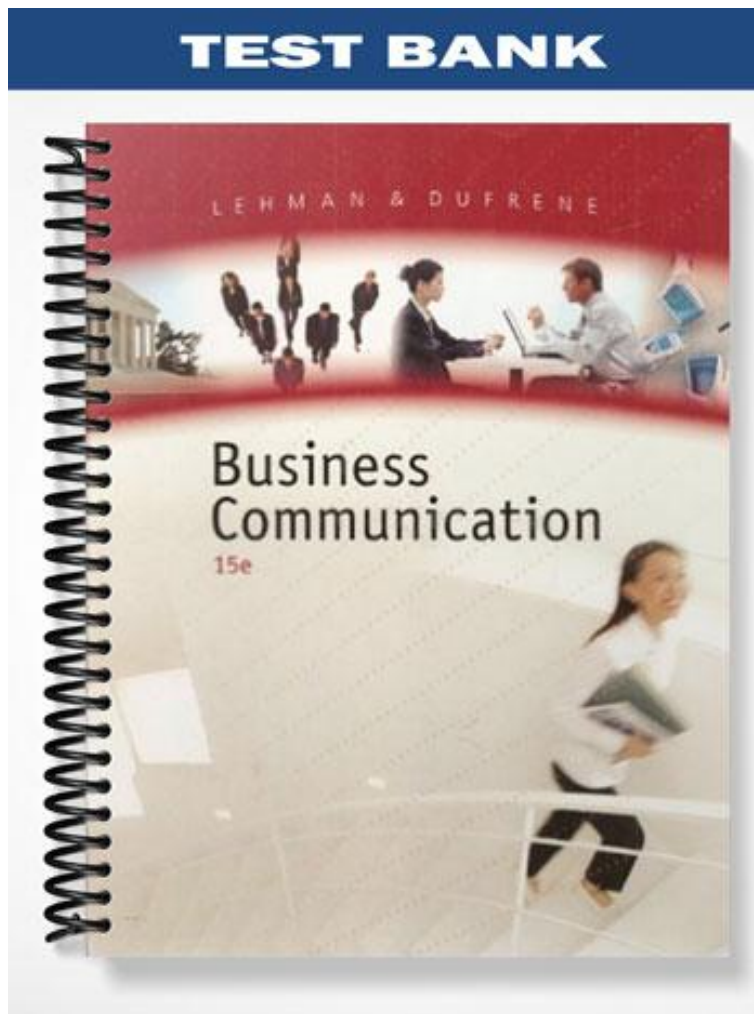


TEST BANK



Chapter 2—Focusing on Interpersonal and Group Communication

TRUE/FALSE

1. According to Maslow's hierarchy of needs, people generally satisfy lower level needs before they move on to higher level needs.

ANS: T PTS: 1 DIF: Factual REF: p. 44
OBJ: 2-1 NAT: AACSB Communication

2. When a confidant shows that he or she can be trusted, it leads to an expansion of the open area of the Johari Window.

ANS: T PTS: 1 DIF: Factual REF: p. 45-46
OBJ: 2-1 NAT: AACSB Communication

3. A leader who listens, communicates, recognizes, and encourages is demonstrating directive behavior.

ANS: F PTS: 1 DIF: Application REF: p. 47
OBJ: 2-1 NAT: AACSB Communication

4. In the Japanese culture, business people may consider direct eye contact disrespectful or aggressive.

ANS: T PTS: 1 DIF: Factual REF: p. 52
OBJ: 2-2 | Strategic Force, Cultural Differences NAT: AACSB Communication

5. People constantly send meaning through kinesic communication which is expressed by nonverbal behavior.

ANS: T PTS: 1 DIF: Factual REF: p. 50
OBJ: 2-2 NAT: AACSB Communication

6. Lilly is told by her supervisor that she is doing a good job while his body language suggests he is distracted and in a hurry; she will tend to believe the verbal message more than the nonverbal.

ANS: F PTS: 1 DIF: Application REF: p. 51
OBJ: 2-2 NAT: AACSB Communication

7. The comment "I have never seen you look so lovely" may be perceived by listeners as containing a negative metacommunication.

ANS: T PTS: 1 DIF: Application REF: p. 49
OBJ: 2-2 NAT: AACSB Communication:Purpose

8. A manager who constantly emphasizes punctuality to subordinates arrives late to meetings. The nonverbal message will be more strongly believed by the subordinates.

ANS: T PTS: 1 DIF: Application REF: p. 51
OBJ: 2-2 NAT: AACSB Communication

9. Empathetic listening generally leads to reciprocal listening.

ANS: T PTS: 1 DIF: Application REF: p. 54
OBJ: 2-3 NAT: AACSB Communication

10. Performance appraisal interviews between supervisors and employees frequently combine listening intensively and empathetic listening.

ANS: T PTS: 1 DIF: Application REF: p. 54
OBJ: 2-3 NAT: AACSB Communication

11. A student who is listening to instructions for a homework assignment should be using casual listening skills.

ANS: F PTS: 1 DIF: Application REF: p. 53-54
OBJ: 2-3 NAT: AACSB Communication

12. Listening commonly consumes more of a business employee's time than reading, writing, and speaking combined.

ANS: T PTS: 1 DIF: Factual REF: p. 52
OBJ: 2-3 NAT: AACSB Communication

13. Effective listening involves nonverbal communication as well as possible verbal activity.

ANS: T PTS: 1 DIF: Factual REF: p. 56
OBJ: 2-3 NAT: AACSB Communication

14. The terms *roles* and *status* are used interchangeably to indicate the part people play in the organization.

ANS: F PTS: 1 DIF: Factual REF: p. 57
OBJ: 2-4 NAT: AACSB Communication:Teamwork

15. Kelly, who is on Team A, constantly complains and criticizes her team members; she is playing the role of detractor.

ANS: T PTS: 1 DIF: Application REF: p. 59-60
OBJ: 2-4 NAT: AACSB Communication:Teamwork

16. In a flat organization structure, communicating among the cross-disciplinary teams becomes more important than upward and downward communication.

ANS: T PTS: 1 DIF: Application REF: p. 57
OBJ: 2-4 NAT: AACSB Communication:Teamwork

17. While research has not determined the optimal number of members for effective group work, an odd number offers some advantage.

ANS: T PTS: 1 DIF: Factual REF: p. 59
OBJ: 2-4 NAT: AACSB Communication:Teamwork

18. A task force is an example of a long-standing team or group.

ANS: F PTS: 1 DIF: Factual REF: p. 60
OBJ: 2-4 NAT: AACSB Communication:Teamwork

19. Major distinctions between a group and a team are the members' attitudes and level of commitment.

ANS: T PTS: 1 DIF: Factual REF: p. 60-62
OBJ: 2-4 NAT: AACSB Communication:Teamwork

20. Given enough time, all groups advance through the four stages of team development that include forming, storming, norming, and performing.

ANS: F PTS: 1 DIF: Application REF: p. 61
OBJ: 2-4 NAT: AACSB Communication:Teamwork

21. Despite the growth in popularity of electronic meetings, face-to-face meetings continue to be the most-used meeting format in most organizations.

ANS: T PTS: 1 DIF: Factual REF: p. 63
OBJ: 2-5 NAT: AACSB Communication:Meetings

22. Electronic meetings are preferred to face-to-face meetings when group efforts are just beginning and members are trying to build group values.

ANS: F PTS: 1 DIF: Factual REF: p. 63-65
OBJ: 2-5 NAT: AACSB Communication:Meetings

23. The success of same-time electronic meetings depends on all participants having excellent keyboarding skills.

ANS: T PTS: 1 DIF: Factual REF: p. 65
OBJ: 2-5 NAT: AACSB Communication:Meetings

24. The typical adversarial male communication style engenders rapport while the typical collaborative female communication style demands respect.

ANS: F PTS: 1 DIF: Factual REF: p. 64
OBJ: 2-Strategic Force | Communication Styles NAT: AACSB Communication

25. A recent survey of North American executives showed that a large majority viewed skill in listening to be one of the most important skills needed in the corporate environment.

ANS: T PTS: 1 DIF: Factual REF: p. 69-70
OBJ: 2-Case Analysis NAT: AACSB Communication

MULTIPLE CHOICE

1. After earning a scholarship for your superior grades in school, you receive a congratulatory letter from the dean. This communication interaction would be considered
 - a. a negative stroke.
 - b. a positive stroke.
 - c. an exchange in the free or open area.
 - d. a directive behavior.

ANS: B PTS: 1 DIF: Application REF: p. 45-46
OBJ: 2-1 NAT: AACSB Communication

2. Insurance company advertisements most likely appeal to which of the following of Maslow's hierarchy of needs?
- Security needs
 - Social needs
 - Ego needs
 - Self-actualization

ANS: A PTS: 1 DIF: Application REF: p. 44
OBJ: 2-1 NAT: AACSB Communication

3. According to Abraham Maslow, the desire to contribute through philanthropic channels is an example of satisfying
- social needs.
 - safety needs.
 - self-actualizing needs.
 - ego needs.

ANS: C PTS: 1 DIF: Factual REF: p. 44
OBJ: 2-1 NAT: AACSB Communication

4. Which of the following is consistent with McGregor's Theory Y management style?
- Workers are concerned only about satisfying lower-level needs.
 - Workers are motivated best by extrinsic incentives.
 - Management exercises strong control with little emphasis on the individual.
 - Management strives to balance control and individual freedom.

ANS: D PTS: 1 DIF: Factual REF: p. 47
OBJ: 2-1 NAT: AACSB Communication

5. Management exercising strong control and motivating its employees through external incentives such as a paycheck are reflective of the ____ style.
- Theory X
 - Theory Y
 - Situational leadership
 - Total Quality Management

ANS: A PTS: 1 DIF: Application REF: p. 47 | p. 49
OBJ: 2-1 NAT: AACSB Communication

6. The most important message in the Johari Window theory is that
- trust and openness lead to better communication between people.
 - there are things we don't know about ourselves that others know.
 - people engage in communication in hopes that the outcome may lead to mutual trust, pleasure, and psychological well-being.
 - decision-making power should be distributed to the people closest to the problem.

ANS: A PTS: 1 DIF: Application REF: p. 45-46
OBJ: 2-1 NAT: AACSB Communication

7. As the vice-president of finance, Mariana gives her employees freedom to make their own decisions and encourages them to express their opinions in meetings. Mariana is a
- Type A manager.
 - Type X manager.
 - Type Y manager.

d. Type Z manager.

ANS: C PTS: 1 DIF: Application REF: p. 47
OBJ: 2-1 NAT: AACSB Communication

8. Janet tells Juan, "Don't be late for work." Janet's probable metacommunication is
- "I'm in charge here."
 - "You are frequently late for work and this is a warning."
 - "This is America, not Mexico."
 - No metacommunication appears in the statement.

ANS: B PTS: 1 DIF: Application REF: p. 49
OBJ: 2-2 NAT: AACSB Communication:Purpose

9. All of the following statements about nonverbal messages are true EXCEPT
- Nonverbal messages cannot be avoided.
 - Nonverbal messages may be beneficial or harmful.
 - Nonverbal messages may be intentional or unintentional.
 - Nonverbal messages are consistent across cultures.

ANS: D PTS: 1 DIF: Application REF: p. 49-52
OBJ: 2-2 NAT: AACSB Communication

10. Which of the following is NOT true of nonverbal communication?
- Nonverbal messages may be intentional or unintentional.
 - Nonverbal messages may have different meanings for different people.
 - Nonverbal messages can contradict the accompanying verbal message.
 - Nonverbal messages, though powerful, are less powerful than verbal messages.

ANS: D PTS: 1 DIF: Application REF: p. 49-52
OBJ: 2-2 NAT: AACSB Communication

11. Robin, task force chair, tells team member Aaron "your proposed solution to *this* problem is great." Robin's probable metacommunication to Aaron is
- "You are the most intelligent member of this task force."
 - "Your idea is really not that good."
 - "You have previously expressed weak ideas."
 - "You have expressed consistently good ideas."

ANS: C PTS: 1 DIF: Application REF: p. 49
OBJ: 2-2 NAT: AACSB Communication:Purpose

12. A job applicant submits a résumé containing numerous spelling and grammatical errors. What nonverbal message is she most likely sending to the recruiter?
- She didn't care to do her very best.
 - She will be better in an interview.
 - She is a busy person.
 - None of the above.

ANS: A PTS: 1 DIF: Application REF: p. 50-52
OBJ: 2-2 NAT: AACSB Communication

13. You are a U.S. businessperson who has just completed a successful agreement with two Japanese clients. As a gesture of friendship, you pat the shoulders of your Japanese counterparts. How are they likely to react?
- Move in closer and "invade" your personal space.

- b. Stiffen their bodies, as they consider such touching improper.
- c. Smile, looking directly into your eyes.
- d. Take both your hands in a warm handshake.

ANS: B PTS: 1 DIF: Application REF: p. 52
OBJ: 2-2 | 2-Strategic Force, Cultural Differences NAT: AACSB Communication

14. Which of the following is NOT a bad listening habit?
- a. Faking attention
 - b. Thinking ahead
 - c. Overlistening
 - d. All are bad listening habits

ANS: B PTS: 1 DIF: Factual REF: p. 55-56
OBJ: 2-3 NAT: AACSB Communication

15. Which of the following is appropriate etiquette when listening?
- a. Restate in your own words what you think the speaker has said.
 - b. Interrupt the speaker when a misstatement is made.
 - c. Frequently break eye contact with the speaker.
 - d. None of the above are appropriate listening etiquette.

ANS: A PTS: 1 DIF: Application REF: p. 56-57
OBJ: 2-3 NAT: AACSB Communication

16. Preeti is having a business lunch with Jose to discuss the downsizing of the manufacturing plant in South America. Preeti is expecting an important call on her cell phone during the lunch and answers her phone several times. Preeti is not listening attentively to Jose because of which of the following listening problems:
- a. Faking attention
 - b. Allowing disruptions
 - c. Overlistening
 - d. Stereotyping

ANS: B PTS: 1 DIF: Application REF: p. 55-56
OBJ: 2-3 NAT: AACSB Communication

17. Shanté is a new sales representative with Sensations, Inc. She attends a regional sales meeting, followed by a reception. She converses with three new sales people and an hour later she forgets their names. This is an example of which of the following bad listening habits?
- a. Faking attention: she pretends to listen but misses the message.
 - b. Empathetic listening: she is unable to be objective because her emotions are in the way.
 - c. Dismissing subjects as uninteresting: she is not interested in talking to the other new sales reps.
 - d. Failing to observe nonverbal aids: she does not take note of the body language of the sales reps.

ANS: A PTS: 1 DIF: Application REF: p. 55-56
OBJ: 2-3 NAT: AACSB Communication

18. An ultimate requirement of listening for information is that the listener
- a. is judgmental.
 - b. takes copious notes.
 - c. avoids focusing on nonverbal cues.
 - d. is able to separate fact from fiction and truth from untruth.

ANS: D PTS: 1 DIF: Factual REF: p. 53-54
OBJ: 2-3 NAT: AACSB Communication

19. As a student, you are concerned with making a good grade in your marketing class. However, instead of taking copious notes, you outline the major points and try to listen as much as possible. What type of listening are you engaged in?
- Casual listening
 - Listening for information
 - Intensive listening
 - Empathetic listening

ANS: B PTS: 1 DIF: Application REF: p. 53-54
OBJ: 2-3 NAT: AACSB Communication

20. You are the supervisor of an employee who is very upset about the promotion of his arch rival. You call him into your office and ask him to enlighten you on the reasons he is upset. What type of listening are you engaged in?
- Casual listening
 - Listening for information
 - Intensive listening
 - Empathetic listening

ANS: D PTS: 1 DIF: Application REF: p. 53-54
OBJ: 2-3 NAT: AACSB Communication

21. Which of the following facts makes listening difficult?
- The human ear is unable to keep up with the speech rate of most speakers.
 - Our minds process much faster than a speaker can talk.
 - The listener often thinks ahead to anticipate future points and evaluate the ideas heard.
 - Making written notes short circuits the listening activity.

ANS: B PTS: 1 DIF: Application REF: p. 56-57
OBJ: 2-3 NAT: AACSB Communication

22. Josh is a new manager whose department has experienced a lot of infighting and jealousy; he tries to reduce group competition and increase cooperation by using the ____ philosophy.
- win/lose
 - compete/reward
 - win/win
 - family

ANS: C PTS: 1 DIF: Application REF: p. 58
OBJ: 2-4 NAT: AACSB Communication:Teamwork

23. All of the following are characteristics of effective groups EXCEPT
- Members have common goals.
 - Members are flexible in the roles they assume.
 - Members establish norms for behavior and expectations.
 - Members compete for the leadership position.

ANS: D PTS: 1 DIF: Factual REF: p. 58-60
OBJ: 2-4 NAT: AACSB Communication:Teamwork

24. Which of the following stages of team development is often NOT experienced, even in long-term teams?

- a. Storming
- b. Performing
- c. Norming
- d. Brainstorming

ANS: B PTS: 1 DIF: Factual REF: p. 61
OBJ: 2-4 NAT: AACSB Communication:Teamwork

25. In Total Quality Management (TQM) programs, the emphasis is on
- a. distributing the decision-making power throughout the organization.
 - b. keeping the decision-making power at the top hierarchy.
 - c. increasing functional and departmental boundaries.
 - d. eliminating the middle management layer.

ANS: A PTS: 1 DIF: Factual REF: p. 47-49
OBJ: 2-4 NAT: AACSB Communication:Teamwork

26. Which of the following describes the major difference between teams and groups?
- a. Members of teams generally have a higher commitment to the overall goal than do members of groups.
 - b. Teams are usually smaller than groups.
 - c. Teams do not require leaders, while groups do.
 - d. Teams exist indefinitely while groups exist for a limited period of time.

ANS: A PTS: 1 DIF: Factual REF: p. 60-62
OBJ: 2-4 NAT: AACSB Communication:Teamwork

27. Which of the following stages of team development is marked by optimal performance levels?
- a. Forming
 - b. Norming
 - c. Performing
 - d. In an effective team, all stages are marked by peak performance

ANS: C PTS: 1 DIF: Factual REF: p. 59-60
OBJ: 2-4 NAT: AACSB Communication:Teamwork

28. Which of the following is NOT true concerning leadership in teams?
- a. Leaders are optional when an organization moves to a group concept.
 - b. The ability of a group leader to work toward task goals while contributing to the development of group and individual goals is often critical to group success.
 - c. Leadership may be shared among several participants.
 - d. The leader establishes norms and provides motivation for effective group activity.

ANS: A PTS: 1 DIF: Application REF: p. 59-60
OBJ: 2-4 NAT: AACSB Communication:Teamwork

29. In a team with representatives from many different departments in a company, the director of human resources makes sure that everyone in the meeting gets to talk and to be heard. The director of human resources is fulfilling which role in the team?
- a. Facilitator
 - b. Harmonizer
 - c. Leader
 - d. Reporter

ANS: A PTS: 1 DIF: Application REF: p. 59-60
OBJ: 2-4 NAT: AACSB Communication:Teamwork

30. Advantages of using face-to-face meetings include all of the following EXCEPT
- Face-to-face meetings make it harder to reach consensus.
 - Face-to-face meetings are helpful when communicating sensitive issues.
 - Face-to-face meetings help establish group rapport.
 - Nonverbal cues are more readily available in face-to-face meetings.

ANS: A PTS: 1 DIF: Factual REF: p. 63-65
OBJ: 2-5 NAT: AACSB Communication:Meetings

31. You are about to conduct a formal meeting with 41 attendees in the boardroom. What guide would you use to ensure orderly communication and participation?
- The company handbook
 - The APA style manual
 - Robert's Rules of Order
 - The organizational chart

ANS: C PTS: 1 DIF: Application REF: p. 65
OBJ: 2-5 NAT: AACSB Communication:Meetings

32. Guidelines for effective meetings include
- limiting length and frequency.
 - setting meetings for the same day and time each week, regardless of other activities.
 - relaxing structure because Robert's Rules of Order is ineffective in flat organizations.
 - seeking unanimous agreement on all important issues.

ANS: A PTS: 1 DIF: Factual REF: p. 65
OBJ: 2-5 NAT: AACSB Communication:Meetings

33. The MOST important reason for teams to utilize agendas and minutes is that
- participants know what is expected of them and can track, follow up, and ensure implementation of decisions made in previous meetings.
 - written records prove to company owners that meetings aren't a waste of time.
 - written records clear team members of any legal challenges that may arise.
 - written records assure that each member participates equally.

ANS: A PTS: 1 DIF: Application REF: p. 65
OBJ: 2-5 NAT: AACSB Communication:Meetings

34. Which of the following is NOT true about the impact that EBay has had on international commerce?
- It has empowered people to create their own businesses.
 - It allows individuals, small business, and big companies to compete against each other.
 - It has eliminated the risks of doing business with strangers over the Internet.
 - It conducts more business every day than the Nasdaq Stock Market.

ANS: C PTS: 1 DIF: Application REF: p. 43 | p. 66
OBJ: 2-ShowCase NAT: AACSB Communication

35. A survey of North American executives about the importance of listening skill in the workplace showed
- it is one of the most important skills needed in the corporate environment and a strength of most employees.
 - it is a lesser necessary skill for employment and a strength of most employees.
 - it is minimally important to job success but among the most lacking skills among employees.

- d. it is one of the most important skills needed in the corporate environment and is lacking in many employees.

ANS: D PTS: 1 DIF: Factual REF: p. 69-70
OBJ: 2-3 | 2-Case Analysis NAT: AACSB Communication

36. Which of the following is important for U.S. business people to remember when conducting international negotiations?
- Other cultures tend to place less emphasis on nonverbal behavior than do those from the U.S.
 - Those from Central American and Middle Eastern countries view the use of time more rigidly than do those from the U.S.
 - Negotiators from the U.S. are typically seen as passive.
 - Laws and ethics as well as customs vary considerably among countries.

ANS: D PTS: 1 DIF: Application REF: p. 52
OBJ: 2-Strategic Force | Cultural Differences NAT: AACSB Communication

37. Studies indicate that there are gender differences in computer-mediated communication (CMC). Which of the following is NOT true of these differences?
- Women using CMC with other women develop more disclosure.
 - Men using CMC with other men are more likely to use mild flaming.
 - Men develop more of a sense of community when using CMC.
 - Men are less satisfied with the CMC experience.

ANS: C PTS: 1 DIF: Factual REF: p. 64
OBJ: 2-Strategic Force | Communication Styles NAT: AACSB Communication

SHORT ANSWER

1. Discuss the relationship of men's and women's communication styles to the Hershey/Blanchard situational leadership model.

ANS:

Men and women communicate differently. Men generally approach work tasks in a confrontational and result-oriented manner that may convey dominance. Women tend to work in a collaborative manner that is oriented toward concern for the individual. While men tend to communicate in a way that is restrictive and controlling, their adversarial male style leads to respect while the collaborative female style engenders rapport. Additionally, women often talk less and are more supportive.

Men and women often sit separately, thereby limiting cross-gender interaction. Stereotyping males as meeting leaders and women as note takers restricts optimal role assignments. All of these gender issues can hinder effective communication among people. The Hershey/ Blanchard situational leadership model does not prescribe a single leadership style, but advocates that what is appropriate in each case depends on the follower (subordinate) and the task to be performed. However, *directive behavior*, as defined in the theory is more in keeping with traditional male behavior—the leader giving detailed rules and instructions and monitoring closely that they are followed. *Supportive behavior*, in which the leader listens, communicates, and encourages, is more associated with traditional female communication patterns.

PTS: 1 DIF: Application REF: p. 64 | p. 47-49
OBJ: 2-1 | 2-Strategic Force | Communication Styles NAT: AACSB Communication

2. In your performance appraisal of a new employee, you note that the employee seems to have difficulty following verbal instructions. As a part of your review, give the employee several suggestions for improving her listening.

ANS:

1. Minimize distractions
2. Get in touch with the speaker
3. Use your knowledge of the speaker to your advantage
4. Let the speaker know you are actively involved
5. Do not interrupt the speaker
6. Ask reflective questions that assess understanding
7. Use probing prompts to direct the speaker
8. Use lag time wisely

PTS: 1 DIF: Factual REF: p. 56-57 OBJ: 2-3
NAT: AACSB Communication

3. Explain the increasing use of groups and teams in U.S. businesses.

ANS:

In recent years, U.S. businesses have shifted attention away from the employment of traditional organizational subunits toward the use of teams. Three main reasons for the shift are as follows:

1. Many businesses have downsized and eliminated layers of management. In a flatter organization, communication across the organizational chart becomes more important, and teams can assist with this.
2. Companies implementing TQM programs are reorganizing to distribute the decision-making power throughout the organization.
3. Companies have learned that more can be accomplished when people work cooperatively. The synergy that results in effective teams increases creativity and improves business solutions.

PTS: 1 DIF: Application REF: p. 57-58 OBJ: 2-4
NAT: AACSB Communication:Teamwork

4. Discuss the 4 Cs exhibited by members of a successful team.

ANS:

Successful team members demonstrate a *commitment* to organizational and team mission, goals, values, and expectations. They exhibit *cooperation*, a shared sense of purpose, mutual gain, and teamwork. They focus on good *communication* between workers and management, facing confrontation when necessary. They make a *contribution*, sharing experience that encompasses differing backgrounds, skills, and abilities.

PTS: 1 DIF: Factual REF: p. 61-62 OBJ: 2-4
NAT: AACSB Communication:Teamwork

5. Competition is a standard way of life in U.S. companies, both internally and externally. What happens in a company when this competitive attitude becomes a "win/lose" philosophy? How can management help develop a "win/win" philosophy toward internal competition?

ANS:

Excessive internal competition can replace the cooperation that is necessary for the success of the company. In fact this can cause communication to diminish or cease. Management can help change this internal competition by developing open communication and providing information to employees. Reward systems can also increase cooperation. The cooperative spirit can be developed if employees have an understanding and appreciation for others' importance and functions.

PTS: 1 DIF: Application REF: p. 58 OBJ: 2-4
NAT: AACSB Communication:Teamwork

CASE

1. **Negative Metacommunications**

In the past few months, Rhamel has frequently called in sick to work. He has received medical treatment for a respiratory infection, but the infection continues to reoccur. He has missed several important deadlines and his sick leave is quickly dwindling. Rhamel's supervisor has been patient and supportive through this illness, but other employees have recently been asked to handle Rhamel's work in addition to their own workload. Some other co-workers have started to feel resentful and this is evident in their nonverbal communication with Rhamel when he is at work. Give two examples of negative metacommunication and three examples of kinesic messages that coworkers may communicate to Rhamel that express their frustration and resentment.

ANS:

Metacommunication examples can include comments such as:

“Maybe you should go to another doctor who might solve this problem.”

“You need to take better care of yourself so that you are more resistant to sickness.”

“Maybe you could do some of your work at home when you can't come to the office.”

These kinds of statements imply criticism of Rhamel's choice of his doctor, overall level of fitness, and other important choices he has made about his work and job.

Kinesic messages from disgruntled co-workers could include the following:

Visual--frowns, avoiding eye contact, ignoring Rhamel, and not engaging in friendly conversation.

Vocal--sarcasm, unfriendly tone, terse verbal exchange of job-related information. No expressed interest in Rhamel's physical condition and prolonged illness.

PTS: 1 DIF: Application REF: p. 49-52 OBJ: 2-2
NAT: AACSB Reflective Thinking:Analysis|AACSB Communication

2. **Effective Communication with Telecommuter**

Sue has worked from home for four years, taking phone orders for a national catalog retailer. Sue feels unappreciated for her efforts and detached from management and coworkers. In times past, Sue's performance had been very efficient, responsible, on-time, and reliable. Lately, however, her performance has faltered. Monitors listening in to her calls find she is not selling the new additional offers, as now is required. Using the theories discussed in the chapter as a basis for comment, how would you as Sue's supervisor motivate her to higher productivity and satisfaction?

ANS:

Even if you have not done this in the past, it is never too late to use positive *stroking*; tell Sue how much you appreciate her years of service and good work. *Listen* intently to her expression of frustration--ask specifically what troubles her about selling additional offers. By paying more attention to her needs, you may make her feel more appreciated. *Empower* her to be a better salesperson by explaining the rationale for the new offers and listening to her input about them. Including her in strategy development may make her more willing to sell.

PTS: 1 DIF: Application REF: p. 45 | p. 52 | p. 54 | p. 58

OBJ: 2-1 | 2-3 | 2-4

NAT: AACSB Reflective Thinking:Analysis|AACSB Communication