu presentations

NOTES: Assign students to make informal (one- to two-minute) presentations on one of the topics listed using the direct organizational plan. Give them a minute to organize their thoughts, but encourage them to speak without notes. Encourage the class to identify both the strengths and weaknesses of the presentations in a supportive manner that supports improved speaking skills.

EXERCISE 30 Presenting executive briefings

NOTES: Assign students one of the topics listed and give them a day or two to prepare their executive briefing, which should be a short (three to five minute) presentation in front of the class. Visuals may be useful, depending on the topic necessary. Encourage the class to identify both the strengths and weaknesses of the presentations in a supportive manner that supports improved speaking skills.

GRAMMAR, p. 69

If my first boss had run his businesses the way he answered the phone, he would have gone broke long ago. Usually he grabbed the receiver and growled, "Barker." The person at the other end probably thought, "That doesn't sound like a human: it sounds more like a rottweiler." If George Barker were a dog, he would probably be more courteous on the phone. No doubt there were lots of offended customers. The other day he asked my co-worker, Jess, and I to stop by his office. He still answered the phone the same way. George's phone

offenses amounted to quite a long list. Instead of “barking,” here are several other things he could have said.

“Hello, Barker Contracting” or “This is George Barker” would make a better impression.