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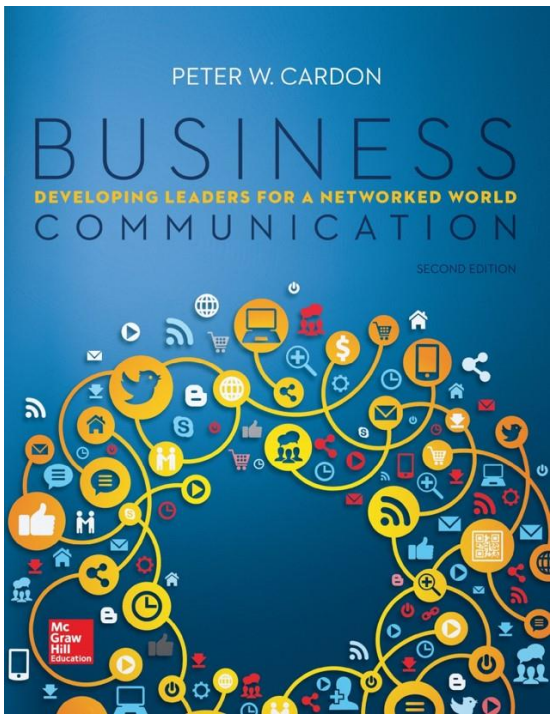
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Instructor's Manual to Accompany

BUSINESS COMMUNICATION

Developing Leaders for a Networked World (2e)

By Peter W. Cardon



Chapter 2:

Interpersonal Communication and Emotional Intelligence

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Teaching Note

Hello Fellow Instructor,

Strong interpersonal skills have always been a key to professional success. However, in the past five years, I've noticed an even increased demand among employers for interpersonal skills.

A lot of factors in the contemporary workplace can hinder effective interpersonal communication, including various communication technologies, the fast pace of business, and other pressures and disruptions in the workplace.

This chapter is an opportunity to start a conversation about building deep, collaborative relationships in the workplace. Furthermore, it provides the language to talk about business relationships in every remaining chapter.

Please contact me anytime – to share your experiences, your ideas, and your requests.

Best of wishes,



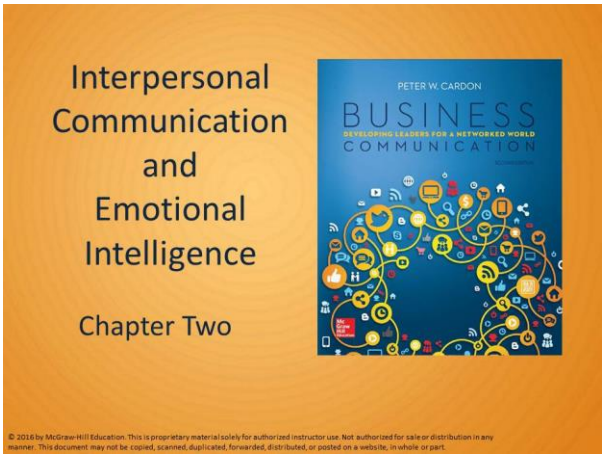
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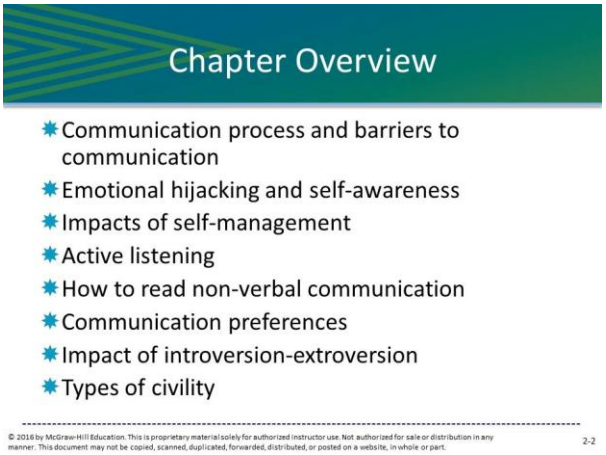
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Chapter 2 Summary and PowerPoint Notes



SLIDE 2-1



SLIDE 2-2

This chapter covers the following topics: the communication process and barriers to communication; emotional hijacking and self-awareness; impacts of self-management; active listening; how to read non-verbal communication; communication preferences; impact of introversion-extroversion; and types of civility.

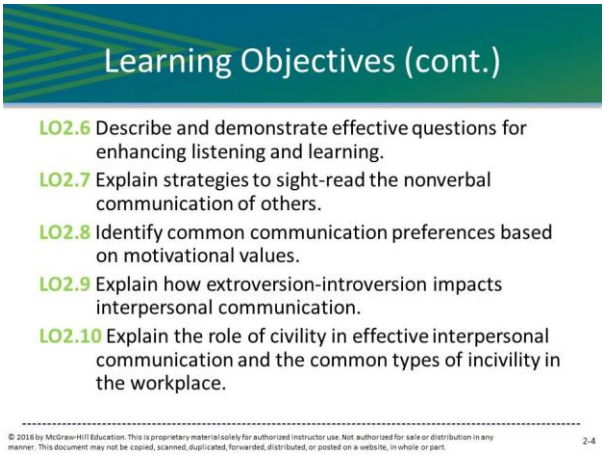


SLIDE 2-3

LO2.1 Describe the interpersonal communication process and barriers to effective communication.
LO2.2 Explain how emotional hijacking can hinder effective interpersonal communication.
LO2.3 Explain how self-awareness impacts the communication process.
LO2.4 Describe how self-management impacts the communication process.
LO2.5 Explain and evaluate the process of active listening.

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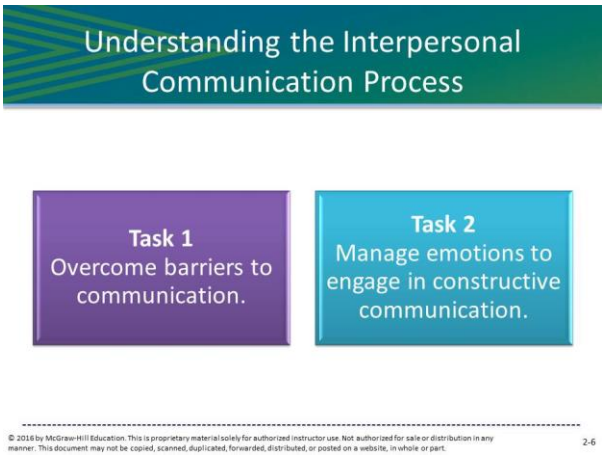
SLIDE 2-4

LO2.6 Describe and demonstrate effective questions for enhancing listening and learning.
LO2.7 Explain strategies to sight-read the nonverbal communication of others.
LO2.8 Identify common communication preferences based on motivational values.
LO2.9 Explain how extroversion-introversion impacts interpersonal communication.
LO2.10 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.



SLIDE 2-5

In nearly any poll of skills needed for career success, employees identify interpersonal skills as the most important. For example, consider the results of a recent Gallup poll of working adults, depicted in Table 2.1. More than any other item in the survey, respondents recognized “skill in dealing with people” as the most critical.



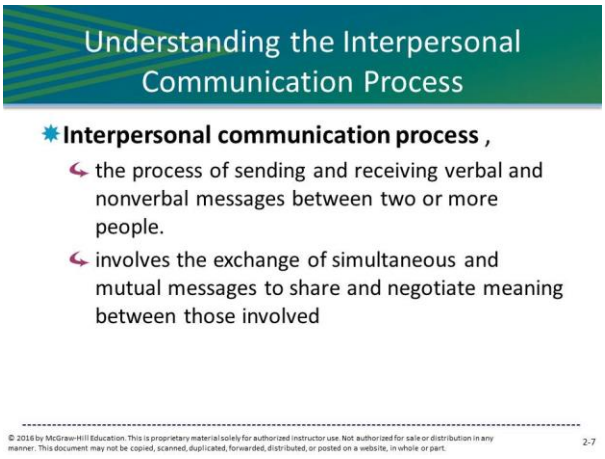
SLIDE 2-6

To engage in effective interpersonal communication, focus on the following two tasks:

Task 1 Overcome barriers to communication.
Task 2 Manage emotions to engage in constructive communication.

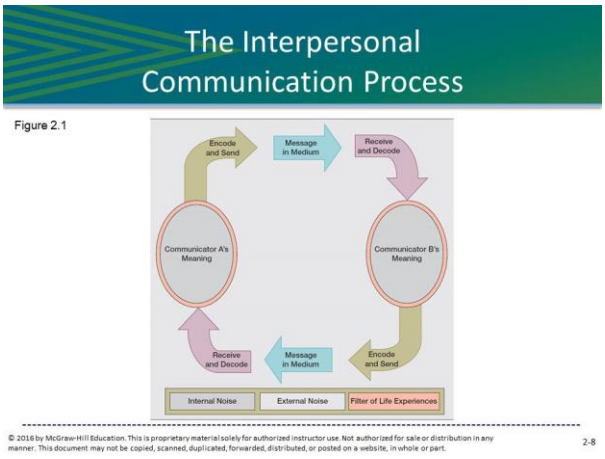
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SLIDE 2-7

We often take the interpersonal communication process for granted, rarely thinking about its building blocks and how they influence the quality of our communications. However, consciously becoming aware of these basic elements can help you improve your interpersonal communications skills and work more effectively with others. The **interpersonal communication process** is the process of sending and receiving verbal and nonverbal messages between two or more people. It involves the exchange of simultaneous and mutual messages to share and negotiate meaning between those involved.



SLIDE 2-8

The **interpersonal communication process**, depicted in Figure 2.1, is the process of sending and receiving verbal and nonverbal messages between two or more people.

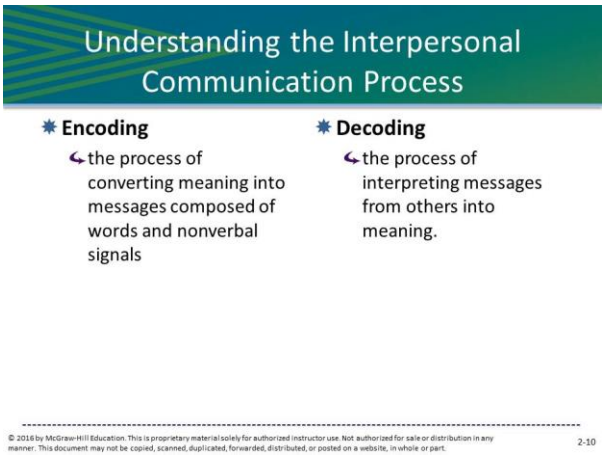
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SLIDE 2-9

Each person involved in interpersonal communication is both encoding and decoding meaning. **Meaning** refers to the thoughts and feelings that people *intend* to communicate to one another.



SLIDE 2-10

Encoding is the process of converting meaning into messages composed of words and nonverbal signals. **Decoding** is the process of interpreting messages from others into meaning. In the interpersonal communication process, communicators encode and send messages at the same time that they also receive and decode messages.

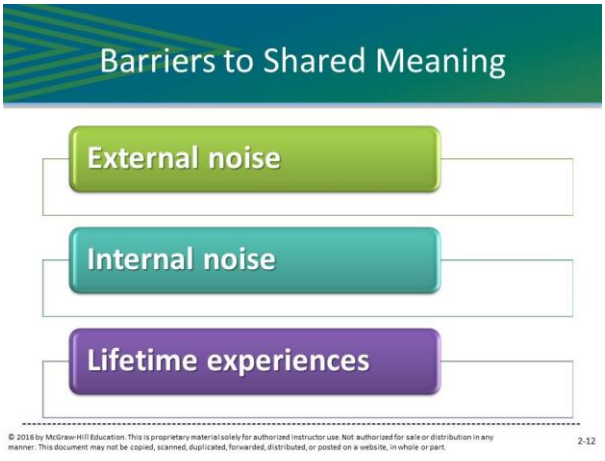


SLIDE 2-11

One goal of interpersonal communication is to arrive at **shared meaning**—a situation in which people involved in interpersonal communication attain the same understanding about ideas, thoughts, and feelings.

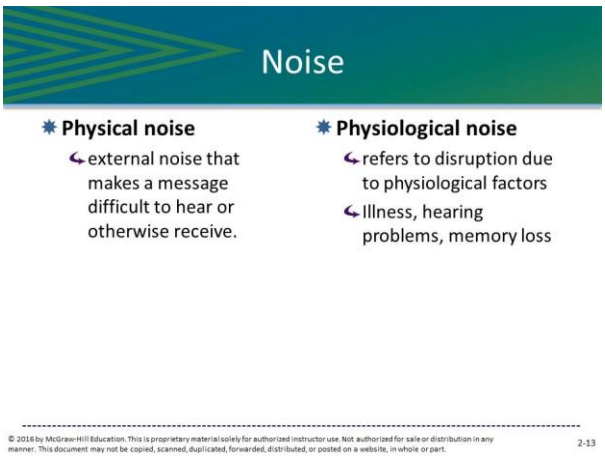
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SLIDE 2-12

In practice, many barriers interfere with achieving shared meaning, including external noise, internal noise, and lifetime experiences. **Noise** causes distortion to or interruption of messages. Four types of noise affect the quality of message delivery: physical noise, physiological noise, semantic noise, and psychological noise. Physical noise is external noise. The other three types of noise are distortions or interruptions of massages that are caused by internal characteristics of communicators.



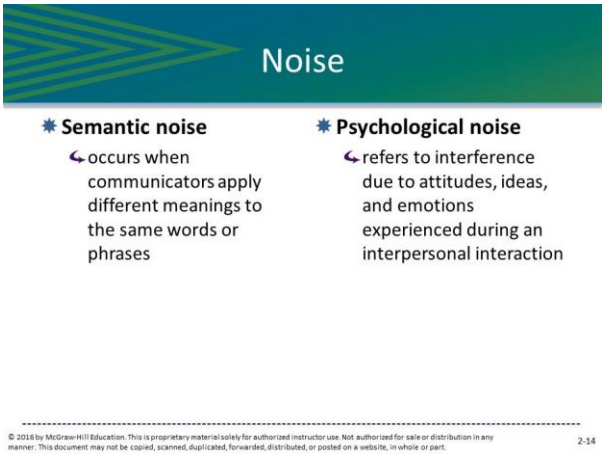
SLIDE 2-13

Physical noise is external noise that makes a message difficult to hear or otherwise receive. Examples include loud sounds nearby that interrupt verbal signals or physical barriers that prevent communicators from observing nonverbal signals. Physical noise can also be a function of the medium used. A poor signal for a phone conversation and blurry video feed for a teleconference are examples of physical noise.

Physiological noise refers to disruption due to physiological factors. Examples include hearing problems, illness, memory loss, and so on. Conversely, a communicator may have a difficult time sending a message due to physiological constraints such as stuttering, sickness, or other temporary or permanent impairments.

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SLIDE 2-14

Semantic noise occurs when communicators apply different meanings to the same words or phrases. For example, two people may have different ideas about what an *acceptable profit margin* means. One manager may have a figure in mind, such as 10 percent. Another may think of a range between 20 and 30 percent. Semantic noise can be most difficult to overcome when strong emotions are attached to words or phrases.

Psychological noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction. In many cases, this noise occurs due to the current conversation—the people involved or the content. The demanding impacts of day-to-day business can create psychological noise for many reasons.

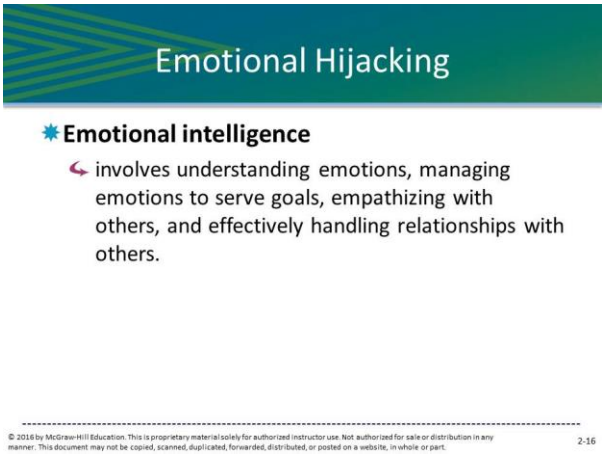


SLIDE 2-15

All outgoing messages are encoded and all incoming messages are decoded through a **filter of lifetime experiences**. This filter is an accumulation of knowledge, values, expectations, and attitudes based on prior personal experiences. When people have more shared experiences, communication is easier. However, people who grew up in different communities or cultures and at different times, who have far different educational backgrounds, and who have worked in different industries are far more likely to filter incoming messages differently. As a result, they are more likely to encounter noise and are less equipped to deal with the noise.

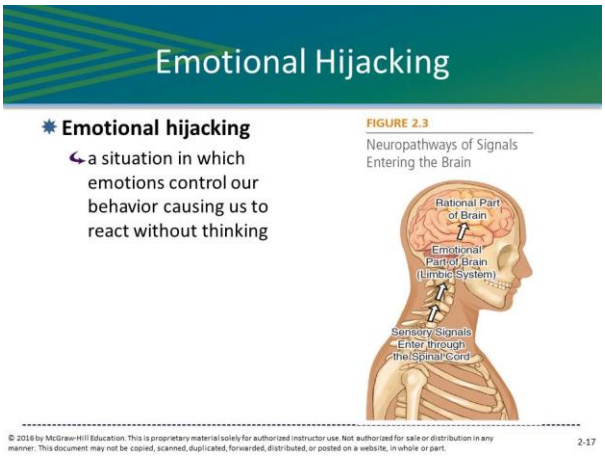
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SLIDE 2-16

The ability to manage effective interpersonal communication depends on emotional intelligence. **Emotional intelligence** involves understanding emotions, managing emotions to serve goals, empathizing with others, and effectively handling relationships with others. Business managers with high emotional intelligence are more effective at influencing others, overcoming conflict, showing leadership, collaborating in teams, and managing change. Furthermore, research has shown emotional intelligence leads to better outcomes in business reasoning and strategic thinking. You may see emotional intelligence referred to as **EQ**, which stands for *emotional quotient,* a play on the term IQ, *intelligence quotient.*



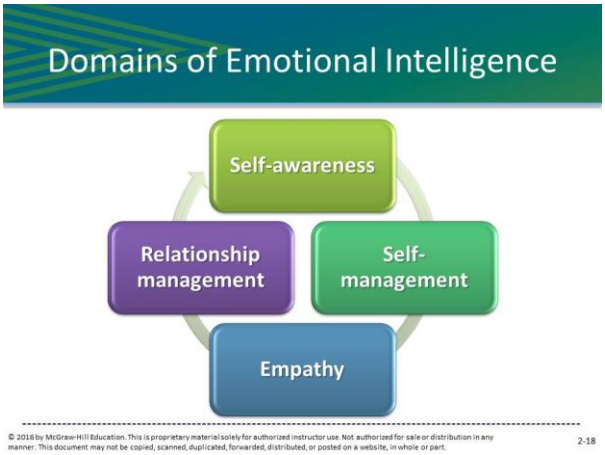
SLIDE 2-17

The primary reason that emotional intelligence is so critical is physiological: People are hardwired to experience emotions before reason. All signals to the brain first go through the limbic system, where emotions are produced, before going to the rational area of the brain (see Figure 2.3).

People may experience **emotional hijacking**, a situation in which emotions control our behavior causing us to react without thinking. The impacts of emotions last long after they've subsided. Emotional hijacking prevents you from engaging in effective interpersonal communication. It can lead to unwanted behaviors.

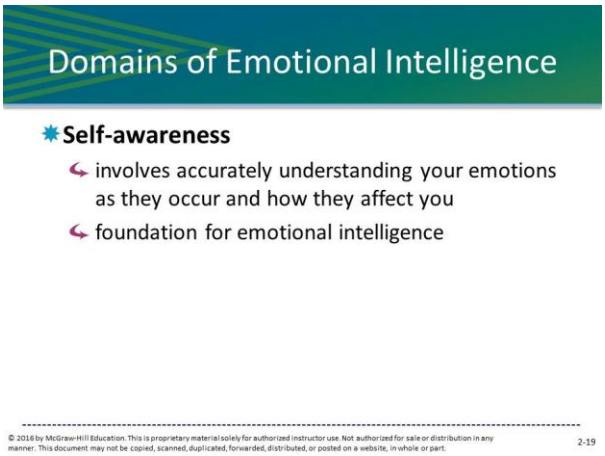
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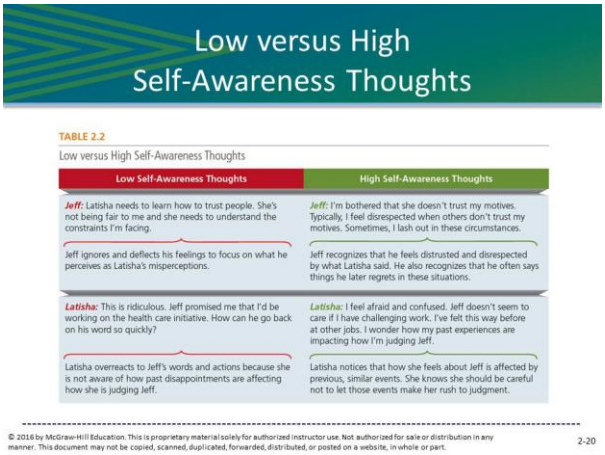
SLIDE 2-18

The most-used EQ test for business professionals shows that emotional intelligence can be divided into four domains: self-awareness, self-management, empathy, and relationship management.



SLIDE 2-19

Self-awareness is the foundation for emotional intelligence. It involves accurately understanding your emotions as they occur and how they affect you. One prominent researcher defines self-awareness as "ongoing attention to one's internal states." People high in self-awareness understand their emotions well, what satisfies them, and what irritates them. Understanding your emotions as they occur is not always easy. In fact, research indicates that just 36 percent of people can accurately identify their emotions as they occur.



SLIDE 2-20

Table 2.2 shows differences in low versus high self-awareness in the encounter between Jeff and Latisha.

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Domains of Emotional Intelligence

- **Self-management**
  - the ability to use awareness of your emotions to stay flexible and to direct your behavior positively
  - involves responding productively and creatively to feelings of self-doubt, worry, frustration, disappointment, and nervousness.

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SLIDE 2-21

Self-management is the "ability to use awareness of your emotions to stay flexible and to direct your behavior positively." It involves the discipline to hold off on current urges to meet long-term intentions. Excellent self-managers know how to use both positive and negative emotions to meet personal and business goals.

Low versus High Self-Management Thoughts and the Use of Mitigating Information

TABLE 2.4

Low versus High Self-Management Thoughts and the Use of Mitigating Information

Low Self-Management Thoughts	High Self-Management Thoughts
Jeff: If Latisha is going to treat me like I'm the bad guy, then maybe I should just turn her over to someone else so I don't have to worry about her.	*Jeff:* Latisha is probably reacting this way because she cares so much about a health initiative, which helps the employees of this company. She is eager to contribute.
Jeff assumes the worst about Latisha's comments, thus allowing his frustration with her to grow. He considers an action that is extreme.	Jeff assumes a positive explanation for Latisha's actions *(mitigating information)*, thus short-circuiting his feelings of frustration and perhaps moderating anger.
Latisha: There's no way I can change anything. Jeff will assign me to another project and that's that. I'm stuck in another dead-end internship.	*Latisha:* I want to express to Jeff my desire to work on a meaningful project. We can discuss how my approach to the health initiative could be applied to another project. And we could discuss how I can still spend some time working on the health initiative in the planning process—in a way that does not require cash commitments during this budget crunch.
This thought process reflects *pessimism*. Latisha neither thinks of other options available to her for the health initiative nor assumes that other work tasks will provide her with rewarding challenges.	This thought process reflects *optimism*. Latisha considers how she can approach Jeff and constructively discuss options that are good for her and the company.

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SLIDE 2-22

People can quickly control moderate negative emotions. For example, an individual who tries to understand **mitigating information** can short-circuit moderate anger almost immediately. Mitigating information involves favorable explanations for why others have behaved in a certain way. See Table 2.4 for examples of low versus high self-management and the use of mitigating information.

Domains of Emotional Intelligence

- **Empathy**
  - the ability to accurately pick up on emotions in other people and understand what is really going on with them

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SLIDE 2-23

Empathy is the "ability to accurately pick up on emotions in other people and understand what is really going on with them." Empathy also includes the desire to help others develop in their work responsibilities and career objectives. **Relationship management** is "the ability to use your awareness of emotions and those of others to manage interactions successfully."

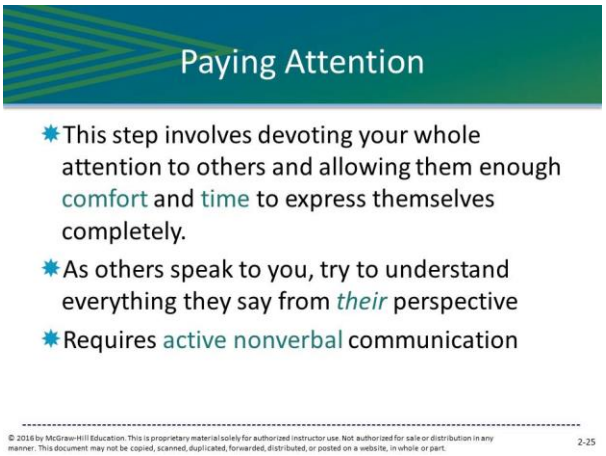
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SLIDE 2-24

Michael Hoppe of the Center for Creative Leadership has defined active listening as "a person's willingness and ability to hear and understand. At its core, active listening is a state of mind. . . . It involves bringing about and finding common ground, connecting to each other, and opening up new possibilities." Hoppe breaks down active listening into six skills: (1) paying attention, (2) holding judgment, (3) reflecting, (4) clarifying, (5) summarizing, and (6) sharing.



SLIDE 2-25

This first step involves devoting your whole attention to others and allowing them enough comfort and time to express themselves completely. As others speak to you, try to understand everything they say from *their* perspective. Paying attention requires active nonverbal communication. Your body language, including appropriate eye contact, should show you are eager to understand the other person. Lean forward. Keep an open body position. Sit up straight. Nod to show you are listening. Smile as appropriate. Pay attention to the speaker's nonverbal behaviors. Avoid any distractions.



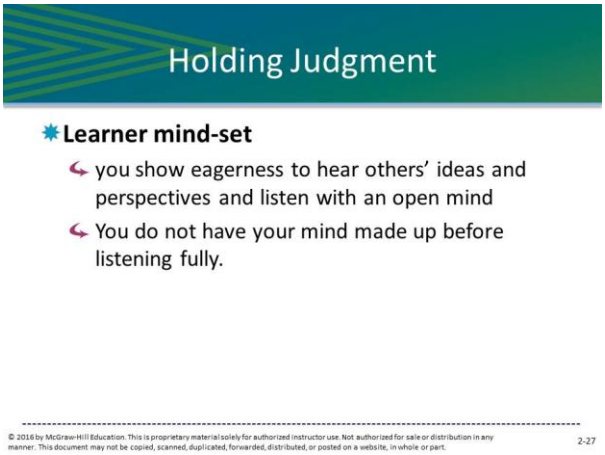
SLIDE 2-26

People will share their ideas and feelings with you only if they feel safe. Holding judgment is particularly important in tense and emotionally charged situations. One of the best ways to make others feel comfortable expressing themselves fully is to demonstrate a learner mind-set rather than a judger mind-set. Holding judgment does not mean that you agree with everything you hear. It also does not mean you avoid critiquing the ideas of others. Rather, it's a commitment to hearing the

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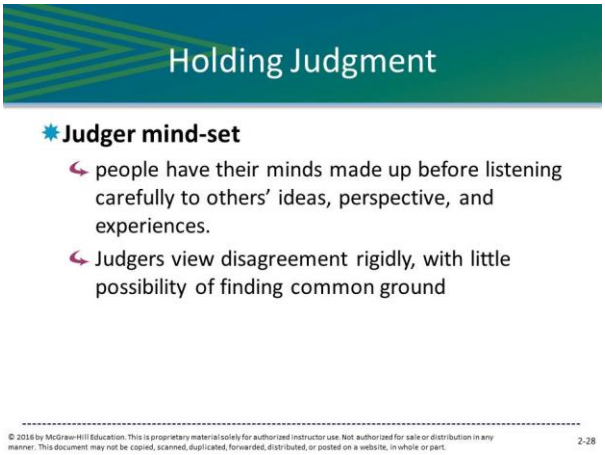
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entire version of others' ideas and experiences. It's a commitment to listen fully before reacting. And, it's a mind-set of rewarding others for opening up, especially when you disagree with them.



SLIDE 2-27

In a **learner mind-set**, you show eagerness to hear others' ideas and perspectives and listen with an open mind. You do not have your mind made up before listening fully. When you disagree, you stay open to the possibility of finding common ground and mutually beneficial solutions. Under the learner mind-set, difference of opinion is considered normal, even healthy, and potentially solution producing.



SLIDE 2-28

In a **judger mind-set**, people have their minds made up before listening carefully to others' ideas, perspective, and experiences. Judgers view disagreement rigidly, with little possibility of finding common ground unless the other person changes his or her views. Judging often involves punishing others for disagreement. At its extreme, the judger mindset involves ascribing negative traits to others and labeling them in undesirable terms.

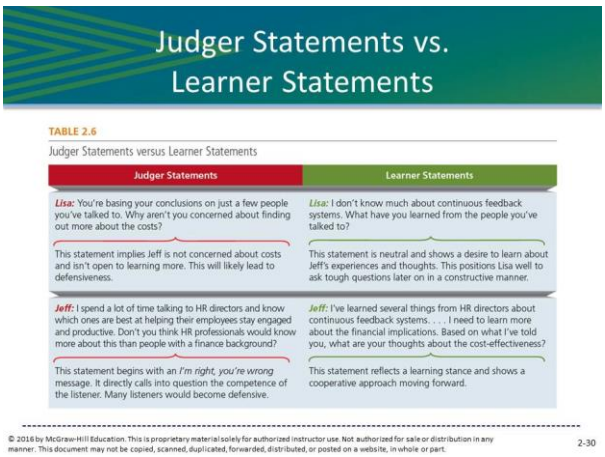
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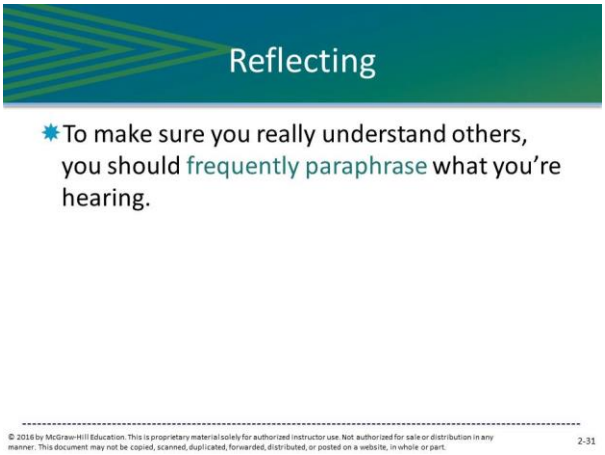
SLIDE 2-29

You can create an environment in which others open up and you can listen more effectively with **learner statements**, which show your commitment to hearing people out. In effective learner statements, you explicitly state your desire to hear differing opinions with statements such as "I have a different perspective, so I want to understand how you see this." By contrast, people who make **judger statements**, which show they are closed off to hearing people out, shut down honest conversations.



SLIDE 2-30

Notice the distinctions between judger statements and learner statements in this conversation in Table 2.6.



SLIDE 2-31

Active listening requires that you reflect on the ideas and emotions of others. To make sure you really understand others, you should frequently paraphrase what you're hearing.

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Reflecting Statements

TABLE 2.7

Reflecting Statements

Types of Effective Reflecting Statements	Example
It sounds to me like . . .	*Lisa:* It sounds to me like you think we should replace annual performance reviews with continuous performance reviews because continuous reviews improve employee performance and morale.
So, you're not happy with . . .	*Jeff:* So, you're not happy with this transition unless we carefully evaluate all of the costs, is that right?
Is it fair to say that you think . . .	*Lisa:* Is it fair to say that you think we should make this change even if we don't know all the costs?
Let me make sure I understand . . .	*Jeff:* Let me make sure I understand your view. Are you saying that we can understand the costs better by . . . ?

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2-32

SLIDE 2-32

As Table 2.7 shows, good reflecting statements begin with phrases such as, "It sounds like you think . . ."; "So, you're not happy with . . ."; or "Let me make sure I understand. . . ."

Clarifying

- Clarifying involves making sure you have a clear understanding of what others mean.
- It includes double-checking that you understand the perspectives of others *and* asking them to elaborate and qualify their thoughts

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2-33

SLIDE 2-33

Clarifying involves making sure you have a clear understanding of what others mean. It includes double-checking that you understand the perspectives of others *and* asking them to elaborate and qualify their thoughts. It is more than simply paraphrasing. It involves trying to connect the thoughts of others so you can better understand how they are making conclusions.

Clarifying Statements

TABLE 2.8

Clarifying Statements

Types of Effective Clarifying Statements	Example
What are your thoughts on . . . ?	*Lisa:* What are your thoughts on considering other ways of conducting annual reviews more effectively?
Could you repeat that?	*Jeff:* Could you repeat what you just said about evaluating the costs of continuous reviews?
I'm not sure I understand . . .	*Lisa:* I'm not sure I understand why the problems with our current annual review process mean that we should move away from annual reviews. Do you know of companies that are using annual reviews more effectively than we are?
Could you explain how . . . ?	*Jeff:* Could you explain how you would calculate the costs of a continuous review system?
What might be your role in . . . ?	*Lisa:* What roles will Steve and Lisa have in helping us understand what employees think of the current review process?

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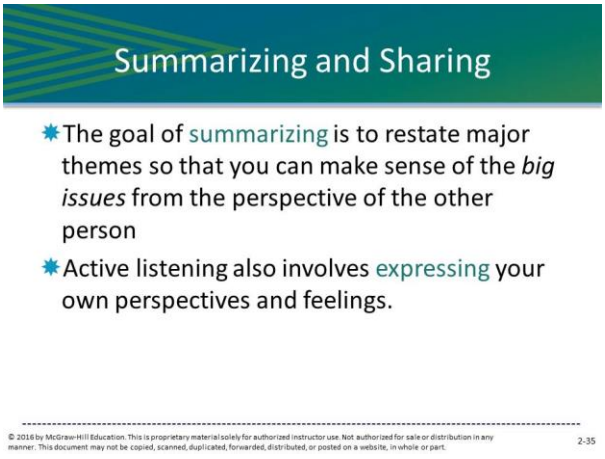
2-34

SLIDE 2-34

As Table 2.8 shows, good clarifying questions are open-ended and start with learner-oriented phrases such as, "What are your thoughts on . . .?" or "Could you explain how. . .?"

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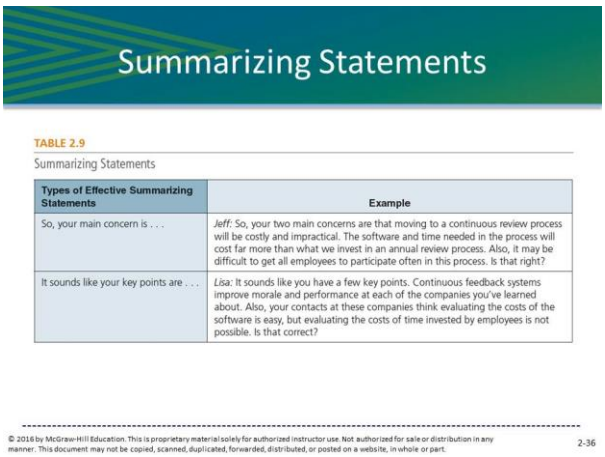
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SLIDE 2-35

The goal of summarizing is to restate major themes so that you can make sense of the *big issues* from the perspective of the other person. Ideally, you can show that you understand the major direction of the conversation.

Active listening also involves expressing your own perspectives and feelings. If you do not share your own ideas completely, your colleagues do not know what you really think. This is not fair to them or to you. It is even arguably dishonest.



SLIDE 2-36

You can summarize with statements that begin with phrases such as "So, your main concern is . . ." or "It sounds as though your key points are . . . ," as shown in Table 2.9.

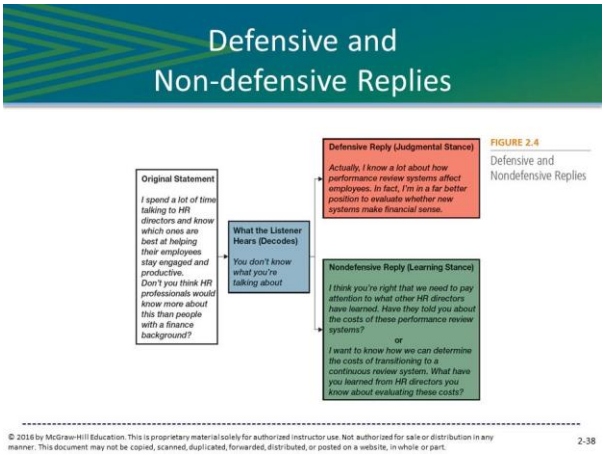


SLIDE 2-37

Active listening is not easy, especially in certain corporate cultures and in the face of time constraints. Some barriers to listening are lack of time, lack of patience and attention span, image of leadership, communication technology, fear of bad news, defending, "Me too" statements, advice-giving, and judging. Consider which barriers to listening are most challenging to you.

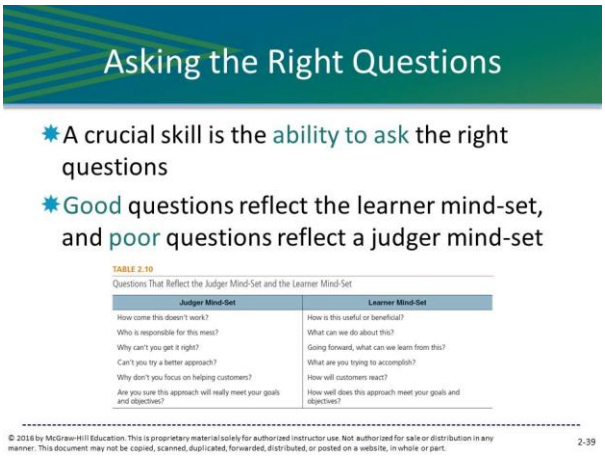
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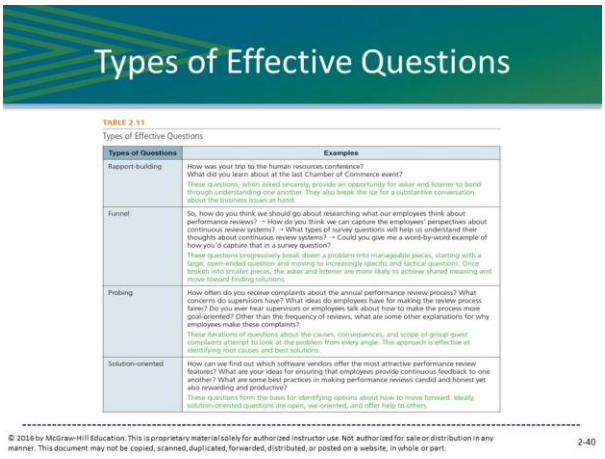
SLIDE 2-38

Figure 2.4 displays defensive and non-defensive replies to a potentially upsetting comment. Avoiding defensiveness requires a high level of self-awareness and self-management. It requires understanding the triggers that make you feel threatened in a professional environment. It also requires understanding how to manage these emotions so that you can maintain your roles as an active listener and a problem solver.



SLIDE 2-39

Listening involves a cluster of communication skills. A crucial one is the ability to ask the right questions. On the most fundamental level, good questions reflect the learner mind-set, and poor questions reflect a judger mind-set. The ability to ask good questions creates a culture of learning. Good questions are not good in and of themselves, however. Unless you truly listen to the answers and even encourage other perspectives and dissent, you may not achieve learning. Notice examples of questions in Table 2.10 that reflect judger mind-sets and learner mind-sets.

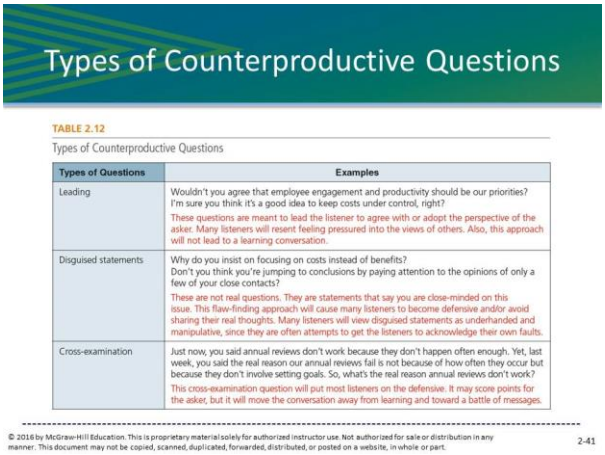


SLIDE 2-40

Generally speaking, most good questions are open-ended. In contrast, closed questions require simple responses such as *yes* or *no*. Some basic types of learning-centered questions include rapport-building questions, funnel questions, probing questions, and solution-oriented questions. See Table 2.11 for examples of each type of question.

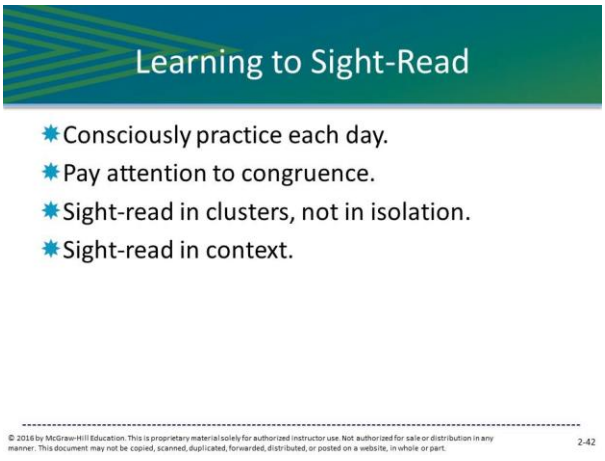
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SLIDE 2-41

Most poor questions fall into the category of the judgmental mind-set and can actually lead to less listening. Poor questions include leading questions, disguised statements, and cross-examination questions. Table 2.12 provides examples.



SLIDE 2-42

People can learn **sight-reading**, which David Givens of the Center for Nonverbal Studies defines as "intelligent observation [of nonverbal communications] . . . it is the act of anticipating intentions and moods through the perceptive examination of nonverbal cues." Generally, you should pay close attention to nonverbal signals and attempt to decode their meanings. Yet, always make sure to suspend a certain level of judgment and avoid rigid conclusions. Consider the following guidelines as you develop your sight-reading:

- Consciously practice each day.
- Pay attention to congruence.
- Sight-read in clusters, not in isolation.
- Sight-read in context.

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Relationship Management

- **Relationship management**
  - the ability to use your awareness of emotions and those of others to manage interactions successfully."

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2-43

SLIDE 2-43

Relationship management is the "ability to use your awareness of emotions and those of others to manage interactions successfully." In this chapter we introduce the following principles for managing relationships effectively: adapting communication to the preferred styles of others and ensuring civility in the workplace.

Differences in Communication Preferences Based on Motivational Values

- People have a blend of three primary motives: nurturing (identified as *blue* in this model), directing (identified as *red*), and autonomizing (identified as *green*)
- A person's **motivational value system (MVS)** is a blend of these primary motives and refers to the frequency with which these values guide their actions.

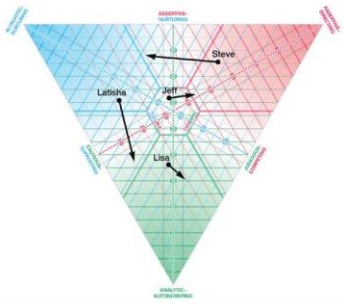
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2-44

SLIDE 2-44

Many communication styles can be traced to motives and values. Relationship Awareness Theory explains how professionals often act and communicate differently from one another based on a fairly constant set of motives and values. People have a blend of three primary motives: nurturing (identified as *blue* in this model), directing (identified as *red*), and autonomizing (identified as *green*). A person's **motivational value system (MVS)** is a blend of these primary motives and refers to the frequency with which these values guide their actions.

The SDI Triangle Displaying Motivational Value Systems

Figure 2.5



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SLIDE 2-45

These MVSs can be depicted on a triangle, such as the one shown Figure 2.5. The dot depicts the blend of motives a person has (the arrow depicts how people respond in conflict situations; we don't discuss this issue in this chapter).

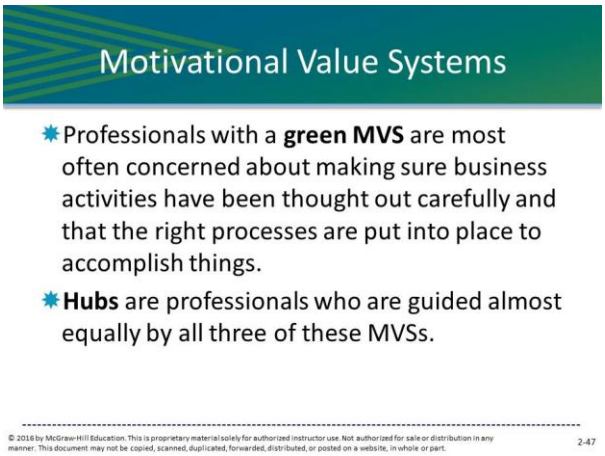
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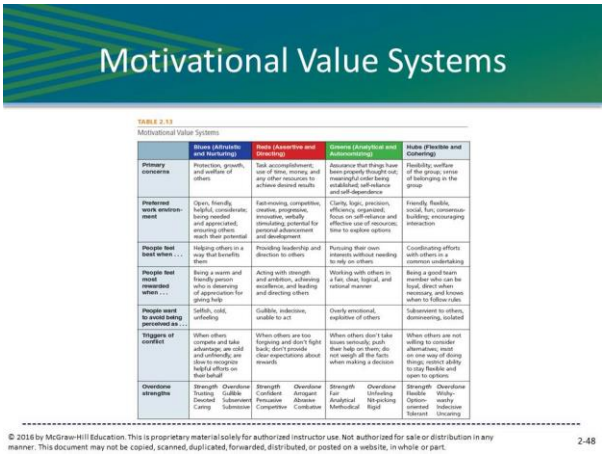
SLIDE 2-46

Professionals with a **blue MVS** are most often guided by motives to protect others, help others grow, and act in the best interests of others. About 30 percent of business managers are strongly aligned with blue motivations. Professionals with a **red MVS** are most often guided by concerns about organizing people, time, money, and other resources to accomplish results. About 46 percent of business managers are strongly aligned with red motivations.



SLIDE 2-47

Professionals with a **green MVS** are most often concerned about making sure business activities have been thought out carefully and that the right processes are put into place to accomplish things. About 16 percent of business managers are strongly aligned with green motivations. **Hubs** are professionals who are guided almost equally by all three of these MVSs. Among business professionals, roughly 43 percent are hubs.

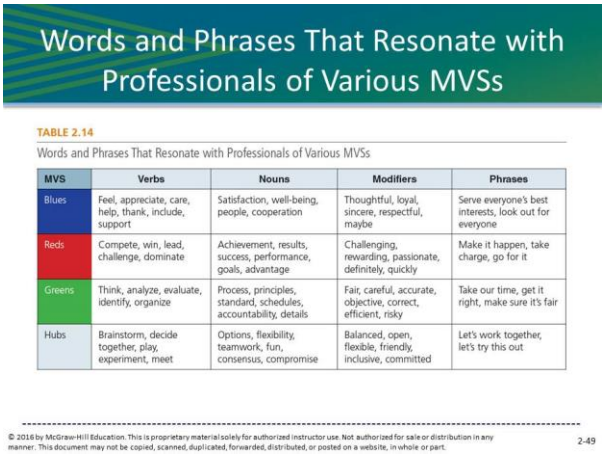


SLIDE 2-48

In Table 2.13 you can see how blues, reds, greens, and hubs differ in various ways. Take several minutes to view this table and see how people with these MVSs differ as far as what they prefer in work environments, what makes them feel satisfied and rewarded, what triggers conflict for them, and how their overdone strengths may be perceived as weaknesses. Think about which style best matches you. You might also think about which style you clash with the most.

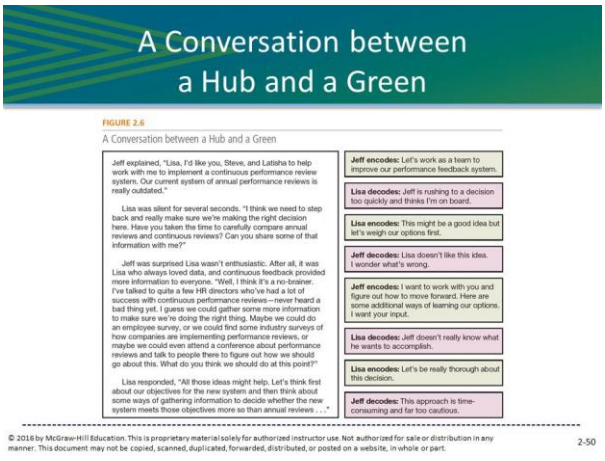
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SLIDE 2-49

In Table 2.14 you can see some of the words that resonate most with various MVSs. Of course, all people use these words at times. But, you will often be able to recognize others' motivational values by noting *how often* they use these and synonymous words and phrases.

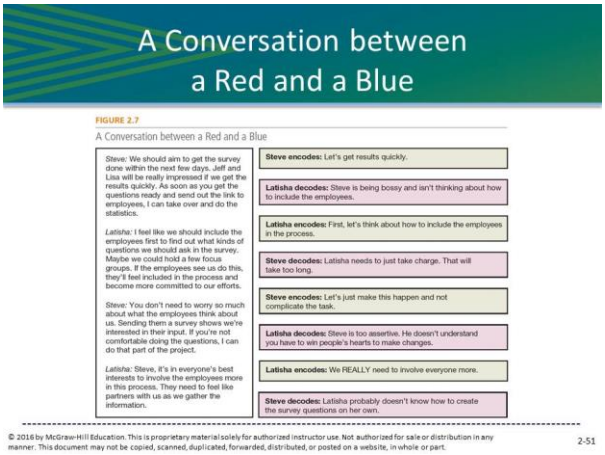


SLIDE 2-50

Figures 2.6 and 2.7 contain two brief conversations, which are somewhat simplified due to space. The conversations demonstrate some common differences between reds, blues, greens, and hubs. In the first conversation, Jeff, a hub, talks with Lisa, a green. Jeff talks with Lisa about transitioning from annual performance reviews to continuous performance reviews. One of Jeff's strengths as a hub is flexibility. Yet, Lisa views him as wishy-washy and indecisive in this case because he appears too flexible in making a decision. One of Lisa's strengths as a green is her careful analysis and caution. Yet, Jeff perceives her as nit picking and rigid when he presents an idea he's enthusiastic about.

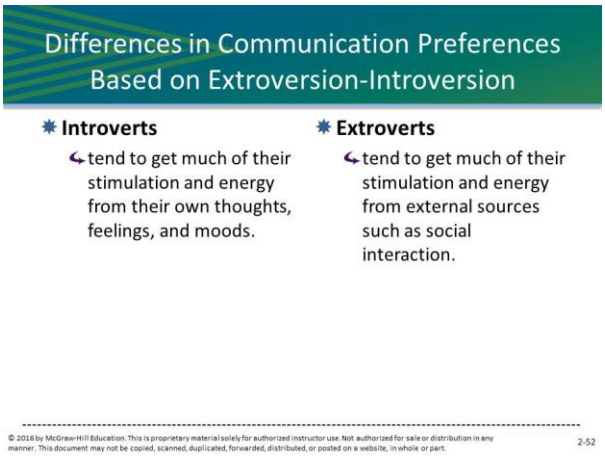
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SLIDE 2-51

In the next conversation (Figure 2.7), Latisha and Steve talk about setting up an online survey to get input from employees about performance review systems. One of Latisha's strengths as a blue is her ability to think about the needs and feelings of others. Yet, in this case Steve views her as lacking in initiative and subservient to others. Two of Steve's strengths as a red are his focus on action and his desire to lead positive change. Yet, in this case Latisha perceives him as combative and bossy.



SLIDE 2-52

One element of personality that plays a major role in workplace communication is professionals' level of extroversion-introversion. Generally, **introverts** tend to get much of their stimulation and energy from their own thoughts, feelings, and moods. **Extroverts** tend to get much of their stimulation and energy from external sources such as social interaction. Whereas most introverts need time to recharge after social interactions, extroverts thrive on social interactions and feel more energized.



SLIDE 2-53

Table 2.15 shows some of the strengths of introverts and extroverts. Consider how people can accomplish much more by uniting these strengths when introverts work effectively with extroverts and vice versa.

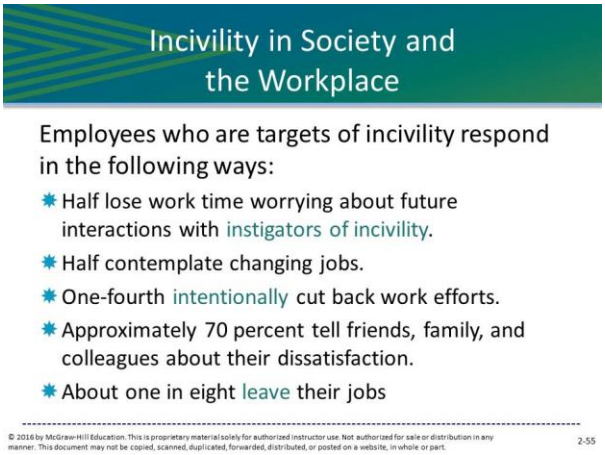
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SLIDE 2-54

In the interactions among colleagues in the workplace, incivility is common. Nearly four in ten respondents (39 percent) said they have colleagues who are rude or disrespectful. More than three in ten respondents (31 percent) said that their workplace supervisors are rude or disrespectful. About 30 percent of respondents said they *often* experienced rudeness at the workplace, and another 38 percent said they *sometimes* experienced rudeness in the workplace. The majority of respondents admitted that they are rude themselves; 61 percent agreed with the statement, "I'm so busy and pressed for time that I'm not as polite as I should be, and I feel sorry about it later on." As the researchers of this study concluded, "Few people can count on being consistently treated with respect and courtesy as they go about their daily lives. The cumulative social costs—in terms of mistrust, anger, and even rage—are all too real to ignore."



SLIDE 2-55

Incivility erodes organizational culture and can escalate into conflict. It lowers individuals' productivity, performance, motivation, creativity, and helping behaviors. It also leads to declines in job satisfaction, organizational loyalty, and leadership impact. Employees who are targets of incivility respond in the following ways:

- Half lose work time worrying about future interactions with instigators of incivility.
- Half contemplate changing jobs.
- One-fourth intentionally cut back work efforts.
- Approximately 70 percent tell friends, family, and colleagues about their dissatisfaction.
- About one in eight leave their jobs: turnover expense per job is estimated at $50,000.

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SLIDE 2-56

People show disrespect and rudeness to others in almost limitless ways. Generally, incivility occurs when a person ignores others, fails to display basic courtesies, fails to recognize the efforts of others, fails to respect the time and privacy of others, and fails to recognize the basic worth and dignity of others. Think about whether you have witnessed or engaged in some of these types of incivility. These actions make people feel undervalued and unwelcome. They also lead to less collegiality and cooperation among co-workers.



SLIDE 2-57

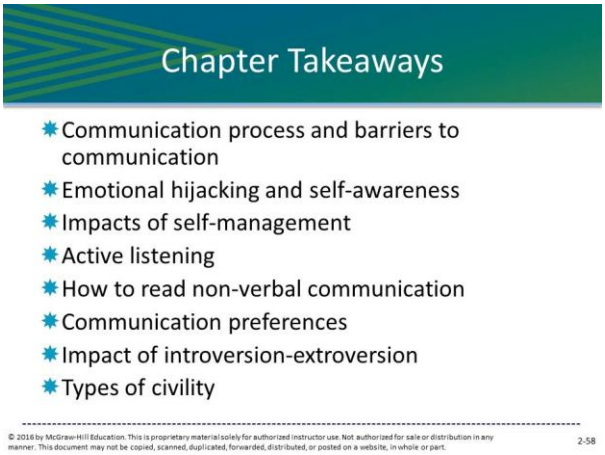
P. M. Forni, one of the leading voices on improving civility in society and the workplace, recommended eight guiding principles:

1. Slow down and be present in life.
2. Listen to the voice of empathy.
3. Keep a positive attitude.
4. Respect others and grant them plenty of validation.
5. Disagree graciously and refrain from arguing.
6. Get to know people around you.
7. Pay attention to small things.
8. Ask, don't tell.

One of the best ways of keeping your emotional intelligence high and maintaining the habit of communicating respectfully is to get to know people around you and humanize your work. While this approach may seem time-consuming, it will help you develop the types of work relationships that make communication easier, even for difficult conversations.

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SLIDE 2-58

After studying this chapter, you should understand the following topics: the communication process and barriers to communication; emotional hijacking and self-awareness; impacts of self-management; active listening; how to read non-verbal communication; communication preferences; impact of introversion-extraversion; and types of civility.

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Suggested Approaches and Solutions to Learning Exercises

In these suggested approaches and solutions, you'll find key points to look for in students' responses.

2.1 Chapter Review Questions (LO 2.1, LO 2.2, LO 2.3, LO 2.4, LO 2.5, LO 2.6, LO 2.7, LO 2.8, LO 2.9, LO 2.10)

A. Responses should include an explanation of the following: physical noise, physiological noise, semantic noise, psychological noise, and filter of lifetime experiences. Students should be rewarded for explaining these in terms of the interpersonal model with terms such as message, meaning, encoding, and decoding.

B. Responses will vary widely here. Students should be rewarded for providing words that will be interpreted differently by generational differences, occupational differences, cultural differences, or other kinds of differences.

C. Responses should include an explanation about how people are hardwired to feel before they think.

D. Responses should include a clear explanation of self-awareness, self-management, empathy, and relationship management. Students should be rewarded for providing elaboration about related communication strategies.

E. Responses will vary widely. Students should be rewarded for clear reasoning to justify their responses.

F. Responses should focus on how optimistic thoughts involve seeing options for turning failures into future successes, whereas pessimistic thoughts dwell on past actions and inabilities. Students should be rewarded for providing examples.

G. Responses should be comprehensive. Students should be rewarded for providing examples.

H. Responses should focus on how persons with a learner mind-set listen with an open mind to hear the ideas and perspectives of others, whereas persons with a judger mind-set make up their mind before listening to the ideas, perspectives, and experiences of others. Students should also describe how people with a learner mind-set and people with a judger mind-set view disagreements and differences of opinion in different ways. Students should provide descriptions of how these traits manifest themselves in conversation.

I. Responses should demonstrate knowledge of the six steps of active listening—paying attention, holding judgment, reflecting, clarifying, summarizing, and sharing. Students' choices of the most critical steps will vary widely. Students should be rewarded for clear reasoning to justify their responses.

J. Responses should demonstrate an understanding that some leadership styles view listening as a form of weakness. Students should be rewarded for providing examples.

K. Responses will vary widely. Students should be rewarded for clear reasoning to justify their responses and for providing examples to support their opinions.

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L. Responses will vary widely. Students should be rewarded for clear reasoning to justify their responses.
M. Responses should be comprehensive and should include a clear explanation of strategies for sight-reading, the technique of synchronizing, and the importance of paying attention to smiles and nods, eyes, hands and arms, and touch. Student responses about the reliability of interpreting nonverbal communication will vary widely. Students should be rewarded for clear reasoning to justify their responses.
N. Responses should include an explanation about the different types of motivations professionals have. Professionals with a blue MVS are most often guided by motives to protect others, help others grow, and act in the best interests of others. Professionals with a red MVS are most often guided by concerns about organizing people, time, money, and other resources to accomplish results. Professionals with a green MVS are most often concerned about being certain that business activities have been thought out carefully and that the right processes are put into place to accomplish things. Hubs are professionals who are guided almost equally by blue, green, and red MVSs. Student responses about the strengths and weaknesses of each style will vary widely. Students should be rewarded for clear reasoning to justify their responses.
O. Responses about the most important strategies for introverts and extroverts to use will vary widely. Students should be rewarded for clear reasoning to justify their responses.
P. Responses will vary widely. Students should be rewarded for identifying and explaining behaviors that would be considered to be a form of incivility in various contexts, such as the workplace, school, and society in general.
Q. Responses will vary widely. Students should be rewarded for insightful and detailed responses.

2.2 Communications Q&A Discussion Questions (LO 2.2, LO 2.3, LO 2.4, LO 2.5)

A. In several responses, Stowell states how emotional intelligence is at the core of successful communication and career opportunities. Students should be rewarded for explaining his interpretation of emotional intelligence as a foundation for insight, maturity, fortitude, and other soft skills.
B. Stowell focuses primarily on career benefits, including communication effectiveness, leadership ability, and opportunities for promotion.
C. Stowell mentions several ways of assessing emotional intelligence, including multiple interviews, stress interviews, and psychological assessments.
D. Stowell encourages professionals to use the option that allows the most interpersonal interaction.

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2.3 The Personal Part of Employees (LO 2.2, LO 2.3, LO 2.4, LO 2.10)

A. Responses will vary widely. Students should identify defining aspects of who people are at their core. Among the terms that students might include are *credibility*, *character*, *integrity*, *passions*, *dreams*, and *interests*.
B. Responses will vary widely. Students should be rewarded for breaking down emotional intelligence by dimension. For example, students could reasonably explain that knowing how a person would use a million dollars indicates something about self-awareness or that the nature of a greeting indicates something about empathy or relationship management.
C. Responses should focus on how people respond to a setback indicates their optimism or pessimism.
D. Responses will vary widely. Students should be rewarded for applying concepts from the chapter and providing real or hypothetical examples.

2.4 Listening and Caring (LO 2.5, LO 2.6)

A. Students should be rewarded for relating Yamada's statement to active listening skills, such as paying attention, holding judgment, and reflecting. For example, students could reasonably explain that one way of being completely in the moment involves actively listening instead of trying to think of a reply as you listen. Responses about whether this is a reasonable expectation will vary widely.
B. Responses will vary widely. Students should be rewarded for providing examples and explaining their effect on conversation and for proposing principles to eliminate such distractions.
C. Responses will vary widely. Students should be rewarded for clear reasoning to justify their responses.

2.5 Civility and Assertiveness (LO 2.1, LO 2.2, LO 2.3, LO 2.4, LO 2.10)

Responses will vary widely. Students should be rewarded for detailed and realistic examples of how to be assertive and civil.

2.6 Describe a Miscommunication from a Movie or TV Episode (LO 2.1)

Responses will vary widely. Students should be rewarded for their ability to apply the principles of the interpersonal communication process. You might consider prompting the students to focus on scenes that are both entertaining and realistic.

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2.7 Assess a Recent Miscommunication (LO 2.1)

Responses will vary widely. Students should be rewarded for effective application of principles of interpersonal communication. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose miscommunications from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

2.8 Analyze a Case of Emotional Hijacking at School or Work (LO 2.2)

Responses will vary widely. Students should be rewarded for effective application of concepts related to emotional hijacking. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose miscommunications from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

2.9 Identify Your Triggers (LO 2.2)

Responses will vary widely. Students should be rewarded for effective application of concepts related to emotional intelligence and emotional hijacking. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose miscommunications from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

2.10 Assess your Emotional Intelligence (LO 2.3, LO 2.4, LO 2.5, LO 2.6, LO 2.7, LO 2.8, LO 2.9)

Responses will vary widely. Students should be rewarded for careful and complete self-reflection. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone.

Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

2.11 Describe the Communication Skills of a Person with High EQ (LO 2.3, LO 2.4, LO 2.5, LO 2.6, LO 2.7, LO 2.8, LO 2.9)

Responses will vary widely. Students should be rewarded for careful and complete statements about emotional intelligence and related communication strategies.

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2.12 Describe the Listening Skills of an Excellent Listener and a Poor Listener (LO 2.5, LO 2.6)

Responses will vary widely. Students should be rewarded for effective application of concepts related to listening skills. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose examples of listeners from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

2.13 Assess Your Active Listening Skills (LO 2.5, LO 2.6)

Responses will vary widely. Students should be rewarded for careful and complete self-reflection. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone.

Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

2.14 Write a Listening Journal (LO 2.5, LO 2.6)

Responses will vary widely. Students should be rewarded for careful and complete self-reflection in recording, analyzing, and evaluating episodes of active listening. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone.

Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

2.15 Evaluate the Nonverbal Actions of Others (LO 2.7)

Responses will vary widely. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose individuals from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

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2.16 Describe Nonverbal Behavior from Movie or TV Episode (LO 2.7)

Responses will vary widely. Students should be rewarded for their ability to provided insightful observations about nonverbal behavior. You might consider prompting the students to focus on scenes that are both entertaining and realistic.

2.17 Evaluate the Motivational Value Systems of Yourself and Others (LO 2.8)

Responses will vary widely. Students should be rewarded for careful and complete self-reflection about their motivational value systems. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone. Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

For the part of the exercise involving evaluation of others, you might prompt students to do the following: (a) make sure they are constructive with their comments; (b) choose individuals from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

2.18 Analyze an Episode of Incivility at Work (LO 2.10)

Responses will vary widely. Students should be rewarded for careful and complete application of principles of interpersonal communication to uncivil events. Students may share personal experiences or experiences of close friends. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone.

Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

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2.19 Assess Your Civility (LO 2.10)

Responses will vary widely. Students should be rewarded for careful and complete self-reflection about the defining aspects of civility they intend to project during their careers. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone.

Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

2.20 Create a Presentation about Avoiding Miscommunication in the Workplace (LO 2.1)

Presentations will vary widely. Students should be rewarded for application of principles, use of examples, insights, and creativity.

This assignment may be particularly well suited for an in-class exercise to get students to interact with one another and talking about key communication issues. Consider giving groups twenty to thirty minutes to quickly create their presentations, and then have them present to one other.

2.21 Create a Presentation about EQ as a Basis for Effective Interpersonal Communication (LO 2.2, LO 2.3, LO 2.4, LO 2.5, LO 2.6, LO 2.7, LO 2.8, LO 2.9)

Presentations will vary widely. Students should be rewarded for application of principles, use of examples, insights, and creativity.

This assignment may be particularly well suited for an in-class exercise to get students interacting with one another and talking about emotional intelligence. As an in-class exercise, you might think about assigning different dimensions of emotional intelligence to various groups. Consider giving groups twenty to thirty minutes to quickly create their presentations, and then have them present to one other.

2.22 Listening Exercise (LO 2.5, LO 2.6)

Responses will vary widely here. Students should be rewarded for well-justified responses, especially in terms of richness, control, and constraints. This exercise is well suited to an in-class exercise with groups and discussion.

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2.23 Create a Presentation about Civility in Today's Workplace (LO 2.10)

Presentations will vary widely. Students should be rewarded for application of principles, use of examples, insights, and creativity.

This assignment may be particularly well suited for an in-class exercise to get students interacting with one another and talking about civility. As an in-class exercise, you might think about assigning different areas of civility to various groups. Consider giving groups twenty to thirty minutes to quickly create their presentations, and then have them present to one other.

2.24 Review the comma rules C5 through C7 in Appendix A. Then, rewrite each sentence to add commas where needed.

A. To utilize big data, companies should hire data scientists. (C7)
B. You should consider hiring professionals trained in statistics, social media analytics, and management theory. (C5)
C. She is the first competent data scientist we've hired since starting this important, expensive initiative. (C6)
D. Under her leadership our company has increased revenue because of our focus on big data. (C7; note: some writers place a comma after the introductory expression "Under her leadership")
E. By hiring the right data scientists, companies can make better use of marketing resources and target the right customers. (C7)
F. Using this software will help us identify expertise among employees, evaluate which employees require training, and predict which employees are likely to leave the firm within two years and take their knowledge with them. (C5)
G. The business school now offers a valuable, exciting major in data analytics. (C6)
H. To qualify for the program, you must hold a 3.0 GPA. (C7)
I. You must hold a 3.0 GPA to qualify for the program.
J. Under the leadership of a new dean, the program grew rapidly. (C7)

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