Business Communication Polishing Your Professional Presence 4th edition Shwom Solutions Manual

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Integrating Blogging into the Business Communication Curriculum at Western State University

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The table of contents includes all the headings in the report and their page numbers.

Right-aligned tabs are formatted with dot leaders connecting the headings and page numbers.

All page numbers before the introduction are in small Roman numerals. The title page counts as page i, even though it is not numbered.

This report does not need a list of figures and list of tables because the report is relatively short and contains only two figures and one table.

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Executive Summary

Purpose of This Report

Blogging is a growing medium of communication in business. However, the Western State University School of Management Sciences offers students no instruction in blogging. The purpose of this report is to analyze the current state of business blogging and to recommend ways that Western State University can prepare business students to be better communicators with new social media.

Research and Analysis

This report is based on extensive research, including a review of key documents and books about blogging, analysis of nearly 100 small business and corporate blogs, and analysis of blogging statistics using the data provided by Technorati (2008), an organization that analyzes blogs and trends in blogging and also periodically surveys bloggers and readers of blogs worldwide.

Key Findings

- Blogging has evolved from a purely personal form of online diary into a vehicle for widespread communication.
- Blogging has grown exponentially from just a few blogs in the early 1990s to more than 130 million today.
- As of 2006, an estimated 20,000 businesses regularly used blogs to communicate.

Conclusion

Blogging has become a key way businesses communicate with customers and other stakeholders. Use of blogs in business will likely continue to grow.

Recommendations

Since Western State University does not address blogging in any of its current management communication courses, and since blogging has evolved into a serious method for business communication, this report offers four recommendations:

1) **Address blogging and social media in BUAD 287: Business Communication**—at least one class session should focus on social media, including blogging.
2) **Add an elective course, History of Social Media,** which will focus on analyzing blogging and other forms of social media. This course will take a theoretical approach.
3) **Add an elective course, Social and Technological Business Communication,** which will be designed to give students practical instruction using social media as a form of business communication.
4) **Develop a school-wide Management Sciences blog** to provide students with hands-on experience in blogging.

The executive summary follows the table of contents. This summary uses subheadings to guide the reader.

The executive summary is a miniature version of the report and includes all important findings, conclusions, and recommendations.

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Introduction

The popular social medium of blogging is a powerful tool for business and corporate communication. Blogging gives corporations a personality and human voice, enhancing their ability to reach consumers. As the blogging world, or blogosphere, has grown, the corporate world has begun to adapt to the communication style that blogging makes possible. Moreover, individual experts in the important disciplines of economics, finance, investing, law, and marketing are writing extremely influential blogs on a range of important subjects affecting business, often creating mini-essays with detailed arguments on timely issues and trends.

Given the importance of blogging—especially in business—it is surprising that Western State University does not include instruction about blogging in its business communication curriculum. As a result, business students are graduating without a disciplined intellectual understanding about how to use blogging as a business communication tool.

This report addresses the question of whether and how Western State University should integrate blogging into its curriculum. This report is based on extensive research, including a review of key documents and books about blogging, analysis of nearly 100 small business and corporate blogs, and analysis of blogging statistics using the data provided by Technorati (2008), an organization that analyzes blogs and trends in blogging and also periodically surveys bloggers and readers of blogs worldwide.

This research supports the recommendation that WSU integrate blogging into the curriculum for three key reasons:

1) Business blogging has become a significant and credible form of communication.

2) Businesses are increasingly using blogs to communicate.

3) Effective blogging requires education.

To best prepare students to communicate effectively through workplace blogging, WSU should integrate blogging in the following ways:

- Add a module on blogging/social media to BUAD 287: Business Communication.
- Add two elective courses to the curriculum, focusing on social media in general, including blogging.
- Develop a school-wide Management Sciences blog to provide students with hands-on experience in blogging.

This report explores the reasons that blogging should be integrated into the curriculum, looks at current uses of blogging in the university, and then provides detailed discussion of where blogging can fit into the curriculum.

The introduction provides a complete preview of the report. It begins by discussing the reason for the research and the question the report is addressing. It also briefly presents the research methods, which lends credibility to the report.

The final two paragraphs of the introduction—reasons and recommendations—summarize the report's most important ideas and preview its structure.

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Reasons to Incorporate Blogging into the Curriculum

The first major section of the detailed discussion focuses on the reasons to incorporate blogging into the curriculum.

Reason 1: Business Blogging Is a Significant and Credible Form of Communication

This section is broken down into subsections. Each subsection heading states a specific reason. These specific headings help a reader find main ideas quickly.

In the last 15 years, business blogging has evolved into a significant and credible platform for business communication. Large and small corporations are creating and managing blogs as an important way to reach customers and stakeholders.

The birth of blogging occurred in 1994 when a student at Swathmore College, Justin Hall, launched links.net (Rosenberg, 2009). In the early years, blogs were personal websites where site creators (bloggers) could keep an online, public diary of their lives. Blogs were usually written by individuals who would write from their subjective point of view on any topic, such as their particular events in their personal lives or their individual reactions to external events. As such, the first generation of blogs were highly individualized, with the specific life and experiences of the blogger as the main source of blog content.

As the number of blogs grew very quickly, bloggers who read and followed other individuals' blogs created what amounted to a viral social network from blogging, typically by linking to other blogs and other websites of interest. Blogs oriented to political discussion emerged on the scene in 2001, prompted by the controversial election of George W. Bush in 2000 as well as the events of September 11, 2001. By 2008, blogging became so critical to reaching audiences that 95 of the top 100 newspapers had reporter blogs (Technorati, 2008).

The report documents its sources with parenthetical citations, using APA style (covered on pages 311–312).

In its 2008 *State of the Blogosphere* report, Technorati stated that it had indexed 133 million blogs since 2002. Of this 133 million, 76,000 blogs have what is known as Technorati Authority (TA), a label denoting the number of blogs linking to a website in the last six months (the higher the number, the more TA the blog has). Thus, approximately 76,000 blogs are actively linking to other blogs and websites.

At the time of that report, close to one million posts were being created every day in up to 81 languages from 66 countries (Technorati, 2008). Blogging has expanded to include genre-specific blogs, such as political commentary blogs, media blogs that use music and video posts, and corporate blogs (Rettberg, 2008). Blogging has evolved from online personal diaries to commentary and discussion on social, political, legal and economic issues by academic scholars/expert professionals. Blogging has also become a vehicle for businesses to communicate with customers and stakeholders.

As blogging has evolved, so has its credibility as a communication medium. In its survey for the 2008 *State of the Blogosphere* report, Technorati asked a statistically valid representative sample of bloggers worldwide about the credibility of the blogging world. The results suggest blogging is becoming more credible as a source of information (see Figure 1).

This last paragraph introduces Figure 1, below.

Reason 2: Businesses Are Increasingly Using Blogs to Communicate

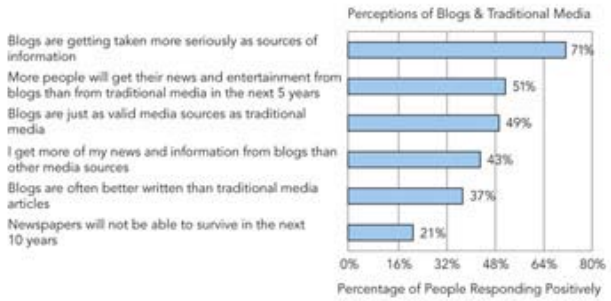
In the early days of blogging, prominent thinkers about blogging such as Rick Levine, Christopher Locke, Doc Searls, and David Weinberger (1999) prophesied the influence blogging could have on the corporate world. In *The Cluetrain Manifesto*, Levine et al. wrote: "A powerful global conversation has begun. Through the Internet, people are discovering and inventing new ways to share relevant knowledge with blinding speed. As a direct result, markets are getting smarter—and getting smarter faster than most companies" (1999, p. 10). They knew that, in order to survive, companies would have to learn from the technological changes occurring through blogging's conversational medium.

Direct quotations require either a page number or sufficient information to allow a reader to find the original source.

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Figure 1 – Response to Survey About Credibility of Blogging



Adapted from Technorati (2008). *State of the Blogosphere*. http://technorati.com/blogging/stateof-the-blogosphere/

Figure 1 is adapted from a source, so it needs a source citation directly below it. The citation is formatted in APA style, because that is the documentation style of the report.

Corporations heeded this advice and now have a prominent place in the blogosphere. Technorati's 2004 estimate counted roughly 5,000 corporate blogs (Sifry, 2004), a number that some experts believe had quadrupled by 2006 (Cass, 2006). The official blog for Google (http://googleblog.blogspot.com/) is so widely read and linked that Technorati Authority rated it the 13th highest ranked blog among all categories of blogs.

Table 1 shows an alphabetized list of the top 75 business blogs in 2009 as measured by the *Financial Times ComMetrics Blog Index of Corporate Blogging Effectiveness* (2009). While many of the businesses listed are Internet related, a number of traditional technology, finance, industrial, and retail corporations are also on the list, for example, Alcoa, General Electric, Wells Fargo, and Wal-Mart. For WSU business communication students, such blogs would be worth studying as examples of effective blogging in a business setting. (The Appendix lists the URLs for the top 25 of these blogs.)

This introduction to Table 1 tells the reader what the table is and also directs the reader to look for specific information.

All appendices need to be referenced in the body of the report. The reference should explicitly state what a reader will find in that appendix.

Blogging in Small Businesses. Businesses typically use blogs in one of two ways: to showcase the personnel/expertise of the corporation or to engage in product-related conversations with others in a public and widely read forum. For a smaller business, a blog can be an economical way of getting attention and attaining a global reach at little to no cost.

Small business blogs are particularly effective when they focus on the company's personality and expertise instead of on marketing its products. In effect, the credibility of a small business blog depends on showing passion rather than salesmanship (Herzlich, 2009; Scoble & Israel, 2006). A blog can act as a conduit for a small company to begin conversations that build consumer trust, rather than simply serve as another avenue for marketing products.

Because the discussion of Reason 2 is long, the material is divided into subsections: blogging in small businesses and blogging in large corporations.

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Table 1 – 75 Corporations Whose Blogs Appear in the *Financial Times ComMetrics Blog Index* of *Corporate Blogging Effectiveness*

ABB	Deutsche Bank	Johnson & Johnson	SAP
Accenture	Deutsche Telekom	Johnson Controls	Siemens
Adobe	E.ON	Kraft Foods	Sony
Alcoa	eBay	McDonald's	Swisscom
Amazon	EMC	Microsoft	Sygenta
American Express	Emerson Electric	Nestlé	Telenor Group
Arcelor Mittal	Ericsson	News Corporation	Telia Sonera
Aviva	Fedex	Nike	Telstra
Bank of America	Fiat	Nissan	Time Warner
Bayer	France Telecom	Nokia	Toyota
BBVA	General Electric	Novo Nordisk	Unilever
Berkshire Hathaway	GlaxoSmithKline	Oracle	UPS
BNP Paribas	GM	Petro Canada	Verizon Communications
Boeing	Google	Procter & Gamble	Viacom
Chevron	Henkel	Renault	Volvo
Cisco	Hewlett Packard	Reuters	Wal-Mart
Coca-Cola	IBM	Royal Bank of Canada	Wells Fargo
Daimler	InBev	Royal/Dutch Shell	Yahoo!
Dell	ING	Samsung	

Adapted from: Financial Times (2009). Powered by My.ComMetrics.com—updates available at http://FTindex.ComMetrics.com/

Thomas Mahon, for example, is a London tailor who started a blog called English Cut where he writes about the technical aspects of tailoring, such as the differences among suits and kinds of fabrics. As Figure 2 illustrates, Mahon does not primarily promote his own business. Instead, Mahon uses his blog to influence his customers' perceptions of him and his quality tailoring. His blog provides a public, yet informal place where consumers can view his life and his love for tailoring—and come to appreciate his work.

Blogs also offer small businesses the opportunity to become completely transparent with their consumer base (Halzack, 2008; Mahon, 2009; Rettberg, 2008; Scoble & Israel, 2006). For example, Honest Tea began its blog in 2005 expressly desiring openness with its consumers. Before Coca-Cola acquired a 40% share of Honest Tea, the company blogged about the decision and even responded to consumers' criticisms (Goldman, 2009). This transparency allows a company like Honest Tea to build consumer trust and credibility.

4

Table 1 also includes a source citation. The citation is formatted in APA style, because that is the documentation style of the report.

The reference to Figure 2 tells the reader what to notice in the figure.

The anecdote about Honest Tea supports the point about blogs and transparency. Instead of inserting a screen shot of the blog, the writer provides a citation, allowing the interested readers to find the original blog entry.

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Figure 2 – Screen Shot of Thomas Mahon's Blog, EnglishCut.com



(myself and ethan. looking weary preparing for the USA)

It's all go here getting ready for our trip to the USA in April. Ethan's having one of the most concentrated courses in bespoke cutting as you could ever imagine.

I was recently asked some questions about the trade on Savile Row by these very nice people - mannersman.com

I guess it gives an insight on how we see Savile Row and the craft in general. I hope you enjoy it as there's a few nice pics (not me personally) of some of us here. I'll carry on cutting but I hope you enjoy.

ARCHIVES

April 2010
March 2010
February 2010
January 2010
December 2009
November 2009
September 2009
August 2009
July 2009
June 2009
May 2009
April 2009

From: Englishcut.com

The illustration in Figure 2 does more than provide visual interest. It helps make the point that business blogs provide a personal face for a small business.

Blogging in Large Corporations. Larger companies also benefit from blogging's emphasis on personality and community. Whereas a smaller company may use a blog to inform readers of the company's qualifications and dedication to quality, an established, larger company can use blogging to rebrand itself as a more consumer-friendly, actively listening business.

Robert Scoble (2003), a Microsoft employee, used his blog to interview other Microsoft employees. By creating a personal face for a corporation nicknamed the "Evil Empire," Scoble did much to positively shift perceptions of Microsoft in less than six months. Multiple employees at Microsoft then began day-to-day blogs to provide information to customers.

Some corporations achieve this personal face by publishing blogs by their CEOs. Mark Cuban, owner of the Dallas Mavericks, writes the widely read **blogmaverick.com,** which has a Technorati Authority ranking of 837 (Technorati, 2008). Other corporations, like Wal-Mart, present the voice of the employee. In **checkoutbloggers.com,** Wal-Mart managers and associates spread the news about new gadgets, games, and Wal-Mart initiatives.

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Established corporations also use blogs to enter into existing web-based conversations about the company's products or services. Corporate bloggers search online for mentions of their company, looking specifically for misinformation, rumors, or easily answered questions. By responding to these comments online, bloggers communicate that the company is interested in being an active participant of a community, not just in selling its products (Rettberg, 2008).

Finally, corporations also use "dark blogs," which are not available to the public, for internal communication. For example, one large European pharmaceutical company uses blogs as a form of internal knowledge sharing to pool competitive intelligence (Charman, 2005).

Reason 3: Effective Blogging Requires Education

Like the discussion of Reason 2, the discussion of Reason 3 is divided into sections. In this case, it is divided into bulleted paragraphs because it offers a "list" of skills. Bullets are an appropriate format for lists.

Although blogs are a significant form of business communication, blogging requires a unique set of skills that need to be taught.

- **How to communicate professionally in informal language.** Blogs communicate information with a more personalized and individualized voice than most news, corporation, or media outlets do. Because of blogging's roots in personal journaling, blogs communicate with an informal language that typically represents the writer. Blogs are clearly authored by individuals, even if those individuals are doing so at the request of a corporation.

  This individualized voice leads to a number of advantages. Successful blogs allow corporations to connect to a wide range of consumers. The blogs also provide a forum for treating consumers as real humans through authentic conversation rather than through impersonal marketing and branding rhetoric, which is often criticized as insincere. Commentators have referred to this evolution of marketing communication as a corporate revolution (Rettberg, 2008; Scoble & Israel, 2006; Technorati, 2009).

- **How to generate consumer interest in a company without turning consumers off.** One of the easiest ways for a blog to be ineffective is if it is used as a product-advertising tool. To be effective, blogs should focus on communicating to consumers and investors information that is seen as objective as possible, without any sales pitches.

- **How to maintain transparency in writing.** Another pitfall for corporate bloggers is failing to take seriously the directive for transparency that personal communication demands. Scoble's (2003) Corporate Weblog Manifesto, posted on his blog, includes principles such as these: "Tell the truth, the whole truth, and nothing but the truth. If your competitor has a product that's better than yours, link to it" and "Post fast on both good news and bad ... The trick to building trust is to show up." As *New York Times* columnist Marci Alboher (2007) points out, this "kind of transparency is a popular reason for blogging, particularly for companies that want to be identified as mission-oriented or socially responsible" (p. 3C). However, the failure to be transparent will make the company appear evasive.

- **How to use blogging as part of a larger communication strategy.** Bloggers have to deal with an audience that must be kept interested. One important and often overlooked challenge with blogging is its commitment: a blog must be a regularly updated forum. Without consistent updates, the blog will lose its readership (Alboher, 2007; "Blogging," 2009; Thompson, 2009; Scoble, 2003). Scoble (2003) stated this need for commitment in a clear axiom: "Demonstrate passion. Post frequently" (p. 18).

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Recommendations for Incorporating Blogging into the WSU Curriculum

New sections of a report begin at the top of a new page.

At first glance, it may look as if business blogging is only a function of corporate communication, and thus only marketing or journalism majors need to learn how to do it. However, as channels of business communication evolve, the curriculum for all business students must evolve with them. As this report has shown, blogging offers an intellectually rich and interesting business communication channel for the following reasons:

- Even in its short history, blogging has undergone dramatic changes.
- Thousands of corporations are blogging; a rich set of examples can easily be mined for detailed theoretical and practical studies.
- Blogging continues to evolve with the speed typical of most Internet phenomena.

WSU can prepare business students to communicate well in this channel by adopting the following additions and modifications to the management science curriculum:

This section is divided into four key recommendations, which are formatted as subsections with headings. This formatting allows the reader to skim the headings easily. It also allows Word's automatic table of contents tool to include that text in the table of contents at the start of the report.

Recommendation 1—Address Blogging/Social Media in BUAD 287: Business Communication

At least one week of classes in this mandatory course should be devoted to reviewing social media, including blogging. This basic introduction will alert all students to the importance of blogging in business.

Recommendation 2—Add 300-Level Elective: History and Theory of Social Media

Western State should add a course focusing on the *History and Theory of Social Media*. This course would survey the past and present developments of social media, including blogging as well as other new forms of social media (such as Twitter, Facebook, MySpace, Ning) and track how media has changed in the last two decades due to Internet technology. This course would take a theoretical and analytical approach to blogging and social media.

Recommendation 3—Add 300-Level Elective: Social and Technological Business Communication

Western State should add a course focusing on *Social and Technological Business Communication*. This course would provide practical knowledge on how businesses communicate through blogging and other social media, understand the challenges and opportunities for big and small businesses, and learn how to incorporate blogging and other social media into a firm's overall business communication strategy. The course would focus on giving students practical instruction in using blogging and social media. One model for such a course is Georgetown University's Social Media in Business, Development and Government (Georgetown University, 2009).

Recommendation 4—Create a School-Wide Blog for Students

Western State School of Management Science has the opportunity to model effective blogging for students by creating its own blog to communicate with stakeholders and by encouraging students to participate and to develop their own linked blogs.

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The reference list is prepared in APA style:

- Sources are listed alphabetically by last name (or title when there is no author).
- The publication date immediately follows the author.
- In source titles, only the first words and proper nouns are capitalized.

Educational website

Blog message

Newspaper article

Book

Company website

Magazine article

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Appendix

Ranking, Names, and URLs of the Top 25 Corporate Blogs

The 25 corporate blogs listed below received the highest rankings from The Financial Times (2009). The Financial Times ranks blogs by assessing how popular they are with Internet users or how many people are referring to them. In creating this index, The Financial Times uses the following metrics: Google PageRank, Technorati Ranking, Technorati Authority, Yahoo! InLinks, and Google Blog Search.

Rank	Company	URL
1	Google	http://googleblog.blogspot.com/
2	Viacom	http://splashpage.mtv.com/
3	Reuters	http://www.reuters.com/finance/deals
3	Yahoo!	http://www.ysearchblog.com/
3	Adobe	http://blogs.adobe.com/
6	Nokia	http://conversations.nokia.com/
7	Oracle	http://blogs.sun.com/jonathan/
8	Microsoft	http://blogs.msdn.com/ie/default.aspx
9	Dell	http://en.community.dell.com/blogs/direct2dell/
10	Amazon	http://affiliate-blog.amazon.com/
10	General Electric	http://www.gereports.com/
12	eBay	http://developer.ebay.com/community/blog/ http://www.ebaypartnernetworkblog.com/en/
13	American Express	http://www.openforum.com/
14	Cisco	http://blogs.cisco.com/gov
14	Boeing	http://boeingblogs.com/randy/
14	Time Warner	http://searchblog.aol.com/
14	Coca-Cola	http://www.coca-colaconversations.com/
14	Toyota	http://pressroom.toyota.com/pr/tms/our-point-of-view.aspx
14	GM	http://gmreinvention.com/
14	Hewlett Packard	http://www.communities.hp.com/online/blogs/csremea/default.aspx
14	Wells Fargo	http://blog.wellsfargo.com/wachovia/
14	Accenture	http://www.accenture.com/Global/Accenture_Blogs/ Accenture_High_Performance_Business_Blog/default.htm
14	E.ON	http://eon-uk.com/
14	Alcoa	http://www.alcoa.com/alcoa_recycling/en/home.asp
25	News Corporation	http://allthingsd.com/

This report contains only one appendix, so the appendix does not need to be labeled Appendix A.

The name of the appendix appears immediately under the label.

The table appears in an appendix rather than the body of the report for two reasons:

1. Readers do not need the information as they read the report.
2. The information is so detailed that it would interrupt the report's flow if it appeared in the detailed discussion section.

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

LECTURE OUTLINE

STUDY QUESTIONS

SQ1 What listening skills will help you communicate better with others?

Hearing accurately
Comprehending and interpreting
Evaluating
Responding

SQ2 How can you help others listen well when you speak?

Focus on your audience
Share the conversation
Use clear, concrete, unambiguous language
Support your message with good nonverbal communication
Avoid language that triggers a negative response
Frame negative comments positively

SQ3 How can you manage interpersonal conflict?

Identify the cause of the conflict
Select an appropriate management technique

SQ4 How can you improve your communication with people from different cultures?

Understand how cultures differ
Develop strategies that help you communicate with diverse groups

SQ5 How can you work effectively as part of a team?

Assemble an effective team
Agree on team goals and standards
Pay attention to team development and dynamics
Develop good leadership practices
Plan for effective meetings
Be a good team member

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INTRODUCTION

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

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

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

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STUDY QUESTION 1 What listening skills will help you communicate better with others?

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

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

- Listening is the most frequently used communication skill for new employees in the workplace
- Research shows that people typically listen at only 25 percent efficiency
- Listening is a key component of **emotional intelligence**, the ability to perceive and understand emotions and to use that knowledge as a guide to behavior
- **Passive listening** is hearing what someone says without actively paying attention to ensure understanding
- **Active listening** is a process of focusing attentively on what a speaker says, actively working to understand and interpret the content, and then responding to acknowledge understanding. FIGURE 2.1 illustrates active listening**.** Four types of active listening skills are:
  - hearing accurately
  - comprehending and interpreting
  - evaluating
  - responding

FIGURE 2.1 The Active Listening Process



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- Active listening is especially important in **synchronous communication**, where all parties are present at the same time:
  - face-to-face conversations
  - telephone conversations
  - meetings

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

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Hearing accurately (see Key Concept Exercise 1)

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

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

Comprehending and interpreting (see Key Concept Exercises 2, 3, and 4)

- **Comprehension**—how well you understand what you hear or read
- **Interpretation—**analyzing the meaning of what you hear, read, or see to determine its intention
- "Listen" to nonverbal communication
    - **Nonverbal communication**—messages conveyed through means other than words; for example, emphasis and tone of voice, facial expressions, gestures, posture, body language, and behavior
    - FIGURE 2.2 illustrates that nonverbal signals can have multiple meanings

FIGURE 2.2 How to Interpret Nonverbal Signals in Context



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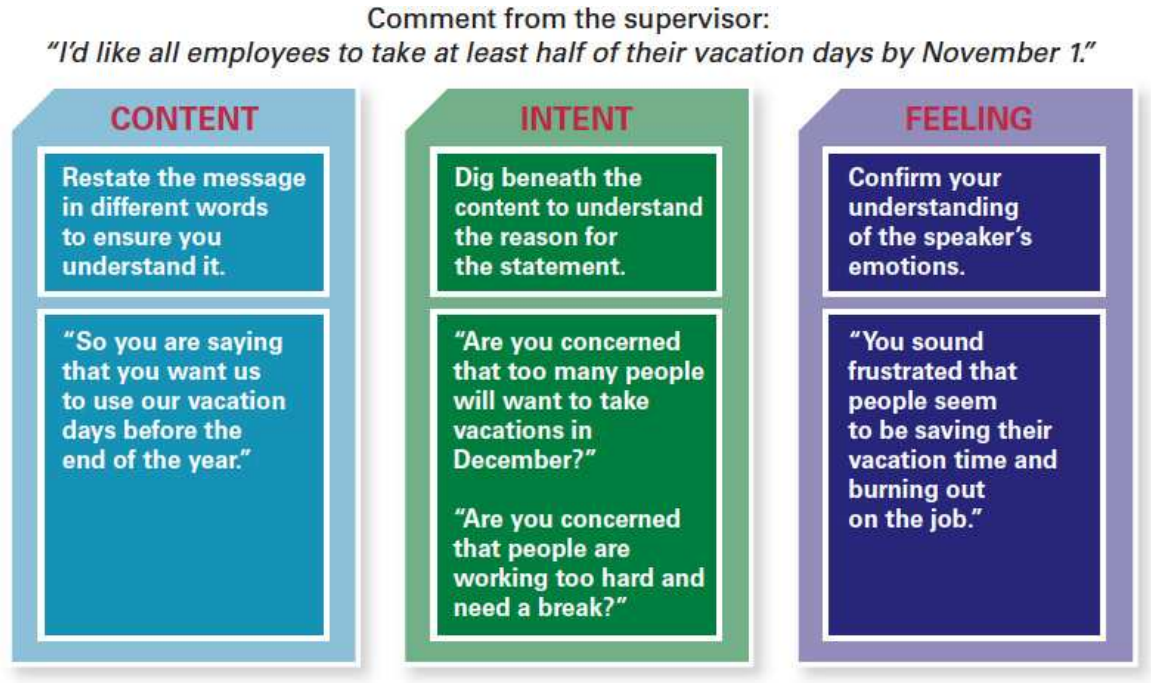
NONVERBAL SIGNAL	MEANING COMMUNICATED IN IMAGE A	MEANING COMMUNICATED IN IMAGE B
Leaning forward	Openness	Hostility
Eye contact	Friendliness	Anger
Extended hands	Welcome	Accusation, frustration
Chin forward	Greeting, openness	Irritation

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- Ask questions and paraphrase to ensure understanding
    - **Paraphrasing**—restating someone's point in different words
    - FIGURE 2.3 shows that you can paraphrase for content, intent, and feeling

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FIGURE 2.3 How to Paraphrase for Content, Intent, and Feeling



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

Supplemental Homework: *See the end of this IM chapter for the supplemental homework assignment titled Analyzing Nonverbal Communication.*

Supplemental Homework: *See the end of this IM chapter for supplemental homework assignment titled Observing Gender-Specific Communication Styles.*

CULTURE

FACIAL EXPRESSIONS ARE NOT UNIVERSAL

(See Collaboration Exercise 30)

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

Objectively evaluating (see Key Concept Exercise 5)

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

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

Responding (see Key Concept Exercise 6)

- Responding has two roles in the listening process: letting the speaker know you understand the point and initiating the next step in the conversation
- Responses can be verbal and nonverbal
- FIGURE 2.4 outlines five different ways to respond to a speaker

FIGURE 2.4 How to Respond in Different Ways

YOUR RESPONSE OPTIONS	
Ask a Question	What do we need to do to get ready? How long do you think it will take?
Give an Opinion	I think if you have most of the documents they will need tomorrow, they can get a good start.
Give Advice	Let's try to reschedule the audit until next week.
Argue/Disagree	Actually, I think we are ready. We have completed everything on the checklist.
Express Empathy	It's nerve-wracking to get everything ready for a major audit. You're doing fine, and I'll be glad to help.

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STUDY QUESTION 2 How can you help others listen well when you speak?

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

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

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

Focus on your audience (see Key Concept Exercise 7)

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

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

Share the conversation (see Key Concept Exercise 8)

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

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

Use clear, concrete, unambiguous language (see Key Concept Exercise 9)

- *Ambiguous language* may mean different things to different people
- Pay particular attention to pronouns, replacing them with nouns when necessary

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

Support your message with good nonverbal communication (see Key Concept Exercise 10)

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

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- Use gestures and facial expressions that complement your message

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

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

Avoid language that triggers a negative response (see Key Concept Exercise 11)

- Four specific types of language that can cause a negative response are:
  - *Biased language* suggests prejudice, prejudgment, or disrespect
  - *Provocative questions* are designed to annoy and inflame
  - *Accusatory language* focuses negative attention on the person rather than on the issue
  - *Trigger words and phrases* elicit immediate negative emotional responses

Frame negative comments positively (see Key Concept Exercise 12)

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

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STUDY QUESTION 3 How can you manage interpersonal conflict?

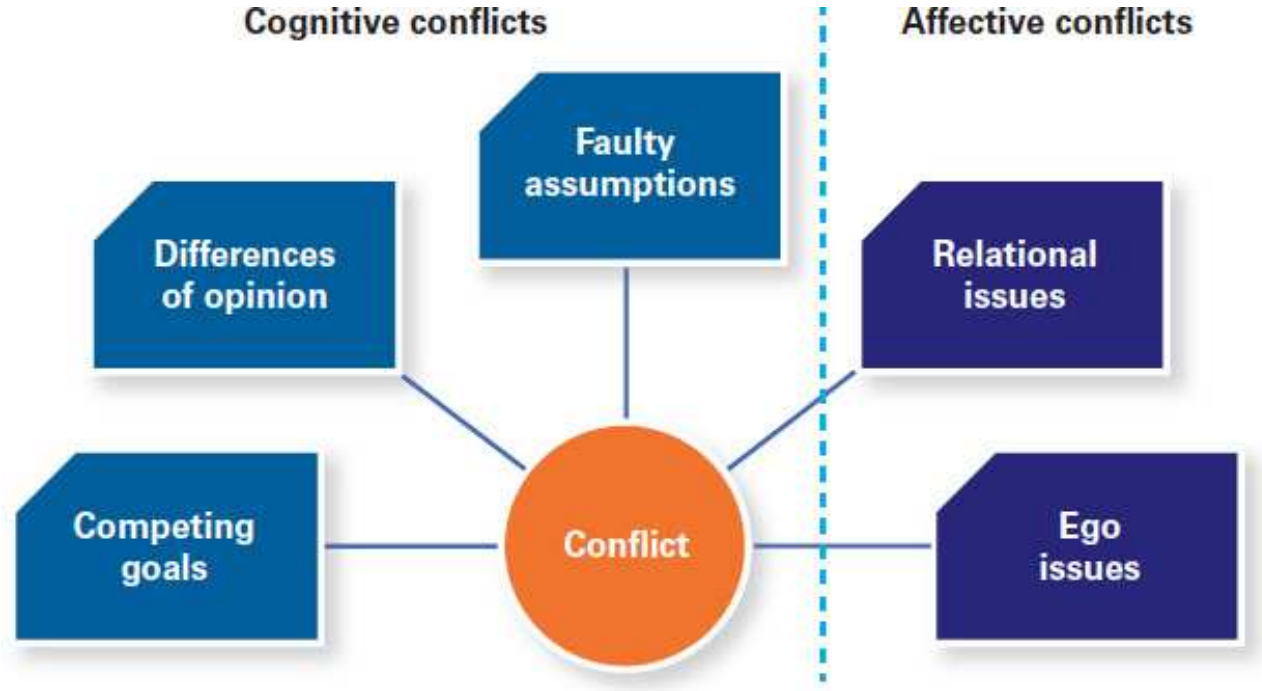
Teaching Tip: *If there are any current conflicts at your school, in your local community, or in national politics, ask students to read a bit about the conflict and spend time in class facilitating a discussion about the cause of the conflict. Have the students suggest management techniques that might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

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

Identify the cause of the conflict (see Key Concept Exercise 13)

- FIGURE 2.5 illustrates the causes of cognitive and affective conflicts

FIGURE 2.5 Causes of Conflict



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- Competing goals
  - Successful businesses work toward a number of goals that sometimes compete with each other
- Differences of opinion
  - Best resolved by a rational decision-making process, which may involve compromise

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- Faulty assumptions
  - People often draw conclusions or make decisions based on faulty assumptions
  - Avoid this conflict by sharing information with each other
- Relational issues
  - Relational and personality conflicts can stand in the way of productivity and are costly to businesses
  - Explore ways to resolve such conflicts, seeking help from managers if necessary
- Ego issues
  - Threaten someone's sense of professional identity or self-image

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

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

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Select an appropriate management technique (see Key Concept Exercise 14)

- FIGURE 2.6 illustrates five different techniques for managing conflicts

FIGURE 2.6 How to Select an Appropriate Management Technique

TECHNIQUE	USE THIS TECHNIQUE WHEN...	AVOID THIS TECHNIQUE WHEN...	EXAMPLE
Avoid confrontation Deny the problem exists, change the topic, screen your telephone calls, or avoid the person completely.	you believe you have no chance of resolving the conflict and the conflict does not interfere with productivity.	you have any other alternative. Problems that are not addressed tend to get worse.	Nadia and Brian (introduced on page 49) used this technique, and it was not effective. Because of an ego conflict, they avoided personal interaction. If they continue to avoid each other and communicate only by email, they will have no opportunity to develop shared goals; ultimately, the customers will suffer.
Accommodate or give in Allow the other person to have his or her own way.	• you decide that your position was wrong. • the conflict is trivial. • you are negotiating; sacrifice something less important to gain something you want more. • maintaining a harmonious relationship is more important than the outcome of the issue.	accommodation means sacrificing your principles and beliefs. Such accommodation can lead to loss of self-esteem or **groupthink**. Groupthink is a practice of achieving unanimity by eliminating all critical thinking that threatens consensus. A groupthink approach to eliminating conflict can lead a group to ignore differing opinions that may be valuable.	Imagine you are on a marketing team with people of diverse backgrounds. Your team's goal is to generate cutting-edge marketing ideas for a new product. During the first brainstorming session, many ideas come up. But as soon as the marketing manager endorses one idea, everyone agrees with him. You think a different idea might work better, but don't want to be the only dissenting voice. To show that you "fit with the company," you "go along to get along." This is an example of groupthink that may cause the team to settle on a solution that is wrong, or may sacrifice creativity and innovation.[41]
Compete to win Turn the conflict into a contest with a winner and loser, often determined by a third party. Use competitive tactics to win the advantage: find fault, assign blame, or reject others' point of view.	• a quick resolution is needed or demanded and compromise isn't possible. • a third-party, such as a supervisor, CEO, or board of directors—is available to decide the issue.	a more collaborative strategy or compromise is possible, since competition can lead to relational conflicts.	Marcus and Allison of Green Earth (introduced on page 47) bring their conflict to the president of the company to decide which goal to prioritize: keeping customers happy or keeping costs down. The president decides to accommodate current customers. This decision gives Marcus and Allison a clear direction, but they still need to work out the personal anger that has developed between them.
Compromise Approach the problem cooperatively so that all the parties involved get something they want or can accept, but everyone also sacrifices.	• a quick resolution is needed or demanded. • people have differences of opinion or competing goals, and a compromise allows each to be partially satisfied.	the outcome will fail to adequately resolve the conflict or achieve the ultimate goal.	Valerie and Corrine of Rotel Plumbing (introduced on page 47) need to present a budget to the board of directors the next day, even though they continue to have differences of opinion: Should they invest in marketing or distribution? They reach a compromise and create budgets for two smaller projects—one on marketing and another on distribution. Neither gets everything she wants, but this solution offers several benefits: Each gets part of what she wants, they are able to project a united front at the board of directors meeting, and they will gather data from the two projects that may help them resolve their difference of opinion.
Collaborate Work with all parties to determine the best possible solution.	collaboration is possible. This is the best approach for managing complex conflicts in the absence of pressing deadlines. Collaboration has the benefit not only of providing a solution but also ensuring buy-in from all parties and strengthening the relationships among people.	an immediate resolution is needed, because collaboration is a time-consuming process.	Marcus and Allison of Green Earth realize they will not be able to easily resolve their conflict because their supervisors gave them conflicting requirements. Although they could individually talk to their supervisors, they decide to work together to find a solution in the best interest of the company. Perhaps the company could charge more for rush jobs, give clients the option of paying a retainer to leave space on the Green Earth schedule, or develop a new procedure for calculating revenues versus overtime costs. Marcus and Allison then present these collaborative solutions in a meeting with their two supervisors.

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- **Avoid confrontation**
  - Sometimes avoidance is a good choice; for example, if you believe there is no chance of resolving the conflict and it does not interfere with production
  - Most often, avoiding conflict makes it worse
- **Accommodate or give in**
  - Accommodating is a wise choice when:
    - you decide that your position was wrong
    - the conflict is trivial and you don't care about the result
    - you are negotiating; sacrifice something less important to gain something you want more
    - you believe that maintaining a good relationship with the other person is more important than the outcome of the issue
  - Accommodating is dangerous if it means sacrificing your principles and beliefs
  - **Groupthink** is a process by which a group reaches a decision by eliminating all critical thinking that threatens consensus
- **Compete to win**
  - May result in quick solutions
  - Needs a third party with authority to decide the issue
  - Often leads to relational conflicts, especially when the following tactics are used:
    - rejecting others' points of view
    - finding fault
    - assigning blame
- **Compromise**
  - Offers a quick resolution to the issue
  - Allows parties with competing goals or differences of opinion to be partially satisfied
  - May fail to adequately resolve the conflict or achieve the ultimate goal
- **Collaborate to find the best solution**
  - Requires that all parties work together to determine the best possible solution
  - Time-consuming
  - When possible, this is the best approach for managing complex conflicts when time is not an issue

- When you decide to address the conflict:
  - Act promptly
  - Meet in person at a neutral location
  - Formalized the solution
  - Set a date for follow-up

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

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

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TECHNOLOGY

INTERGENERATIONAL CONFLICTS OVER TECHNOLOGY

(See Writing Exercise 25)

Why can intergenerational communication be a source of conflict?

- Younger workers tend to adopt and learn new technology easily, while older workers may be more cautious about adopting new technology

What differences exist between generations in their use of social media?

- 50 percent of people born between 1946 and 1964 use social media
- 73 percent of people born between 1965 and 1980 use social media
- 89 percent of people born after 1980 use social media
  (Pew Research Center study)

How can employees prevent or resolve conflicts over technology?

- Better communication can prevent unnecessary friction
- Advocates for new technology can build support and deflect negative responses by making a formal proposal before introducing a new tool
- Employees with reservations or concerns can explain the reasons behind their objections, and articulate any assumptions that newer employees may not know

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STUDY QUESTION 4 How can you improve your communication with people from different cultures?

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

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

Understand how cultures differ (see Key Concept Exercise 15)

- **Ethnocentrism—**an inappropriate belief that your culture is superior to all others
- **Stereotypes—**oversimplified images or generalizations of a group

- **High context versus low context**
  - **Context**—a term that refers to how people in a culture deliver, receive, and interpret messages
  - Countries exist on a continuum from high context to low context (see **FIGURE 2.7**)

FIGURE 2.7 Continuum of Low- to High-Context Cultures

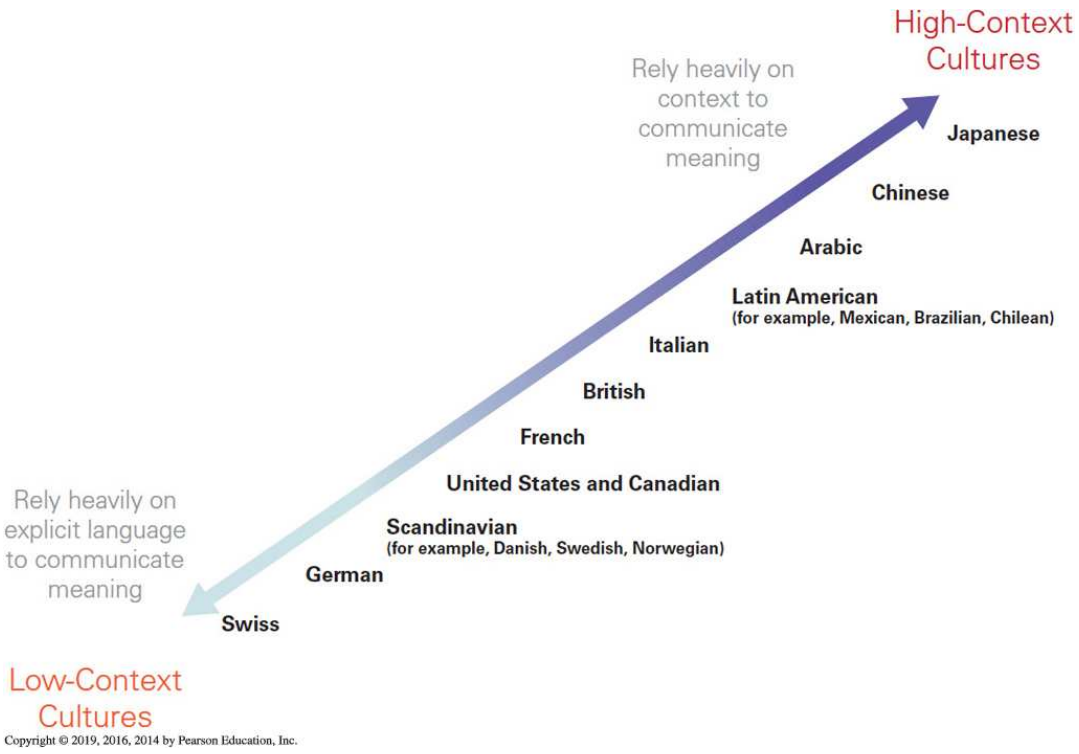


FIGURE 2.7

  - *Low-context cultures* rely on explicit language to communicate
  - *High-context cultures* derive meaning not just from words but from everything surrounding the words

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- **Individualism versus collectivism**
  - Key dimension of culture identified by Dutch intercultural expert Geert Hofstede
  - **Individualist culture**—values an individual's achievement, satisfaction, and independent thinking
  - **Collectivist culture**—puts the good of the group or organization before people's individual interests
  - In collectivist cultures, great importance is put on **face**, the position or standing that a person has in the eyes of others
- **Power distance**
  - **Power distance**—a characteristic of cultures that describes how the culture perceives inequality and authority
  - In cultures with *high* power distance, organizations are formal and have a clear separation between superiors and subordinates
  - In cultures with *low* power distance, organizations are more relaxed about title and status
- **Uncertainty avoidance**
  - **Uncertainty avoidance**—a measure of how comfortable a culture is with ambiguity, risk, and change
  - In cultures that are *uncomfortable* with uncertainty and ambiguity, employees tend to like clear guidelines that lead to predictable results
  - In cultures that are *comfortable* with uncertainty and ambiguity, employees tend to like flexible working environments that allow for risk-taking and entrepreneurial behavior
- **Time orientation**
  - **Monochronic culture**—values punctuality and efficiency
  - **Polychronic culture**—has a relaxed attitude toward time and punctuality
  - Understanding the different approaches to time is crucial to maintaining smooth cross-cultural relationships

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

Develop strategies that help you communicate with diverse groups (see Key Concept Exercise 16)

FIGURE 2.8 presents verbal and nonverbal strategies

- Nonverbal strategies
  - Do:
    - pay attention to the other person's nonverbal communication
    - mirror it when appropriate
    - smile
  - Don't:
    - ignore or discount details of how people maintain eye contact, shake hands, or stand when talking
    - presume that an unsmiling face will be taken more seriously
- Verbal strategies
  - Do:
    - be clear and concise
    - listen carefully
    - request feedback to ensure understanding
  - Don't:

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        - use **idioms**, expressions that mean something other than the literal meaning of its words
        - use **jargon**, the specialized language of a specific field
        - get distracted by differences in accent and dialect
        - assume that smiles and nods mean that what you are saying has been understood
- Both
    - Do:
        - exhibit formality and respect
        - apologize sincerely if you inadvertently offend or confuse your audience
    - Don't:
        - assume that decorous behavior means someone is being impersonal or distant
        - attempt humor
        - pretend that nothing happened or blame your audience if you make a mistake

FIGURE 2.8 How to Communicate with Diverse Groups

CATEGORY	DO	DON'T
Nonverbal Communication	**Pay attention to the other person's nonverbal communication and, when appropriate, mirror it.** If you are doing business with someone from another culture, pay attention to how that person acts. For example, in the United States, a comfortable conversational distance ranges from 2 to 4 feet; in the Middle East, the distance may be less than 1 foot.[59] By observing and learning, you can avoid cultural mistakes.	• Ignore or discount how people from other cultures maintain eye contact, shake hands, or stand when talking.
	Smile. Look like you are friendly, open, and willing to communicate.	• Presume that an unsmiling countenance will be taken more seriously.
Verbal Communication	**Be clear and concise.** Remember to talk relatively slowly and pronounce words clearly. To ensure your meaning is understood, also be very specific with your choice of words.	• Use **idioms**, expressions that mean something other than the literal meaning of their words. For example, *"drive me up the wall"* and *"pass with flying colors"* are culture-specific and as a result may confuse people from other cultures • Use jargon, specialized language of a specific field. Even business jargon like *"in the red"* or *"headcount"* may be unfamiliar to people from other cultures.
	Listen carefully. Listen to more than the words to ensure you understand the intended meaning. Listen for tone and emphasis.[60]	• Get distracted by differences in accent and dialect.
	Request feedback to ensure understanding. Ask friendly questions that encourage people to give you verbal feedback so you can ensure mutual understanding.	• Assume that smiles and head nodding mean that people from other cultures understand what you are saying. These nonverbal responses mean different things in different countries.
Both	**Exhibit formality and respect.** Americans are often less formal than people from European and Eastern cultures. When in doubt, be polite, courteous, and respectful. For example, address people by their last names (*"Hello, Ms. Tsai"*) until they ask you to call them by their first names (*"Hi, Fu-Nien"*).	• Assume that people from other cultures are impersonal and distant, as they may be behaving with decorum appropriate to their culture. • Attempt humor, since humor often doesn't translate across cultures.
	Apologize sincerely if your inadvertently offend or confuse your audience. Occasional misunderstanding is inevitable in cross-cultural communication. Taking responsibility for miscommunication helps your audience save face. If you do offend or confuse your audience, explain and be open to learning to avoid future missteps.	• Pretend that nothing happened or blame your audience for being overly sensitive.

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



ETHICS

THE ETHICS OF GUANXI

(See Key Concept Exercise 17)

- **Guanxi** refers to a network of long-term, mutually beneficial relationships that promote trust
- Chinese business tends to rely on guanxi to get business done, especially where a framework of law to regulate business transactions is less well developed
- Westerners question the ethics of guanxi because close social relationships give insiders an advantage over outsiders
- Guanxi may lead to corruption
- Outsiders doing business in China find it difficult to cultivate guanxi, and are advised to hire Chinese representatives
- The importance of guanxi may diminish as Chinese business becomes more global
- Guanxi is less pronounced in Internet-based businesses

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STUDY QUESTION 5 How can you work effectively as part of a team?

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

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

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

Assemble an effective team (see Key Concept Exercise 18)

- To assemble strong team members, consider the following questions and strategies:
  - How big should my team be?
    - Create teams of three to five people, which are typically more productive than larger teams
    - Appoint an odd number of people
    - Break into subteams to complete parts of a project
  - What are the skills needed to complete this team project effectively?
    - Identify the work that needs to be done and the skills necessary for doing it
  - Who has the time and resources to contribute effectively to the team project?
    - Ask colleagues with area expertise to join the team or to recommend a substitute
  - Who may be the most interested in this topic (and therefore motivated to participate)?
    - Consider prior experience and professional development
  - Who knows how to collaborate well?
    - Consider interpersonal skills as well as project-specific skills

In-class Activity: *See the end of this IM chapter for the in-class activity entitled Identifying Team Talent.*

Agree on team goals and standards (see Key Concept Exercise 19)

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

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

Pay attention to team development and dynamics (see Key Concept Exercise 20)

- FIGURE 2.9 illustrates a model for understanding team development proposed by Bruce Tuckerman
- What happens at each stage?

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- **Forming**—team members get to know each other
- **Storming**—teams experience conflict and begin to confront differences
- **Norming**—team members learn how to manage conflict and work with each other efficiently
- **Performing**—team members work collaboratively and achieve a high level of productivity

- An alternative to Tuckerman's model, by Amy Edmondson, emphasizes **teaming**: the process of bringing people together for a short period to solve a specific problem
- Teaming requires frequent communication to learn collectively, fix issues quickly, and put the best ideas into action. Recommendations include:
  - ask for help and clarification early and often
  - share information quickly and broadly
  - discuss mistakes
  - try out new strategies and ideas
  - continuously seek out feedback to improve ideas and processes

FIGURE 2.9 Stages of Team Development: What Team Members Do at Each Stage



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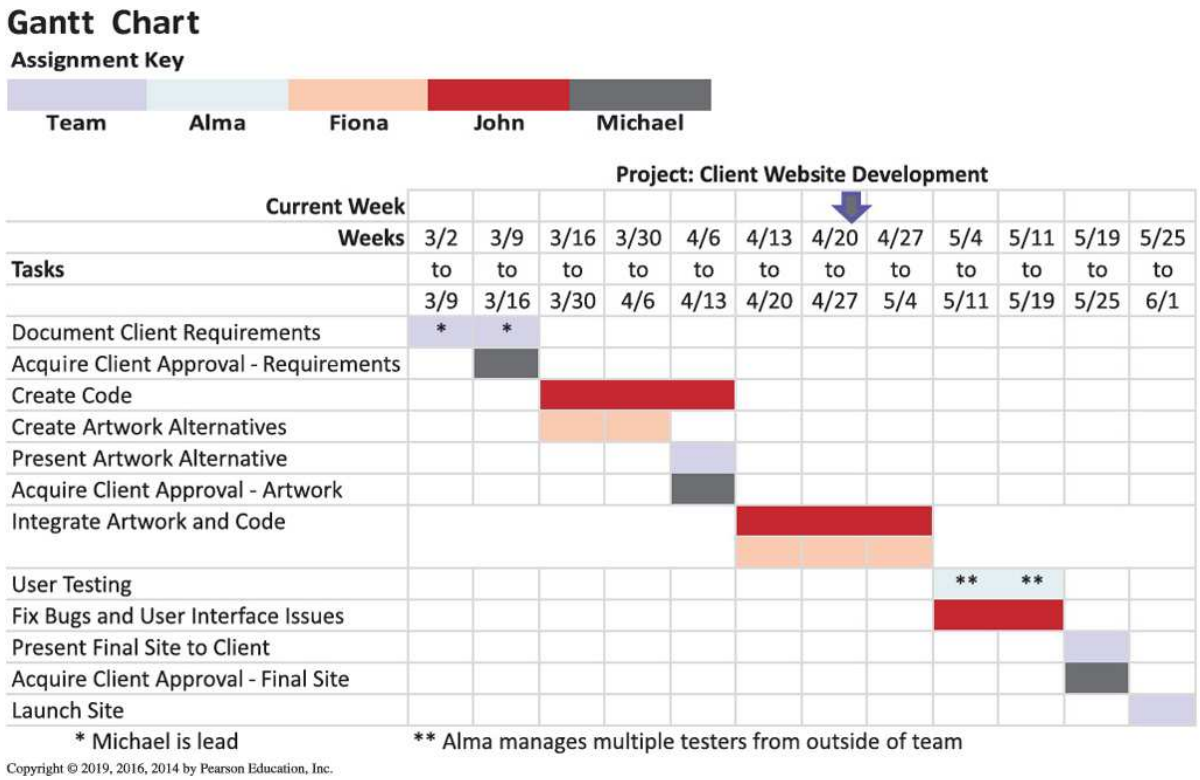
In-class Activity: *Ask students to work in small groups to list examples of team conflicts (without identifying names). What caused the problems? How, if at all, did the team resolve them?*

Develop good leadership practices (see Key Concept Exercise 21)

- A leader is not in charge of a team but rather in service of a team
- A leader can serve a team in the following ways:
  - Establish and maintain a vision of the future
  - Create a supportive climate
  - Delegate responsibility and assign tasks equitably
  - Establish a timeline, using scheduling tools such as *Gantt charts* (**FIGURE 2.10**)
  - Keep the project on track
  - Manage meetings effectively and encourage positive collaboration
  - Ensure effective decision making
  - Resolve differences

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FIGURE 2.10 Gantt Chart



Plan for effective meetings (see Key Concept Exercise 22)

- Create an agenda
  - **Agenda**—a detailed plan or outline of the items to be discussed at a meeting
  - FIGURE 2.11 illustrates a sample agenda
- Distribute the agenda sufficiently in advance
- Assign someone to serve as a timekeeper during the meeting
- Assign someone to serve as a note taker during the meeting
  - **Meeting minutes**—notes that describe what was discussed at a meeting, what was decided, and what actions will follow
  - FIGURE 2.12 also shows sample minutes of a team meeting
- Plan for follow-up

#

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

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

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FIGURE 2.11 How to Create a Meeting Agenda

agenda

AGENDA

Online Internship Handbook Team

Human Resources Conference Room
Tuesday, July 31, 20XX
4:00–5:00 PM

MEETING PURPOSE:
To kick off the internship handbook project and develop a six-week plan.

I. Introductions 5–10 min.

a. Jay Macintosh, Intern to Director for Human Resources, Team Leader
b. Rachel Ferrera, Intern to Assistant to CEO
c. Arnie Glover, Intern to Temp Pool Supervisor
d. Roberto Washington, Intern, Web Development Department

II. Project Overview – Jay Macintosh 10–15 min.

a. Brainstorm Initial Ideas for Topic Content
b. Assign Responsibilities

III. Web Development Support – Roberto Washington 10–15 min.

a. Discuss Format / Layout Options
b. Determine Resource Needs (Materials)

IV. Six-Week Timeline – Jay Macintosh 10–15 min.

a. Meeting Times
b. Progress Reports and Submission Schedule
c. Interns Who Will Provide Feedback:
   1. Sarah Fernandez, Marketing Department
   2. Paul Mason, Research & Development
   3. Soren Afzabi, Research & Development
   4. Melanie Godfarb, Accounting

V. Other? 5–10 min.

VI. Due Next Week: Content Reports

Include the day, time, and place of the meeting at the top of the agenda.

State the purpose of the meeting to keep the discussion on track.

List all the topics to be discussed or all the decisions to be made.

Estimate the amount of time each item will take. Although you may need to be flexible with time during the meeting, the time estimates will help the team get through all the topics efficiently.

Assign each topic to a team member and ensure that all team members have some responsibility during the meeting. If team members are not responsible for anything on the agenda, reconsider whether they need to attend the meeting.

End by looking ahead to due dates or the next meeting.

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FIGURE 2.12 How to Create Meeting Minutes

minutes

MINUTES

Online Internship Handbook Team

Human Resources Conference Room
July 31, 20XX

Present: Jay Macintosh, Intern to Director for Human Resources, Team Leader
Rachel Ferrera, Intern to Assistant to CEO
Arnie Glover, Intern for Temp Pool Supervisor
Roberto Washington, Intern, Web Development Department

I. **Introductions:** Jay Macintosh called the meeting to order, introduced himself, and asked the others to state their department, experience, and skills.

II. **Project Overview:** Jay Macintosh explained the project goals. The team brainstormed ideas for topics and assigned content as follows:

a. Welcome to the Company - Rachel Ferrera
   1. History of the Organization
   2. Mission / Vision Statements
   3. Organizational Chart
   4. Your Role as an Intern

b. Policies and Procedures - Arnie Glover
   1. Maintaining Work Hours and Reporting Absences
   2. Sending and Responding to Email
   3. Logging Telephone Calls
   4. Using the Internet
   5. Using Social Media
   6. Submitting Reimbursement Requests

c. Human Resources - Jay Macintosh
   1. Salary and Payroll Procedures
   2. Health Benefits
   3. Educational Resources
   4. Applying for Permanent Employment

III. **Web Development Support:** Roberto Washington explained company policies about website format, layout, and design options. The team discussed where on the current company website the internship handbook should be located. Decision: Roberto will check with his supervisor about content and resource needs and report to the team by email before the end of the week.

IV. **Six-Week Timeline: Decisions:**
   1. We will meet on Tuesdays from 3–5 PM. Between meetings we will update each other by email.
   2. Jay will send our weekly meeting minutes to his supervisor as our progress reports.
   3. We will send the completed version of our first draft to the other interns who volunteered for this project to get their feedback by Week 3.
   4. We will submit a draft to the Director of Human Resources by Week 4.
   5. Roberto will begin putting the material on the web in Week 5.

V. **Next Meeting:** The team will meet on August 7 to discuss the content reports.

Include the day, time, and place of the meeting at the top of the agenda.

Include a list of who attended.

Organize content by categories. If possible, match the agenda.

Focus on what the team decided and do not repeat everything that was said.

Include assignments (who agreed to do what) and deadlines (when you agreed to submit deliverables).

End with decisions about the next meeting.

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Be a good team member (see Key Concept Exercise 23)

- Make a commitment to the team and its goals
- Create a collaborative working environment
- Support and encourage your teammates

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- Support team decisions
- Focus on continuous quality improvement



COLLABORATION

EXTROVERTS AND INTROVERTS: MAKING THE MOST OF YOUR DIFFERENCES

(See Writing Exercise 24)

Why do extroverts and introverts sometimes have difficulty working together?

- Extroverts become energized around people, while introverts prefer to work in quiet on their own
- Extroverts share easily and publicly; introverts may prefer to develop ideas thoroughly before sharing
- American business culture favors extroverted models of communication and leadership
- Introverts may have their contributions overlooked, or be encouraged to become more like extroverts
- Extroverts sometimes inhibit others from speaking up

Why do successful teams need both extroverts and introverts?

- Research suggests that teams with both types are more cohesive and effective
- Extroverted leaders can motivate people who are more passive or need direction
- Introverted leaders may be more open to accepting input, and better at making contributors feel valued

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IN SUMMARY,

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

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Teaching Tip: *The end-of-chapter Case Scenario, Working as a Cross-Cultural Team, p. 65, will help students apply the material in this chapter.*

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SUPPORTING MULTIPLE TEAMS @ WORK: Design for America

The leaders of a student organization share insights for communicating effectively with many teams in different locations. The prompts encourage students to apply the insights to their own experiences, and reflect on the factors that make distributed communication effective on ineffective. (SQ1; SQ2; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork; Reflective Thinking)

- **DISCUSSION QUESTION 1:** What campus organizations are you affiliated with? Are any of these organizations part of a larger one? How effectively does the local organization communicate with its members? How well does the national organization coordinate with local groups? What are specific communications that you think the organization has managed well or poorly?
  Possible answers: Answers will vary based on experience, but thoughtful responses will give specific and detailed examples of good and bad communication.

- **DISCUSSION QUESTION 2:** Design for America uses multiple channels of communication, and relies on making a good first impression to build strong connections with the studios around the country. Give an example of a time when you needed to make a good first impression via phone or email. What did you do? Give an example of how a company, not-for-profit organization, or other group made a good or bad first impression on you via social media. Why was your impression favorable or unfavorable?
  Possible answers: Students should come up with their own detailed and specific reasons why making a strong and positive first impression is both difficult and important.

- **Supplementary Reflection Exercise**
  Which of the specific tools used by Design for America to communicate with their studios are you familiar with? How successful have you been in reaching others through these tools, perhaps as a leader in a campus organization? How well do these tools work when others use them to engage your attention and participation?
  Possible answers: Answers will vary based on experience, but thoughtful answers will include specific details. Students can be encouraged to compare their experiences with others to identify common patterns and shared concerns.

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CASE SCENARIO: Working as a Cross-Cultural Team

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

QUESTION 1: What interpersonal, intercultural, and teamwork communication issues are emerging in this scenario? (SQ3; SQ4; SQ5; AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments; Interpersonal Relations and Teamwork)

SAMPLE ANSWERS:

Interpersonal issues

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

Intercultural

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

Teamwork communication

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

QUESTION 2: Listening involves a number of specific skills: hearing, comprehending and interpreting, evaluating and responding. Which of these areas contributed to the communication problem in this scenario? Identify specific examples. (SQ1; AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments; Interpersonal Relations and Teamwork)

SAMPLE ANSWERS: All of these areas contributed to the communication problem in this scenario:
Hearing: No one asked Anant to repeat what he said, leaving most of what he said unknown.

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

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

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

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

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QUESTION 3: How would you describe the difference between the two approaches to talking with Roberto? Which approach would help Roberto accept the criticism? (SQ2; AACSB Tag: Interpersonal Relations and Teamwork)

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

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

QUESTION 4: Besides accommodating, what specific actions could you take to manage the conflict with Maansi and Anant if you decided to avoid, compete, compromise, or collaborate? Which approach do you believe would lead to the best outcome? (SQ3; AACSB Tag: Interpersonal Relations and Teamwork)

SAMPLE ANSWERS:
Specific actions to manage the conflict include:

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

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

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

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

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

QUESTION 5: What factors may explain the cultural differences between the U.S. and Indian team members? (SQ4; AACSB Tag: Diverse and Multicultural Work Environments)

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

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QUESTION 6: Study Question 5 describes some of the characteristics that successful teams share. This team ultimately was successful. How did it demonstrate these characteristics? (SQ5; AACSB Tag: Interpersonal Relations and Teamwork)

SAMPLE ANSWERS:

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

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REVIEW QUESTIONS

1. **Name two barriers that interfere with hearing.** Possible answers include: differences in mental processing speed between speaking and hearing; inattention due to multitasking; temporary hearing loss; noise and other environmental distractions; and other barriers that decrease the listener's focus. (SQ1; AACSB Tag: Written and Oral Communication)

2. **How does comprehension differ from interpretation?** Comprehension is how well someone understands what he or she hears. Interpretation is more complex, and involves analyzing the meaning of a communication. (SQ1; AACSB Tag: Written and Oral Communication)

3. **What are three types of paraphrasing?** Paraphrasing consists of restating the literal content, the ultimate intention, or the emotional content of what you have heard. (SQ1; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

4. **Describe how a person "listens" to nonverbal communication.** One "listens" to nonverbal communication by paying attention to facial expressions, body language, posture, gestures, and behavior. (SQ1; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

5. **What is the difference between a provocative question and an authentic question?** Authentic questions are used to ask for information, share opinions, and provide confirmation. Provocative questions are used to attack, shame, or blame the target. (SQ2; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

6. **Under what circumstances is it a good idea to accommodate (or give in) during a conflict?** Possible answers include: if you decide that you are wrong and have changed your mind; if the conflict is trivial or one in which you don't care about the results; or if maintaining a harmonious relationship with the other person is more important than the outcome. (SQ3; AACSB Tag: Interpersonal Relations and Teamwork)

7. **What is ethnocentrism?** It is the belief that your own culture is superior to others. (SQ4; AACSB Tag: Diverse and Multicultural Work Environments)

8. **Name one way that an individualistic culture differs from a collectivist culture.** Possible answers include: valuing individual achievement, satisfaction, and independent thinking; considering one's own achievement to be more important than obligation and loyalty to a group; prioritizing individual incentives; rewarding individual leaders for a company's success. (SQ4; AACSB Tag: Diverse and Multicultural Work Environments)

9. **What are the four stages of team formation?** The four stages are forming, storming, norming, and performing. (SQ5; AACSB Tag: Interpersonal Relations and Teamwork)

10. **Describe two ways that file-sharing tools such as Google Docs help teams collaborate.** Possible answers include: automatic versioning to track changes in documents; real-time distributed authorship and review of documents; availability of resources from multiple locations and devices; rapid access to updated materials. (SQ5; AACSB Tags: Written and Oral Communication; Information Technology)

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CRITICAL THINKING QUESTIONS

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

1. **Some research suggests that emotional intelligence is a stronger predictor of job success than traditional intelligence—how smart you are. Why do you think emotional intelligence is so important for many jobs?** (SQ1; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

   NOTES: Students' answers will vary, but could include the following components of emotional intelligence and their application to a wide range of job-related situations: (1) recognizing one's own emotions; (2) interpreting tone, facial, expressions, and body language; (3) tracking behavior and comparing it with the language used; and (4) paraphrasing to draw out the emotional as well as the literal content of a statement.

2. **Explain a situation—either at home, school, or work—in which you listened passively and neglected to hear important information. Describe the negative result and identify how you could have used active listening strategies to improve your communication process.** (SQ1; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

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

3. **Designers of consumer products argue that to understand what customers really need, you have to do more than listen to what they say. You have to observe what they do. Why do you think there is often a gap between what people say and what they do?** (SQ1; AACSB Tag: Written and Oral Communication)

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

4. **Review the speaking strategies listed at the beginning of SQ2. Divide them into two lists: strategies that you currently try to use when you speak and strategies that you typically do not think about. Of the strategies that you typically do not think about, identify one that you'd like to begin using immediately and explain why.** (SQ2; AACSB Tag: Written and Oral Communication)

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

5. **What words or phrases trigger a negative emotional response from you? If someone repeatedly uses one of your "trigger words," what are your options for responding? Which option would you choose?** (SQ2; AACSB Tags: Written and Oral Communication)

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

6. **Some organizations provide the services of mediators to help resolve workplace conflicts. What are the advantages of having a disinterested party resolve a conflict? What are the advantages of having people involved in the conflict work it out on their own?** (SQ3; AACSB Tag: Interpersonal Relations and Teamwork)

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

7. **Imagine you have been hired by a global company that is holding a two-week orientation for all new employees at the head office in San Francisco. You will be staying in a hotel for two weeks, and you have been assigned to share a room with a new employee from Zurich, Switzerland. What can you do to find out in advance a little bit about the culture in Zurich? Once you have identified some characteristics of that culture, what can you do to ensure that you do not stereotype your roommate?** (SQ4; Diverse and Multicultural Work Environments)

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

8. **Explain a team situation in which you experienced conflict. What was the purpose of the team? Why did the affective and/or cognitive conflict to occur? How did the team resolve the conflict? What was the impact on the final product?** (SQ3, SQ5; AACSB Tag: Interpersonal Relations and Teamwork)

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

9. **Imagine you have a teammate who wants to do all the project work himself because he does not trust anyone else on the team to produce high-quality results. How would you respond to that teammate?** (SQ5; AACSB Tag: Interpersonal Relations and Teamwork)

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

10. ***Social loafing*** **refers to the tendency of certain people to do less work when they are part of a team than they would when working independently. What strategies can a team use to minimize social loafing of team members?** (SQ5; AACSB Tag: Interpersonal Relations and Teamwork)

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SAMPLE ANSWER: The team can develop more explicit goals and standards, and share them in writing. If goals and standards (especially expectations for engagement and effort) are spelled out, it becomes harder for individuals to rationalize doing less than they are capable of. The team can also take care to define what results are expected from each individual when dividing work or assessing team progress.

KEY CONCEPT EXERCISES

SQ1 What listening skills will help you communicate better with others?

1 Hearing accurately (AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments)

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

SAMPLE ANSWERS:

a. Four strategies the team could take to make it easier for a teammate who has a hearing impairment:
   1. Use written agendas and meeting notes that are prepared ahead of time to share information
   2. Emphasize nonverbal communication to support spoken meaning
   3. Ensure speakers face the hearing-impaired teammate and speak loudly/clearly
   4. Ask a teammate seated next to the hearing-impaired teammate to summarize/paraphrase
   5. Record comprehensive minutes that are distributed quickly

   Four things the hearing-impaired teammate can do to better hear the team:
   1. Paraphrase teammate's information to ensure understanding
   2. Ask teammates who mumble to speak up
   3. Copy teammate's meeting notes
   4. Record the meeting to play back later (or use voice recognition software)

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

---

2 Comprehending and interpreting—listening to tone of voice (AACSB Tag: Written and Oral Communication)

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

SAMPLE ANSWERS:

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

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

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

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

---

3 Comprehending and interpreting—paraphrasing to ensure understanding (AACSB Tag: Written and Oral Communication)

SAMPLE ANSWERS:

a. Accounts payable / Purchasing
So you are saying that our computer system will not allow you to pay a partial invoice?
Content—states the understanding of the explicit message

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

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

b. Interviewer / Interviewee
Your goal has always been to go into public relations?
Intent—uncovers why accounts payable made the statement

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

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

---

4 Comprehending and interpreting—being aware of gender-specific communication styles (AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments)

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

SAMPLE ANSWERS:

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

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

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

---

5 Evaluating (AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

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

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

---

6 Responding (AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

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

SAMPLE ANSWERS:

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

SQ2 How can you help others listen well when you speak?

7 Focus on your audience (AACSB Tag: Written and Oral Communication)

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

---

8 Share the conversation (AACSB Tag: Written and Oral Communication)

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

---

9 Use clear, concrete, unambiguous language (AACSB Tag: Written and Oral Communication)

SAMPLE ANSWERS:

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

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

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

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

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

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

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10 Support your message with good nonverbal communication (AACSB Tag: Written and Oral Communication)

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

---

11 Avoid language that triggers a negative response (AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments)

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

SAMPLE ANSWERS:

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

---

12 Frame negative comments positively (AACSB Tag: Written and Oral Communication)

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

SAMPLE ANSWERS:

a. Although I appreciate that you were thinking about how the handouts could easily be distributed at one time, I want to provide each sheet individually throughout the session so we can focus on one aspect of the training at a time. Please remove the staples and separate the sheets. Thanks.

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

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

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SQ3 How can you manage interpersonal conflict?

13 Identify the cause of the conflict (AACSB Tag: Interpersonal Relations and Teamwork)

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

SAMPLE ANSWERS:

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

---

14 Select an appropriate management technique (AACSB Tag: Interpersonal Relations and Teamwork)

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

SAMPLE ANSWER:

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

SQ4 How can you improve your communication with people from different cultures?

15 Understand how cultures differ (AACSB Tag: Diverse and Multicultural Work Environments)

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

---

16 Develop strategies that help you communicate with diverse groups (AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments)

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

SAMPLE ANSWERS:

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

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

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

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

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

---

17 Intercultural issues [Related to the Ethics feature] (AACSB Tags: Diverse and Multicultural Work Environments; Ethical Understanding and Reasoning)

NOTES: Answers will vary. Students will find two articles about instances of bribery between the United States and foreign countries, describe the companies and bribes, and determine if either of the companies was charged. They'll use an online Bribe Payers' Index to determine how the countries in the articles rank on the list. Findings should be summarized in a paragraph or two. Students should be prepared to share their findings in class.

SQ5 How can you work effectively as part of a team?

18 Assemble an effective team (AACSB Tag: Interpersonal Relations and Teamwork)

NOTES: Students assume they are the president of their school's investment club and have to write a competitive proposal to receive a $5,000 grant from their school for professional development travel. They

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need to pick three or four members from the association's eight-person executive board to help them write the proposal. Short descriptions of the board members are provided.

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

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

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

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

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

---

19 Agree on team goals and standards (AACSB Tag: Interpersonal Relations and Teamwork)

NOTES: Students will research "team contracts" to determine similarities and differences among the samples they find. They'll consider their own team experiences to create an outline of topics they would include in a team contract. Content from SQ5 should be addressed: goals, expected results, team standards, delegation of responsibilities, timelines, meetings, decision-making process, resolving differences, and consequences for not following through with assignments. No specific end product is identified.

---

20 Pay attention to team development and dynamics (AACSB Tag: Interpersonal Relations and Teamwork)

NOTES: Students will summarize one of their recent team experiences using some of the questions outlined in the exercise to describe the development of their team. Answers will vary, but students should use topics and terminology outlined in SQ5 to support their information. No specific end product is identified.

---

21 Develop good leadership practices (AACSB Tag: Interpersonal Relations and Teamwork)

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

---

22 Plan for effective meetings (AACSB Tag: Interpersonal Relations and Teamwork)

NOTES: Students will practice their note-taking skills by watching a half-hour news broadcast or attending a seminar/workshop. A specific activity/event could be assigned (or posted to the course learning management

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system) for easier evaluation of the pertinent information. Students should create professional-looking minutes using the sample in Figure 2.8 as an example.

---

23 Be a good team member (AACSB Tag: Interpersonal Relations and Teamwork)

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

SAMPLE ANSWERS:

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

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

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

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

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

WRITING EXERCISES

24 Analyzing collaboration: Extroverts and Introverts [Related to the Collaboration feature] (SQ5; AACSB Tag: Interpersonal Relations and Teamwork)

NOTES: In a few paragraphs, students explain how the combination of extroverts and introverts on a recent team helped or hurt that team. Students begin by describing the team and the team members, and identifying the goal of the activity. Students then identify which team members seem to them to be extroverts and which introverts, including themselves. Finally, students explain how they think the combination of styles helped or hurt the team. Answers will vary, but students should be instructed to incorporate specific examples to

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support their answers. Students could submit the exercise by email or memo, or they could discuss their findings in small groups and present a summary of their group's discussion in written or oral (short presentation) form.

---

25 Selecting social collaboration tools [Related to the Technology feature] (SQ5; AACSB Tag: Information Technology)

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

---

26 Using Google Docs for collaboration [Related to the Technology feature] (SQ5; AACSB Tag: Information Technology)

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

---

27 Using GroupMe for collaboration [Related to the Technology feature] (SQ5; AACSB Tag: Information Technology)

NOTES: Students will use (or create) their GroupMe account to familiarize themselves with the features and send practice messages. Students must imagine that they are part of an intergenerational team with members who have not used group messaging before. Students must write an email persuading one such team member to try GroupMe, explaining its benefits.

If the class is diverse with regard to either age or messaging experience, consider having students work in pairs to make the experience more real. Alternately, have each student choose which person they identify with in the scenario: either the early adopter, or the voice of tradition. Have them role play the other's position when writing the email. This variant of the exercise can also be done in pairs. For example, the person taking the part of the traditionalist could write a reply to the first email, stating why they are or are not persuaded.

COLLABORATION EXERCISES

28 Improving active listening skills (SQ1; AACSB Tag: Written and Oral Communication)

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

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29 Analyzing trigger words (SQ2; AACSB Tag: Written and Oral Communication)

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

---

30 Comparing cultural differences [Related to the Culture feature] (SQ4; AACSB Tag: Diverse and Multicultural Work Environments)

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

---

31 Comparing modes of team formation (SQ5; AACSB Tags: Written and Oral Communication; Interpersonal Relations and Teamwork)

NOTES: Students work in a group of 3–5 to compare and contrast Tuckman's model of team formation with Edmondson's model of teaming. Students are directed to consider three questions based on their own experiences, and to work together to summarize their discussion in a 2–4 paragraph post to a group discussion board or other online learning management system tool. Answers should identify the most important similarities and differences, note why a given model is considered more or less accurate or realistic than the other, and record whether students were interested in further researching a model, and why.

SOCIAL MEDIA EXERCISES

32 Social media and interpersonal communication (SQ1; AACSB Tag: Information Technology)

NOTES: Good arguments will draw on concrete examples from real social media users, and avoid generalizations and hearsay. You may wish to encourage students to challenge their own assumptions or first reactions when framing their argument. Some students may use this as an opportunity to reflect on how their own use of social media has contributed—positively or negatively—to their interpersonal communication skills. Depending on your purpose for the assignment, you may choose to encourage or discourage this direction.

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33 Social media conversations and customer support (SQ1; AACSB Tag: Information Technology)

NOTES: Students will identify specific interpersonal skills that are important when chatting with customers through social media. Possible examples include active listening skills (for example, paraphrasing to ensure understanding), asking authentic questions, responding effectively, and framing negative comments positively.

In addition, a thoughtful answer might explore the ways in which conversations over social media are helped or hurt by the absence of tone, body language, and other cues present in face-to-face interactions. Potential examples could also include limitations on social media imposed by other kinds of barriers to communication, such as cultural or linguistic differences that make customer service chat sessions more difficult.

SPEAKING EXERCISES

34 Making informal impromptu presentations (SQ2, SQ5; AACSB Tag: Written and Oral Communication)

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

---

35 Presenting executive briefings (SQ2, SQ5; AACSB Tag: Written and Oral Communication)

NOTES: Assign students one of the topics listed and give them a day or two to prepare their executive briefing, which should be a five-minute presentation in front of the class. At least one visual aid should be included. Encourage the class to identify both the strengths and weaknesses of the presentations in a supportive manner that supports improved speaking skills.

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GRAMMAR EXERCISES

36 Verbs (See Appendix C: Grammar, Punctuation, Mechanics, and Conventions—Section 1.1.2)
(SQ2; AACSB Tag: Written and Oral Communication)

NOTES: Students are asked to correct 10 errors in use or formation of verbs.

Answers: The 10 corrected answers are highlighted in color and listed in the order they appear in the paragraph.

1. If my first boss had run

2. have gone broke

3. he grabs the receiver

4. "That doesn't sound

5. Barker were a dog

6. there were lots

7. still answers the phone

8. offenses amount to

9. there are several

10. George Barker" makes a better impression.

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SUPPLEMENTAL HOMEWORK ASSIGNMENTS

1. **Analyzing Nonverbal Communication** (SQ1; AACSB Tag: Written and Oral Communication)
   Select a scene from a movie or television shown in which two or more people are having a conversation. Watch it carefully two or three times, and focus on nonverbal communication. Take notes about what you see, such as facial expressions, gestures, body language, tone of voice, etc. Depending on the instructor's preferences, submit this in one of two ways:
   a. Write an email (150–300 words) to your instructor. Identify what you watched, describe what you saw, and discuss how you interpreted it and what you learned about nonverbal communication from this observation. Be sure your descriptions are detailed enough that your instructor is clear about what you observed. Proofread your email carefully before submitting.
   b. Write a posting for the class blog or discussion board. Identify what you watched and, if possible, provide a link so that your readers can watch it also. In your posting, describe what you saw, discuss how you interpreted it, and identify what you learned about nonverbal communication. Proofread your posting before publishing it.

   NOTES: Answers will vary, but should be specific, detailed, and well organized. Encourage students to include their rationale for selecting the scene: why is it a useful set of examples, and what is the lesson to be learned from closely observing it?

2. **Observing Gender-Specific Speaking Styles** (SQ1; AACSB Tags: Written and Oral Communication; Diverse and Multicultural Work Environments)
   Identify a time and place when both men and women will be participating in a discussion. It may be a seminar or class, a workplace or club meeting, or a party or other get-together. Observe the speaking styles of the men and women. Identify at least one instance of a male speaking style and one instance of a female speaking style. For each instance, write down what the person said and how others responded. Bring your notes to class and be prepared to present what you found.

   NOTES: Answers will vary, but should include reasons why the style identified should be attributed to gender rather than some other cultural difference or aspect of personality. Encourage others in the class to ask questions about students' examples, and to make comparisons among examples as more students present their findings.

IN-CLASS ACTIVITY

1. **Identifying Team Talent** (SQ5; AACSB Tag: Interpersonal Relations and Teamwork)
   Divide the class into teams of four or five people for this activity.

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

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

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List 2: Team Gaps and Needs

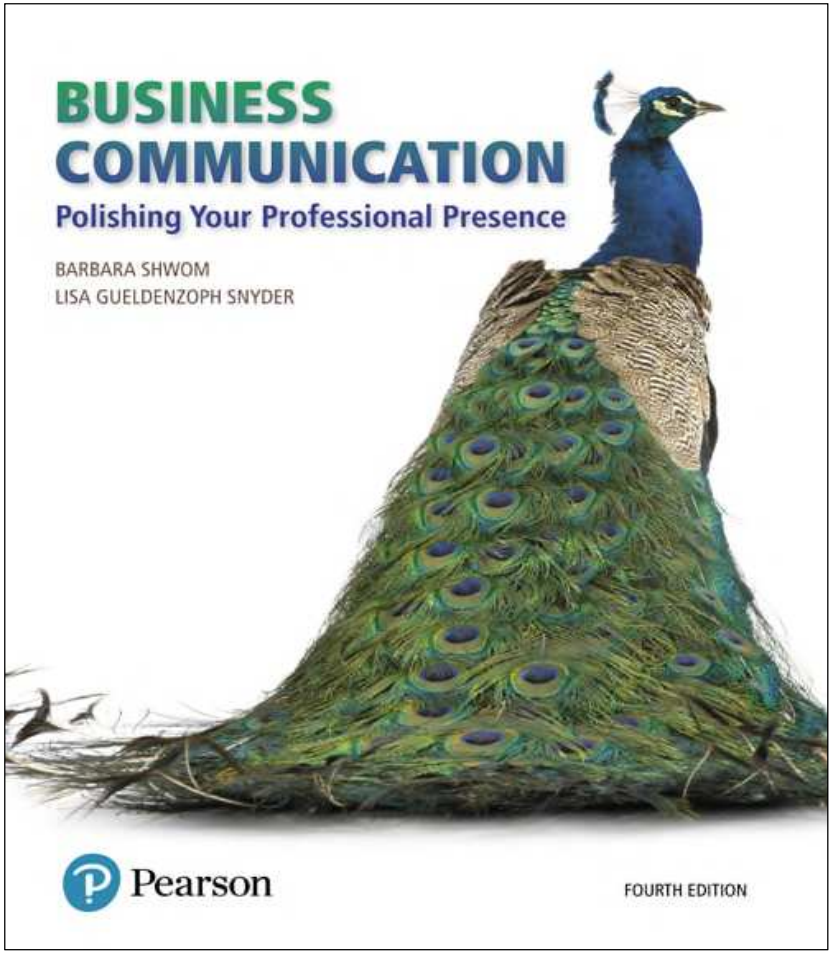
What skills and knowledge is your team lacking that may require an additional team member? For example, if your team is knowledgeable about recycling in the workplace but does not know much about conserving energy and alternative energy sources, you may need someone else to join your team.

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

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Business Communication: Polishing Your Professional Presence

Fourth Edition



Chapter 2

Working with Others
Interpersonal, Intercultural, and Team Communication

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Study Questions

1. What listening skills will help you communicate better with others?
2. How can you help others be good listeners when you speak?
3. How can you manage interpersonal conflict?
4. How can you improve your communication with people from different cultures?
5. How can you work effectively as part of a team?



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Introduction

Working with others requires interpersonal communication skills, emotional intelligence, and collaboration skills.

- **In this chapter, you will learn how to:**
  - Be an effective listener and speaker.
  - Manage conflict.
  - Communicate with people from diverse cultures.
  - Communicate effectively in teams.

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SQ 1 What Listening Skills Will Help You Communicate Better with Others?

- Avoid **passive listening**—hearing what someone says without actively paying attention to ensure understanding.
- Instead use **active listening,** mastering each of the four steps necessary for active listening.



Figure 2.1 The Active Listening Process



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Hearing Accurately

- **Barriers to hearing accurately may be:**
  - Physiological
  - Environmental

Key to hearing accurately: FOCUS



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Comprehending and Interpreting

- **Comprehension**—understanding what you hear.
- **Interpretation**—determining the intention of what you hear.
- Techniques include:
  - Listening to non-verbal communication
  - Questioning and paraphrasing
  - Being aware of gender-specific styles



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“Listen” to Nonverbal Communication

Nonverbal messages are conveyed through something other than words. Nonverbal communication can be ambiguous.

How should you interpret someone leaning forward in conversation?

Figure 2.2 How to Interpret Nonverbal Signals in Context



Blend Images/Shutterstock; Hypestock/Shutterstock

NONVERBAL SIGNAL	MEANING COMMUNICATED IN IMAGE A	MEANING COMMUNICATED IN IMAGE B
Leaning forward	Openness	Hostility
Eye contact	Friendliness	Anger
Extended hands	Welcome	Accusation, frustration
Chin forward	Greeting, openness	Irritation

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Culture: Facial Expressions Are Not Universal

- **Eastern cultures** tend to focus on a person's eyes when reading facial expressions.
- **Western cultures** tend to focus on a person's entire face (eyes and mouth).



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EMOTION	WEST	EAST
Surprise	:-0	o.o
Sad	:-(	(;_;)

For a CULTURE exercise, go to Exercise 30 on page 74.

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Ask Questions and Paraphrase to Ensure Understanding

Paraphrase for content, intent, and feeling—restate someone's point in different words.

Figure 2.3 How to Paraphrase for Content, Intent, and Feeling



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Be Aware of Gender-Specific Communication Styles

Men and women often develop different gender-related styles of communication.

- **Men:** Often more comfortable interrupting.
- **Women:** Wait for their turn to speak.
- **Men:** Often speak assertively.
- **Women:** Soften their recommendations with hedges, hesitation, and tag questions.

Hedge	I don't know if this is a good idea, but we could get an editor for our presentation slides.
Hesitation	Um, well, we could, uh, we could get an editor for our presentation slides.
Tag question	We can get an editor, can't we?

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Evaluating

Evaluating is the practice of critically reviewing and judging what you hear.

- Making good business decisions depends on your ability to evaluate as you listen.
  - Evaluating **fairly** requires …
  - Being open-minded
  - Critically analyzing
  - Separating emotions from logic



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Responding

… plays two roles in the listening process:

1. Letting the speaker know you understand the point
2. Initiating the next step in the conversation

Responses can be verbal or nonverbal.



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Five Ways to Respond to a Speaker

Figure 2.4 How to Respond in Different Ways

YOUR RESPONSE OPTIONS	
Ask a Question	What do we need to do to get ready? How long do you think it will take?
Give an Opinion	I think if you have most of the documents they will need tomorrow, they can get a good start.
Give Advice	Let's try to reschedule the audit until next week.
Argue/Disagree	Actually, I think we are ready. We have completed everything on the checklist.
Express Empathy	It's nerve-wracking to get everything ready for a major audit. You're doing fine, and I'll be glad to help.

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SQ 2 How Can You Help Others Listen Well When You Speak?

- Focus on your audience.
- Share the conversation.
- Use clear, concrete, unambiguous language.
- Support your message with good nonverbal communication.
- Avoid language that triggers a negative response.
- Frame negative comments positively.

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Focus on Your Audience

What to analyze and consider before speaking to an audience:

- The audience's interests
- Potential listening barriers
- Potential questions or objections
- The best way to connect with them

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To Better Focus On Your Audience

DON'T . . .	DO . . .
Stay trapped in your own perspective and fail to connect with your audience's interests and knowledge.	Take time to analyze the following questions about your audience: • Why will they be interested in what you are saying? • What barriers will prevent them from listening carefully? • What questions or objections might they have? • What is the best way to connect with them?
For example . . . If you want a busy colleague to help you with a project, don't begin with details about the project and state the request at the end.	**For example . . .** To obtain your colleague's help, begin by explaining how your message relates to him or her. "I could really use your help on my current project. It requires the kind of database programming that you learned on your last project."

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Share The Conversation

A good interpersonal communicator will…

- Make your point concisely, and
- invite the audience to respond or add to the conversation.



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Make It A Conversation

DON'T …	DO …
Monopolize the conversation or talk for a long time without letting other participants speak.	Make your point concisely and invite your audience to respond.
For example … Don't say "Please let me finish" or "Don't interrupt me" when someone interrupts you before you finish. Doing that might give you more time to talk, but your audience won't be listening anymore.	**For example …** Finish by asking questions to move the conversation forward: "What do you think?" or "Has anyone else tried this approach in the past?"

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Use Clear, Concrete, Unambiguous Language

- **Ambiguous language**—phrasing that may mean different things to different people. For example, “Contact me only in an emergency.”
- **Unambiguous language**—phrasing that has only one meaning. For example, “Contact me only if the client calls to complain.”
- **Active listeners ask questions to clarify when unsure of what the speaker meant.**



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Clear And Concrete Language

DON'T . . .	DO . . .
Use ambiguous language—that is, phrasing that may mean different things to different people. Pay particular attention to pronouns.	Make sure your language is specific and can be interpreted in only one way.
For example . . . The pronoun "they" is ambiguous in this statement: "I called the purchasing managers about the new vendors we want to use. ***They*** are too busy to meet with us for a few weeks." Does "they" refer to the purchasing managers or the vendors?	**For example . . .** Replace ambiguous pronouns with nouns: "I called the purchasing managers about the new vendors we want to use. ***The managers*** are too busy to meet with us for a few weeks."

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Support Your Message With Good Nonverbal Communication

- Face your audience and maintain eye contact.
- Keep your face and boy language open and energetic.
- Speak in an enthusiastic tone of voice.
- Use nonverbal signals to reinforce ideas.
- Mirror the body language of the audience.

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Practice Nonverbal Skills

DON'T . . .	DO . . .
Turn your back to your audience or tense your face and body. Using a hesitant tone of voice or body language that conflicts with your message can also undermine your persuasiveness.	Face your audience and maintain eye contact. Keep your face and body language open and energetic, and speak in an enthusiastic tone of voice to help prime your audience to be receptive to your ideas. Use nonverbal signals to reinforce your ideas and help listeners remember longer. Mirroring the body language of your audience may also lead to a more positive response.
For example . . . If you say you are confident, but you fidget or frown while you speak, your audience will not have confidence in your words.	**For example . . .** If you smile and maintain eye contact while you say you are confident, your audience will more likely believe you.

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Avoid Language That Triggers a Negative Response (1 of 2)

DON'T . . .	DO . . .
• **Use biased language,** which suggests prejudice, prejudgment, or disrespect. For example, "Kevin, as our resident geek, tell us your opinion on whether we should upgrade our computer operating system."	• **Use neutral language** that is more respectful. For example, "Kevin, you're familiar with the pros and cons of the new operating system upgrade. Do you think we should implement it now or wait?"
• **Ask provocative questions,** which are designed to annoy and inflame. For example, "We have three days of bad data now. Why didn't you find the solution earlier?"	• **Ask authentic questions,** which are genuine requests for information and opinions. For example, "How did you figure out the problem?"

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Avoid Language That Triggers a Negative Response (2 of 2)

DON'T . . .	DO . . .
• **Use accusatory language,** which focuses negatively on the person rather than the issue. Examples: ▪ "Your instructions are confusing." ▪ "This is the third time this month that you have been late."	• **Use positive language, or "I" language,** which focuses on your perception or response and does not assign blame. Examples: ▪ "I got lost on step three of the instructions. Could you please explain further?" ▪ "I am uncomfortable making excuses when people call for you. That's why I hope you can arrive on time." However, if you begin every sentence with "I," your audience will think you are egotistical.
• **Use trigger words and phrases** that make people feel dismissed, such as "That doesn't concern you." Other triggers include absolutes and exaggerations such as "always" and "never." For example, "You never get to work on time."	• **Respect others' feelings.** Pay attention to people's emotional responses to identify trigger words so that you can find alternatives. For example, "I feel frustrated that we have started our morning meetings late for the past few days."

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Frame Negative Comments Positively

- Carefully phrase constructive criticism.
- Start out positively and avoid the word “but.”
- Use neutral language.
- Ask authentic questions.
- Use positive or “I” language.
- Respect others’ feelings.



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SQ 3 How Can You Manage Interpersonal Conflict?

- Conflict is one of the most significant and costly problems in a workplace.
- To manage conflict
  - Identify the cause.
  - Select an appropriate management technique.



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Two Categories of Conflict

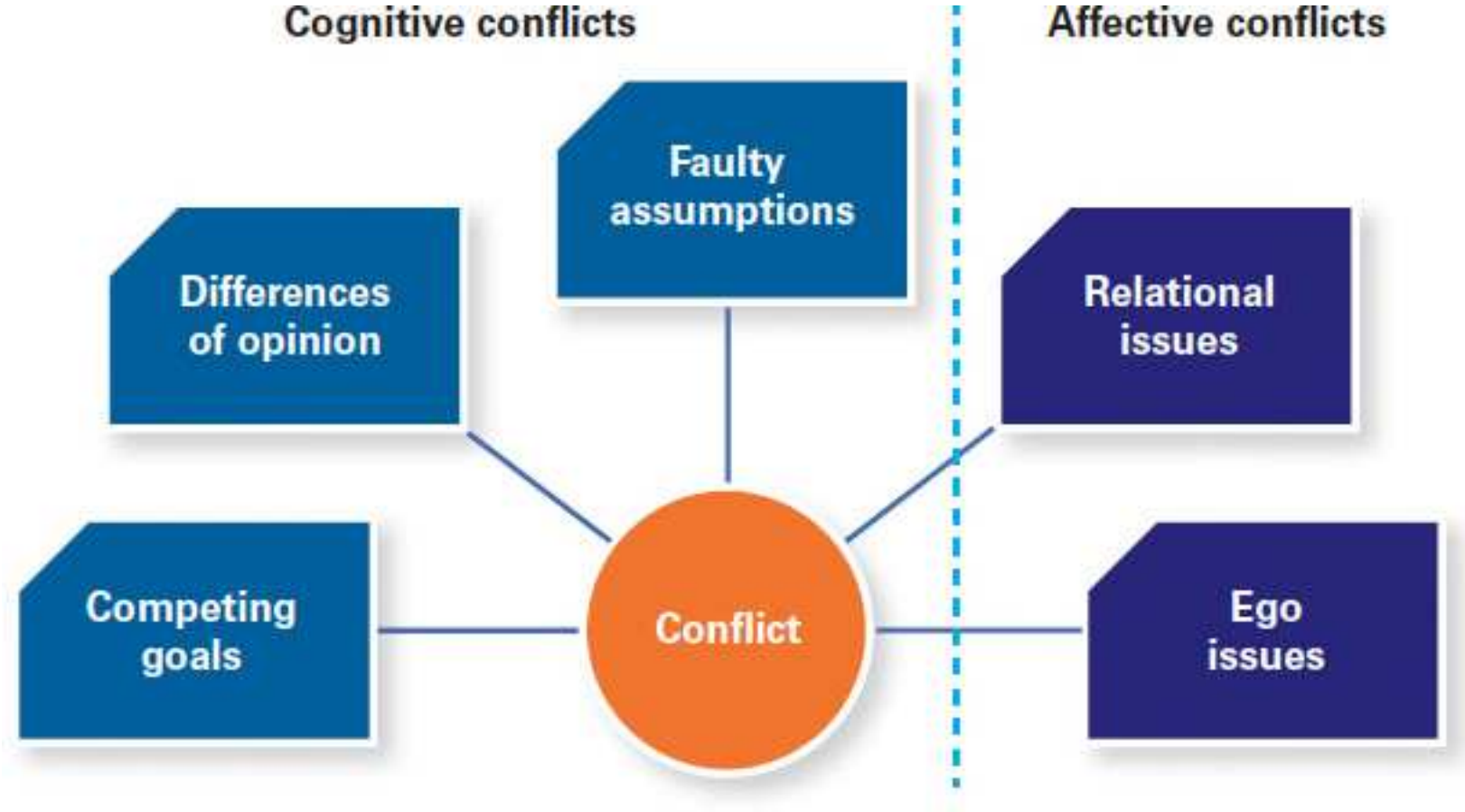
- **Cognitive conflict**—results from differences in understanding content and tasks; when worked through, often leads to better decisions and products.
- **Affective conflict**—results from differences in personalities and relationships; if unaddressed, can lead to tension, stress, and dysfunctional work processes.



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Identify the Cause of the Conflict

Figure 2.5 Causes of Conflict



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Cause 1: Competing Goals

Competing goals—successful businesses work toward a number of goals that are sometimes in competition with each other.

EXAMPLE	ANALYSIS
Marcus and Allison of Green Earth Landscapes are barely speaking to each other. This morning, Marcus promised one of the company's best customers, a large museum, that Green Earth could complete a major landscape installation by the end of October. Marcus's supervisor had told him that keeping this customer happy was a high priority because the museum was responsible for 30 percent of Green Earth's revenue last year. When Marcus approached Allison, who does the scheduling, Allison exploded: "We are 100 percent booked through the end of the year! We cannot take on any new projects, no matter who the client is. I received explicit instructions from the head of project management that we need to keep costs down. I'm not going to schedule any overtime. We'd lose money rather than make it. Why didn't you talk to me before you made a promise?"	**Marcus's goal:** To keep the customer happy. **Allison's goal:** To keep costs in line by eliminating overtime. **Conflict:** Allison thinks Marcus does what he wants without concern for the consequences. Marcus thinks Allison always argues with him and that she doesn't understand the big picture of how the company works. This example illustrates how easily competing goals—a cognitive conflict—can disintegrate into an affective conflict.
RESOLUTION	
By recognizing that they each are trying to achieve different goals, they can discuss the issue with their supervisors to determine which goal has priority. At that point, they can agree to satisfy the most important goal or collaborate to find a solution that addresses both goals.	

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Cause 2: Differences of Opinion

EXAMPLE	ANALYSIS
Rotel Plumbing Supplies wants to become the premier plumbing distributor in the Southwest. What is the best way to accomplish this goal? Valerie argues that investing in marketing and customer relations is the key because Rotel needs more and bigger customers. Corrine argues that investing in distribution is the key. To be the premier distributor, Rotel needs to guarantee next-day delivery, which will require creating more distribution centers.	**Valerie's opinion:** Rotel should invest in marketing and customer relations. **Corrine's opinion:** Rotel should invest in distribution. **Conflict:** Even though Valerie and Corrine both want the same thing, they have different opinions about the right strategy. Differences of opinion also can easily lead to affective conflicts, especially if the differences result in a contest of wills.
RESOLUTION	
By using a rational decision-making process, which involves evaluating the pros and cons of each strategy and may require some compromise for both parties, Valerie and Corrine can avoid escalating into an affective conflict.	

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Cause 3: Faulty Assumptions

EXAMPLE	ANALYSIS
Janelle gave her sales team a schedule of dates to submit quarterly sales data. She told them she expected them to meet these dates. On the due date for the fourth-quarter data, Shawn realized that he could include a very large sale worth hundreds of thousands of dollars if he waited just a few days to submit his figures. He knew that Janelle, his supervisor, was interested in increased sales figures, so he decided to wait and surprise her with unexpectedly positive results. The next morning, Shawn arrived to work at 9 AM to find an angry email from Janelle: "Where are your sales figures? I was up all night preparing a presentation for management at 8 AM and didn't realize until 4 AM that you hadn't submitted your numbers. You knew they were due yesterday. I looked like a fool at the meeting."	**Shawn's assumption:** That Janelle cares more about an increase in reported sales than about his punctuality. **Janelle's assumptions:** That Shawn understands the importance of sending his reports on time this quarter. **Conflict:** Janelle did not consider that her staff might need to know she had scheduled an 8 AM presentation that required up-to-date data. From her perspective, she had already told them she expected them to deliver the figures on time. She assumed that they would follow instructions, and no further information was necessary. Shawn did not consider telling Janelle in advance the reason why he wanted to submit his sales numbers later. He assumed that a few days would not make a major difference.
RESOLUTION	
By sharing more information with each other, Janelle and Shawn can avoid such conflicts. When Janelle sends the schedule of dates to her sales team, she can explain why she needs the sales figures by the specific date. More importantly, Shawn can ask Janelle for an extension on deadlines so he can include the increased sales numbers.	

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Cause 4: Relational Issues

EXAMPLE	ANALYSIS
At first, Derek was excited to work on a new project with his consulting company's biggest client because it would give him a chance to learn new skills and gain valuable exposure. However, from the first day of the project, he has been in conflict with his new teammate Ed. Ed interrupts him, argues against his ideas, and then tries to take credit for his ideas when they work. Sometimes Ed has a good idea of his own, but Derek has difficulty acknowledging it because he is so angry at Ed most of the time. Derek often finds himself arguing against an idea just because Ed brought it up.	**Derek's style:** Collaborative, prioritizing reflective and respectful discussion **Ed's style:** Antagonistic, prioritizing fast-paced disputes and debates **Conflict:** Different work styles and lack of understanding of each other's approaches. Personality conflicts such as this are costly to a business.
RESOLUTION	
Derek and Ed's relational conflict will not simply go away if they ignore it. When you have a personality clash with someone, explore ways to resolve it. Pick your battles and argue only about things that make a real difference. Rather than ignore Ed, Derek might ask for a meeting to discuss the cause of the conflict. In that meeting, Derek would benefit by using neutral rather than accusatory language. He might say, "We seem to have different decision-making styles in our meetings. I like to discuss, and you like to debate. These differences sometimes get us off-track. How do you think we can resolve this conflict?" If that approach does not work, then Derek may next ask for help from managers, if needed. Mediation from supervisors may be helpful.	

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Cause 5: Ego Issues

EXAMPLE	ANALYSIS
Nadia is the youngest customer relationship manager in the company, and she is proud of her quick rise through the ranks. In three years, she has progressed faster than any other employee, and she is responsible for 35 percent of the company's sales. Yet whenever she meets with Brian, the head of engineering, to discuss her customers' needs, she feels personally insulted. If Brian does not like what she proposes for a project, he often says, "We can't do that. You're not an engineer. You don't know what you're talking about." Or he might say, "How old are you? You've only been here for three years. I've been doing this kind of work for 20 years, and I know the best way to get it done." Things are so strained between Brian and Nadia that they avoid face-to-face encounters, resorting to email to discuss projects.	**Nadia's perception:** Brian won't take her seriously, despite her rapid advancement. **Brian's perception:** Nadia doesn't appropriately value his age and experience, despite his many years on the job. **Conflict:** A business disagreement has become personal, producing an affective conflict. Both Brian and Nadia feel that the other person doesn't adequately value his or her skills.
RESOLUTION	
One wise approach is to shift the focus back to business. Nadia might say, "I know you have 20 years of experience. That's why I'm sure you can help me meet this customer's needs." This approach not only shifts the focus of the conversation but also offers Brian a subtle compliment and may make him more willing to take Nadia seriously. For his part, Brian might say, "I respect your skill at securing sales, but sometimes we cannot do exactly what the customer wants because, from an engineering perspective, it's not feasible."	

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Select An Appropriate Resolution Technique

Figure 2.6 How to Select an Appropriate Management Technique

TECHNIQUE	USE THIS TECHNIQUE WHEN...	AVOID THIS TECHNIQUE WHEN...	EXAMPLE
Avoid confrontation Deny the problem exists, change the topic, screen your telephone calls, or avoid the person completely.	you believe you have no chance of resolving the conflict and the conflict does not interfere with productivity.	you have any other alternative. Problems that are not addressed tend to get worse.	Nadia and Brian (introduced on page 49) used this technique, and it was not effective. Because of an ego conflict, they avoided personal interaction. If they continue to avoid each other and communicate only by email, they will have no opportunity to develop shared goals; ultimately, the customers will suffer.
Accommodate or give in Allow the other person to have his or her own way.	• you decide that your position was wrong. • the conflict is trivial. • you are negotiating; sacrifice something less important to gain something you want more. • maintaining a harmonious relationship is more important than the outcome of the issue.	accommodation means sacrificing your principles and beliefs. Such accommodation can lead to loss of self-esteem or **groupthink**. Groupthink is a practice of achieving unanimity by eliminating all critical thinking that threatens consensus. A groupthink approach to eliminating conflict can lead a group to ignore differing opinions that may be valuable.	Imagine you are on a marketing team with people of diverse backgrounds. Your team's goal is to generate cutting-edge marketing ideas for a new product. During the first brainstorming session, many ideas come up. But as soon as the marketing manager endorses one idea, everyone agrees with him. You think a different idea might work better, but don't want to be the only dissenting voice. To show that you "fit with the company," you "go along to get along." This is an example of groupthink that may cause the team to settle on a solution that is wrong, or may sacrifice creativity and innovation.[41]
Compete to win Turn the conflict into a contest with a winner and loser, often determined by a third party. Use competitive tactics to win the advantage: find fault, assign blame, or reject others' point of view.	• a quick resolution is needed or demanded and compromise isn't possible. • a third-party, such as a supervisor, CEO, or board of directors—is available to decide the issue.	a more collaborative strategy or compromise is possible, since competition can lead to relational conflicts.	Marcus and Allison of Green Earth (introduced on page 47) bring their conflict to the president of the company to decide which goal to prioritize: keeping customers happy or keeping costs down. The president decides to accommodate current customers. This decision gives Marcus and Allison a clear direction, but they still need to work out the personal anger that has developed between them.
Compromise Approach the problem cooperatively so that all the parties involved get something they want or can accept, but everyone also sacrifices.	• a quick resolution is needed or demanded. • people have differences of opinion or competing goals, and a compromise allows each to be partially satisfied.	the outcome will fail to adequately resolve the conflict or achieve the ultimate goal.	Valerie and Corrine of Rotel Plumbing (introduced on page 47) need to present a budget to the board of directors the next day, even though they continue to have differences of opinion: Should they invest in marketing or distribution? They reach a compromise and create budgets for two smaller projects—one on marketing and another on distribution. Neither gets everything she wants, but this solution offers several benefits: Each gets part of what she wants, they are able to project a united front at the board of directors meeting, and they will gather data from the two projects that may help them resolve their difference of opinion.

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- Not all conflicts are best managed the same way.
- Affective conflict requires addressing the emotional issues before content of work.
- Cognitive conflicts can be resolved with a variety of techniques.

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Some Techniques Are Extreme

- **Avoid confrontation** when there is no chance of resolving the conflict and it does not interfere with productivity.
- **Caution: If problems are not addressed, they tend to get worse.**



- **Compete to win** turns the conflict into a contest with a winner and loser, often determined by a third party
- **Caution: Competition can lead to relational conflicts.**



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Other Techniques Are More Moderate

- **Accommodate or give in** if you decide that your position was wrong; when the conflict is trivial or you don't care deeply about the result; if maintaining a good relationship with the other person is more important than the outcome of the issue.
  - Caution: Giving in to the point of sacrificing your principles and beliefs can be ineffective or lead to loss of self-esteem. It may also lead to groupthink: reaching a decision by eliminating all critical thinking that threatens consensus.

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Additional Moderate Approaches

- **Compromise** is a good way to achieve workable solutions under time pressure, and a cooperative approach when parties have competing goals. All the parties involved get something they want or can accept, if willing to make sacrifices.
- **Collaborate to find the best solution** so all parties work together to determine the best possible solution.

Caution: **Often the best approach for managing complex conflicts, but can be time consuming**.

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Technology: Intergenerational Conflicts Over Technology

EXAMPLE	ANALYSIS
Madison, who has recently graduated from college, and Karen, who has been working in HR for over 20 years, are heading a team that is developing new employee evaluation criteria for their company. They want to use a file-sharing system to collaborate on the document. Madison writes a first draft, uploads it to Google Docs, and invites Karen to edit the draft. Instead of comments on the draft and praise for taking initiative, Madison gets an email from Karen reprimanding her for setting up the Google Doc without approval and requesting she immediately remove it and use Box instead. Madison is confused; she always used Google Docs to collaborate on group projects in college and thought it would be an easy solution.	**Madison's perception:** Karen doesn't respect her work and wants to assert her authority by having the team use her file-sharing technology instead of Madison's. **Karen's perception:** Madison was unprofessional and did not use a secure file-sharing system. As a result, she has put company information at risk. **Conflict:** Both Karen and Madison assume that the technologies they are familiar with are the best. Karen did not consider that Madison needs mentoring about company technology expectations. She expects that security concerns are self-evident. Madison did not consider that businesses have concerns that differ from student concerns in college.
RESOLUTION	
Madison and Karen need to communicate more effectively about what they expect from the technology they use as well as from their collaboration. Madison could propose a technology before using it. And Karen could explain to Madison the importance of security and privacy when working with company materials.	

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SQ 4 How Can You Improve Your Communication With People From Different Cultures?





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Understand How Cultures Differ

- High context versus low context
- Individualism versus collectivism
- Power distance
- Uncertainty avoidance
- Time orientation

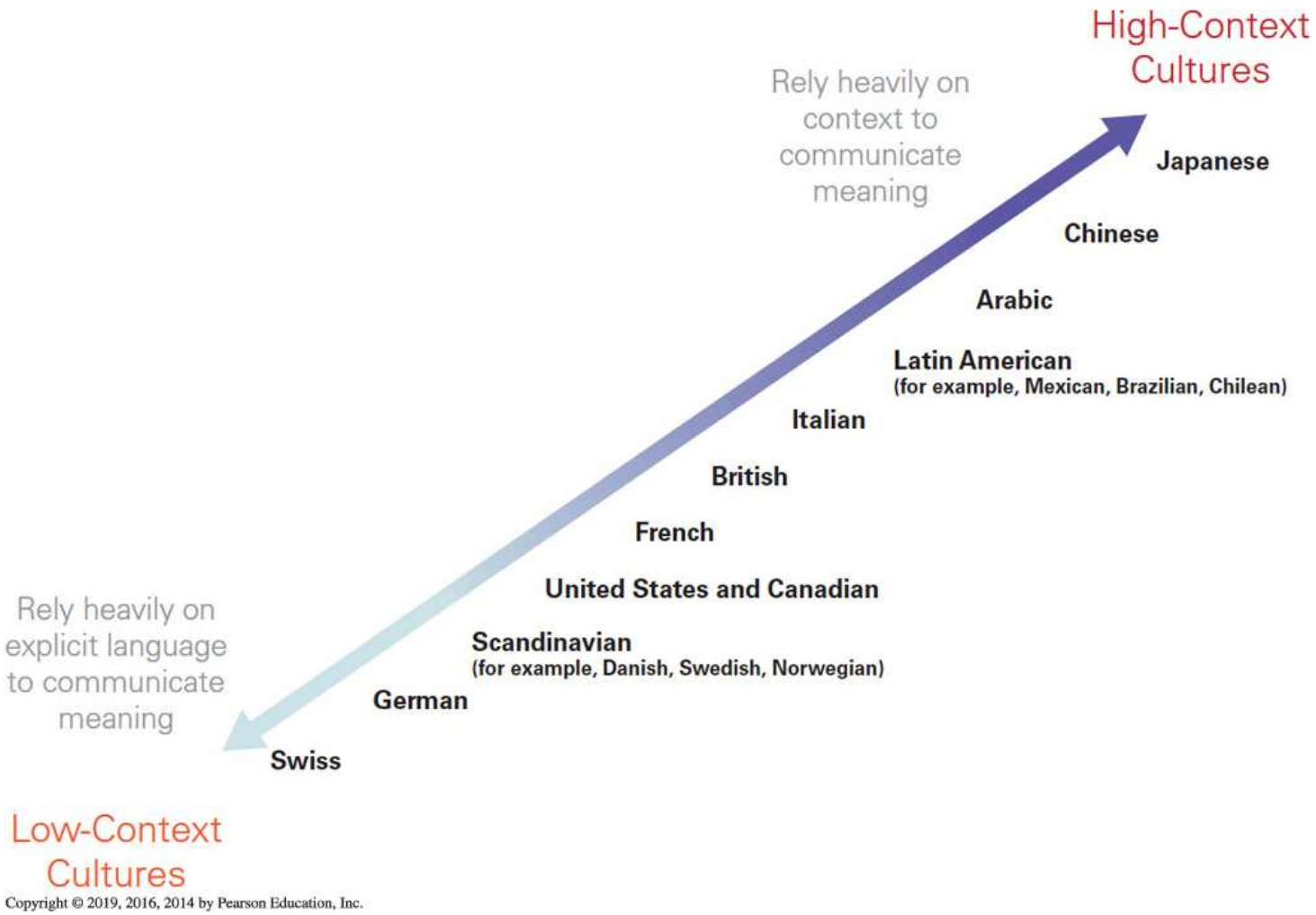
Understanding helps you avoid ethnocentrism and stereotypes.



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High Context Versus Low Context

Figure 2.7 Continuum of Low- to High-Context Cultures



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Individualism Versus Collectivism

- **Individualist culture** values an individual's achievement, satisfaction, and independent thinking.
- **Collectivist culture** puts the good of the group before people's individual interests.

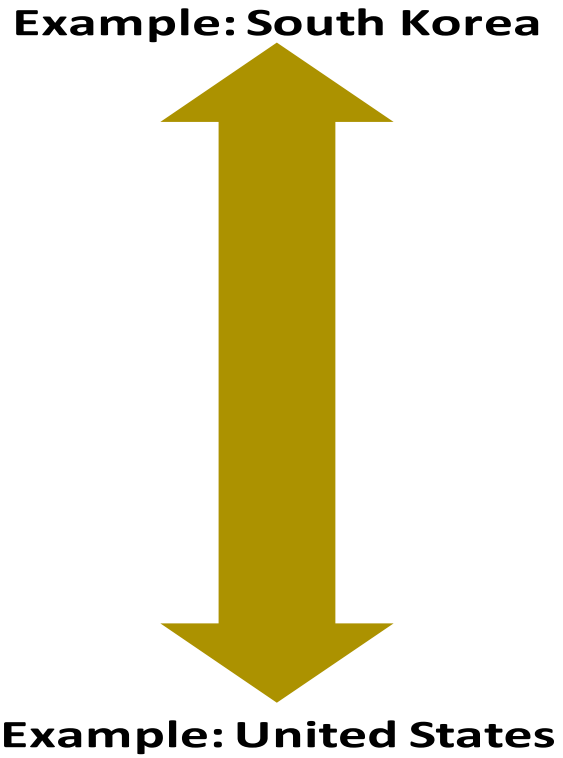


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Power Distance

Power distance: how cultures perceive inequality and authority.

- **Organizations in cultures with high power distance are formal and hierarchical:**
  - Clear separation between superiors and subordinates
- **Organizations in cultures with low power distance believe in social equality:**
  - More relaxed about titles and status



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Uncertainty Avoidance

Uncertainty avoidance: how comfortable a culture is with ambiguity, risk, and change.

- **In cultures comfortable with uncertainty, employees tend to**
  - like flexible work environments that allow risk-taking and entrepreneurial behavior, and
  - value learning by doing, even though the result is less predictable.
- **In cultures uncomfortable with uncertainty, employees tend to**
  - like clear guidelines that lead to a predictable result, and
  - value learning by observation so that results are repeatable.

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Time Orientation

- **Monochronic cultures**
  - value punctuality and efficiency, and
  - adhere to strict deadlines.
- **Polychronic cultures**
  - have a more relaxed attitude about time and punctuality, and
  - put people and relationships before schedules.



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Develop Strategies That Help You Communicate With Diverse Groups

- **Pay attention to the other person's nonverbal communication and, when appropriate, mirror it.**
- **Be clear and concise—avoid idioms and jargon—and talk slowly.**
- **Listen carefully—listen to tone and emphasis to ensure you understand the intended meaning.**
- **Request feedback to ensure understanding.**
- **Exhibit formality and respect.**

Figure 2.8 How to Communicate with Diverse Groups

CATEGORY	DO	DON'T
Nonverbal Communication	**Pay attention to the other person's nonverbal communication and, when appropriate, mirror it.** If you are doing business with someone from another culture, pay attention to how that person acts. For example, in the United States, a comfortable conversational distance ranges from 2 to 4 feet; in the Middle East, the distance may be less than 1 foot.[59] By observing and learning, you can avoid cultural mistakes.	• Ignore or discount how people from other cultures maintain eye contact, shake hands, or stand when talking.
	Smile. Look like you are friendly, open, and willing to communicate.	• Presume that an unsmiling countenance will be taken more seriously.
Verbal Communication	**Be clear and concise.** Remember to talk relatively slowly and pronounce words clearly. To ensure your meaning is understood, also be very specific with your choice of words.	• Use **idioms**, expressions that mean something other than the literal meaning of their words. For example, *"drive me up the wall"* and *"pass with flying colors"* are culture-specific and as a result may confuse people from other cultures • Use jargon, specialized language of a specific field. Even business jargon like *"in the red"* or *"headcount"* may be unfamiliar to people from other cultures.
	Listen carefully. Listen to more than the words to ensure you understand the intended meaning. Listen for tone and emphasis.[60]	• Get distracted by differences in accent and dialect.
	Request feedback to ensure understanding. Ask friendly questions that encourage people to give you verbal feedback so you can ensure mutual understanding.	• Assume that smiles and head nodding mean that people from other cultures understand what you are saying. These nonverbal responses mean different things in different countries.
Both	**Exhibit formality and respect.** Americans are often less formal than people from European and Eastern cultures. When in doubt, be polite, courteous, and respectful. For example, address people by their last names (*"Hello, Ms. Tsai"*) until they ask you to call them by their first names (*"Hi, Fu-Nien"*).	• Assume that people from other cultures are impersonal and distant, as they may be behaving with decorum appropriate to their culture. • Attempt humor, since humor often doesn't translate across cultures.
	Apologize sincerely if your inadvertently offend or confuse your audience. Occasional misunderstanding is inevitable in cross-cultural communication. Taking responsibility for miscommunication helps your audience save face. If you do offend or confuse your audience, explain and be open to learning to avoid future missteps.	• Pretend that nothing happened or blame your audience for being overly sensitive.

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Ethics: The Ethics Of Guanxi

- Guanxi (pronounced “gwan’shee”): Long-term and mutually beneficial relationships
  - Does guanxi create an unfair advantage?
  - Does guanxi create corruption?
  - Will globalization and the Internet affect this traditional practice?

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SQ 5 How Can You Work Effectively As Part Of A Team?

Work with others will often be accomplished in teams.

- An effective **team** involves two or more people who recognize and share a commitment to a specific, common goal and who collaborate in their efforts to achieve that goal.



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Assemble an Effective Team

- How big should my team be?
- What skills are needed to complete this team project effectively?
- Who has the time and resources to contribute effectively to the team project?
- Who may be most interested in this topic (and therefore motivated to participate)?
- Who knows how to collaborate well?



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Agree On Team Goals And Standards

Good teams …

- Are **goal-oriented**—members share a concrete vision for success.
  - **Promote commitment: make sure all members participate in decision making.**
- Are **result-oriented**—success is measured by results, not effort.
  - **Give each member a clear role, divide work equitably, have a timely and effective communication system, give prompt and helpful feedback.**
- Have **standards**—hold members accountable.
  - **Refer to standards to help a team to resolve conflict.**



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Pay Attention To Team Development And Dynamics

Teams without team training often go through four stages of development:

Figure 2.9 Stages of Team Development: What Team Members Do at Each Stage



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Understand The Role Of "Teaming"

Teaming: a fluid process that allows teams to come together quickly, work intensively, and dissolve when the project is complete.

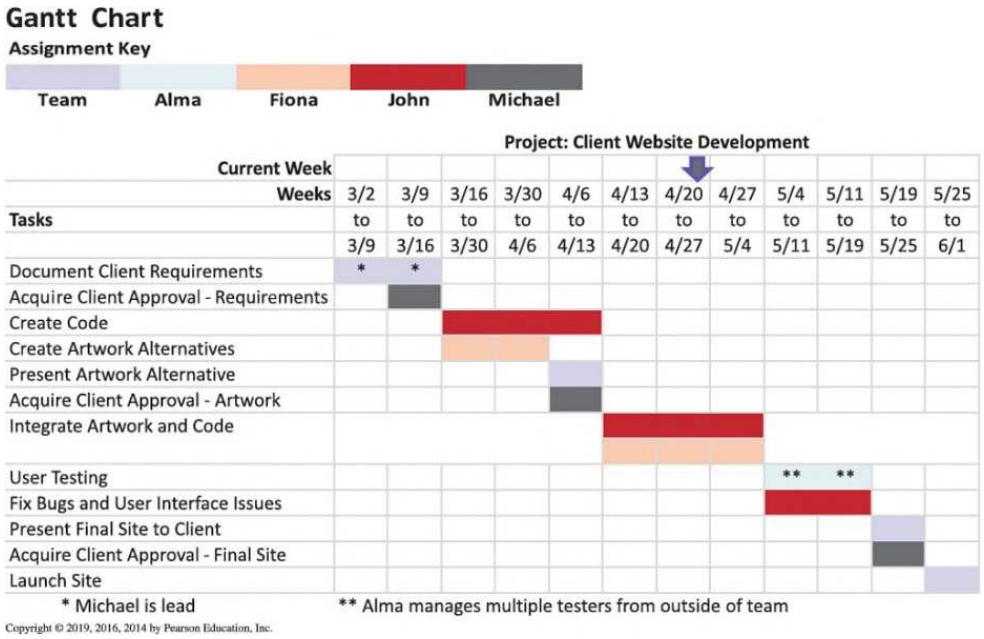
- **In a contemporary work environment, teams needs to become productive quickly and shift gears quickly. To be successful short-term teams need to:**
  - Communicate frequently and broadly.
  - Learn collectively.
  - Discuss mistakes in order to fix issues quickly as they arise.
  - Try out new strategies and ideas to ensure the best ideas are put into action.
  - Continuously seek feedback to improve ideas and processes.

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Develop Good Leadership Practices

- Establish and maintain a vision of the future.
- Create a supportive climate.
- Delegate responsibility and tasks equitably.
- Establish a timeline.
- Keep the project on track.
- Manage meetings effectively and encourage collaboration.
- Ensure effective decision making.
- Resolve differences.

Figure 2.10 Gantt Chart

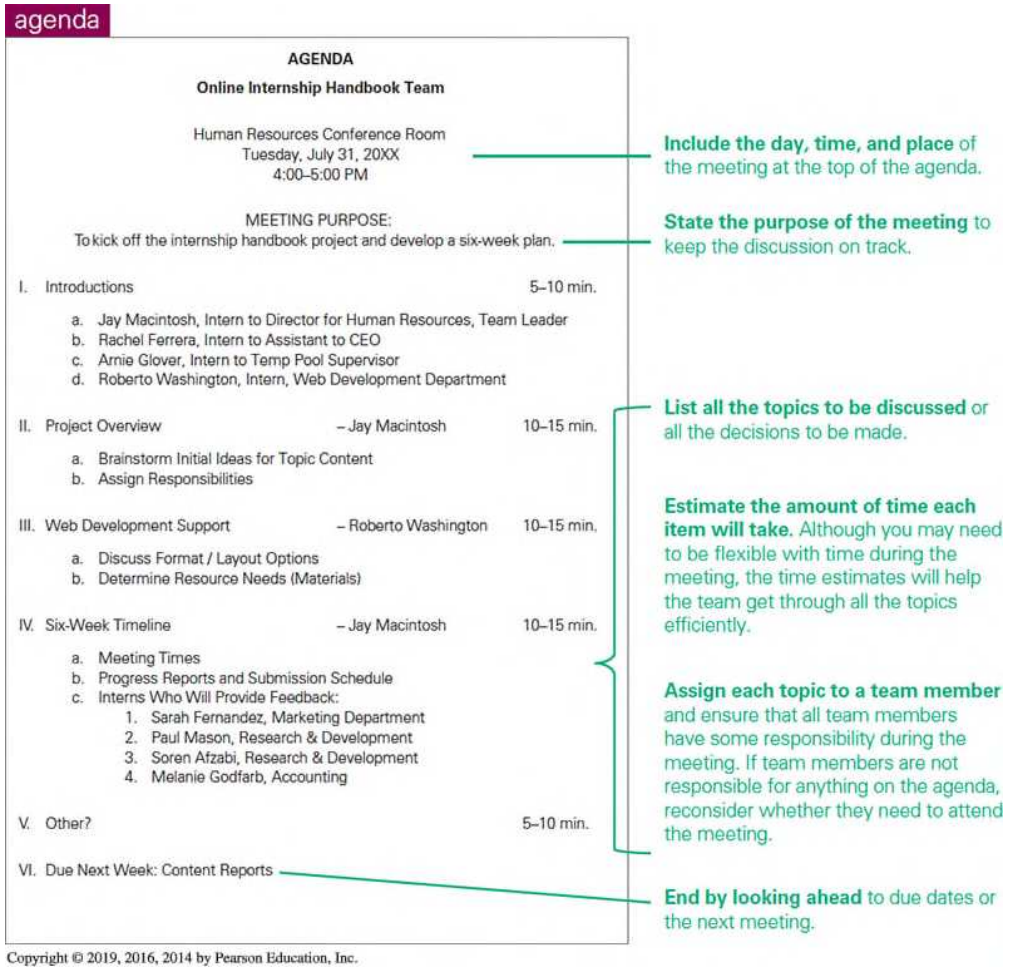


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Plan for Effective Meetings

- Create an **agenda**—a detailed plan for the meeting—based on each team member's input, and distribute it in advance.
- Assign someone to serve as a timekeeper to keep the discussion on track.
- Assign a note taker for the **meeting minutes**.
- End the meeting with a wrap-up and plan for follow-up.

Figure 2.11 How to Create a Meeting Agenda

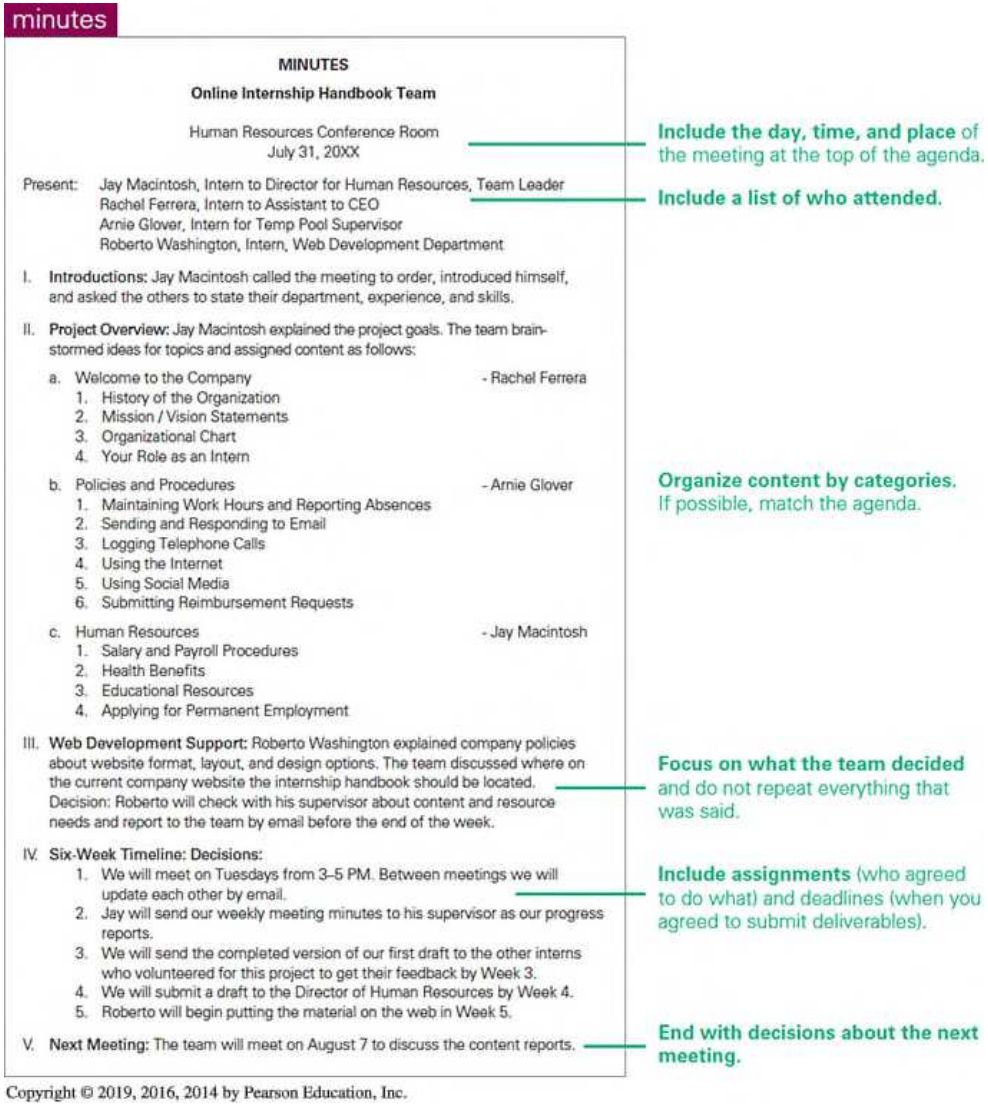


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Produce Minutes On Discussions and Actions

Figure 2.12 How to Create Meeting Minutes



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Be A Good Team Member

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



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Collaboration: Extroverts And Introverts: Making The Most Of Your Differences

- **Why do extroverts and introverts sometimes have difficulty working together?**
  - Extroverts become energized around people, while introverts prefer to work in quiet on their own.
  - Extroverts share easily and publicly; introverts may prefer to develop ideas thoroughly before sharing.
  - Extroverts sometimes inhibit others from speaking up.
- **Why do successful teams need both extroverts and introverts?**
  - Teams with both types are more cohesive and effective.
  - Extroverted leaders can motivate people who are more passive.
  - Introverted leaders are good at making contributors feel valued.

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In Summary

- **The interpersonal skills learned in this chapter are wide-ranging:**
  - Listening and speaking
  - Managing conflict
  - Working well with people from other cultures
  - Working well in teams
- **As you move forward in the course, you will find many opportunities to use these skills in the classroom and team projects.**

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Supporting Multiple Teams @ Work: Design for America

Many organizations have national headquarters, with employees and teams located around the country, and even around the world.

In 2017, DFA supported more than 160 student teams from 36 studios in schools as dispersed and diverse as University of California at Davis, Vanderbilt, University of Oregon, Virginia Tech, and Yale.

- **How does the national office of DFA communicate with these teams to help them stay on track and learn the design methodology that will contribute to their success?**
  - Annual leadership studio
  - Monthly video calls
  - Bi-weekly emails
  - One-on-one calls
  - Facebook group
  - Slack

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Working with Others

Interpersonal, Intercultural, and Team Communication



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