Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

SKU: 9780134310824-SOLUTIONS

CHAPTER 2

Communicating in Teams and Mastering Listening and Nonverbal Communication

CHAPTER OUTLINE

Improving Your Performance in Teams [pp. 35-41]
- Types of Teams
- Advantages and Disadvantages of Teams
- Characteristics of High Performing Teams
- Group Dynamics
  - Assuming Team Roles
  - Allowing for Team Evolution
  - Resolving Conflict
  - Overcoming Resistance

Collaborating on Communication Efforts [pp. 41-44]
- Guidelines for Collaborative Writing
- Technologies for Collaborative Writing
- Social Networks and Virtual Communities

Making Your Meetings More Productive [pp. 44-50]
- Preparing for Meetings
- Leading and Participating in Meetings
- Using Meeting Technologies

Improving Your Listening Skills [pp. 50-53]
- Understanding the Listening Process
- Recognizing and Understanding Active Listening
- Overcoming Barriers to Effective Listening

Improving Your Nonverbal Communication Skills [pp. 53-56]
- Recognizing Nonverbal Communication
- Using Nonverbal Communication Effectively

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

LECTURE NOTES

Improving your Performance in Teams
A **team** is a unit of two or more people who work together to achieve a goal:

- Team members have a shared mission and are collectively responsible for their work.
- Team members may write reports, give oral presentations, produce videos or
- products, solve problems, and investigate opportunities.
- Teams may be at the centre of participative management, involving employees in company decision-making.

Participative management is the effort to involve employees in a company's decision making.

Types of teams include

- Cross-functional teams
- Quality assurance teams Taskforces
- Committees
- Virtual teams

OBJECTIVE 1

Explain the advantages and disadvantages of working in teams.

The team approach offers an organization **advantages** such as

- Increased information and knowledge
- Increased diversity of views
- Increased acceptance of a solution Higher performance levels

The team approach can also have a number of **disadvantages**:

- Groupthink—members are willing to abandon personal opinions in favour of group cohesion
- Hidden agendas—private motives affect the group's interaction
- Free riders—non-contributing members aren't held individually accountable Cost—coordinating group activities costs time and money

Characteristics of high performing teams include a common purpose, strong sense of trust, open communications to drive creativity and consensus, accountability, and an ability to manage conflict and overcome challenges.

OBJECTIVE 2

Explain how group dynamics can affect team effectiveness.

Group dynamics are the interactions and processes that take place in a team.

- Productive teams tend to develop rules conducive to business that are both formal and informal (normative standards of conduct that guide member behaviour).

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Team members can assume various roles:

- Self-oriented roles
- Team-maintenance roles
- Task-facilitating roles

As teams grow and evolve, they generally pass through five phases:

- Orientation
- Conflict
- Brainstorming
- Emergence
- Reinforcement

Conflict can be **constructive** when it brings out significant issues, increases team member involvement, and results in problem resolution, and **destructive** when it diverts energy from important issues, destroys team morale, or polarizes team members.

Conflict can be resolved through

- Proaction
- Communication
- Openness Research Flexibility
- Fair play
- Alliance

Overcoming resistance is achieved through cogent, calm, reasonable communication:

- Express understanding
- Make people aware of their resistance
- Evaluate others' objections fairly
- Hold your arguments until the other person is ready for them

OBJECTIVE 3

Outline an effective approach to team communication

Guidelines for collaborative writing:

- Select collaborators carefully
- Agree on project goals before you start
- Give your team time to bond before diving in Clarify individual responsibilities
- Establish clear processes
- Avoid writing as a group
- Make sure tools and techniques are ready and compatible across the team
- Follow up along the way

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

OBJECTIVE 4

Explain the benefits of collaboration technologies.

Technologies for collaborative writing include

- Content management systems **–** organize and control the content for many websites
- Wikis – a collaborative writing technology that does not require special technical knowledge; allows new or revised material to be posted instantly; offers the ability to comment on and improve each other's work
- Groupware – computer-based systems that let people communicate, share files, review message threads, work on documents simultaneously, and connect using social networking tools
- Shared workspaces – online "virtual offices"

Social networking technologies are redefining teamwork and team communication by helping erase geographic constraints and organization boundaries.

OBJECTIVE 5

Describe the key steps needed to ensure productive meetings

Preparing for meetings

1. Clarify your purpose
2. Select participants for the meeting
3. Choose the venue and time
4. Set the agenda

Leading and participating in meetings

1. Keep the discussion on track
2. Follow agreed-upon rules
3. Encourage participation
4. Participate actively
5. Close effectively

Using meeting technologies:

Virtual teams can interact through **virtual meetings**: Instant messaging, tele- and video-conferencing, *telepresence* technologies, *virtual whiteboards*, online brainstorming, and online *avatars*.

OBJECTIVE 6

Describe the listening process, and explain how good listeners use active listening to overcome barriers at each stage of the process.

In general, people listen poorly…

- Remembering only about half of what has been said in a 10-minute conversation
- Forgetting half of that within 48 hours

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

- Mixing up the facts when questioned about material they've just heard

Listening effectively involves five related activities:

1. Receiving
2. Decoding
3. Remembering
4. Evaluating
5. Responding

Active listening involves appreciating the kind of listening you undertake:

- **Content listening**—Information gathering and understanding
- **Critical listening**—Evaluating the logic, strength, and validity of the argument
- **Empathic listening**—Appreciating the speaker's point of view

Good listeners recognize and overcome barriers such as

- **Selective listening** – only tuning in when you hear something that gets your attention
- **Defensive listening** – protecting your self-image by tuning out anything that doesn't confirm your view of yourself

Techniques for storing information in long-term memory:

1. Associate new information with something closely related
2. Categorize new information into logical groups
3. Visualize words and ideas as pictures
4. Create mnemonics such as acronyms or rhymes

OBJECTIVE 7

Clarify the importance of nonverbal communication and list six categories of nonverbal expression.

Nonverbal communication is the interpersonal process of sending and receiving information without using written or spoken language

Nonverbal signals are important because they can

- Strengthen a verbal message
- Weaken a verbal message
- Replace words entirely

Nonverbal communication can be grouped into six general categories:

1. Facial expression and eye contact
2. Gesture and posture
3. Vocal characteristics
4. Personal appearance
5. Touch
6. Time and space

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

ON THE JOB SCENARIOS

Performing Communication Tasks at Royal Bank Financial Group

1. The challenge is to help Jane improve her listening skills.
   a. Not the best answer. Concentrating too much on detailed note-taking can result in a team member not participating in crucial discussions and decisions.
   b. Probably the best approach to try first. Drawing Jane's attention to the problem and then suggesting an approach for solving the problem should help Jane focus on the topics under discussion and block out distracting thoughts.
   c. Not the best answer. This solution might be called for if more than one person were having problems concentrating.
   d. No. This approach takes the responsibility away from Jane and places it squarely on the shoulders of someone who has plenty to do already.

2. The challenge is to overcome one team member's resistance to the suggestions of others.
   a. Not the best idea. Ignoring anyone in a meeting sets up barriers to communication and can even cause belligerent team members to become even more disruptive.
   b. Probably not. Direct confrontation could encourage the sales manager to persist and further derail the meeting.
   c. No. Allowing one team member to garner attention with contrary behaviour could upset other team members and could encourage even more distracting comments from the uncooperative sales manager.
   d. This is probably the best answer. You are acknowledging that everyone's opinions are being heard, but at the same time, you are sending a clear message about the value of the other opinions being expressed.

3. The district manager has four particular habits; which is the most negative?
   a. Not the worst thing he could do, although coming out from behind his desk would create a more open and comfortable atmosphere during meetings.
   b. This habit is a positive one, showing interest in the material and the person.
   c. This habit is also a positive one, encouraging people to be honest and to give him both good and bad news.
   d. Probably the most negative habit. Whether he apologizes or not, interrupting a discussion to take care of other business shows a distinct lack of consideration for the other person, not to mention making it more difficult to maintain the train of thought for both the manager and his visitor.

END-OF-CHAPTER EXERCISES

Test Your Knowledge

1. An organization's decision-making can benefit from teams through (1) increased information and knowledge, (2) increased diversity of views, and (3) increased acceptance of the solution.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

2. The listening process consists of receiving (actually hearing the message), decoding (assigning meaning), remembering (storing the message for future reference), evaluating (weighing the ideas), and responding (reacting to the message).

3. An effective agenda answers three questions: (1) what should be accomplished to achieve the organization's goals? (2) What discussions (conversations) will be of greatest importance to all the participants? (3) What information must be available in order to have these conversations?

4. When members play self-oriented roles, they focus on personal needs, so they tend to be less productive. In contrast, members who assume team-maintenance roles help team members work together, so they're generally more productive. Members who play task-facilitating roles are also more productive because they help solve problems or make decisions.

5. Groupthink is the willingness of team members to set aside personal opinions and go along with the rest of the team, because belonging to the group seems more important than making the right decision. Groupthink can lead to poor-quality decisions and ill-advised actions, sometimes inducing people to act unethically.

6. Team members can successfully resolve conflict by proactively dealing with minor conflicts early, facilitating communication among those directly involved in the conflict, bringing feelings out into the open, researching the reasons for the problem, allowing the flexibility to consider different solutions, promoting fair solutions, and encouraging internal alliances to fight "outsiders" instead of "insiders."

7. content listening = listening to understand and retain the speaker's message critical listening = listening to understand and evaluate meaning empathic listening = listening to understand the speaker's feelings, needs

8. Wikis give team members the ability to post information without needing to learn the conventional tools and techniques for creating web pages. Information can be added quickly and without waiting for approval. Web-based meeting systems allow members to share information and communicate and revise documents online.

9. Nonverbal communication usually blends with speech to carry part of the message – to augment, reinforce, and clarify a message; but keep in mind that nonverbal clues can be misinterpreted. Nonverbal communication is usually unconscious but when it is used consciously it can often achieve more impact than words alone.

10. The purpose of using parliamentary procedure is to improve the productivity of a meeting by adhering to standard meeting procedures.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Apply Your Knowledge

1. Nonverbal communication can reinforce the points you're trying to make in the meeting (or it can interfere if it clashes with your words). For example, a meeting leader might reinforce a call to order by standing up to say "Let's begin." Other nonverbal signals include using hand gestures and changing voice tone to emphasize topics, nodding to show approval, or raising an eyebrow to indicate reservations. Nonverbal signals also regulate the flow of conversation. For example, to discourage an out-of-turn speaker, depending on the culture, such signals might include facially expressing interest or boredom, covering lips with a finger, or frowning. At the same time, a motion of the hand or widening curious eyes could encourage a speaker to continue.

2. Students should list remarks that take the boss's point of view into consideration and that avoid any confrontational or accusatory statements. Students should draw on what they've learned about message receptivity to phrase everything in a tone and style that will make their comments easy for any boss to hear and accept.

3. Conflict is constructive when it improves the quality of decisions, stimulates creativity and innovation, encourages interest and curiosity among group members, provides a forum for airing problems and releasing tension, and fosters an environment of self-evaluation. In addition, constructive conflict can force important issues into the open, speed up their resolution, and be a catalyst for change. Conflict frequently becomes bad or disruptive when there is a strong polarization of opinions. In this case, conflict can retard communication, reduce group cohesiveness, and stifle the generation and creativity of new ideas. Sometimes a group whose culture is high in avoidance will suppress or avoid conflict. This avoidance can result in poor decisions because they stand unquestioned.

4. One effective way of encouraging others to participate is to divide the larger group into smaller discussion groups. People are more likely to contribute in smaller teams because it's not as easy to hide with fewer people. Teams can be as small as two people. Once the smaller groups rejoin the larger group, have a representative of each team comment on the team's findings. These representatives might also write their ideas on large sheets of paper or on a large board and explain their thinking to the larger group. Another way to discourage dominance by stronger members is to make it clear that you want everyone's input, so start at one side of the room and proceed around the room until everyone has contributed. To make sure everyone gets a turn, try limiting the time each member can speak or the number of ideas each member can discuss.

5. The first step will be to find out as much as possible about the overall purpose of the meeting, other presenters and the issues that participants will find most important/relevant. Students will have a number of ideas on how to obtain more information in this regard. These could include:

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

a) Contact the individual/group that invited you to present and explain that you would like to make the best use of everyone's time and if an agenda were available you would like to see a copy.
b) If an agenda is not readily available….
c) Ask about the overall objective(s) of the meeting and the expected attendees; other presenters and audience members and their backgrounds. Probe regarding time allocation for your presentation and other presenters. Try to find out the expected focus of other presentations.
d) Confirm meeting details such as timing, location, and presentation resources.
e) If applicable, contact others who will be presenting to see how the presentations could support/complement one another and to avoid overlap.
f) Anticipate questions in advance and prepare your answers. Create an "adaptive" presentation so that you can respond to audience feedback, lengthening or shortening content as needed. Have key points summarized in hand-outs that the audience can take with them.
g) Capture questions that may not be on topic or cannot be addressed in the available time in a "Parking Lot" sheet on a flip chart or marker board that you can return to towards the end of your presentation or after the adjournment of the meeting.

6. It is important to know the facts. It would be good to discuss the situation with honesty. This should be done privately. If in fact he is running his own business at home, he should be given the choice of actually doing his job as he is paid to do – or quit to pursue other interests. Instant messaging must be free from disruption from anyone.

RUNNING CASES

Student responses will vary. The following are examples of possible acceptable answers.

Case 1

a) Noreen did not know what was expected of her because, in addition to not taking the time to ensure that she had the required technological resources to participate in the WebEx conference, the team did not take the time to clarify individual responsibilities.

b) Possible solutions Noreen could have used to reduce the breakdown of communication include: Making sure that tools and techniques are ready and compatible across the team; taking the time to clarify individual responsibilities and ensuring that the entire team is up to speed on the agenda, project goals and work process. The team should have also followed up after the meeting to ensure that nothing was missed or misunderstood.

c) Noreen should have alerted the other members of the team that her portion was incomplete. Not only is it her ethical responsibility to be honest with team members because their professional reputations can be affected by her work, but doing so would also have provided the opportunity for another team member to help complete her section.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

d) Provided there was sufficient time to complete the project, the team should have completed Noreen's section because the task was appointed to the team as a whole. Management should still have been notified about Noreen's poor performance.

e) Noreen should have taken the time clarify her individual responsibilities before beginning her portion of the work.

Case 2

a) A contract would have helped to clarify the expectations and goals of the team and outlined when tasks should be completed and how often team members were expected to communicate with each other.

b) The group was acting fairly by informing the teacher of Mohamed's lack of participation. They informed the teacher because their own individual scholastic reputations were at risk of being damaged by Mohamed's non-performance.

c) Mohamed did not wish to work with Gopan again because of how Gopan handled conflict. Gopan was aggressive and non-discreet and confronted Mohamed at a time when Mohamed was not prepared to defend himself.

d) Gopan could have been less aggressive and vocal about his frustration with Mohamed and spoken with him at a more discreet place. Mohamed could have helped to avoid conflict by keeping in contact with the team and responding to their emails. This would have informed the team of Mohamed's situation and given them the chance to review the contract and consider ways in which Mohamed could have still participated.

e) Given that Mohamed did not communicate with the team and did his section incorrectly, he would have had little to contribute to the group's presentation. If Mohamed's portion of the work was given to another team member and contributed to the presentation, Mohamed should have been permitted to present with the team.

Practice Your Knowledge

Here is one suggested agenda:

AGENDA
Budget Committee Meeting
December 13, 2010, 9:30 a.m.
Conference Room 3

I. Call to Order
II. Approval of Minutes from Previous Meeting
III. Director Reports
    A. Greentree Site Director's Report on Cost Overruns
    B. Finance Director's Report on Quarterly Revenues and Expenses
IV. New Business

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

A. Discussion of Cost Overrun Issues
B. Discussion of Additional Quarterly Budget Issues
C. Presentation of Divisional Budget

V. Announcements
VI. Adjournment

Exercises

2.1. This exercise gives students real-world practice in listening, observing nonverbal communication, and critiquing a group in action. To answer the questions students will have to pay careful attention to a number of things occurring at the meeting. The purpose of comparing notes with a partner is to show students that a person's own background and listening skills influence the type and content of the notes they take. What is obvious to one person may be worth noting to another. Similarly, poor listeners tend to have superficial notes.

2.2. Be as inclusive as possible, without making the situation unreasonably uncomfortable. Consider two options: You might ask the speech-impaired person to team up with one or more other employees and let that team report as a unit. Or you might provide an alternative way for this person to communicate during meetings, such as overhead slides or flip charts. Most important, since this communication challenge surely exists outside of formal meetings, work closely with the person to explore ways to help him or her contribute to the department's work flow.

2.3. Now that students are familiar with the win-win process for resolving conflict, this question should stimulate discussion of how they might have approached the conflict situation differently and resolved the conflict by considering the other person's needs in addition to their own.

2.4. Although this member's response indicates he wants to be seen as playing a task-facilitating role, he actually seems to be playing a self-oriented role. Students may offer a variety of ways to deal with this situation. For example, next time the member calls for a vote prematurely, the student—who is the leader—can politely intervene and suggest that the vote be postponed until all members have had their say.

2.5. Student responses will vary, but their submissions should be clear, concise, and useable.

2.6. This Web page allows users to each contribute towards a collaborate project with a common goal. For example, effective use of technology means that the participants can focus on the meeting rather than on keeping records or taking notes.

2.7. This self-assessment exercise will help students analyze their strengths and weaknesses with regard to listening skills. Encourage them to follow up on areas for improvement by rereading relevant parts of the chapter and looking for opportunities to practice their listening skills.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

2.8. Students will discuss how nonverbal messages need not be human gestures. They include the appearance of written messages. Students will consider how letter and memo quality is often judged first by overall appearance. You may want to refer students to Appendix A for a discussion of the importance of formatting and laying out business documents.

2.9 a) impatience, boredom, discomfort
b) boredom, nervousness
c) boredom, fatigue, disrespect, disinterest
d) disbelief, disrespect
e) discomfort, disinterest
Students should point out that nonverbal meanings typically have more weight than verbal ones.

2.10 Student responses will vary. The keys to success here is to have a well-established purpose for the discussion as well as an effective process for allowing people to present their points. Parliamentary procedures could be followed to ensure that no one dominates the discussion. Good listening skills and note taking are also key as participants hear the presentations of others and develop effective arguments to further their own recommendation.

2.11 Students may or may not have been assigned the Chapter on Achieving Success through Effective Business Communication. Regardless, instructors can remind them to keep the following in mind when developing their effective team communication strategies.

Noise and distractions – external and internal (messages, reminders) - multitasking
Competing messages – information overload – how to discern from what is useful and what is not useful

Filters – intentional or unintentional blocking of messages either via technology or human intervention

Perceptual differences – Receivers of messages try to "fit" new information into what they already know and understand. If, however, information does not "fit", receivers' are likely to "selectively perceive" the information so that it does fit what they know and understand. Increase in shared experiences, whether personal, professional or cultural, supports the derivation of similar meanings and degree of understanding.

Language differences – Understanding and use of words or phrases that differ can create a communication barrier. Different idioms or expressions are often difficult to interpret across cultures and the perception of time, space and degree of importance also varies from one culture to another. Restrictive environments –Hierarchies, perceived or real, can limit communications.

Deceptive tactics – The exaggeration of benefits, unclear facts or missing key information can influence perception.

Students will generate a number of different strategies, these can include:

1. Minimize distractions – Create and agree to an Agenda for each meeting. Send these out in advance with the list of Action Items to be completed prior to the meeting.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Set a policy for the use of telephones when the team meets. Put phones on vibrate for emergency communication needs.

Set a timeframe for the meeting and stick to the topics. Use a "Parking Lot" for issues that are off-topic, so that they can be addressed later. Create an agreed to approach for emotional distractions such as conflicts, misunderstandings, etc.

2. Discuss project expectations for deliverables and seek agreement and commitment for timing and quality of completion of deliverables for each meeting, as well as ways to manage "surprises". If necessary, have participants sign a "team contract".

3. Share differences in communication styles. Some cultures tend to be more comfortable in taking more vocal positions than others. Agree on the importance and value of everyone's contribution. Give everyone equal time to share ideas and raise questions.

4. Spend time together outside of the "formal team meetings", perhaps sharing meals or non-project oriented discussions. Exchange impressions and perceptions of cultural differences.

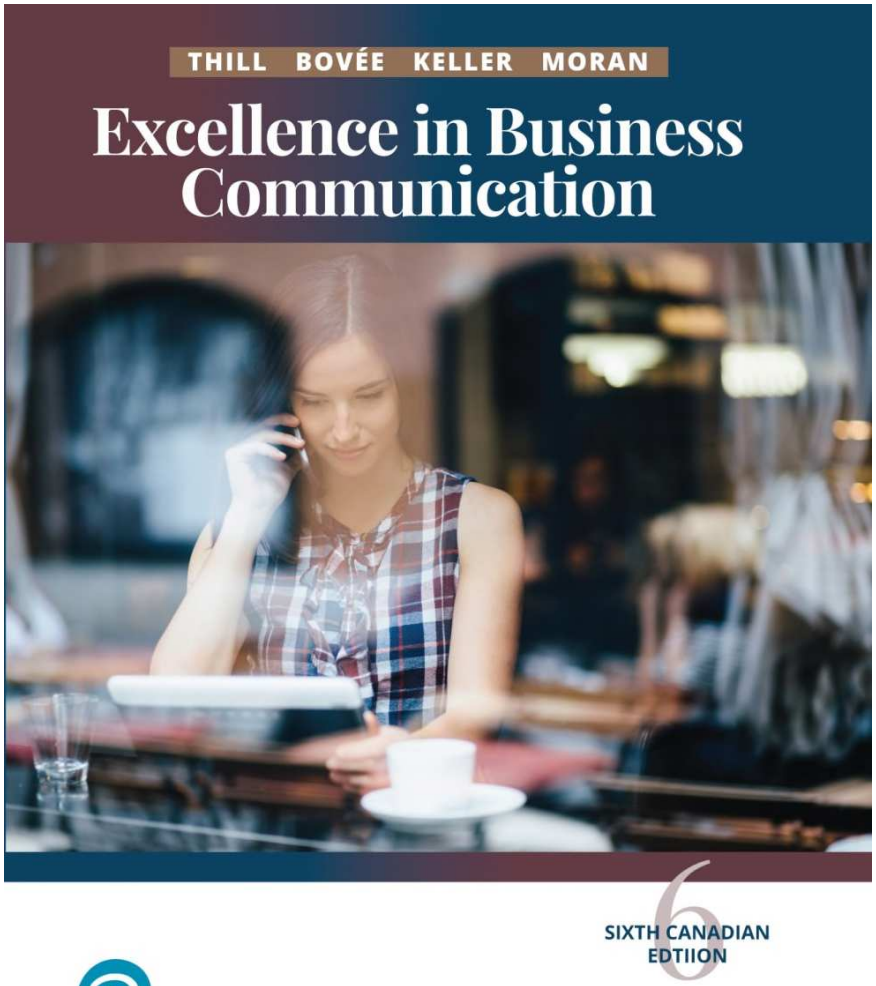
5. Agree to team members "challenging" each other on ideas, perceptions and ways of solving a problem that promotes a multi-level approach to problem solving.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Excellence in Business Communication

Sixth Canadian Edition



Chapter 2

Communicating in Teams and Mastering Listening and Nonverbal Communication

Pearson
Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Performance in Teams (1 of 13)

- Team:
  - Unit of two or more people who share a mission and the responsibility for working to achieve a goal.
- Formal teams:
  - Become part of the organization's structure.
- Informal teams:
  - Created to solve a particular problem, or work on specific activities.
- Teams are core of participative management:
  - Effort to involve employees in company's decision making.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (2 of 13)

- Types of teams:
  - Cross-functional teams: bring together people from different functional areas.
  - Quality assurance teams: ensure that products and services meet prescribed standards.
  - Task forces: informal teams to resolve specific issues and disband when goal has been accomplished.
  - Committees: long standing teams that deal with regularly recurring tasks.
  - Virtual teams: connect members from remote locations using technology.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (3 of 13)

- Advantages of teams:
  - Increased information and knowledge by pooling resources.
  - Increased diversity of views from variety of perspectives.
  - Increased acceptance of solutions through member participation.
  - Higher performance levels with increased productivity, reduced costs and faster goal achievement.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (4 of 13)

- Disadvantages of teams:
  - Can be unproductive and waste time.
  - Groupthink from peer pressure:
    - Influence by a dominant personality.
  - Hidden agendas: private, counterproductive motives to control team or to pursue goals counter to team's mission.
  - Free riders (social loafers) who don't contribute their fair share of work.
  - Cost of coordinating group activities; hidden cost of missed objectives.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (5 of 13)

- Characteristics of high performing teams:
  - Common purpose with measurable milestones.
  - Trust in each other, open dialogue, equal participation.
  - Individual accountability and recognition.
  - Manage conflict to team's advantage.
  - Act responsibly toward colleagues, organization, and society.
  - Engage with and commit to the team.
  - Good communication.
  - Good leadership.
  - Adequate resources.
  - Pay attention to team members' "socioemotional" needs.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Performance in Teams (6 of 13)

- Group dynamics:
  - Interactions and processes that take place between members of a team.
  - Group dynamics are affected by:
    - Rules or norms that are informal standards of conduct.
    - Roles that team members assume.
    - Current phase of team development.
    - Success in resolving conflict.
    - Success in overcoming resistance.
    - Type of leadership and organizational support.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (7 of 13)

Table 2.1 Team Roles People Play

Dysfunctional		Functional
Self-Oriented Roles	**Team-Maintenance Roles**	**Task-Facilitating Roles**
Controlling: Dominating others by exhibiting superiority or authority	**Encouraging:** Drawing out other members by showing verbal and nonverbal support, praise, or agreement	**Initiating:** Getting the team started on a line of inquiry
Withdrawing: Retiring from the team either by becoming silent or by refusing to deal with a particular aspect of the team's work	**Harmonizing:** Reconciling differences among team members through mediation or by using humour to relieve tension	**Information giving or seeking:** Offering (or seeking) information relevant to questions facing the team, including from external sources
Attention seeking: Calling attention to oneself and demanding recognition from others	**Compromising:** Offering to yield on a point in the interest of reaching a mutually acceptable decision	**Coordinating:** Showing relationships among ideas, clarifying issues, and summarizing what the team has done
Diverting: Focusing the team's discussion on topics of interest to the individual rather than on those relevant to the task		**Procedure setting:** Suggesting decision-making procedures or ground rules that will move the team toward a goal

Copyright © 2019 Pearson Canada Inc.

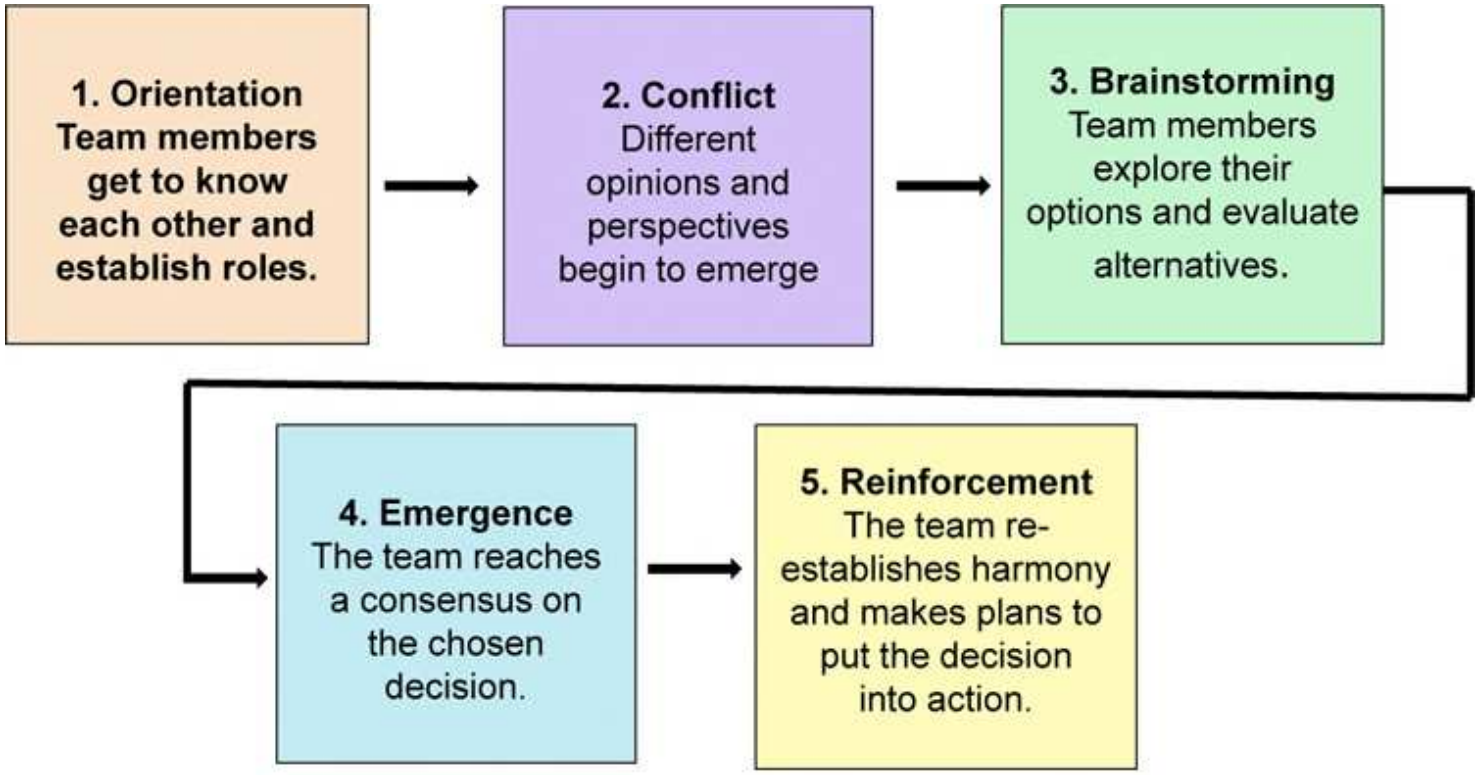
Improving Your Performance in Teams (8 of 13)

- Phases of team development:
  - Teams evolve through phases before becoming productive:
    - Orientation (forming)
    - Conflict (storming)
    - Brainstorming (norming)
    - Emergence (norming)
    - Reinforcement (performing)
  - Some teams may move forward and backward through several stages before they become productive.

Copyright © 2019 Pearson Canada Inc.
Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Performance in Teams (9 of 13)

Team Evolution



Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (10 of 13)

- Resolving conflict:
  - Conflict is natural part of team experience and can have many reasons:
    - Competition for money, information or other resources.
    - Disagreement about responsibilities due to poorly defined roles and job boundaries.
    - Incompatible ideas about goals and work.
    - Poor communication; withholding information.
    - Differences in values, attitudes and personalities.
    - Questioning of authority.
    - Attempts to increase power or exert more influence.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (11 of 13)

- Resolving conflict (cont'd):
  - Constructive conflict:
    - Forces important issues into open.
    - Increases involvement of team members.
    - Generates creative ideas and solutions to problems.
  - Destructive conflict:
    - Diverts energy from important issues.
    - Destroys morale.
    - Polarizes or divides the team.
  - Win-win solution:
    - Acceptable to all parties; cooperation over competition.

Copyright © 2019 Pearson Canada Inc.

Improving Your Performance in Teams (12 of 13)

- Resolving conflict (cont'd):
  - Proaction: deal with minor conflict before it becomes major.
  - Communication: between conflicting parties.
  - Openness: bring feelings out to open.
  - Research: seek factual reasons for problems.
  - Flexibility: consider all solutions.
  - Fair play: don't hide behind rules.
  - Alliances: focus on common goals instead of against team members.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Performance in Teams (13 of 13)

- Overcoming resistance:
  - Resistance to change can be irrational or logical.
  - Communicate persuasively and with reason.
  - Overcoming resistance to change:
    - Express understanding: talk about anxieties.
    - Make people aware of their resistance.
    - Evaluate others' objections fairly: use active listening to focus on what is being expressed.
    - Hold arguments until the other person is ready; be audience-centred.

Copyright © 2019 Pearson Canada Inc.

Collaborating on Communication Efforts (1 of 4)

- Guidelines for collaborative writing:
  - Recognize that team members have different backgrounds, work habits or priorities.
  - Emphasize flexibility and openness to opinions of others.
  - Focus on team objectives rather than on individual priorities.
  - Avoid the “my way is best” attitude.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Collaborating on Communication Efforts (2 of 4)

- Guidelines for collaborative writing (cont'd):
  - Collaborate successfully on team messages:
    - Select team members carefully.
    - Agree on goals before you start writing.
    - Give team time to bond.
    - Clarify individual responsibilities.
    - Establish clear processes for checkpoints and decisions.
    - Avoid writing as a group:
      - Group writing is slow; assign writing to one person.
    - Ensure tools and technologies are ready and compatible.
    - Follow up periodically.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Collaborating on Communication Efforts (3 of 4)

- Technologies for collaborative writing:
  - Simple tools: group review; features in word processors; electronic document systems and web-based document systems.
  - Content management systems.
  - Wikis: enterprise wiki systems.
  - Team work systems for real time collaboration.
  - Groupware: share files, work on documents simultaneously.
  - Shared workspaces: “virtual offices”.
  - Cloud computing: “on demand” software.

Copyright © 2019 Pearson Canada Inc.

Collaborating on Communication Efforts (4 of 4)

- Social networks and virtual communities:
  - Technologies erase constraints of geographic and organizational boundaries:
    - Profiles: information stored about each member.
    - Connections: mechanisms for communicating.
    - Networks: created specifically for business use.
    - Advantages: identify the best people for teams regardless of location or role in organization.
  - Virtual communities:
    - Link employees with similar professional interests.
    - Link organization with customers and suppliers.
    - Maintain sense of community as organization grows.

Copyright © 2019 Pearson Canada Inc.

Making Your Meetings More Productive (1 of 5)

- Well-run meetings help:
  - Solve problems.
  - Develop ideas.
  - Identify opportunities.
  - Promote team building through social interaction.
  - Identify individual contributions to company through communication in meetings.
- Meeting skills ensure time is not wasted.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Making Your Meetings More Productive (2 of 5)

- Preparing for meetings:
  - Clarify your purpose:
    - Informational: sharing information & coordinating action.
    - Decision-making: persuasion, analysis, problem solving.
  - Select participants: identify and invite the right participants.
  - Choose venue and time: physical or online.
  - Set agenda: prepare participants and present guideline for process of meeting.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Making Your Meetings More Productive (3 of 5)

- Leading and participating in meetings:
  - Keep discussion on track: move forward or allow discussion.
  - Follow agreed-upon rules: large meetings need more formality.
  - Encourage participation: draw out quiet members; limit time for overly talkative ones.
  - Participate actively: speak up but don't monopolize.
  - Close effectively: verify objectives; assign action plans.

Copyright © 2019 Pearson Canada Inc.

Making Your Meetings More Productive (4 of 5)

- Leading and participating in meetings (cont'd):
  - Meeting minutes:
    - Summary of important information presented.
    - Key elements:
      - List of attendees.
      - List of invitees who were absent.
      - Start and end times.
      - Major decisions reached.
      - Task assignments.
      - Items deferred to a later meeting.
      - Names of contributors to major points.
    - Can be distributed electronically.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Making Your Meetings More Productive (5 of 5)

- Using meeting technologies:
  - Virtual meetings replace traditional meetings for dispersed members working in virtual teams:
    - Instant messaging and teleconferencing.
    - Telepresence technologies enable realistic conferences.
    - Videoconferencing and virtual whiteboards allow collaboration in real time.
    - Online brainstorming for idea campaigns.
    - Meetings in “virtual worlds” and use of avatars.
  - Disadvantages:
    - Less visual contact and nonverbal communication.
    - Extra planning and keeping members on track.
    - Challenge of attendees paying attention.

Copyright © 2019 Pearson Canada Inc.

Improving Your Listening Skills (1 of 6)

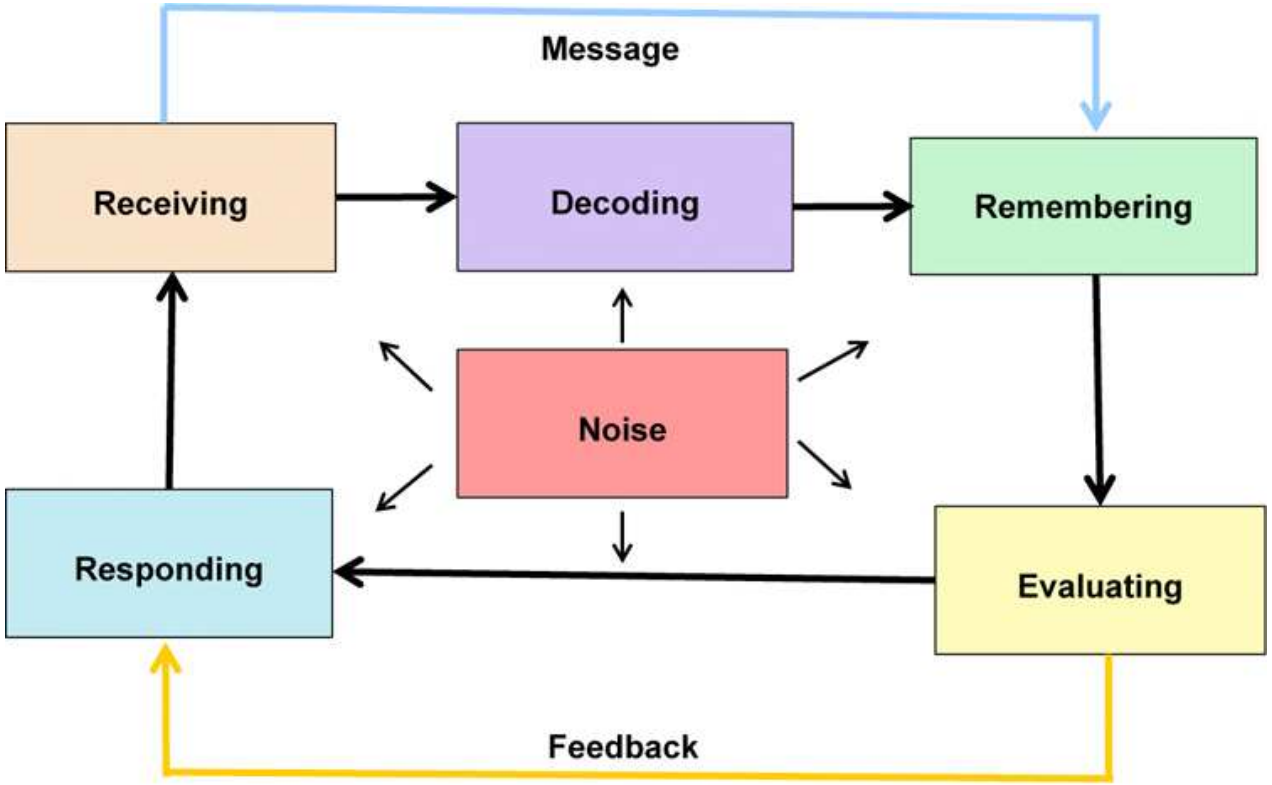
- Effective listening:
  - One of the most important skills in the workplace.
  - Strengthens organizational relationships.
  - Alerts opportunities for innovation.
  - Raises early awareness of problems that can develop into serious image and reputation issues.
  - Provides competitive edge in enhancing performance.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Listening Skills (2 of 6)

The Listening Process



Copyright © 2019 Pearson Canada Inc.

Improving Your Listening Skills (3 of 6)

- Understanding the listening process:
  - Receiving: hear and acknowledge message; can be distorted by interference (noise).
  - Decoding: assign meaning based on your own values, beliefs, ideas, needs, expectations.
  - Remembering: store information for future processing.
  - Evaluating: apply critical thinking skills; separate fact from opinion; evaluate quality of evidence.
  - Responding: reaction to message or feedback which can be verbal or action.

Copyright © 2019 Pearson Canada Inc.

Improving Your Listening Skills (4 of 6)

Table 2.2 Recognizing Various Types of Listening

Type of Listening	Emphasis Is On…	Do's	Don'ts
Content Listening: Primary goal is to understand and retain the speaker's message.	Information gathering and understanding Retention of information	• Ask questions to clarify the material and probe for details. • Focus on the information and look for the main ideas and patterns. • Paraphrase what the speaker says	• Evaluate the speaker's style or presentation at this point. It does not matter whether you agree or disagree, only that you understand.
Critical Listening: Primary goal is to understand and evaluate the meaning of the speaker's message on several levels.	Evaluating the logic of the argument, strength of the evidence, and validity of the conclusion	• Analyze the implications of the message for you and your organization, and the speaker's intentions and motives. • Ask questions to explore different points of view and determine credibility.	• Overlook the reason for omitting certain points or information. • Be misled by bias or the package in which the information is presented. • Confuse opinions for facts.
Empathic Listening: Primary goal is to understand the speaker's feelings, needs, and wants to help the speaker vent the emotions that prevent a calm, clear-headed approach.	Appreciating the speaker's viewpoint, regardless of whether you share that perspective	• Let the speaker know that you appreciate his or her feelings and understand the situation. • Once you establish this connection, help the speaker move on to search for a solution.	• Offer advice unless the person specifically asks for it. • Judge the speaker's feelings or communicate that he or she should not feel a particular emotion.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Listening Skills (5 of 6)

- Recognizing and understanding active listening:
  - Seeking to understand and interpret the meaning behind the message:
    - Consider the speaker's perspective.
    - Focus completely on what the speaker is saying.
    - Avoid distractions.
    - Ask clarifying questions to avoid misunderstanding.
    - Avoid criticizing or attacking.
    - Help reduce contentious situations.
    - Strengthen rapport.
    - Build stronger relationships.
    - Open communication between parties

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Listening Skills (6 of 6)

- Overcoming barriers to effective listening:
  - Controllable and uncontrollable barriers:
    - Physical barriers may be uncontrollable: physical room, temperature, background noise.
    - Interruptions and nonverbal behaviours are controllable:
      - Wait to ask questions.
  - Selective listening: tune out what is said.
    - Think ahead instead of focusing on the speaker.
  - Defensive listening: only hear what confirms own view of topic.
  - Misinterpretation due to lack of common ground.

Copyright © 2019 Pearson Canada Inc.

Improving Your Nonverbal Communication Skills (1 of 3)

- Nonverbal communication:
  - Interpersonal process of sending and receiving information without using written or spoken language.
  - Vital role in communication because it can strengthen or weaken a verbal message.
  - Strengthens:
    - Nonverbal signals match spoken words.
  - Weakens:
    - Nonverbal signals don't match words.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Nonverbal Communication Skills (2 of 3)

- Recognizing nonverbal communication:
  - Facial expressions and eye contact:
    - Reveal type and intensity of feelings.
  - Gesture and posture:
    - Can be intentional or unintentional; casual or formal.
  - Vocal characteristics:
    - Control pitch, pace and stress.
  - Personal appearance:
    - Professional/casual: extends to office space and appearance of business documents.
  - Touch: can have cultural implications.
  - Time and space: can be used to assert authority by controlling both.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual

Improving Your Nonverbal Communication Skills (3 of 3)

- Using nonverbal communication effectively:
  - Ensure that nonverbal signals match words.
    - Don't overcompensate bad news with positive body language.
  - Think about professional image of dressing, the way of sitting/walking.
  - Consider professional image of business documents.
  - Pay attention to speaker's nonverbal cues.
  - Understand cultural influences on body language.
  - Recognize that nonverbal cues may be influenced by the situation.

Copyright © 2019 Pearson Canada Inc.

Excellence in Business Communication (Canadian) 6th edition Thill Solutions Manual