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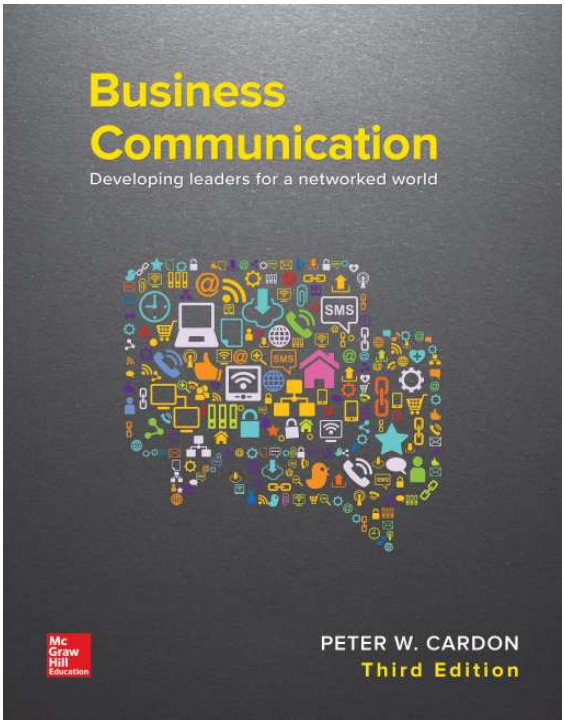
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Instructor's Manual to Accompany

BUSINESS COMMUNICATION

Developing Leaders for a Networked World (3e)

By Peter W. Cardon



Chapter 2:

Interpersonal Communication and Emotional Intelligence

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Teaching Note

Hello Fellow Instructor,

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

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

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

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

Best of wishes,



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Learning Objectives

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.
Learning Objective: 02-02 Explain how emotional hijacking can hinder effective interpersonal communication.
Learning Objective: 02-03 Explain how self-awareness impacts the communication process.
Learning Objective: 02-04 Describe how self-management impacts the communication process.
Learning Objective: 02-05 Explain and evaluate the process of active listening.
Learning Objective: 02-06 Describe and demonstrate effective questions for enhancing listening and learning.
Learning Objective: 02-07 Explain strategies to sight-read the nonverbal communication of others.
Learning Objective: 02-08 Identify common communication preferences based on motivational values.
Learning Objective: 02-09 Explain how extroversion-introversion impacts interpersonal communication.
Learning Objective: 02-10 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

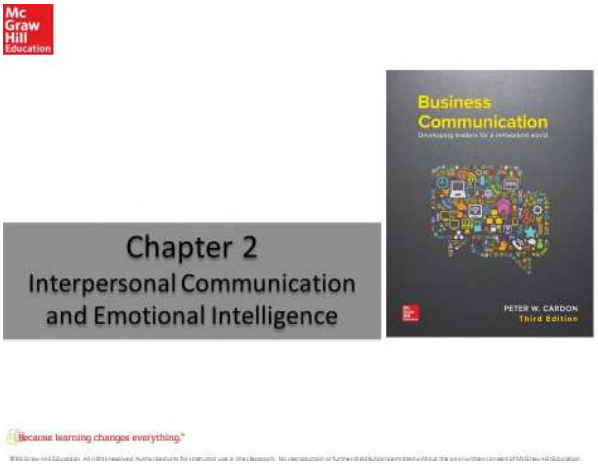
Connect Application Exercises

Behaviors Associated with Emotional Intelligence
The Interpersonal Communication Process in a Charged Negotiation
Steps in Active Listening
Evaluating SDI Communication Styles
Identifying SDI Communication Styles
SA 2.1: Listening Self-Assessment

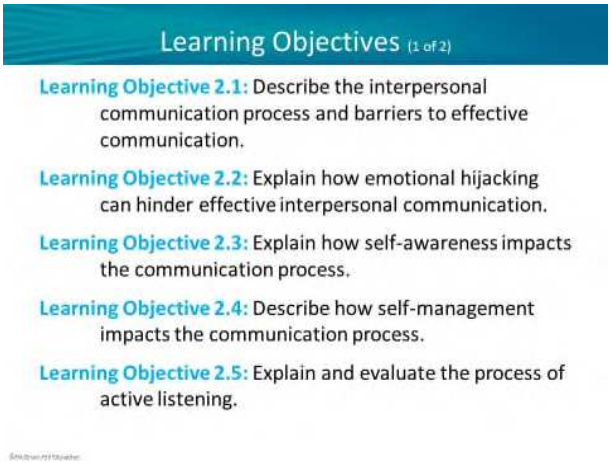
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Chapter 2 Summary and PowerPoint Notes



SLIDE 2-1

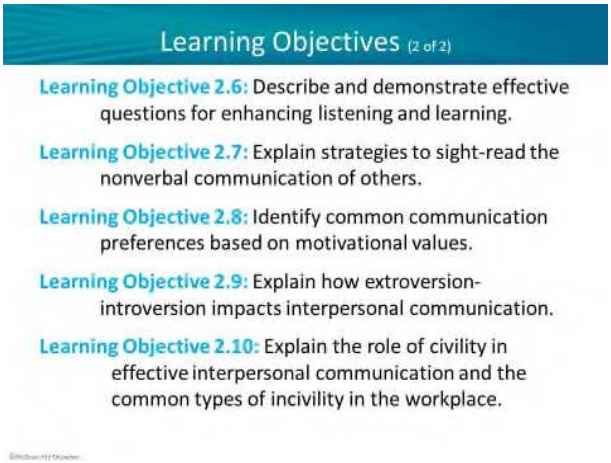


SLIDE 2-2

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

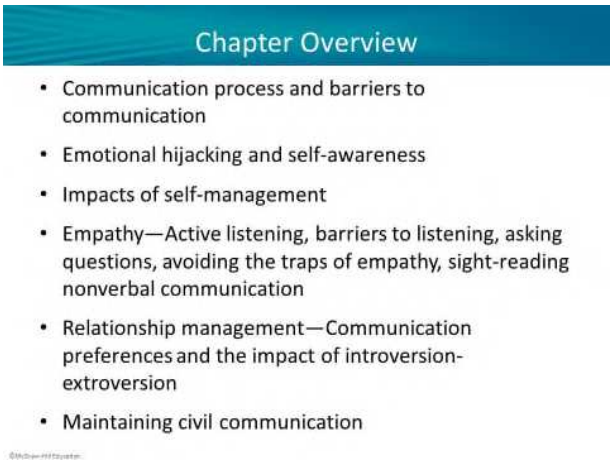
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SLIDE 2-3

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



SLIDE 2-4

This chapter covers the following topics: communication process and barriers to communication; emotional hijacking and self-awareness; impacts of self-management; empathy, including active listening, barriers to listening, asking questions, avoiding the traps of empathy, and sight-reading nonverbal communication; relationship management, including communication preferences and the impact of introversion-extroversion; and maintaining civil communication.



SLIDE 2-5

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

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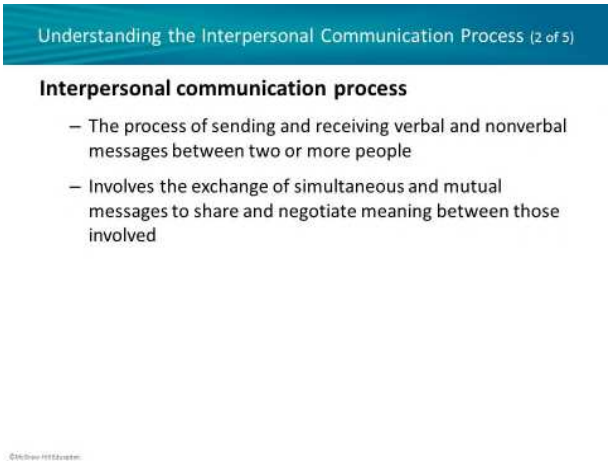
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SLIDE 2-6

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

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



SLIDE 2-7

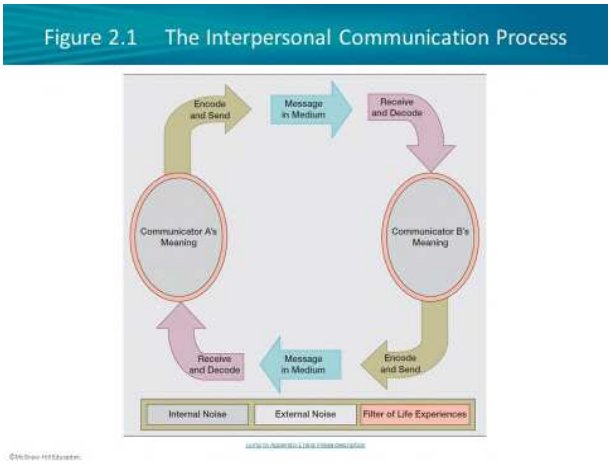
We often take the interpersonal communication process for granted, rarely thinking about its building blocks and how they influence the quality of our communications. However, consciously becoming aware of these basic elements can help you improve your interpersonal communications skills and work more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

See Connect Application Exercise: The Interpersonal Communication Process in a Charged Negotiation

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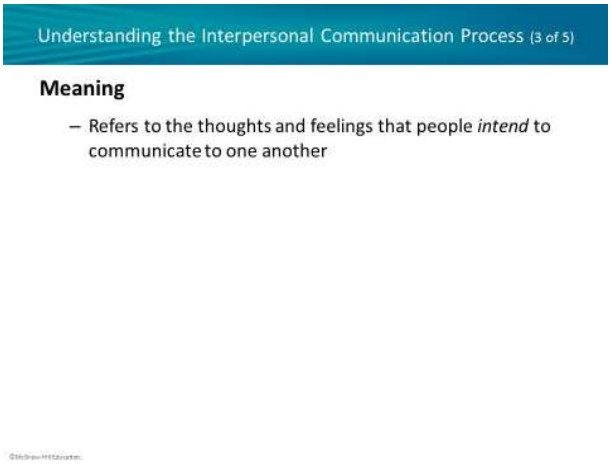
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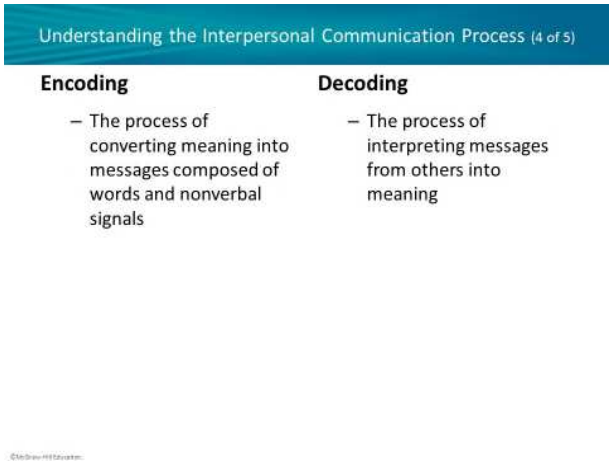
SLIDE 2-8

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



SLIDE 2-9

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

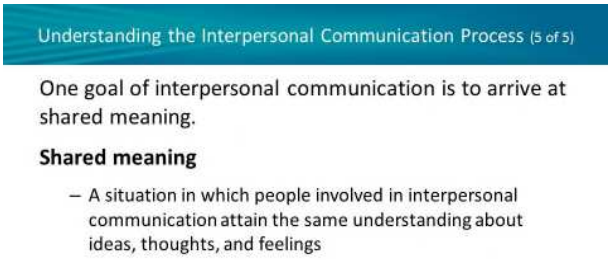


SLIDE 2-10

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

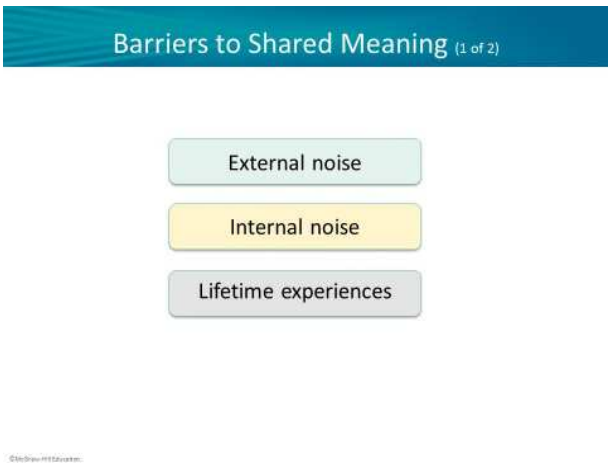
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SLIDE 2-11

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



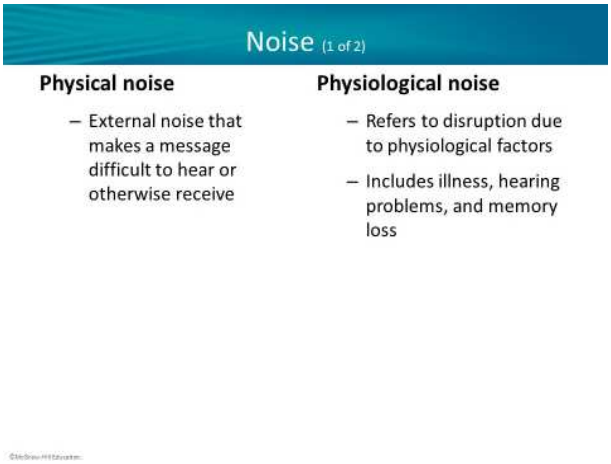
SLIDE 2-12

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

See Connect Application Exercise: The Interpersonal Communication Process in a Charged Negotiation

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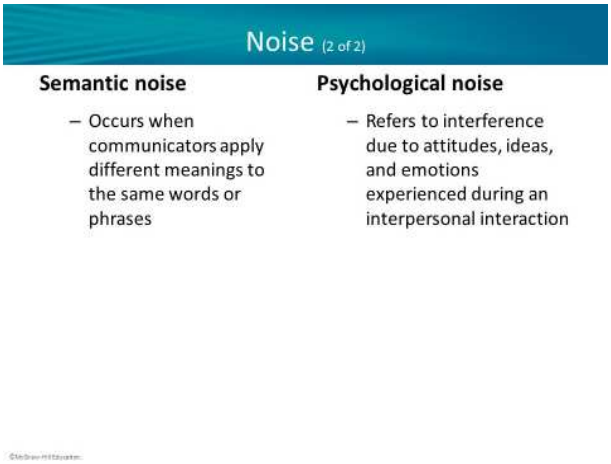
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SLIDE 2-13

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

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



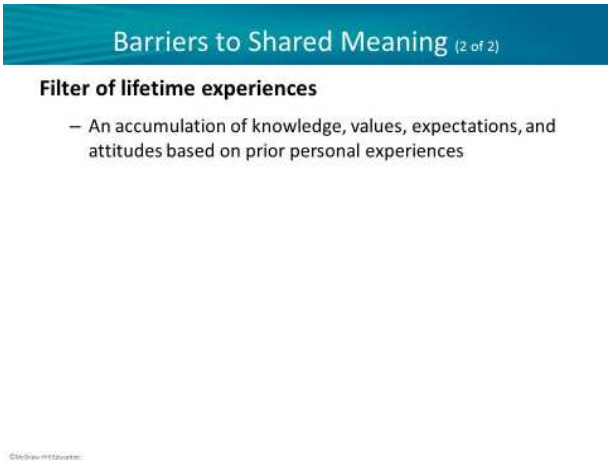
SLIDE 2-14

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

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

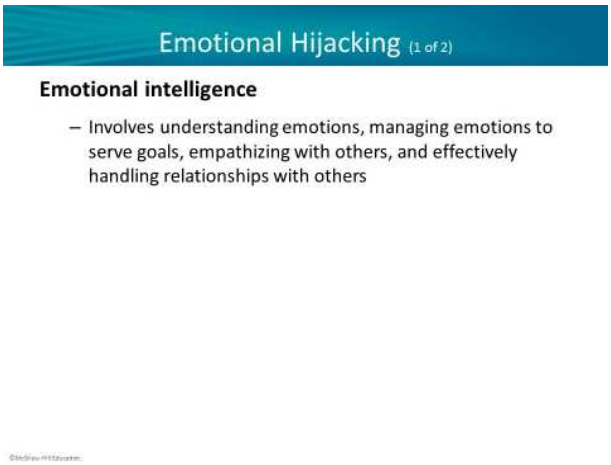
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SLIDE 2-15

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



SLIDE 2-16

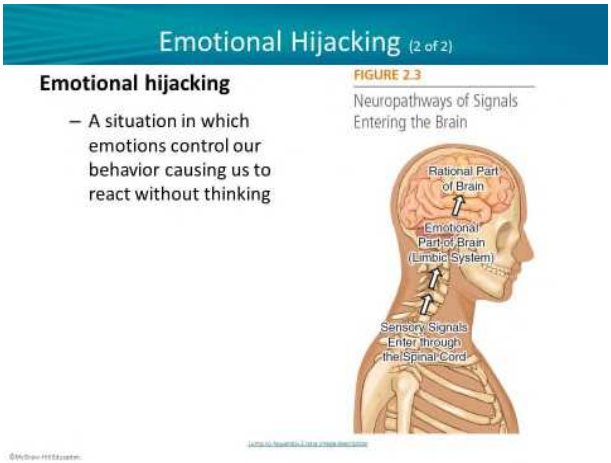
The ability to manage effective interpersonal communication depends on emotional intelligence. **Emotional intelligence** involves understanding emotions, managing emotions to serve goals, empathizing with others, and effectively handling relationships with others. Business managers with high emotional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

See Connect Application Exercise: Behaviors Associated with Emotional Intelligence

See Connect Application Exercise: The Interpersonal Communication Process in a Charged Negotiation

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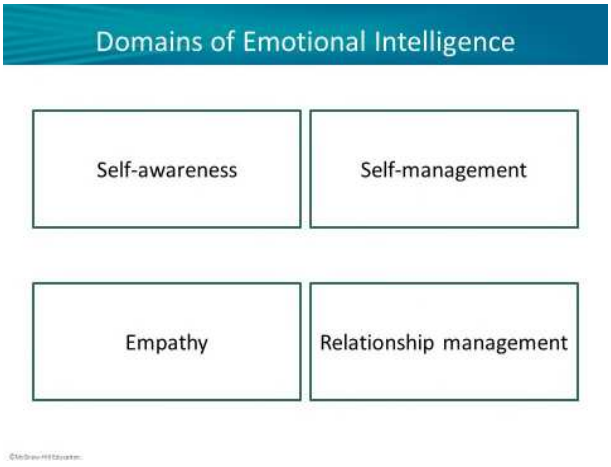
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SLIDE 2-17

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

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



SLIDE 2-18

The most-used EQ test for business professionals shows that emotional intelligence can be divided into four domains: self-awareness, self-management, empathy, and relationship management. Strategies exist for improving your emotional intelligence in each of these domains to achieve more effective interpersonal communication in the workplace.

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Self-Awareness

Self-awareness

- The foundation for emotional intelligence
- Involves accurately understanding your emotions as they occur and how they affect you

SLIDE 2-19

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

Table 2.2 Low versus High Self-Awareness Thoughts (1 of 2)

Low Self-Awareness Thoughts	Jeff: Latisha needs to learn how to trust people. She's not being fair to me and she needs to understand the constraints I'm facing.	Jeff ignores and deflects his feelings to focus on what he perceives as Latisha's misperceptions.
High Self-Awareness Thoughts	Jeff: I'm bothered that she doesn't trust my motives. Typically, I feel disrespected when others don't trust my motives. Sometimes, I lash out in these circumstances.	Jeff recognizes that he feels distrusted and disrespected by what Latisha said. He also recognizes that he often says things he later regrets in these situations.

SLIDE 2-20

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

Table 2.2 Low versus High Self-Awareness Thoughts (2 of 2)

Low Self-Awareness Thoughts	Latisha: This is ridiculous. Jeff promised me that I'd be working on the health care initiative. How can he go back on his word so quickly?	Latisha overreacts to Jeff's words and actions because she is not aware of how past disappointments are affecting how she is judging Jeff.
High Self-Awareness Thoughts	Latisha: I feel afraid and confused. Jeff doesn't seem to care if I have challenging work. I've felt this way before at other jobs. I wonder how my past experiences are impacting how I'm judging Jeff.	Latisha notices that how she feels about Jeff is affected by previous, similar events. She knows she should be careful not to let those events make her rush to judgment.

SLIDE 2-21

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

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Self-Management

Self-management

- The "ability to use awareness of your emotions to stay flexible and to direct your behavior positively"
- Involves the discipline to hold off on current urges to meet long-term intentions
- Involves responding productively and creatively to feelings of self-doubt, worry, frustration, disappointment, and nervousness

SLIDE 2-22

Self-management is the "ability to use awareness of your emotions to stay flexible and to direct your behavior positively." It involves the discipline to hold off on current urges to meet long-term intentions. Excellent self-managers know how to use both positive and negative emotions to meet personal and business goals. Self-management involves far more than corralling anger. It involves responding productively and creatively to feelings of self-doubt, worry, frustration, disappointment, and nervousness. It also includes tempering oneself when experiencing excitement and elation.

Table 2.4 Low versus High Self-Management Thoughts and the Use of Mitigating Information (1 of 2)

Low Self-Management Thoughts	Jeff: If Latisha is going to treat me like I'm the bad guy, then maybe I should just turn her over to someone else so I don't have to worry about her.	Jeff assumes the worst about Latisha's comments, thus allowing his frustration with her to grow. He considers an action that is extreme.
High Self-Management Thoughts	Jeff: Latisha is probably reacting this way because she cares so much about a health initiative, which helps the employees of this company. She is eager to contribute.	Jeff assumes a positive explanation for Latisha's actions (mitigating information), thus short-circuiting his feelings from frustration and perhaps moderating anger.

SLIDE 2-23

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

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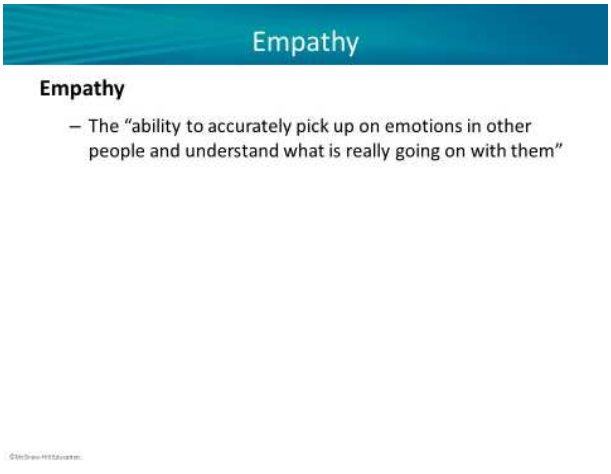
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Table 2.4 Low versus High Self-Management Thoughts and the Use of Mitigating Information (2 of 2)

Low Self-Management Thoughts	Latisha: There's no way I can change anything. Jeff will assign me to another project and that's that. I'm stuck in another dead-end internship.	This thought process reflects *pessimism*. Latisha neither thinks of other options available to her for the health initiative nor assumes that other work tasks will provide her with rewarding challenges.
High Self-Management Thoughts	Latisha: I want to express to Jeff my desire to work on a meaningful project. We can discuss how my approach to the health initiative could be applied to another project. And we could discuss how I can still spend some time working on the health initiative in the planning process–in a way that does not require cash commitments during this budget crunch.	This thought process reflects *optimism*. Latisha considers how she can approach Jeff and constructively discuss options that are good for her and the company.

SLIDE 2-24

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



SLIDE 2-25

Empathy is the "ability to accurately pick up on emotions in other people and understand what is really going on with them." Empathy also includes the desire to help others develop in their work responsibilities and career objectives.



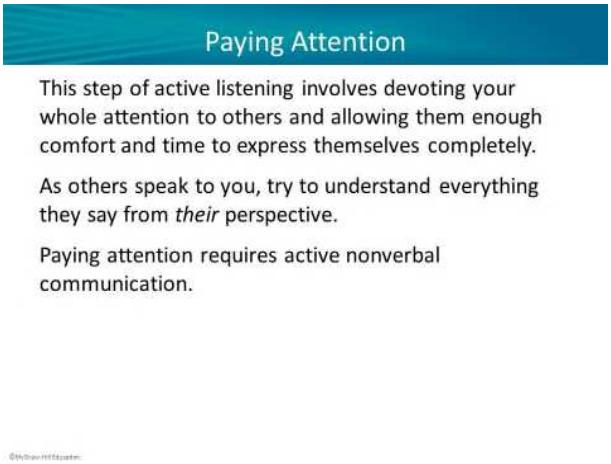
SLIDE 2-26

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

See Connect Application Exercise: Steps in Active Listening

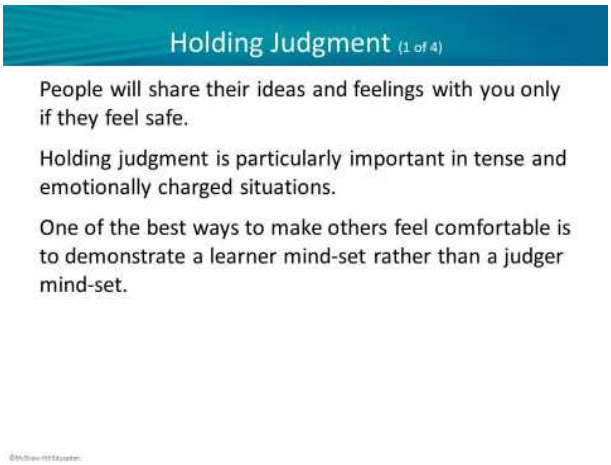
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SLIDE 2-27

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

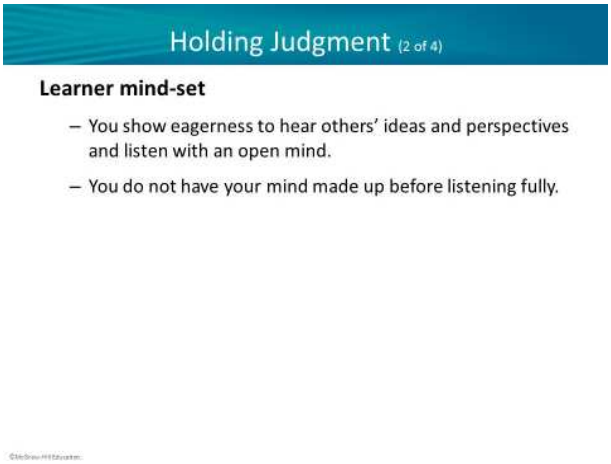


SLIDE 2-28

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

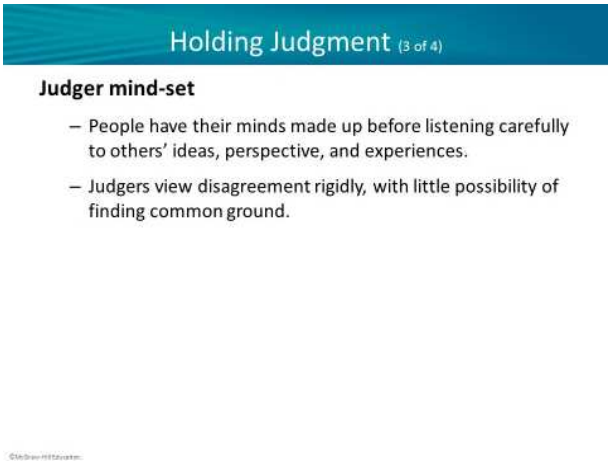
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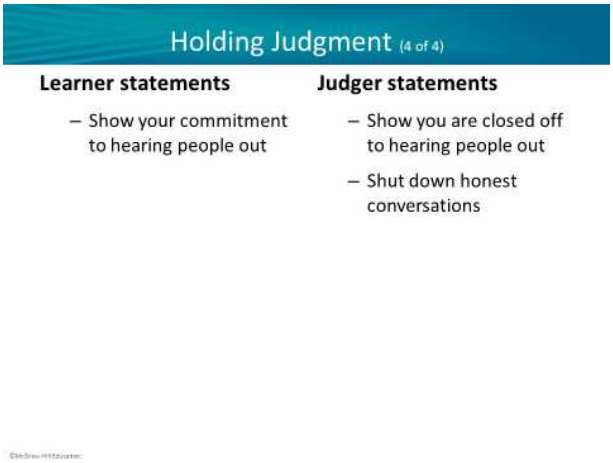
SLIDE 2-29

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



SLIDE 2-30

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

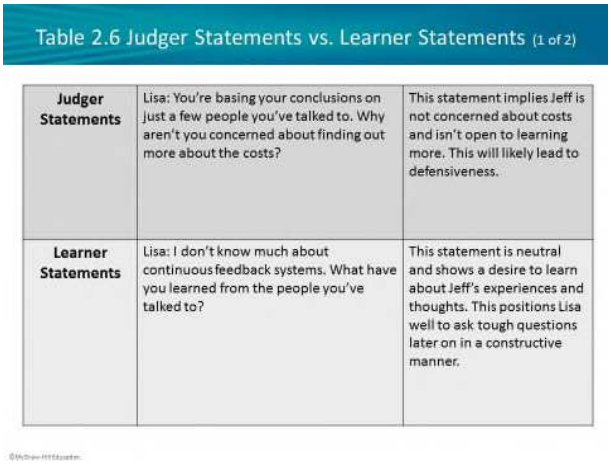


SLIDE 2-31

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

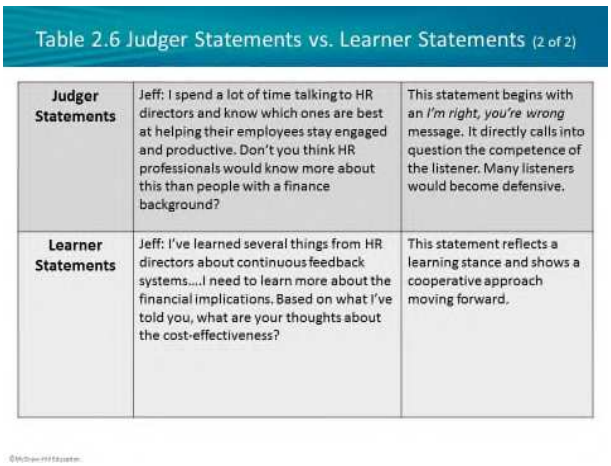
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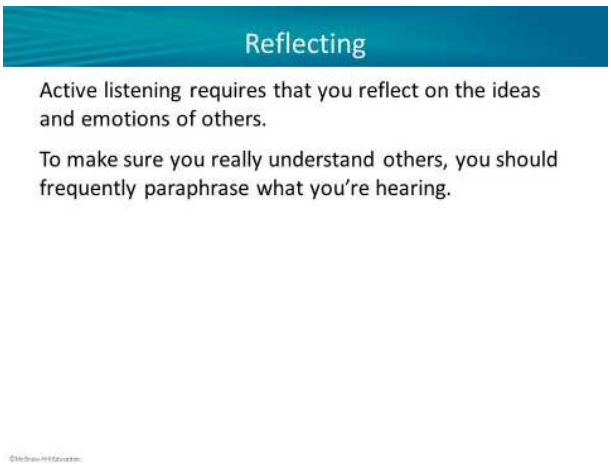
SLIDE 2-32

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



SLIDE 2-33

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



SLIDE 2-34

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

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Table 2.7 Reflecting Statements

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

SLIDE 2-35

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

Clarifying

Clarifying involves making sure you have a clear understanding of what others mean.

It includes double-checking that you understand the perspectives of others *and* asking them to elaborate and qualify their thoughts.

SLIDE 2-36

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

Table 2.8 Clarifying Statements

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

SLIDE 2-37

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

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Summarizing and Sharing

The goal of summarizing is to restate major themes so that you can make sense of the *big issues* from the perspective of the other person

Active listening also involves expressing your own perspectives and feelings.

SLIDE 2-38

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

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

Table 2.9 Summarizing Statements

Types of Effective Summarizing Statements	Example
So, your main concern is...	Jeff: So, your two main concerns are that moving to a continuous review process will be costly and impractical. The software and time needed in the process will cost far more than what we invest in an annual review process. Also, it may be difficult to get all employees to participate often in this process. Is that right?
It sounds like your key points are...	Lisa: It sounds like you have a few key points. Continuous feedback systems improve morale and performance at each of the companies you've learned about. Also, your contacts at these companies think evaluating the costs of the software is easy, but evaluating the costs of time invested by employees is not possible. Is that correct?

SLIDE 2-39

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

Recognizing Barriers to Effective Listening

Lack of time	Lack of patience and attention span	Image of leadership
Communication technology	Fear of bad news	Defending
"Me too" statements	Giving advice	Judging

SLIDE 2-40

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

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Figure 2.4 Defensive and Non-defensive Replies

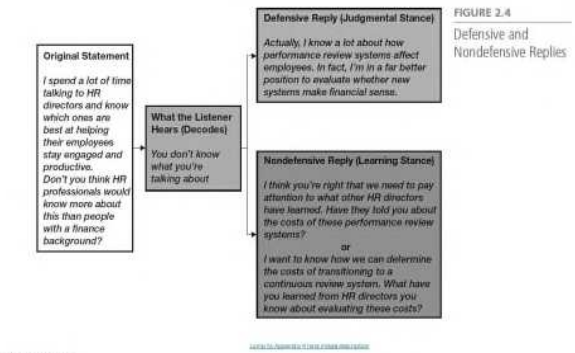


FIGURE 2.4
Defensive and Nondefensive Replies

SLIDE 2-41

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

Asking the Right Questions

A crucial skill is the ability to ask the right questions.

Good questions reflect the learner mind-set, and poor questions reflect a judger mind-set.

SLIDE 2-42

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

Table 2.10 Questions That Reflect the Judger Mind-Set and the Learner Mind-Set

Judger Mind-Set	Learner Mind-Set
How come this doesn't work?	How is this useful or beneficial?
Who is responsible for this mess?	What can we do about this?
Why can't you get it right?	Going forward, what can we learn from this?
Can't you try a better approach?	What are you trying to accomplish?
Why don't you focus on helping customers?	How will customers react?
Are you sure this approach will really meet your goals and objectives?	How well does this approach meet your goals and objectives?

SLIDE 2-43

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

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Table 2.11 Types of Effective Questions (1 of 4)

Types of Questions	Examples
Rapport-building	• How was your trip to the human resources conference? • What did you learn about at the last Chamber of Commerce event? These questions, when asked sincerely, provide an opportunity for asker and listener to bond through understanding one another. They also break the ice for a substantive conversation about the business issues at hand.

SLIDE 2-44

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

Table 2.11 Types of Effective Questions (2 of 4)

Types of Questions	Examples
Funnel	• So, how do you think we should go about researching what our employees think about performance reviews? • How do you think we can capture the employees' perspectives about continuous review systems? • What types of survey questions will help us understand their thoughts about continuous review systems? • Could you give me a word-by-word example of how you'd capture that in a survey question? These questions progressively break down a problem into manageable pieces, starting with a large, open-ended question and moving to increasingly specific and tactical questions. Once broken into smaller pieces, the asker and listener are more likely to achieve shared meaning and move toward finding solutions.

SLIDE 2-45

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

Table 2.11 Types of Effective Questions (3 of 4)

Types of Questions	Examples
Probing	• How often do you receive complaints about the annual performance review process? • What concerns do supervisors have? • What ideas do employees have for making the review process fairer? • Do you ever hear supervisors or employees talk about how to make the process more goal-oriented? • Other than the frequency of reviews, what are some other explanations for why employees make these complaints? These iterations of questions about the causes, consequences, and scope of group guest complaints attempt to look at the problem from every angle. This approach is effective at identifying root causes and best solutions.

SLIDE 2-46

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

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Table 2.11 Types of Effective Questions (4 of 4)

Types of Questions	Examples
Solution-oriented	• How can we find out which software vendors offer the most attractive performance review features? • What are your ideas for ensuring that employees provide continuous feedback to one another? • What are some best practices in making performance reviews candid and honest, yet also rewarding and productive? These questions form the basis for identifying options about how to move forward. Ideally, solution-oriented questions are open, we-oriented, and offer help to others.

SLIDE 2-47

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

Table 2.12 Types of Counterproductive Questions (1 of 3)

Types of Questions	Examples
Leading	• Would you agree that employee engagement and productivity should be our priorities? • I'm sure you think it's a good idea to keep costs under control, right? These questions are meant to lead the listener to agree with or adopt the perspective of the asker. Many listeners will resent feeling pressured into the views of others. Also, this approach will not lead to a learning conversation.

SLIDE 2-48

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

Table 2.12 Types of Counterproductive Questions (2 of 3)

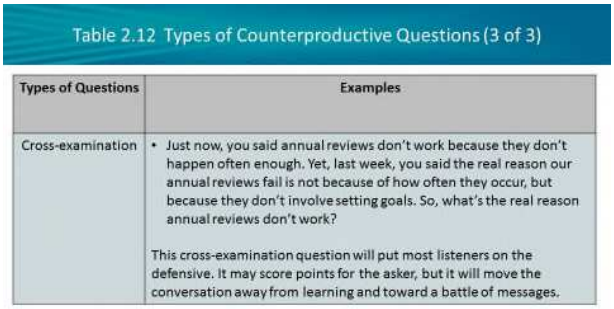
Types of Questions	Examples
Disguised Statements	• Why do you insist on focusing on costs instead of benefits? • Don't you think you're jumping to conclusions by paying attention to the opinions of only a few of your close contacts? These are not real questions. They are statements that say you are close-minded on this issue. This flaw-finding approach will cause many listeners to become defensive and/or avoid sharing their real thoughts. Many listeners will view disguised statements as underhanded and manipulative, since they are often attempts to get the listeners to acknowledge their own faults.

SLIDE 2-49

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

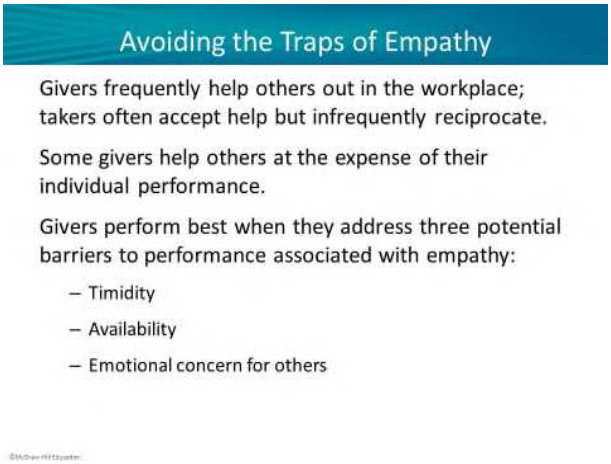
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SLIDE 2-50

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



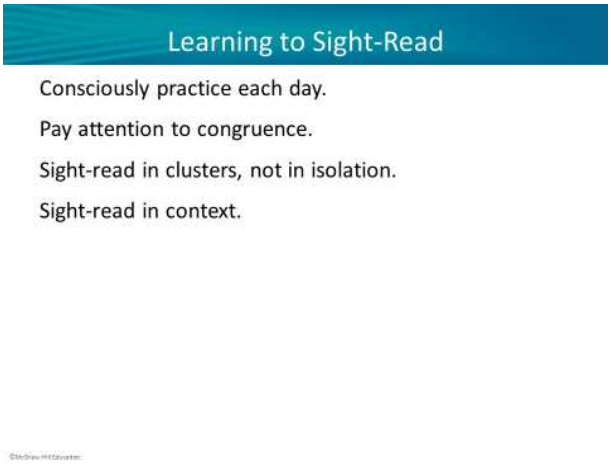
SLIDE 2-51

Givers frequently help others out in the workplace, whereas takers often accept help but infrequently reciprocate. The highest performers are most often givers. Yet, the weakest performers are also most often givers. In other words, some givers manage their generosity in a way that improves their own performance and those around them while other givers help others at the expense of their individual performance.

Givers are generally motivated by empathy. They perform best when they address three potential barriers to performance associated with empathy: *timidity, availability*, and *emotional concern for others.*

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SLIDE 2-52

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

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

See Connect Application Exercise: SA 2.1: Listening Self-Assessment

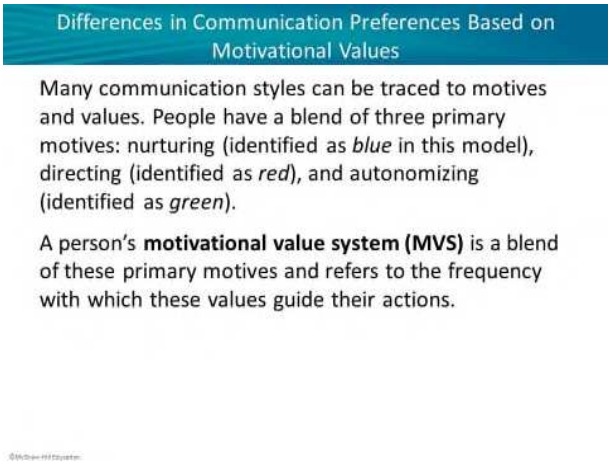


SLIDE 2-53

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

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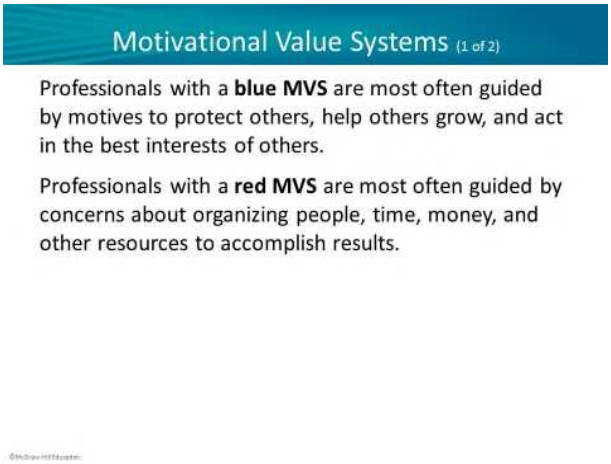
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SLIDE 2-54

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

See Connect Application Exercise: Evaluating SDI Communication Styles
See Connect Application Exercise: Identifying SDI Communication Styles



SLIDE 2-55

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

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Motivational Value Systems (2 of 2)

Professionals with a **green MVS** are most often concerned about making sure business activities have been thought out carefully and that the right processes are put into place to accomplish things.

Hubs are professionals who are guided almost equally by all three of these MVSs.

SLIDE 2-56

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

Table 2.13 Motivational Value Systems (1 of 4)

	Blues (Altruistic and Nurturing)
Primary concerns	Protection, growth, and welfare of others
Preferred work environment	Open, friendly, helpful, considerate; being needed and appreciated; ensuring others reach their potential
People feel best when...	Helping others in a way that benefits them
People feel most rewarded when...	Being a warm and friendly person who is deserving of appreciation for giving help
People want to avoid being perceived as...	Selfish, cold, unfeeling
Triggers of conflict	When others compete and take advantage; are cold and unfriendly; are slow to recognize helpful efforts on their behalf
Overdone strengths	Trusting, gullible; devoted, subservient; caring, submissive

SLIDE 2-57

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

Table 2.13 Motivational Value Systems (2 of 4)

	Reds (Assertive and Directing)
Primary concerns	Task accomplishment; use of time, money, and any other resources to achieve desired results
Preferred work environment	Fast-moving, competitive, creative, progressive, innovative, verbally stimulating; potential for personal advancement and development
People feel best when...	Providing leadership and direction to others
People feel most rewarded when...	Acting with strength and ambition, achieving excellence, and leading and directing others
People want to avoid being perceived as...	Gullible, indecisive, unable to act
Triggers of conflict	When others are too forgiving and don't fight back; don't provide clear expectations about rewards
Overdone strengths	Confident, arrogant; persuasive, abrasive; competitive, combative

SLIDE 2-58

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

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Table 2.13 Motivational Value Systems (3 of 4)

Greens (Analytical and Autonomizing)	
Primary concerns	Assurance that things have been properly thought out; meaningful order being established; self-reliance and self-dependence
Preferred work environment	Clarity, logic, precision, efficiency, organization; focus on self-reliance and effective use of resources; time to explore options
People feel best when...	Pursuing their own interests without needing to rely on others
People feel most rewarded when...	Working with others in a fair, clear, logical, and rational manner
People want to avoid being perceived as...	Overly emotional, exploitive of others
Triggers of conflict	When others don't take issues seriously; push their help on them; do not weigh all the facts when making a decision
Overdone strengths	Fair, unfeeling; analytical, nit-picking; methodical, rigid

SLIDE 2-59

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

Table 2.13 Motivational Value Systems (4 of 4)

Hubs (Flexible and Cohering)	
Primary concerns	Flexibility; welfare of the group; sense of belonging in the group
Preferred work environment	Friendly, flexible, social, fun; consensus-building; encouraging interaction
People feel best when...	Coordinating efforts with others in a common undertaking
People feel most rewarded when...	Being a good team member who can be loyal, direct when necessary, and knows when to follow rules
People want to avoid being perceived as...	Subservient to others, domineering, isolated
Triggers of conflict	When others are not willing to consider alternatives; insist on one way of doing things; restrict ability to stay flexible and open to options
Overdone strengths	Flexible, wishy-washy; option-oriented, indecisive; tolerant, uncaring

SLIDE 2-60

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

Table 2.14 Words and Phrases that Resonate with Professionals of Various MVSs

MVS	Verbs	Nouns	Modifiers	Phrases
Blues	Feel, appreciate, care, help, thank, include, support	Satisfaction, well-being, people, cooperation	Thoughtful, loyal, sincere, respectful, maybe	Serve everyone's best interests, look out for everyone
Reds	Compete, win, lead, challenge, dominate	Achievement, results, success, performance, goals, advantage	Challenging, rewarding, passionate, definitely, quickly	Make it happen, take charge, go for it
Greens	Think, analyze, evaluate, identify, organize	Process, principles, standard, schedules, accountability, details	Fair, careful, accurate, objective, correct, efficient, risky.	Take our time, get it right, make sure it's fair
Hubs	Brainstorm, decide together, play, experiment, meet	Options, flexibility, teamwork, fun, consensus, compromise	Balanced, open, flexible, friendly, inclusive, committed	Let's work together, let's try this out

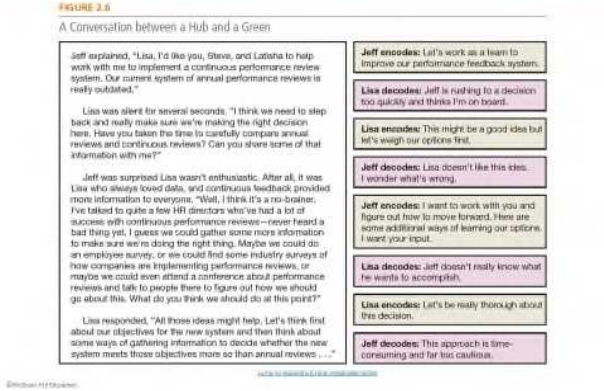
SLIDE 2-61

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

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Figure 2.5 A Conversation between a Hub and a Green


FIGURE 2.5

A Conversation between a Hub and a Green

Jeff explained, "Lisa, I'd like you, Steve, and Latisha to help work with me to implement a continuous performance review system. Our current system of annual performance reviews is really outdated."

Lisa was silent for several seconds. "I think we need to step back and really make sure we're making the right decision here. Have you taken the time to carefully compare annual reviews and continuous reviews? Can you share some of that information with me?"

Jeff was surprised Lisa wasn't enthusiastic. After all, it was Lisa who always loved data, and continuous feedback provided more information to everyone. "Well, I think it's a no-brainer. I've talked to quite a few HR directors who've had a lot of success with continuous performance reviews—never heard a bad thing yet. I guess we could gather some more information to make sure we're doing the right thing. Maybe we could do an employee survey, or we could find some industry surveys of how companies are implementing performance reviews, or maybe we could even attend a conference about performance reviews and talk to people there to figure out how we should go about this. What do you think we should do at this point?"

Lisa responded, "All those ideas might help. Let's think first about our objectives for the new system and then think about some ways of gathering information to decide whether the new system meets those objectives more so than annual reviews . . ."

Jeff encodes: Let's work as a team to improve our performance feedback system.

Lisa decodes: Jeff is rushing to a decision too quickly and thinks I'm on board.

Lisa encodes: This might be a good idea but let's weigh our options first.

Jeff decodes: Lisa doesn't like this idea. I wonder what's wrong.

Jeff encodes: I want to work with you and figure out how to move forward. Here are some additional ways of learning our options. I want your input.

Lisa decodes: Jeff doesn't really know what he wants to accomplish.

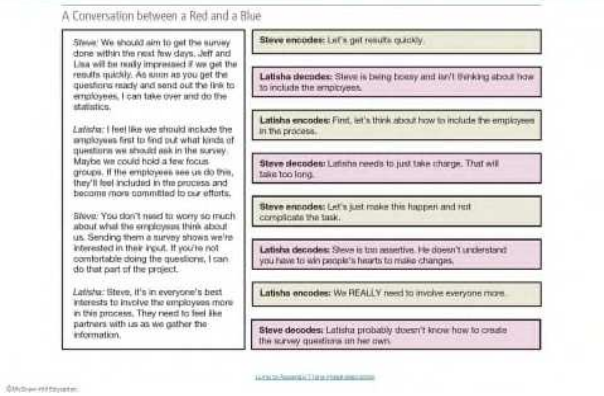
Lisa encodes: Let's be really thorough about the decision.

Jeff decodes: This approach is time-consuming and far too cautious.

SLIDE 2-62

Figures 2.5 and 2.6 contain two brief conversations, which are somewhat simplified due to space. The conversations demonstrate some common differences between reds, blues, greens, and hubs. In the first conversation, Jeff, a hub, talks with Lisa, a green. Jeff talks with Lisa about transitioning from annual performance reviews to continuous performance reviews. One of Jeff's strengths as a hub is flexibility. Yet, Lisa views him as wishy-washy and indecisive in this case because he appears too flexible in making a decision. One of Lisa's strengths as a green is her careful analysis and caution. Yet, Jeff perceives her as nit picking and rigid when he presents an idea he's enthusiastic about.

Figure 2.6 A Conversation between a Red and a Blue


A Conversation between a Red and a Blue

Steve: We should aim to get the survey done within the next few days. Jeff and Lisa will be really impressed if we get the results quickly. As soon as you get the questions ready and send out the link to employees, I can take over and do the statistics.

Latisha: I feel like we should include the employees first to find out what kinds of questions we should ask in the survey. Maybe we could hold a few focus groups. If the employees see us do this, they'll feel included in the process and become more committed to our efforts.

Steve: You don't need to worry so much about what the employees think about us. Sending them a survey shows we're interested in their input. If you're not comfortable doing the questions, I can do that part of the project.

Latisha: Steve, it's in everyone's best interests to involve the employees more in this process. They need to feel like partners with us as we gather the information.

Steve encodes: Let's get results quickly.

Latisha decodes: Steve is being bossy and isn't thinking about how to include the employees.

Latisha encodes: First, let's think about how to include the employees in the process.

Steve decodes: Latisha needs to just take charge. That will take too long.

Steve encodes: Let's just make this happen and not complicate the task.

Latisha decodes: Steve is too assertive. He doesn't understand you have to win people's hearts to make changes.

Latisha encodes: We REALLY need to involve everyone more.

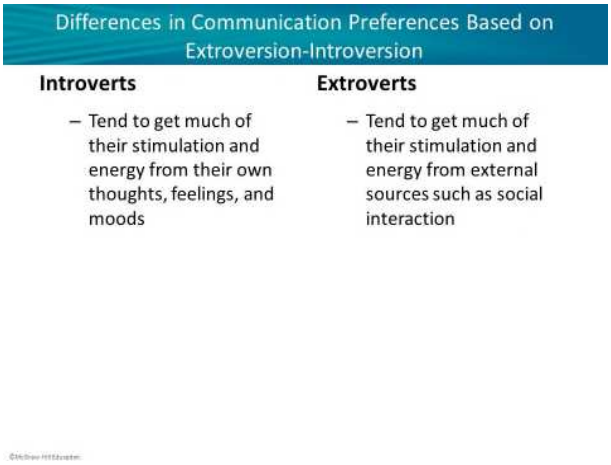
Steve decodes: Latisha probably doesn't know how to create the survey questions on her own.

SLIDE 2-63

In the next conversation (Figure 2.6), Latisha and Steve talk about setting up an online survey to get input from employees about performance review systems. One of Latisha's strengths as a blue is her ability to think about the needs and feelings of others. Yet, in this case Steve views her as lacking in initiative and being subservient to others. Two of Steve's strengths as a red are his focus on action and his desire to lead positive change. Yet, in this case Latisha perceives him as combative and bossy.

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SLIDE 2-64

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



SLIDE 2-65

Table 2.15 shows some of the strengths of introverts and extroverts. Consider how people can accomplish much more by uniting these strengths.

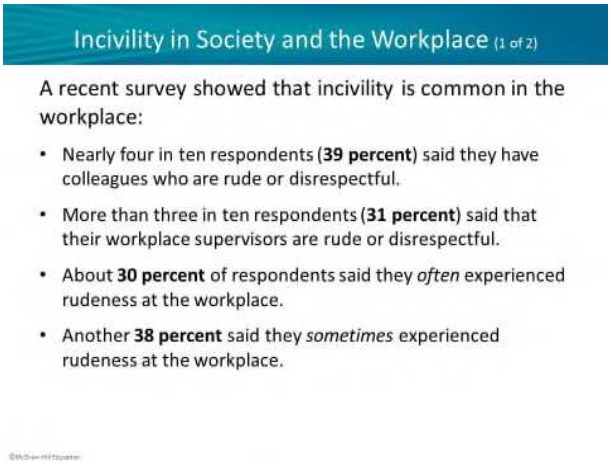


SLIDE 2-66

Table 2.15 shows some of the strengths of introverts and extroverts. Consider how people can accomplish much more by uniting these strengths.

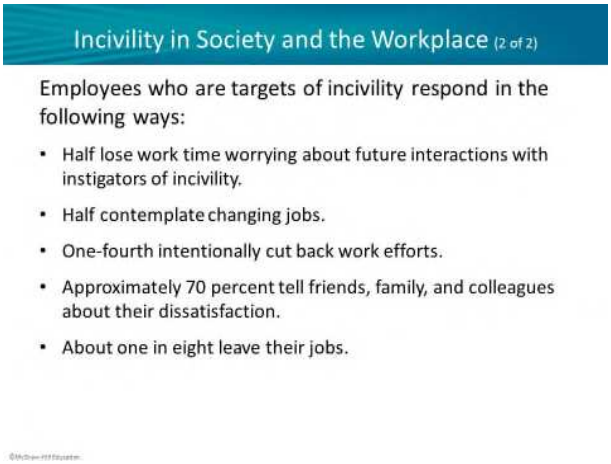
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SLIDE 2-67

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



SLIDE 2-68

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

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

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SLIDE 2-69

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



SLIDE 2-70

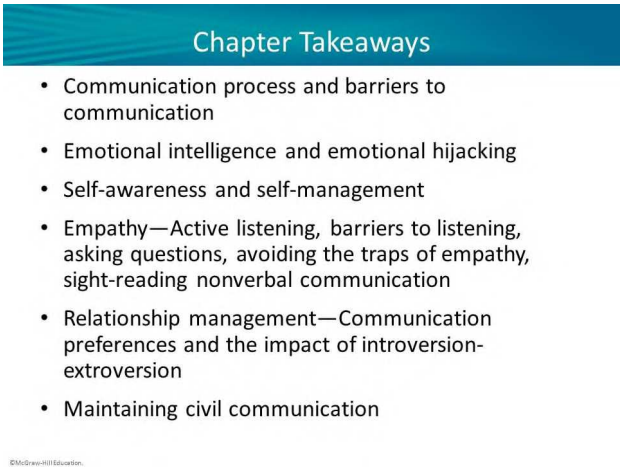
P. M. Forni, one of the leading voices on improving civility in society and the workplace, recommended eight guiding principles:

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

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

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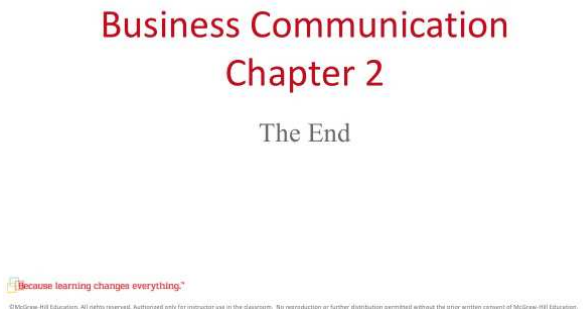


SLIDE 2-71

After studying this chapter, you should understand the following topics: communication process and barriers to communication; emotional intelligence and emotional hijacking; self-awareness and self-management; empathy, including active listening, barriers to listening, asking questions, avoiding the traps of empathy, and sight-reading nonverbal communication; relationship management, including communication preferences and the impact of introversion-extraversion; and maintaining civil communication.



Slide 2-72



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Suggested Approaches and Solutions to Discussion Exercises

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

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

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

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

C. Responses should reflect an understanding that emotional intelligence involves understanding emotions, managing emotions to serve goals, empathizing with others, and effectively handling relationships with others. Business managers with high emotional intelligence are more effective at influencing others, overcoming conflict, showing leadership, collaborating in teams, and managing change. Research has also shown that emotional intelligence leads to better outcomes in business reasoning and strategic thinking.

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

E. Responses will vary widely. Students should choose among the strategies described in the text to improve self-awareness, self-management, empathy, and relationship management. Students should be rewarded for using clear reasoning to justify their selection of the best strategies.

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

G. Responses should be comprehensive. Students should be rewarded for providing examples of both a message-centered approach and a listening-centered approach.

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

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

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

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

L. Responses will vary widely but should examine both sides of the issue. Students should be rewarded for using clear reasoning to justify their responses.

M. Responses should be comprehensive and should include a clear explanation of strategies for sight-reading, the technique of synchronizing, and the importance of paying attention to eyes, smiles and nods, hands and arms, and touch. Student responses about the reliability of interpreting nonverbal communication will vary widely. Students should be rewarded for using clear reasoning to justify their responses.

N. Responses should include an explanation about the different types of motivations professionals have. Professionals with a blue MVS are most often guided by motives to protect others, help others grow, and act in the best interests of others. Professionals with a red MVS are most often guided by concerns about organizing people, time, money, and other resources to accomplish results. Professionals with a green MVS are most often concerned about being certain that business activities have been thought out carefully and that the right processes are put into place to accomplish things. Hubs are professionals who are guided almost equally by blue, green, and red MVSs. Student responses about the strengths and weaknesses of each style will vary widely. Students should be rewarded for using clear reasoning to justify their responses.

O. Responses about the most important strategies for introverts and extroverts to use will vary widely. Students should be rewarded for using clear reasoning to justify their responses.

P. Responses will vary widely. Students should be rewarded for identifying and explaining behaviors that would be considered a form of incivility in various contexts, such as the workplace, school, and society in general.

Q. Responses will vary widely. Students should be rewarded for insightful and detailed responses.

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

A. In several responses, Stowell states how emotional intelligence is at the core of successful communication and career opportunities. Students should be rewarded for explaining his interpretation of emotional intelligence as a foundation for insight, maturity, fortitude, and other soft skills.

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B. Stowell focuses primarily on career benefits, including communication effectiveness, leadership ability, and opportunities for promotion.
C. Stowell mentions several ways of assessing emotional intelligence, including multiple interviews, online searches, stress interviews, and psychological assessments.
D. Stowell encourages professionals to use the communication channel that allows the most interpersonal interaction possible.

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

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

2.4 Listening and Caring (LO 2.5, LO 2.6)

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

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

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

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Suggested Approaches and Solutions to Evaluation Exercises

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

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

Responses will vary widely. Students should be rewarded for their ability to summarize key elements of the miscommunication, to identify the principles of the interpersonal communication process, and to suggest three strategies the characters could have adopted. You might consider prompting the students to focus on scenes that are both entertaining and realistic.

2.7 Assess a Recent Miscommunication (LO 2.1)

Responses will vary widely. Students should be rewarded for their ability to summarize key elements of the miscommunication, to identify the principles of the interpersonal communication process, and to suggest three strategies the participants could have adopted. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose miscommunications from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

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

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

2.9 Identify Your Triggers (LO 2.2)

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

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

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

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

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

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

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

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

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

Responses will vary widely. Students should be rewarded for careful and complete self-reflection about their proficiency at the six active listening skills: paying attention, holding judgment, reflecting, clarifying, and sharing. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling students that you will be the only person who sees this assignment and that you won't share it with anyone.

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

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

Responses will vary widely. Students should be rewarded for careful and complete self-reflection in recording, analyzing, and evaluating episodes of active listening. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling

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students that you will be the only person who sees this assignment and that you won't share it with anyone.

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

2.15 Evaluate the Nonverbal Actions of Others (LO 2.7)

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

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

Responses will vary widely. Students should be rewarded for their ability to provide insightful observations about nonverbal behavior and to explain how what they learned applies to their own lives. You might consider prompting the students to focus on scenes that are both entertaining and realistic.

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

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

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

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

Responses will vary widely. Students should be rewarded for careful and complete application of principles of interpersonal communication to uncivil events. Students may share personal experiences or

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experiences of close friends. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling students that you will be the only person who sees this assignment and that you won't share it with anyone.

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

2.19 Assess Your Civility (LO 2.10)

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

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

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Suggested Approaches and Solutions to Application Exercises

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

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

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

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

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

Presentations will vary widely. Students should be rewarded for application of principles, explanation of the four dimensions of emotional intelligence, and use of examples, insights, and creativity.

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

2.22 Listening Exercise (LO 2.5, LO 2.6)

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

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

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

This assignment may be particularly well-suited for an in-class exercise to get students interacting with one another and talking about civility. As an in-class exercise, you might think about assigning different

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areas of civility to various groups. Consider giving groups twenty to thirty minutes to quickly create their presentations and then have them present to one other.

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Language Mechanics Check

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

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

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Connect Application Exercise Support

CONNECT APPLICATION EXERCISE: Behaviors Associated with Emotional Intelligence

Activity Summary: This activity helps students to identify which behaviors demonstrate certain aspects of emotional intelligence. The four elements of emotional intelligence are self-awareness, self-management, empathy, and relationship management. In the exercise, students click and drag the behaviors that demonstrate each element into the correct column. (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag

Learning Objectives:
Learning Objective: 02-03 Explain how self-awareness impacts the communication process.
Learning Objective: 02-04 Describe how self-management impacts the communication process.
Learning Objective: 02-05 Explain and evaluate the process of active listening.
Learning Objective: 02-06 Describe and demonstrate effective questions for enhancing listening and learning.

Difficulty Level: 3 Hard

Blooms: Evaluate

AACSB: Communication

Follow-Up Activity: Instructors could ask volunteers to provide specific examples of each of these behaviors. Students should be encouraged to think of examples that occur within business settings.

CONNET APPLICATION EXERCISE: The Interpersonal Communication Process in a Charged Negotiation

Activity Summary: This activity teaches students about the interpersonal communication process by having them view a six-minute video and answer multiple choice questions about what they have seen. The video shows a contentious labor negotiation meeting between a company executive and the president of the company's union. Students are prompted to consider, and answer questions about, the ways in which noise, emotional intelligence, and credibility impact interpersonal communication.

Type: Video Case

Learning Objectives:
Learning Objective 02-01: Describe the interpersonal communication process and barriers to effective communication.
Learning Objective 02-03: Explain how self-awareness impacts the communication process.
Learning Objective 02-04: Describe how self-management impacts the communication process.

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Learning Objective: 02-06 Explain strategies to sight-read the nonverbal communication of others.

Difficulty Level: 3 Hard

Blooms: Evaluate

AACSB: Communication

Follow-Up Activity: Students could be assigned short answer questions asking them to describe incidents in their own lives where they experienced each of the four types of noise: physical, physiological, psychological, and semantic.

CONNECT APPLICATION EXERCISE: Steps in Active Listening

Activity Summary: In this activity, students identify behaviors that exemplify the different steps in the active listening process. In order, the six steps of the active listening process are: paying attention, holding judgment, reflecting, clarifying, summarizing, and sharing. In the exercise, students click and drag the behaviors that demonstrate each of these steps into the correct box. (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag

Learning Objectives:
Learning Objective: 02-05 Explain and evaluate the process of active listening.

Difficulty Level: 3 Hard

Blooms: Evaluate

AACSB: Communication

Follow-Up Activity: Instructors could ask volunteers to provide specific examples of each of these behaviors. Students should be encouraged to think of examples that occur within business settings.

CONNECT APPLICATION EXERCISE: Evaluating SDI Communication Styles

Activity Summary: This activity explores how well students understand Relationship Awareness Theory. This theory holds that when professionals communicate with one another their communication styles are influenced by their motivational value systems (MVSs), which are formed by a combination of three primary motives: nurturing (symbolized by the color blue), directing (red), and autonomizing (green). Hub MVS professionals are an almost equal mix of all three colors. In the exercise, students read a case study about a marketing team and then answer multiple choice questions about the communication styles favored by the team's five members.

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Type: Case Analysis

Learning Objectives:
Learning Objective: 02-08 Identify common communication preferences based on motivational values.

Difficulty Level: 2 Medium

Blooms: Analyze

AACSB: Communication

Follow-Up Activity: Instructors could ask students to consider what their own communication styles are, and then call on volunteers to explain what they concluded and why.

CONNECT APPLICATION EXERCISE: Identifying SDI Communication Styles

Activity Summary: This activity explores how well students understand Relationship Awareness Theory. This theory holds that when professionals communicate with one another their communication styles are influenced by their motivational value system (MVS) styles, which are formed by a combination of three primary motives: nurturing (symbolized by the color blue), directing (red), and autonomizing (green). Hub MVS professionals are an almost equal mix of all three colors. In the exercise, students click and drag statements that business professionals might say to the MVS style box for the type of person most likely to make each statement. (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag

Learning Objectives:
Learning Objective: 02-08 Identify common communication preferences based on motivational values.

Difficulty Level: 1 Easy

Blooms: Understand

AACSB: Communication

Follow-Up Activity: Instructors could ask volunteers to for additional examples of statements that people with each of the four different MVS styles might make. Students should be encouraged to think of examples that occur within business settings.

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CONNECT APPLICATION EXERCISE: SA 2.1: Listening Self-Assessment

Activity Summary: In this self-assessment activity, students indicate how strongly they agree or disagree with statements about how well they engage in listening behaviors during difficult conversations. Based on their responses, students receive feedback ranging from "Need a lot of improvement" to "Excellent."

Type: Self-Assessment

Learning Objectives:
Learning Objective: 02-06 Explain strategies to sight-read the nonverbal communication of others.

Difficulty Level: 1 Easy

Blooms: Understand

AACSB: Communication

Follow-Up Activity: Instructors could offer suggestions on how students can practice and improve their listening skills.

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Changing the Vacation Policy

Creating an Announcement at APECT Consulting

Teaching Note

Task

Rewrite the message to improve its tone and more adequately make an announce the changes. Responses may vary substantially. Here is one example that accomplishes the goals provided in the task prompt:

SUBJECT: New Paid Time Off (PTO) Policies

Dear employees:

During the past few years, many of our departing consultants have told me how burned out they felt. Yet, many of these employees used just a fraction of their vacation time. This led me to believe we need better vacation policies.

The HR team and I have spent the last three months developing new PTO policies. We examined research about the benefits of vacation time, evaluated the vacation policies of other leading firms, and talked to consultants at our own firm about their preferences.

The new policies will go into effect on January 1, 2016. The primary goals of these new policies are to encourage all employees achieve a better work-life balance and to help all employees feel more satisfied with their jobs. Specifically, these are the changes to the PTO policies:

Employees with fewer than 10 years of employment at the firm will receive 15 days of vacation per year, and employees with more than 10 years of employment will receive 20 days of vacation per year. We have found that our early-career consultants are most at risk of overworking. This change gives employees with under 5 years at the firm between 5 and 10 additional vacation days per year.

Employees can roll over up to 5 vacation days per year and can accumulate up to 25 total days of vacation. We want employees to use their vacation time. This new policy rewards employees for taking their vacation time each year.

Employees will no longer gain cash pay-outs for unused PTO days after January 1, 2016. Our research showed that cash pay-outs for unused PTO motivates some employees to avoid vacations. We recognize that many employees have accumulated a lot of unused PTO days with the expectation they would get cash pay-outs. As a result, the firm will give employees cash pay-outs for all accumulated PTO vacation days prior to 2016.

We will hold two town hall meetings on November 2 and November 11. Please plan to attend one of the town hall meetings in person or virtually. The HR team and I will share more information about how we developed the new policies and respond to your questions.

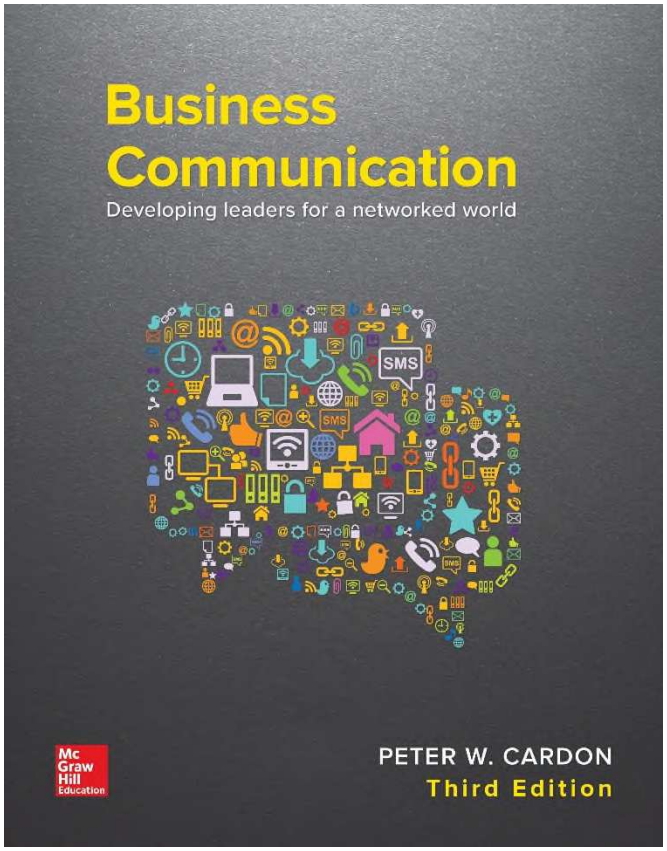
Thank you for all of your efforts on behalf of the firm!

Best, Ruth

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Chapter 2
Interpersonal Communication and Emotional Intelligence



Because learning changes everything.™

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Learning Objectives (1 of 2)

Learning Objective 2.1: Describe the interpersonal communication process and barriers to effective communication.

Learning Objective 2.2: Explain how emotional hijacking can hinder effective interpersonal communication.

Learning Objective 2.3: Explain how self-awareness impacts the communication process.

Learning Objective 2.4: Describe how self-management impacts the communication process.

Learning Objective 2.5: Explain and evaluate the process of active listening.

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Learning Objectives (2 of 2)

Learning Objective 2.6: Describe and demonstrate effective questions for enhancing listening and learning.

Learning Objective 2.7: Explain strategies to sight-read the nonverbal communication of others.

Learning Objective 2.8: Identify common communication preferences based on motivational values.

Learning Objective 2.9: Explain how extroversion-introversion impacts interpersonal communication.

Learning Objective 2.10: Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

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Chapter Overview

- Communication process and barriers to communication
- Emotional hijacking and self-awareness
- Impacts of self-management
- Empathy—Active listening, barriers to listening, asking questions, avoiding the traps of empathy, sight-reading nonverbal communication
- Relationship management—Communication preferences and the impact of introversion-extroversion
- Maintaining civil communication

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Table 2.1 Skills That Determine Success

Skills	Percentage
1. Skill in dealing with people	87
2. Critical-thinking skills	84
3. Basic use of computers	65
4. Writing ability	57
5. Basic mathematics	56
6. Advanced use of computers	44
7. Physical strength	33
8. Scientific knowledge	27
9. Advanced mathematics	23
10. Artistic skill	23
11. Knowledge of history	19

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Understanding the Interpersonal Communication Process (1 of 5)

Task 1

Overcome barriers to communication.

Task 2

Manage emotions to engage in constructive communication.

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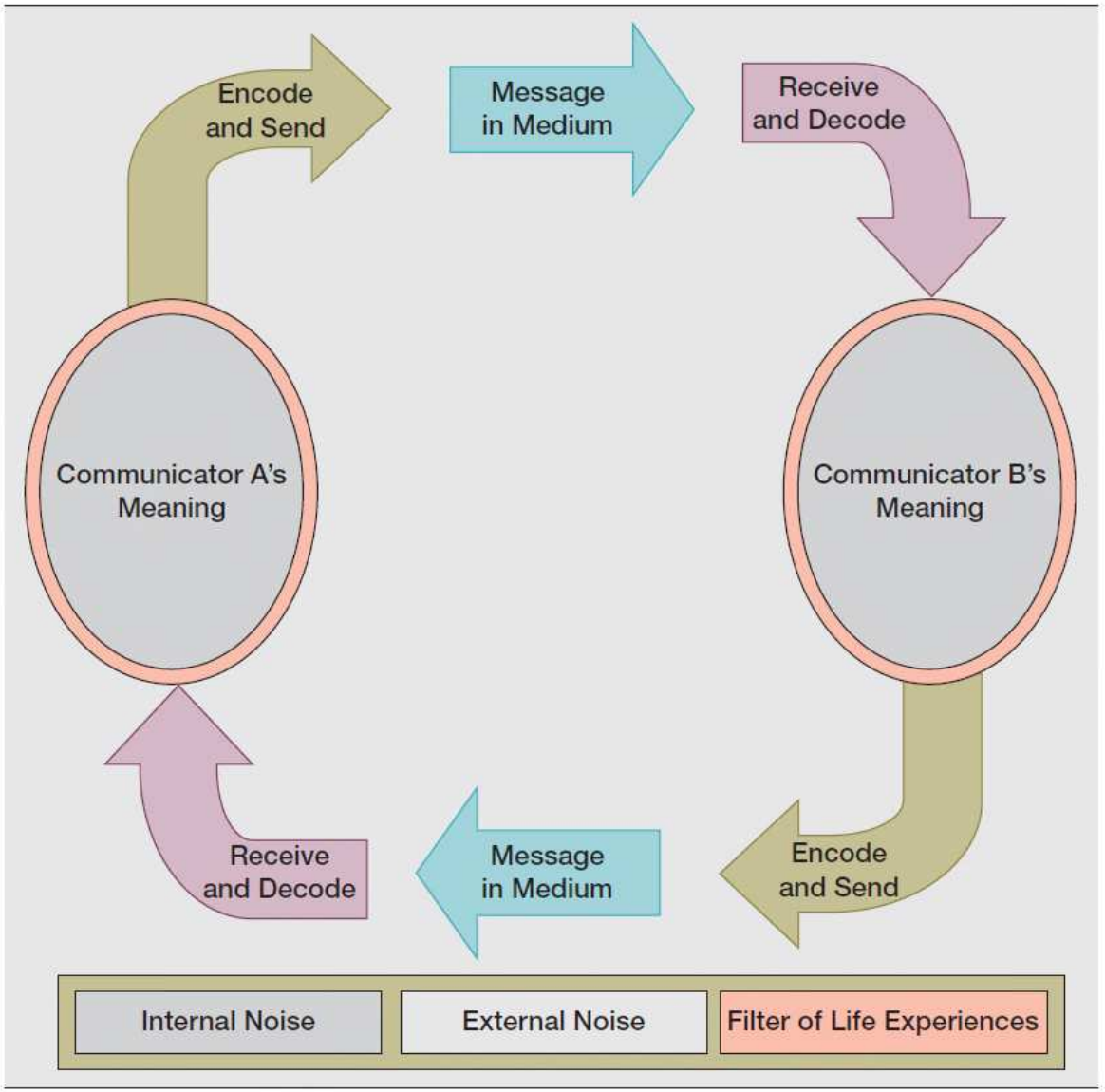
Understanding the Interpersonal Communication Process (2 of 5)

Interpersonal communication process

- The process of sending and receiving verbal and nonverbal messages between two or more people
- Involves the exchange of simultaneous and mutual messages to share and negotiate meaning between those involved

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Figure 2.1 The Interpersonal Communication Process



Jump to Appendix 1 long image description

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Understanding the Interpersonal Communication Process (3 of 5)

Meaning

- Refers to the thoughts and feelings that people *intend* to communicate to one another

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Understanding the Interpersonal Communication Process (4 of 5)

Encoding

- The process of converting meaning into messages composed of words and nonverbal signals

Decoding

- The process of interpreting messages from others into meaning

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Understanding the Interpersonal Communication Process (5 of 5)

One goal of interpersonal communication is to arrive at shared meaning.

Shared meaning

- A situation in which people involved in interpersonal communication attain the same understanding about ideas, thoughts, and feelings

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Barriers to Shared Meaning (1 of 2)

External noise

Internal noise

Lifetime experiences

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Noise (1 of 2)

Physical noise

- External noise that makes a message difficult to hear or otherwise receive

Physiological noise

- Refers to disruption due to physiological factors
- Includes illness, hearing problems, and memory loss

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Noise (2 of 2)

Semantic noise

- Occurs when communicators apply different meanings to the same words or phrases

Psychological noise

- Refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction

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Barriers to Shared Meaning (2 of 2)

Filter of lifetime experiences

- An accumulation of knowledge, values, expectations, and attitudes based on prior personal experiences

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Emotional Hijacking (1 of 2)

Emotional intelligence

- Involves understanding emotions, managing emotions to serve goals, empathizing with others, and effectively handling relationships with others

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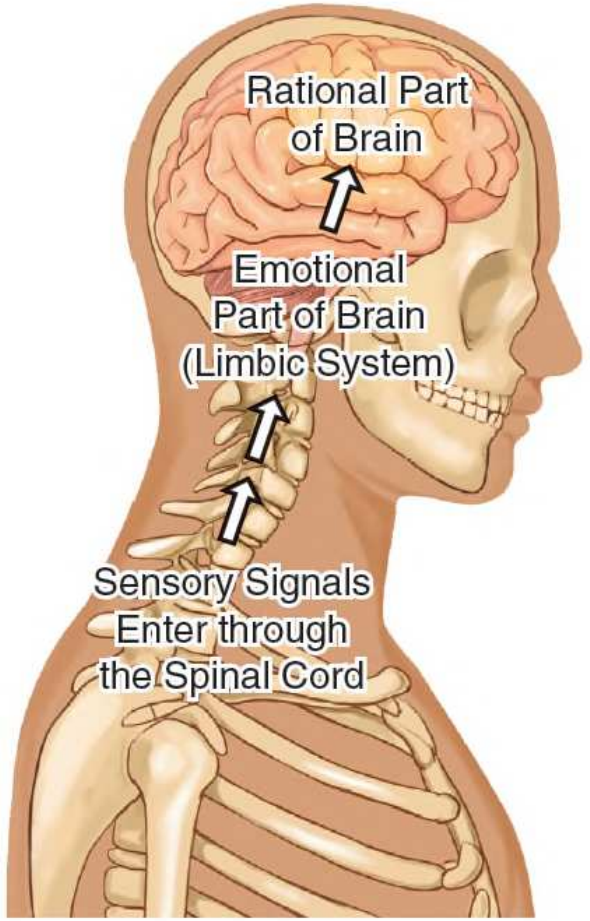
Emotional Hijacking (2 of 2)

Emotional hijacking

- A situation in which emotions control our behavior causing us to react without thinking

FIGURE 2.3

Neuropathways of Signals Entering the Brain



Jump to Appendix 2 long image description

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Domains of Emotional Intelligence

Self-awareness	Self-management
Empathy	Relationship management

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Self-Awareness

Self-awareness

- The foundation for emotional intelligence
- Involves accurately understanding your emotions as they occur and how they affect you

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Table 2.2 Low versus High Self-Awareness Thoughts (1 of 2)

Low Self-Awareness Thoughts	Jeff: Latisha needs to learn how to trust people. She's not being fair to me and she needs to understand the constraints I'm facing.	Jeff ignores and deflects his feelings to focus on what he perceives as Latisha's misperceptions.
High Self-Awareness Thoughts	Jeff: I'm bothered that she doesn't trust my motives. Typically, I feel disrespected when others don't trust my motives. Sometimes, I lash out in these circumstances.	Jeff recognizes that he feels distrusted and disrespected by what Latisha said. He also recognizes that he often says things he later regrets in these situations.

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Table 2.2 Low versus High Self-Awareness Thoughts (2 of 2)

Low Self-Awareness Thoughts	Latisha: This is ridiculous. Jeff promised me that I'd be working on the health care initiative. How can he go back on his word so quickly?	Latisha overreacts to Jeff's words and actions because she is not aware of how past disappointments are affecting how she is judging Jeff.
High Self-Awareness Thoughts	Latisha: I feel afraid and confused. Jeff doesn't seem to care if I have challenging work. I've felt this way before at other jobs. I wonder how my past experiences are impacting how I'm judging Jeff.	Latisha notices that how she feels about Jeff is affected by previous, similar events. She knows she should be careful not to let those events make her rush to judgment.

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Self-Management

Self-management

- The “ability to use awareness of your emotions to stay flexible and to direct your behavior positively”
- Involves the discipline to hold off on current urges to meet long-term intentions
- Involves responding productively and creatively to feelings of self-doubt, worry, frustration, disappointment, and nervousness

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Table 2.4 Low versus High Self-Management Thoughts and the Use of Mitigating Information (1 of 2)

Low Self-Management Thoughts	Jeff: If Latisha is going to treat me like I'm the bad guy, then maybe I should just turn her over to someone else so I don't have to worry about her.	Jeff assumes the worst about Latisha's comments, thus allowing his frustration with her to grow. He considers an action that is extreme.
High Self-Management Thoughts	Jeff: Latisha is probably reacting this way because she cares so much about a health initiative, which helps the employees of this company. She is eager to contribute.	Jeff assumes a positive explanation for Latisha's actions (mitigating information), thus short-circuiting his feelings from frustration and perhaps moderating anger.

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Table 2.4 Low versus High Self-Management Thoughts and the Use of Mitigating Information (2 of 2)

Low Self-Management Thoughts	Latisha: There's no way I can change anything. Jeff will assign me to another project and that's that. I'm stuck in another dead-end internship.	This thought process reflects *pessimism*. Latisha neither thinks of other options available to her for the health initiative nor assumes that other work tasks will provide her with rewarding challenges.
High Self-Management Thoughts	Latisha: I want to express to Jeff my desire to work on a meaningful project. We can discuss how my approach to the health initiative could be applied to another project. And we could discuss how I can still spend some time working on the health initiative in the planning process–in a way that does not require cash commitments during this budget crunch.	This thought process reflects *optimism*. Latisha considers how she can approach Jeff and constructively discuss options that are good for her and the company.

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Empathy

Empathy

- The “ability to accurately pick up on emotions in other people and understand what is really going on with them”

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Active Listening

Active listening

- "A person's willingness and ability to hear and understand"

Active-Listening Components

- Paying attention
- Holding judgment
- Reflecting
- Clarifying
- Summarizing
- Sharing

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Paying Attention

This step of active listening involves devoting your whole attention to others and allowing them enough comfort and time to express themselves completely.

As others speak to you, try to understand everything they say from *their* perspective.

Paying attention requires active nonverbal communication.

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Holding Judgment (1 of 4)

People will share their ideas and feelings with you only if they feel safe.

Holding judgment is particularly important in tense and emotionally charged situations.

One of the best ways to make others feel comfortable is to demonstrate a learner mind-set rather than a judger mind-set.

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Holding Judgment (2 of 4)

Learner mind-set

- You show eagerness to hear others' ideas and perspectives and listen with an open mind.
- You do not have your mind made up before listening fully.

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Holding Judgment (3 of 4)

Judger mind-set

- People have their minds made up before listening carefully to others' ideas, perspective, and experiences.
- Judgers view disagreement rigidly, with little possibility of finding common ground.

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Holding Judgment (4 of 4)

Learner statements

- Show your commitment to hearing people out

Judger statements

- Show you are closed off to hearing people out
- Shut down honest conversations

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Table 2.6 Judger Statements vs. Learner Statements (1 of 2)

Judger Statements	Lisa: You're basing your conclusions on just a few people you've talked to. Why aren't you concerned about finding out more about the costs?	This statement implies Jeff is not concerned about costs and isn't open to learning more. This will likely lead to defensiveness.
Learner Statements	Lisa: I don't know much about continuous feedback systems. What have you learned from the people you've talked to?	This statement is neutral and shows a desire to learn about Jeff's experiences and thoughts. This positions Lisa well to ask tough questions later on in a constructive manner.

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Table 2.6 Judger Statements vs. Learner Statements (2 of 2)

Judger Statements	Jeff: I spend a lot of time talking to HR directors and know which ones are best at helping their employees stay engaged and productive. Don't you think HR professionals would know more about this than people with a finance background?	This statement begins with an *I'm right, you're wrong* message. It directly calls into question the competence of the listener. Many listeners would become defensive.
Learner Statements	Jeff: I've learned several things from HR directors about continuous feedback systems….I need to learn more about the financial implications. Based on what I've told you, what are your thoughts about the cost-effectiveness?	This statement reflects a learning stance and shows a cooperative approach moving forward.

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Reflecting

Active listening requires that you reflect on the ideas and emotions of others.

To make sure you really understand others, you should frequently paraphrase what you're hearing.

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Table 2.7 Reflecting Statements

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

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Clarifying

Clarifying involves making sure you have a clear understanding of what others mean.

It includes double-checking that you understand the perspectives of others *and* asking them to elaborate and qualify their thoughts.

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Table 2.8 Clarifying Statements

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

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Summarizing and Sharing

The goal of summarizing is to restate major themes so that you can make sense of the *big issues* from the perspective of the other person

Active listening also involves expressing your own perspectives and feelings.

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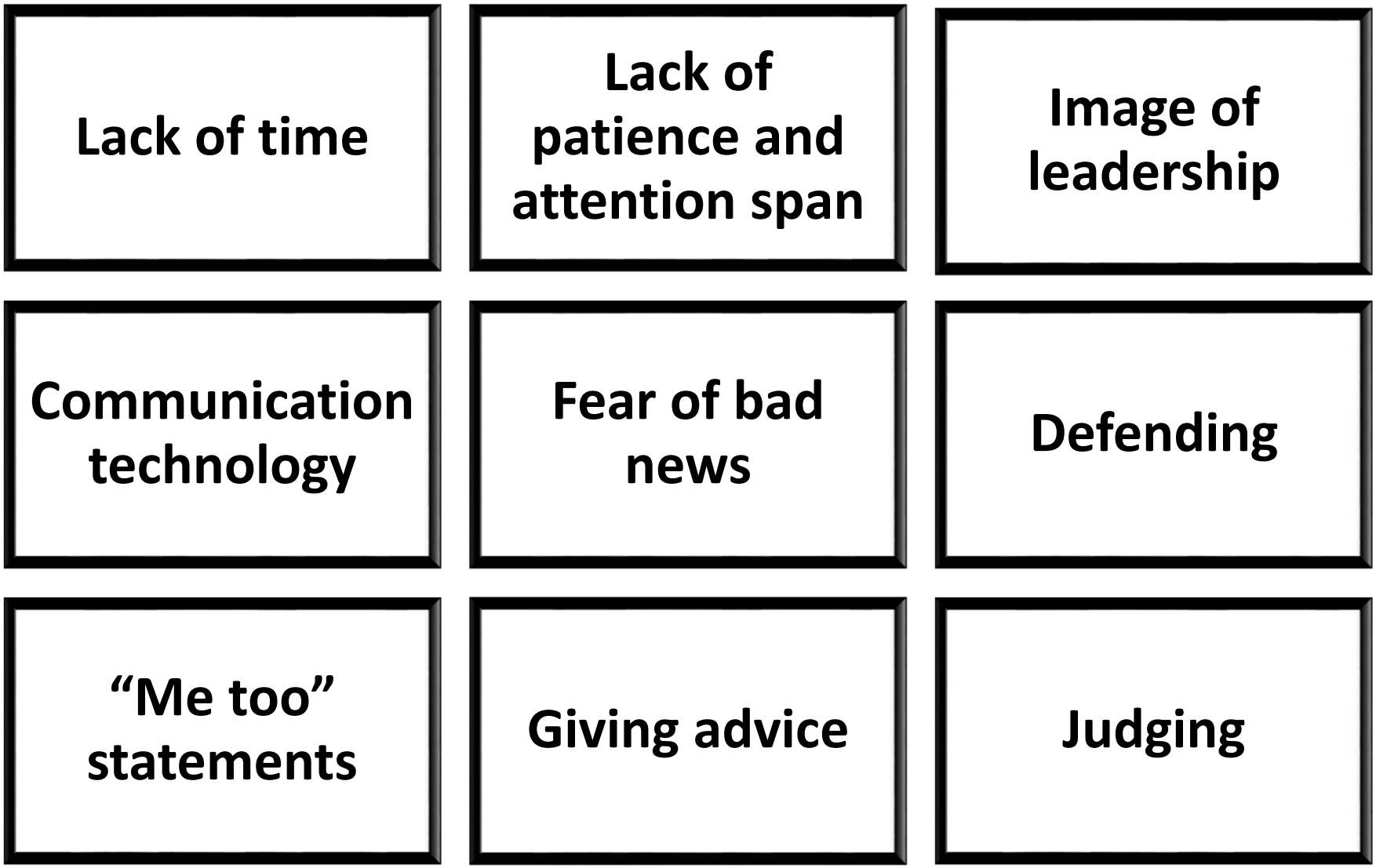
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Table 2.9 Summarizing Statements

Types of Effective Summarizing Statements	Example
So, your main concern is…	Jeff: So, your two main concerns are that moving to a continuous review process will be costly and impractical. The software and time needed in the process will cost far more than what we invest in an annual review process. Also, it may be difficult to get all employees to participate often in this process. Is that right?
It sounds like your key points are…	Lisa: It sounds like you have a few key points. Continuous feedback systems improve morale and performance at each of the companies you've learned about. Also, your contacts at these companies think evaluating the costs of the software is easy, but evaluating the costs of time invested by employees is not possible. Is that correct?

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Recognizing Barriers to Effective Listening



Jump to Appendix 3 long image description

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Figure 2.4 Defensive and Non-defensive Replies

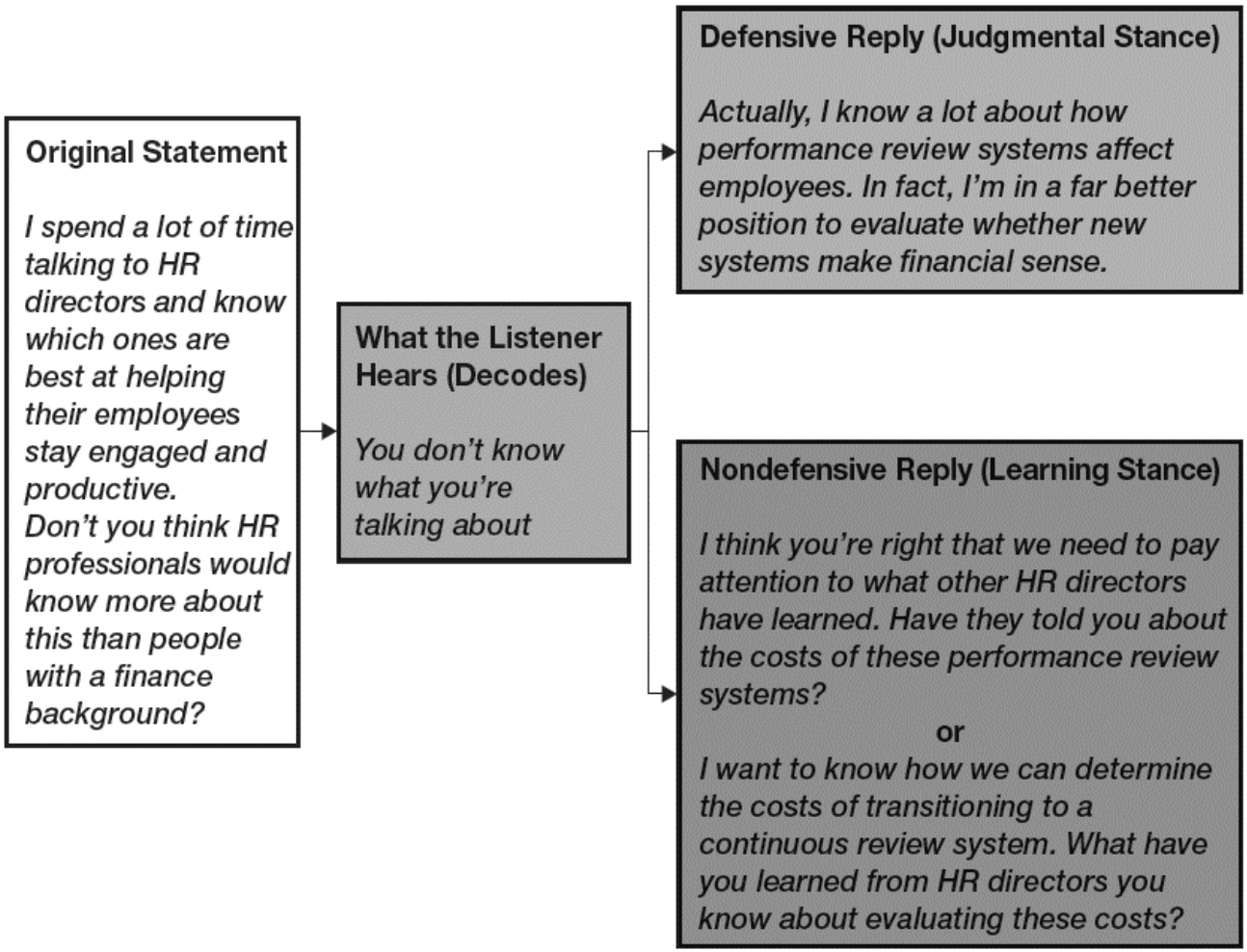


FIGURE 2.4

Defensive and Nondefensive Replies

Jump to Appendix 4 long image description

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Asking the Right Questions

A crucial skill is the ability to ask the right questions.

Good questions reflect the learner mind-set, and poor questions reflect a judger mind-set.

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Table 2.10 Questions That Reflect the Judger Mind-Set and the Learner Mind-Set

Judger Mind-Set	Learner Mind-Set
How come this doesn't work?	How is this useful or beneficial?
Who is responsible for this mess?	What can we do about this?
Why can't you get it right?	Going forward, what can we learn from this?
Can't you try a better approach?	What are you trying to accomplish?
Why don't you focus on helping customers?	How will customers react?
Are you sure this approach will really meet your goals and objectives?	How well does this approach meet your goals and objectives?

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Table 2.11 Types of Effective Questions (1 of 4)

Types of Questions	Examples
Rapport-building	• How was your trip to the human resources conference? • What did you learn about at the last Chamber of Commerce event? These questions, when asked sincerely, provide an opportunity for asker and listener to bond through understanding one another. They also break the ice for a substantive conversation about the business issues at hand.

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Table 2.11 Types of Effective Questions (2 of 4)

Types of Questions	Examples
Funnel	• So, how do you think we should go about researching what our employees think about performance reviews? • How do you think we can capture the employees' perspectives about continuous review systems? • What types of survey questions will help us understand their thoughts about continuous review systems? • Could you give me a word-by-word example of how you'd capture that in a survey question? These questions progressively break down a problem into manageable pieces, starting with a large, open-ended question and moving to increasingly specific and tactical questions. Once broken into smaller pieces, the asker and listener are more likely to achieve shared meaning and move toward finding solutions.

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Table 2.11 Types of Effective Questions (3 of 4)

Types of Questions	Examples
Probing	• How often do you receive complaints about the annual performance review process? • What concerns do supervisors have? • What ideas do employees have for making the review process fairer? • Do you ever hear supervisors or employees talk about how to make the process more goal-oriented? • Other than the frequency of reviews, what are some other explanations for why employees make these complaints? These iterations of questions about the causes, consequences, and scope of group guest complaints attempt to look at the problem from every angle. This approach is effective at identifying root causes and best solutions.

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Table 2.11 Types of Effective Questions (4 of 4)

Types of Questions	Examples
Solution-oriented	• How can we find out which software vendors offer the most attractive performance review features? • What are your ideas for ensuring that employees provide continuous feedback to one another? • What are some best practices in making performance reviews candid and honest, yet also rewarding and productive? These questions form the basis for identifying options about how to move forward. Ideally, solution-oriented questions are open, we-oriented, and offer help to others.

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Table 2.12 Types of Counterproductive Questions (1 of 3)

Types of Questions	Examples
Leading	• Would you agree that employee engagement and productivity should be our priorities? • I'm sure you think it's a good idea to keep costs under control, right? These questions are meant to lead the listener to agree with or adopt the perspective of the asker. Many listeners will resent feeling pressured into the views of others. Also, this approach will not lead to a learning conversation.

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Table 2.12 Types of Counterproductive Questions (2 of 3)

Types of Questions	Examples
Disguised Statements	• Why do you insist on focusing on costs instead of benefits? • Don't you think you're jumping to conclusions by paying attention to the opinions of only a few of your close contacts? These are not real questions. They are statements that say you are close-minded on this issue. This flaw-finding approach will cause many listeners to become defensive and/or avoid sharing their real thoughts. Many listeners will view disguised statements as underhanded and manipulative, since they are often attempts to get the listeners to acknowledge their own faults.

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Table 2.12 Types of Counterproductive Questions (3 of 3)

Types of Questions	Examples
Cross-examination	• Just now, you said annual reviews don't work because they don't happen often enough. Yet, last week, you said the real reason our annual reviews fail is not because of how often they occur, but because they don't involve setting goals. So, what's the real reason annual reviews don't work? This cross-examination question will put most listeners on the defensive. It may score points for the asker, but it will move the conversation away from learning and toward a battle of messages.

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Avoiding the Traps of Empathy

Givers frequently help others out in the workplace; takers often accept help but infrequently reciprocate.

Some givers help others at the expense of their individual performance.

Givers perform best when they address three potential barriers to performance associated with empathy:

- Timidity
- Availability
- Emotional concern for others

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Learning to Sight-Read

Consciously practice each day.

Pay attention to congruence.

Sight-read in clusters, not in isolation.

Sight-read in context.

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Relationship Management

Relationship management

- The “ability to use your awareness of emotions and those of others to manage interactions successfully”
- Principles for relationship management: adapting communication to the preferred styles of others and ensuring civility in the workplace

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Differences in Communication Preferences Based on Motivational Values

Many communication styles can be traced to motives and values. People have a blend of three primary motives: nurturing (identified as *blue* in this model), directing (identified as *red*), and autonomizing (identified as *green*).

A person's **motivational value system (MVS)** is a blend of these primary motives and refers to the frequency with which these values guide their actions.

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Motivational Value Systems (1 of 2)

Professionals with a **blue MVS** are most often guided by motives to protect others, help others grow, and act in the best interests of others.

Professionals with a **red MVS** are most often guided by concerns about organizing people, time, money, and other resources to accomplish results.

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Motivational Value Systems (2 of 2)

Professionals with a **green MVS** are most often concerned about making sure business activities have been thought out carefully and that the right processes are put into place to accomplish things.

Hubs are professionals who are guided almost equally by all three of these MVSs.

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Table 2.13 Motivational Value Systems (1 of 4)

Blues (Altruistic and Nurturing)	
Primary concerns	Protection, growth, and welfare of others
Preferred work environment	Open, friendly, helpful, considerate; being needed and appreciated; ensuring others reach their potential
People feel best when…	Helping others in a way that benefits them
People feel most rewarded when…	Being a warm and friendly person who is deserving of appreciation for giving help
People want to avoid being perceived as…	Selfish, cold, unfeeling
Triggers of conflict	When others compete and take advantage; are cold and unfriendly; are slow to recognize helpful efforts on their behalf
Overdone strengths	Trusting, gullible; devoted, subservient; caring, submissive

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Table 2.13 Motivational Value Systems (2 of 4)

Reds (Assertive and Directing)	
Primary concerns	Task accomplishment; use of time, money, and any other resources to achieve desired results
Preferred work environment	Fast-moving, competitive, creative, progressive, innovative, verbally stimulating; potential for personal advancement and development
People feel best when…	Providing leadership and direction to others
People feel most rewarded when…	Acting with strength and ambition, achieving excellence, and leading and directing others
People want to avoid being perceived as…	Gullible, indecisive, unable to act
Triggers of conflict	When others are too forgiving and don't fight back; don't provide clear expectations about rewards
Overdone strengths	Confident, arrogant; persuasive, abrasive; competitive, combative

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Table 2.13 Motivational Value Systems (3 of 4)

Greens (Analytical and Autonomizing)	
Primary concerns	Assurance that things have been properly thought out; meaningful order being established; self-reliance and self-dependence
Preferred work environment	Clarity, logic, precision, efficiency, organization; focus on self-reliance and effective use of resources; time to explore options
People feel best when…	Pursuing their own interests without needing to rely on others
People feel most rewarded when…	Working with others in a fair, clear, logical, and rational manner
People want to avoid being perceived as…	Overly emotional, exploitive of others
Triggers of conflict	When others don't take issues seriously; push their help on them; do not weigh all the facts when making a decision
Overdone strengths	Fair, unfeeling; analytical, nit-picking; methodical, rigid

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Table 2.13 Motivational Value Systems (4 of 4)

Hubs (Flexible and Cohering)	
Primary concerns	Flexibility; welfare of the group; sense of belonging in the group
Preferred work environment	Friendly, flexible, social, fun; consensus-building; encouraging interaction
People feel best when…	Coordinating efforts with others in a common undertaking
People feel most rewarded when…	Being a good team member who can be loyal, direct when necessary, and knows when to follow rules
People want to avoid being perceived as…	Subservient to others, domineering, isolated
Triggers of conflict	When others are not willing to consider alternatives; insist on one way of doing things; restrict ability to stay flexible and open to options
Overdone strengths	Flexible, wishy-washy; option-oriented, indecisive; tolerant, uncaring

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Table 2.14 Words and Phrases that Resonate with Professionals of Various MVSs

MVS	Verbs	Nouns	Modifiers	Phrases
Blues	Feel, appreciate, care, help, thank, include, support	Satisfaction, well-being, people, cooperation	Thoughtful, loyal, sincere, respectful, maybe	Serve everyone's best interests, look out for everyone
Reds	Compete, win, lead, challenge, dominate	Achievement, results, success, performance, goals, advantage	Challenging, rewarding, passionate, definitely, quickly	Make it happen, take charge, go for it
Greens	Think, analyze, evaluate, identify, organize	Process, principles, standard, schedules, accountability, details	Fair, careful, accurate, objective, correct, efficient, risky	Take our time, get it right, make sure it's fair
Hubs	Brainstorm, decide together, play, experiment, meet	Options, flexibility, teamwork, fun, consensus, compromise	Balanced, open, flexible, friendly, inclusive, committed	Let's work together, let's try this out

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Figure 2.5 A Conversation between a Hub and a Green

FIGURE 2.6

A Conversation between a Hub and a Green

Jeff explained, "Lisa, I'd like you, Steve, and Latisha to help work with me to implement a continuous performance review system. Our current system of annual performance reviews is really outdated."

Lisa was silent for several seconds. "I think we need to step back and really make sure we're making the right decision here. Have you taken the time to carefully compare annual reviews and continuous reviews? Can you share some of that information with me?"

Jeff was surprised Lisa wasn't enthusiastic. After all, it was Lisa who always loved data, and continuous feedback provided more information to everyone. "Well, I think it's a no-brainer. I've talked to quite a few HR directors who've had a lot of success with continuous performance reviews—never heard a bad thing yet. I guess we could gather some more information to make sure we're doing the right thing. Maybe we could do an employee survey, or we could find some industry surveys of how companies are implementing performance reviews, or maybe we could even attend a conference about performance reviews and talk to people there to figure out how we should go about this. What do you think we should do at this point?"

Lisa responded, "All those ideas might help. Let's think first about our objectives for the new system and then think about some ways of gathering information to decide whether the new system meets those objectives more so than annual reviews . . ."

Jeff encodes: Let's work as a team to improve our performance feedback system.

Lisa decodes: Jeff is rushing to a decision too quickly and thinks I'm on board.

Lisa encodes: This might be a good idea but let's weigh our options first.

Jeff decodes: Lisa doesn't like this idea. I wonder what's wrong.

Jeff encodes: I want to work with you and figure out how to move forward. Here are some additional ways of learning our options. I want your input.

Lisa decodes: Jeff doesn't really know what he wants to accomplish.

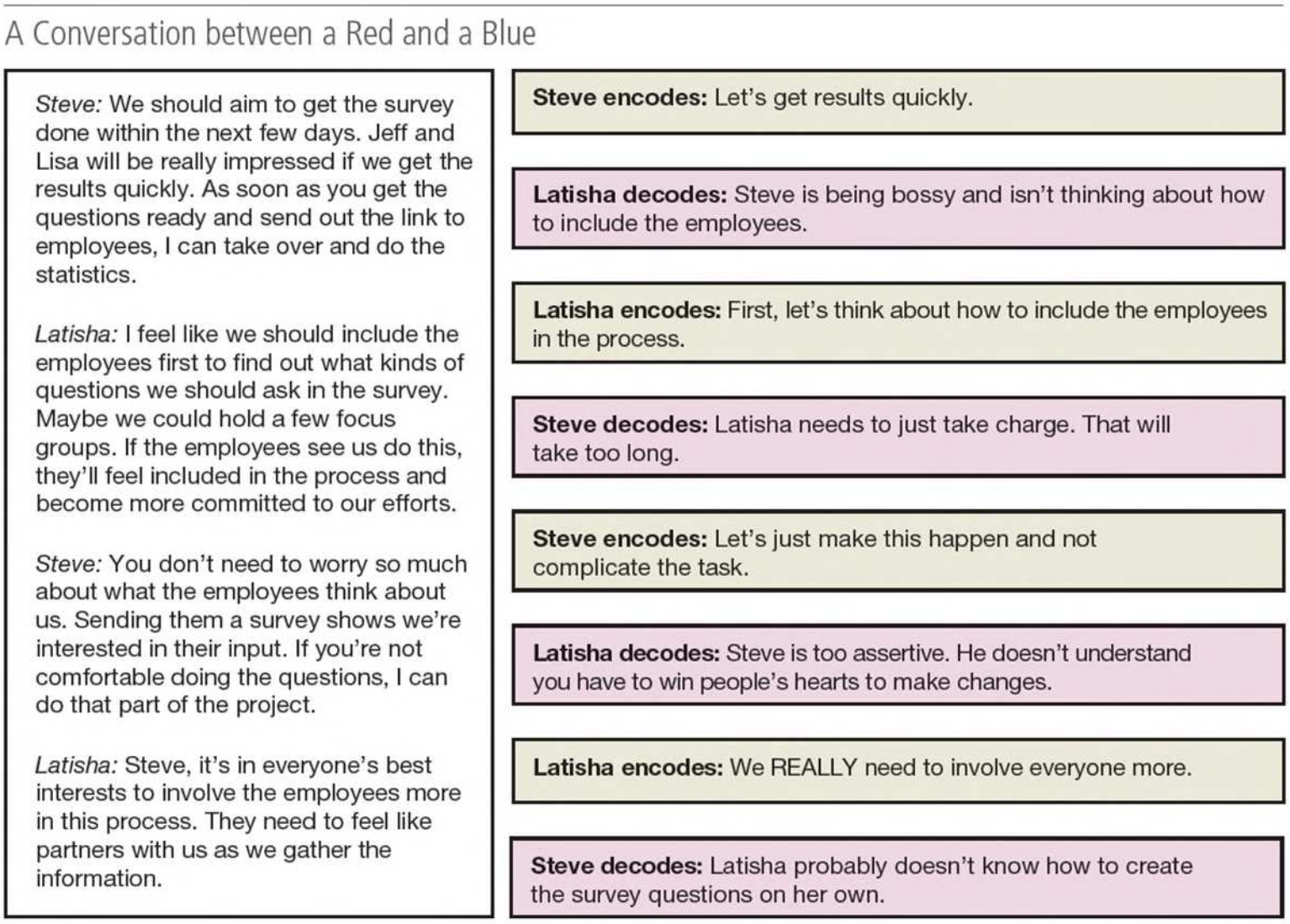
Lisa encodes: Let's be really thorough about this decision.

Jeff decodes: This approach is time-consuming and far too cautious.

Jump to Appendix 5 long image description

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Figure 2.6 A Conversation between a Red and a Blue



Jump to Appendix 6 long image description

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Differences in Communication Preferences Based on Extroversion-Introversion

Introverts

- Tend to get much of their stimulation and energy from their own thoughts, feelings, and moods

Extroverts

- Tend to get much of their stimulation and energy from external sources such as social interaction

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Table 2.15 Strengths of Introverted and Extroverted Professionals (1 of 2)

Strengths of Introverted Professionals
• Asking thoughtful and important questions • Listening to the ideas of others • Giving people space to innovate • Developing insights to deal with uncertain situations • Improving the listening environment in meetings • Networking among close-knit professional groups • Making lasting impressions in social tasks that require persistence • Taking time to reflect carefully • Providing objective analysis and advice • Excelling in situations requiring discipline

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Table 2.15 Strengths of Introverted and Extroverted Professionals (2 of 2)

Strengths of Extroverted Professionals
• Stating views directly and charismatically • Gaining the support of others • Organizing people to innovate • Inspiring confidence in uncertain situations • Driving important conversations at meetings • Networking at large social events with potential clients and other contacts • Making strong first impressions that often lead to future partnerships • Acting quickly to gain advantages • Acting pragmatically in the absence of reliable information • Excelling in competitive situations

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Incivility in Society and the Workplace (1 of 2)

A recent survey showed that incivility is common in the workplace:

- Nearly four in ten respondents (**39 percent**) said they have colleagues who are rude or disrespectful.
- More than three in ten respondents (**31 percent**) said that their workplace supervisors are rude or disrespectful.
- About **30 percent** of respondents said they *often* experienced rudeness at the workplace.
- Another **38 percent** said they *sometimes* experienced rudeness at the workplace.

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Incivility in Society and the Workplace (2 of 2)

Employees who are targets of incivility respond in the following ways:

- Half lose work time worrying about future interactions with instigators of incivility.
- Half contemplate changing jobs.
- One-fourth intentionally cut back work efforts.
- Approximately 70 percent tell friends, family, and colleagues about their dissatisfaction.
- About one in eight leave their jobs.

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Common Types of Incivility in the Workplace

- Ignoring others
- Treating others without courtesy
- Disrespecting the efforts of others
- Disrespecting the privacy of others
- Disrespecting the dignity and worth of others

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Maintaining Civil Communications

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

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Chapter Takeaways

- Communication process and barriers to communication
- Emotional intelligence and emotional hijacking
- Self-awareness and self-management
- Empathy—Active listening, barriers to listening, asking questions, avoiding the traps of empathy, sight-reading nonverbal communication
- Relationship management—Communication preferences and the impact of introversion-extroversion
- Maintaining civil communication

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Image Descriptions Appendix

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Figure 2.1 The Interpersonal Communication Process Appendix

Communicator A encodes and sends a message in a particular medium. This message is received and decoded by Communicator B. Communicator B responds by encoding and sending a message in a particular medium. This message is received and decoded by Communicator A, and the cycle begins again. Both Communicator A and B have internal noise they must contend with. Each communicator also sends and receives the message through the filter of their life experiences. Additionally, the message can be affected outside of each communicator by external noise.

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Emotional Hijacking (2 of 2) Appendix

Sensory signals enter through the spinal cord. They proceed to go to the limbic system, which is the emotional part of the brain. The signals then enter the rational part of the brain.

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Recognizing Barriers to Effective Listening Appendix

1. Lack of time
2. Lack of patience and attention span
3. Image of leadership
4. Communication technology
5. Fear of bad news
6. Defending
7. “Me too” statements
8. Giving advice
9. Judging

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Figure 2.4 Defensive and Non-defensive Replies Appendix

The Original Statement: I spend a lot of time talking to HR directors and know which ones are best at helping their employees stay engaged and productive. Don't you think HR professionals would know more about this than people with a finance background?

What the Listener Hears (Decodes): You don't know what you're talking about.

The Defensive Reply (Judgmental Stance): Actually, I know a lot about how performance review systems affect employees. In fact, I'm in a far better position to evaluate whether new systems make financial sense.

The Nondefensive Reply (Learning Stance): I think you're right that we need to pay attention to what other HR directors have learned. Have they told you about the costs of these performance review systems? A second nondefensive reply is: I want to know how we can determine the costs of transitioning to a continuous review system. What have you learned from HR directors you know about evaluating these costs?

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Figure 2.5 A Conversation between a Hub and a Green Appendix

The conversation proceeds in four parts.

1. Jeff explained, “Lisa, I’d like you, Steve, and Latisha to help work with me to implement a continuous performance review system. Our current system of annual performance reviews is really outdated.”

   – In this conversation, Jeff encodes: Let’s work as a team to improve our performance feedback system. Lisa decodes: Jeff is rushing to a decision too quickly and thinks I’m on board.

2. Lisa was silent for several seconds. “I think we need to step back and really make sure we’re making the right decision here. Have you taken the time to carefully compare annual reviews and continuous reviews? Can you share some of that information with me?”

   – In this conversation, Lisa encodes: This might be a good idea but let’s weigh our options first. Jeff decodes: Lisa doesn’t like this idea. I wonder what’s wrong.

3. Jeff was surprised Lisa wasn’t enthusiastic. After all, it was Lisa who always loved data, and continuous feedback provided more information to everyone. “Well, I think it’s a no-brainer. I’ve talked to quite a few HR directors who’ve had a lot of success with continuous performance reviews—never heard a bad thing yet. I guess we could gather some more information to make sure we’re doing the right thing. Maybe we could do an employee survey, or we could find some industry surveys of how companies are implementing performance reviews, or maybe we could even attend a conference about performance reviews and talk to people there to figure out how we should go about this. What do you think we should do at this point?”

   – In this conversation, Jeff encodes: I want to work with you and figure out how to move forward. Here are some additional ways of learning our options. I want your input. Lisa decodes: Jeff doesn’t really know what he wants to accomplish.

4. Lisa responded, “All those ideas might help. Let’s think first about our objectives for the new system and then think about some ways of gathering information to decide whether the new system meets those objectives more so than annual reviews….”

   – In this conversation, Lisa encodes: Let’s be really thorough about this decision. Jeff decodes: This approach is time consuming and far too cautious.

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Figure 2.6 A Conversation between a Red and a Blue Appendix

The conversation proceeds in four parts:

1. Steve: We should aim to get the survey done within the next few days. Jeff and Lisa will be really impressed if we get the results quickly. As soon as you get the questions ready and send out the link to employees, I can take over and do the statistics.

   – In this conversation, Steve encodes: Let's get results quickly. Latisha decodes: Steve is being bossy and isn't thinking about how to include the employees.

2. Latisha: I feel like we should include the employees first to find out what kinds of questions we should ask in the survey. Maybe we could hold a few focus groups. If the employees see us do this, they'll feel included in the process and become more committed to our efforts.

   – In this conversation, Latisha encodes: First, let's think about how to include the employees in the process. Steve decodes: Latisha needs to just take charge. That will take too long.

3. Steve: You don't need to worry so much about what the employees think about us. Sending them a survey shows we're interested in their input. If you're not comfortable doing the questions, I can do that part of the project.

   – In this conversation, Steve encodes: Let's just make this happen and not complicate the task. Latisha decodes: Steve is too assertive. He doesn't understand you have to win people's hearts to make changes.

4. Latisha: Steve, it's in everyone's best interests to involve the employees more in this process. They need to feel like partners with us as we gather the information.

   – In this conversation, Latisha encodes: We *really* need to involve everyone more. Steve decodes: Latisha probably doesn't know how to create the survey questions on her own.

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Business Communication
Chapter 2

The End

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