Effective Human Relations Interpersonal And Organizational Applications 13th edition Reece Solutions Manual

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CHAPTER 2

Improving Personal and Organizational Communications

CHAPTER PREVIEW

After studying this chapter, students should be able to:

1. Explain the communication process.
2. Identify and explain the filters that affect communication.
3. Identify ways to improve personal communication, including developing listening skills.
4. Understand how communications flow throughout an organization.
5. Learn how to communicate effectively using social media and other communication technologies.

PURPOSE AND PERSPECTIVE

It is important for the student to realize that maintaining effective communication is a major challenge for most organizations. Impersonal communication is a one-way process designed to present facts, instructions, and the like. Interpersonal communication is a two-way exchange in which the receiver understands the message in the way that the sender intended. Both the sender and the receiver are responsible for making sure that the message is clearly understood. Our language is filled with words that can have a variety of meanings depending on the context of the message. The understood meaning of every message sent or received will be altered by our communication filters: semantics, emotions, language and cultural barriers, attitudes, role expectations, nonverbal cues, and gender-specific focus.

Students can learn to improve their communication skills by using repetition, choosing words carefully, and timing messages appropriately. They can learn to be aware of the listening climate in each situation and develop active listening skills. High-tech communications systems such as e-mail, instant messaging, and text messaging are changing the way individuals within organizations exchange information.

PRESENTATION OUTLINE

I. Communication in an Information Economy
   A. The battle for our attention
II. The Communication Process
   A. Impersonal versus interpersonal communication
   B. Sender—message—receiver—feedback
III. Communication Filters
   A. Semantics
   B. Language and cultural barriers
      1. Head
      2. Body
      3. Heart

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C. Emotions
D. Attitudes
E. Role expectations
F. Gender-specific focus
G. Nonverbal messages
   1. Eye contact
   2. Facial expressions
   3. Gestures
   4. Posture
   5. Personal space
H. Who is responsible for effective communication?

IV. How to Improve Personal Communication
   A. Send clear messages
      1. Use clear, concise language
      2. Use repetition
      3. Ask questions
      4. Use appropriate timing
      5. Consider the receiver's preferences
   B. Develop effective listening skills
      1. Active listening
      2. Critical listening
      3. Empathetic listening

V. Communications in Organizations
   A. Communication channels
   B. Improving upward communication
   C. Informal communication channels
   D. Enterprise social networks

VI. Communicating in a Digital World
   A. Social media
   B. Mobile communication
   C. E-mail
      1. Know your company's policies
      2. Use an appropriate e-mail address
      3. Create a descriptive subject line
      4. Compose clear, concise messages
      5. Recognize e-mail limitations
   D. Blogs

CAREER INSIGHT EXERCISE

Students will benefit from understanding that while business in North America is characterized by informality, too much informality during the job interview process can cause problems.

TRY YOUR HAND EXERCISES

1. Students can keep a journal of their observations of listening habits and non-verbal behaviors and share them with the class.
2. Students can analyze the effectiveness of their recent e-mail communications based on the e-mail tips given in the chapter.

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3. Students can observe and report on their postural habits and the influence of posture on their personal confidence and effectiveness in communicating face to face.
4. Students should list the number of times they stop listening and interject their own stories during conversations with friends, family, and coworkers.
5. Students will learn some common polite phrases and basic etiquette for interacting with people in Poland and Greece.

CRITICAL THINKING CHALLENGE

1. Answers will vary according to students' experiences. Encourage students to identify the communication filters (see Fig. 2.2) in their daily conversations.

2. Students should decide whether or not to alert coworkers to a potential upcoming reduction in force (based on a tip-off from a friend outside the company), then defend this decision.

SELF-ASSESSMENT EXERCISE

Completion of the self-assessment exercise will provide students with information needed to develop goals for self-improvement. After recording a response to each item, students select a skill or attitude they would like to improve and describe the steps they will take to achieve this goal.

YOU PLAY THE ROLE EXERCISE

This role play is designed to enhance awareness of the filters that alter or aid a message between a sender and a receiver during the communication process. Ask students to form pairs and be prepared to discuss specific information about their present or past work situation. Allow approximately 3–4 minutes following the exercise for students to write down their insights as to whether or not the other person really listened to what was being said. Open a larger group discussion with students sharing their findings.

CASE QUESTIONS

BELOW THE SURFACE: **Appreciate Communication Style Differences**

1. Students will evaluate the communication style of Steve Jobs as described in the chapter.

2. Students can imagine themselves interacting with Steve Jobs and develop strategies for communicating effectively with him by adjusting their own message delivery and listening practices.
3. Students can imagine themselves in a mentoring role, providing Steve Jobs with an evaluation and improvement plan for his employee communication style.

CLOSING CASE: **Should Employers Restrict Social Media Use?**

1. Students can discuss where employers should draw the line with respect to social media use by employees. They can outline the policies they would put in place for the use of social media.
2. Students will learn to set up Google alerts, and can use these alerts to monitor and evaluate positive and negative comments about a particular topic that appear in social media.

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ADDITIONAL APPLICATION EXERCISES

1. "He did not say she sent the text message." Repeat this sentence aloud eight times, each time putting the emphasis on a different word. How does the varied emphasis change the meaning of the sentence?

   Note to the Instructor: Have eight different individuals read the sentence in class. Start with the emphasis on the first word: "*He* did not say she sent the text message"; then the second word: "He *did* not say she sent the text message"; then the third word: "He did *not* say she sent the text message"; and so on.

   After each reading, briefly discuss with the class the change, if any, in the meaning of the sentence. This exercise should demonstrate the potential for communication breakdown when only written communication is available.

2. Read a story or simply talk into a videotape recorder. Then play back the tape and consider how you could speak more clearly or vary your voice tone or inflections to make your speech more easily understood or more interesting to listen to.

   Note to the Instructor: You may want to set up various business situations that students are likely to encounter on the job, preferably situations that involve phone use. They may need to handle an angry customer, a request for service, or their boss's need for information. Record the students' voices and play back the conversations, again analyzing how the students can alter their tone or inflections to convey the best impression.

3. **Introduction to Learning Blocks.** The purpose of this role play is to help students learn how to recapture the attention of someone who is not being a good listener. Introduce students to the problem of listening "blocks" and discuss the information below. For the first activity, ask one class member to play the role of job interviewer and ask another person to play the role of job applicant. Prepare the interviewer to assume the role of someone who is preoccupied and displaying several listening blocks. Encourage the job applicant to use various methods to improve communication. For the second activity, you will ask one student to respond to each of the three complaint situations and solicit feedback from the rest of the class.

   a. Throughout life there are situations where we desperately want another person to listen carefully to what we say. For example, suppose you have a personal problem and seek advice from a friend. As you discuss your problem, it becomes obvious that your friend is preoccupied and not listening closely to what you are saying. Another example might be a job interview situation. Just as you begin discussing some of your major strengths, it becomes clear that the interviewer is not paying attention. When faced with this communication problem, you need to do something. Because barriers or "blocks" to listening interfere with communication, you need to take appropriate action when these barriers surface during a conversation. A few typical blocks follow:

      - Mental holiday: The person is daydreaming or focused on thoughts that have nothing to do with the current conversation.
      - Judging: The person is focused on your clothing, tone of voice, posture, or hair style and is ignoring the conversation.
      - Rehearsing: The person is busy thinking about how to respond to your comments and is ignoring what you are currently saying.

      If the person seems only slightly distracted, try making eye contact, varying your speech pattern, or asking questions. If the person seems completely preoccupied, you may want to reschedule the meeting.

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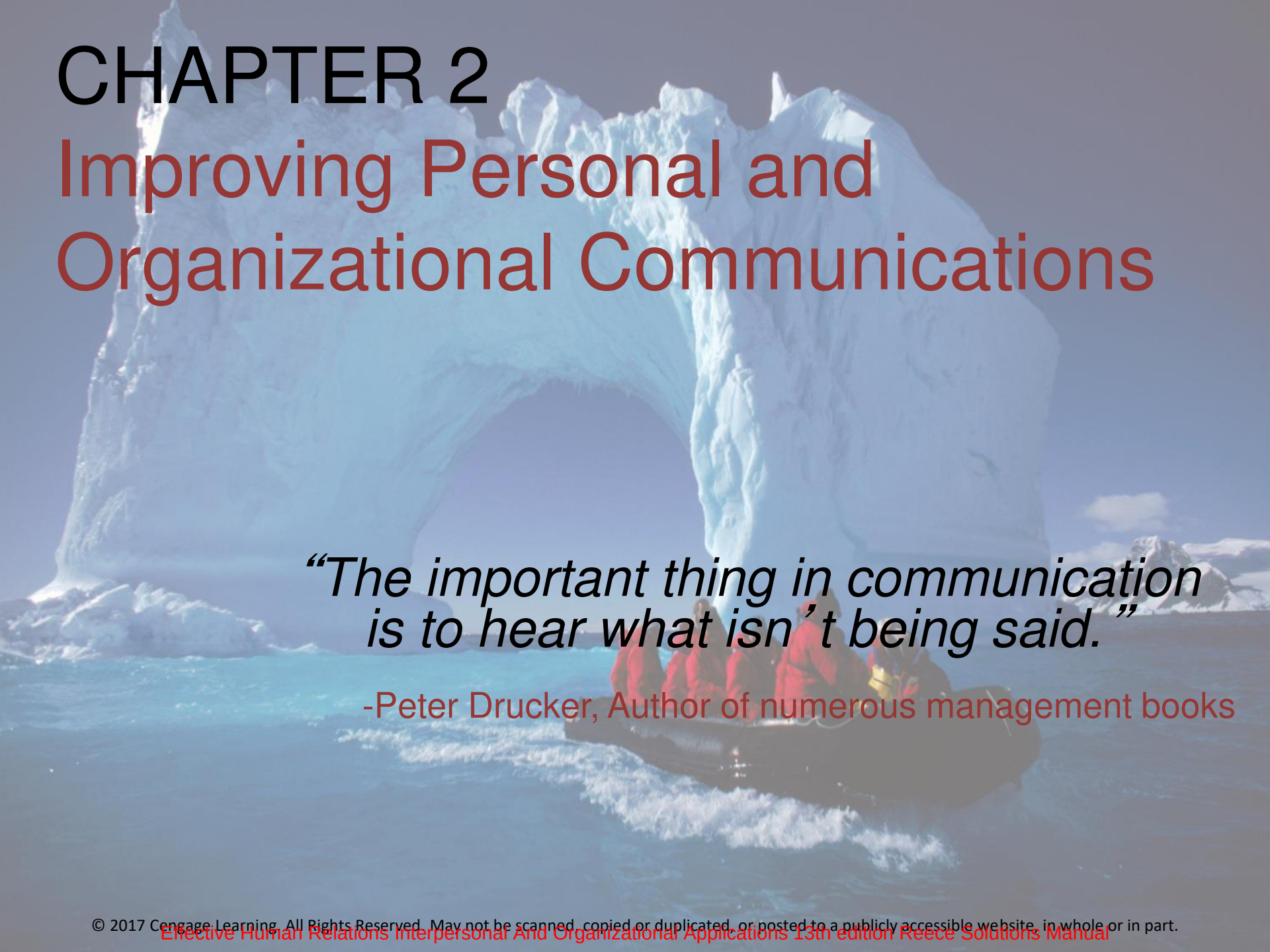
b. When a customer, patient, or client complains about something, we have an opportunity to improve relations and build greater loyalty if we respond in the correct manner. Any indication of indifference may result in a lost customer. The purpose of this exercise is to give students practice in responding to customer concerns. Read one of the following statements and then instruct a member of the class to stand and give a verbal response. Ask other members of the class to assess the response and give the person feedback. Keep in mind that the appropriate response will require the right combination of verbal and nonverbal communication. For example, tone of voice and body language must complement the spoken word.

- "After I checked out of the hospital and returned home, I discovered that some personal items were missing. I think a member of your staff stole these items and I want you to reimburse me for my losses."
- "One of your waiters was very rude to my wife when she had lunch at your café yesterday. What should have been a pleasant lunch with friends was ruined by the young man's attitude."
- "Today my expense account payment request was returned by the accounting department. The person who checked my form says your hotel made an error, and I was overcharged. My request for travel expense reimbursement will not be processed until I turn in a corrected invoice. I need that money today!"

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CHAPTER 2
Improving Personal and Organizational Communications



"The important thing in communication is to hear what isn't being said."

-Peter Drucker, Author of numerous management books

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Communication in an Information Economy

The information age is characterized by:

- Rapid advances in tech-based communication
- Faster and more frequent communication
- Information glut
- The battle for our attention

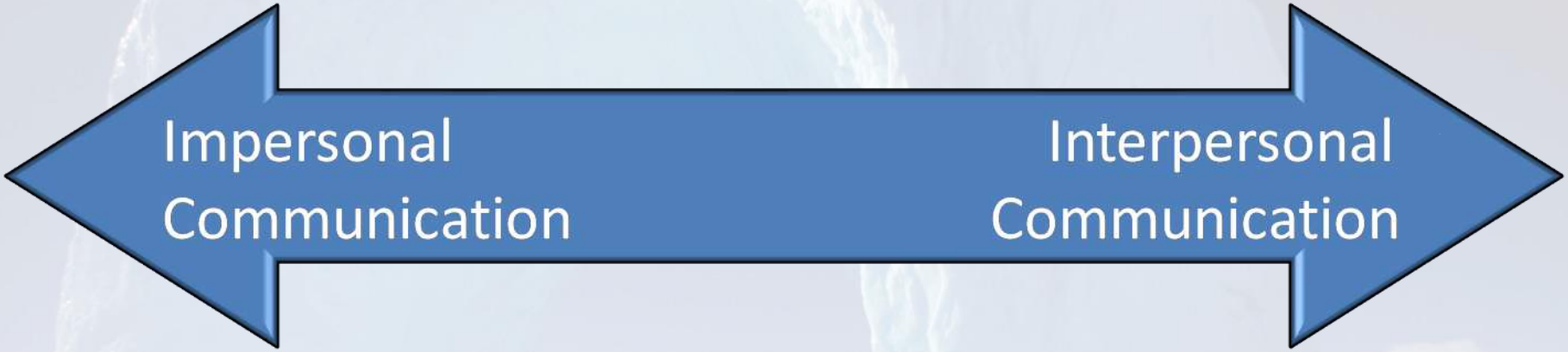


How do these dynamics affect us mentally?

How do they affect us relationally?

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The Communication Process:
Impersonal vs. Interpersonal Communication



One-way process

Limited opportunity to clarify

Ex: Memos, voice mail, message boards

Two-way process

Feedback necessary

Ex: Meetings, phone calls, classes

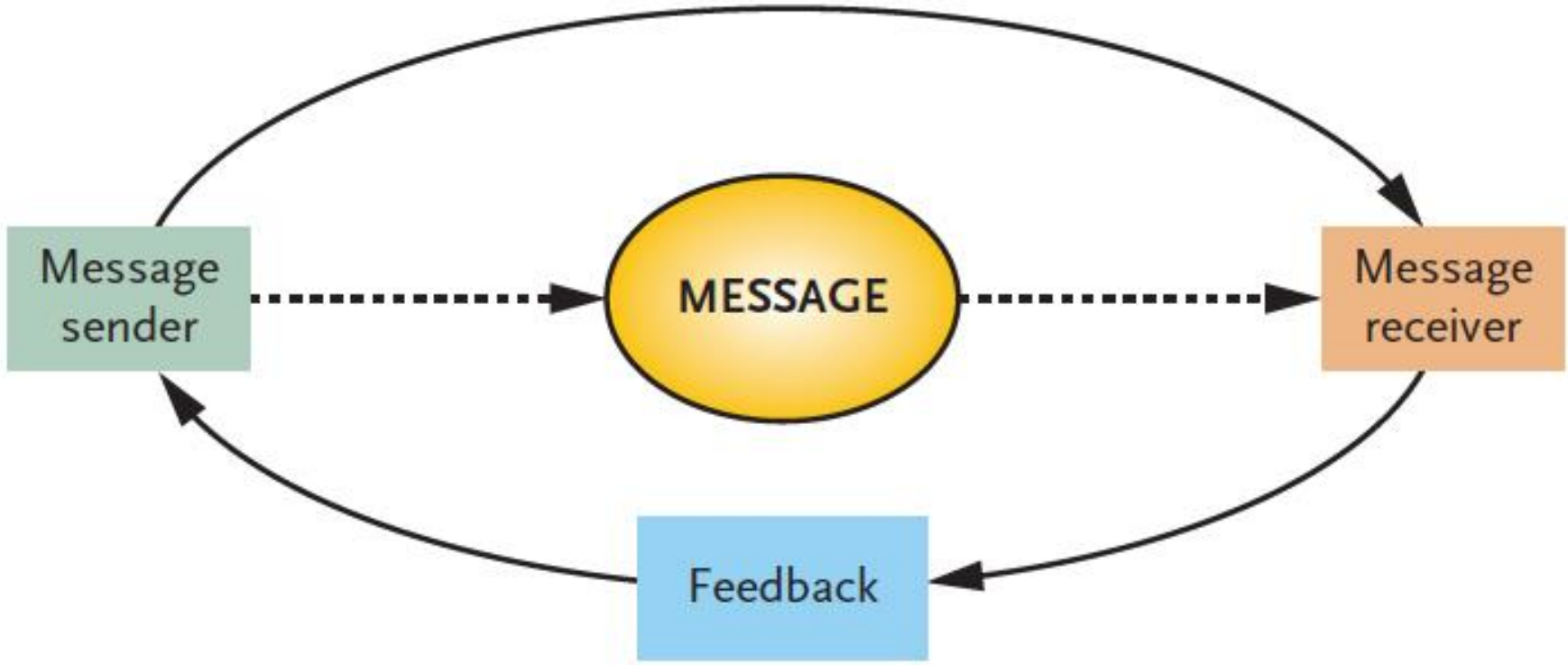


When is it most appropriate to communicate: Impersonally? Interpersonally?

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Sender—Message—Receiver—Feedback

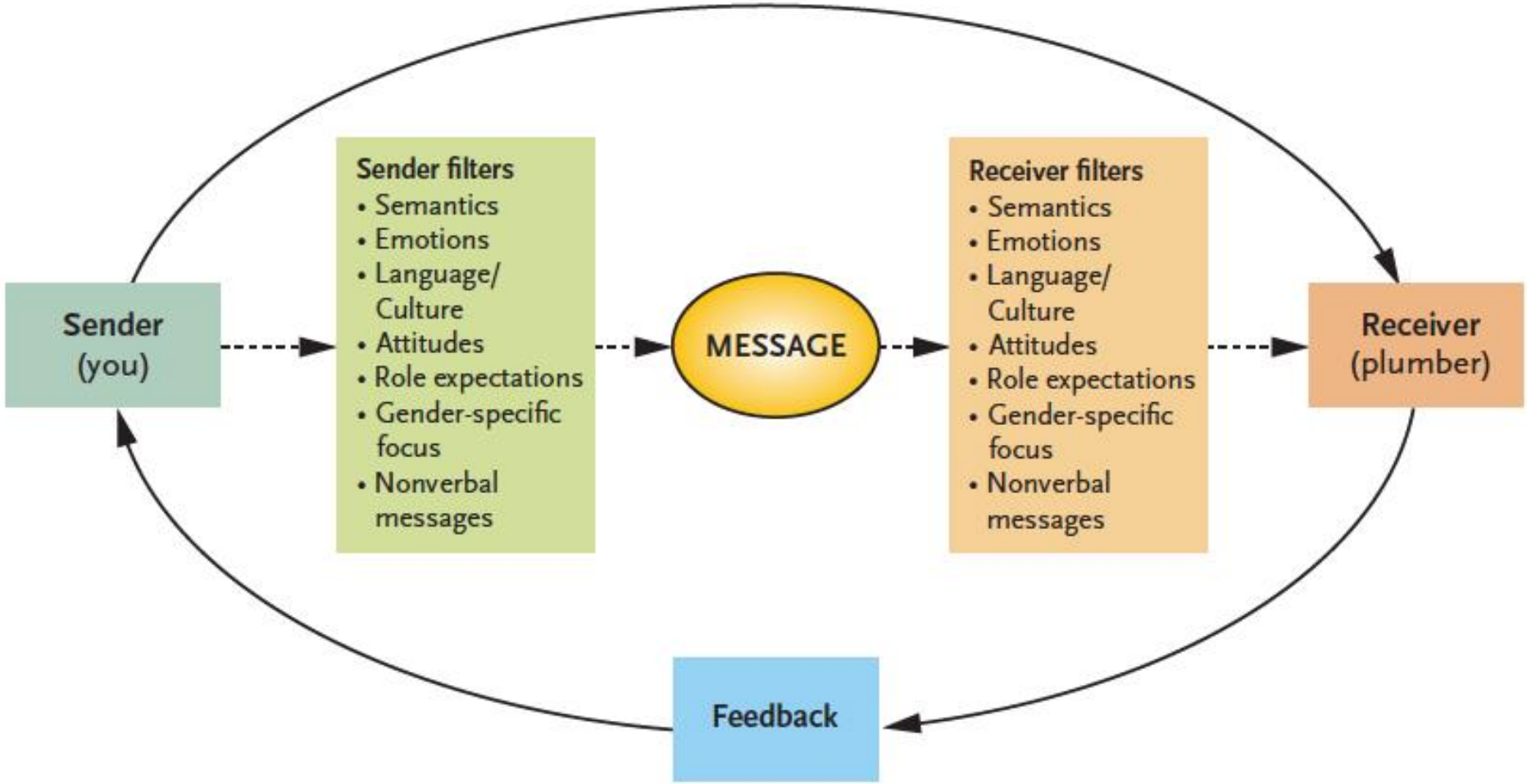
Figure 2.1 ■ Diagram of a Simple Communication Process



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Sender—Message—Receiver—Feedback

Figure 2.2 ■ Diagram of More Complex Communication Process



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Communication Filters

Sender filters
- Semantics
- Emotions
- Language/ Culture
- Attitudes
- Role expectations
- Gender-specific focus
- Nonverbal messages

Semantics

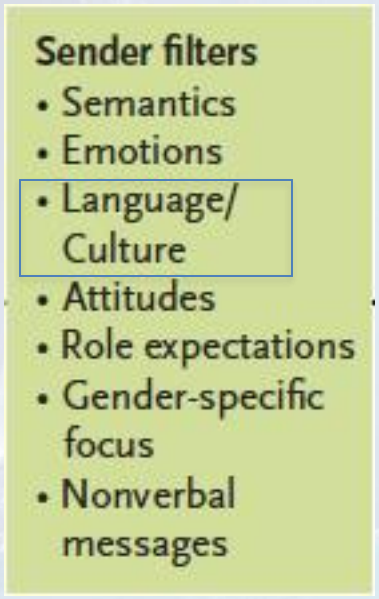
- Study of the relationship between words and their meanings
- Abstract terms are subject to more diverse interpretation of meaning
- *Job satisfaction* has more possible interpretations than *envelope*

Think of an instance when assumptions about word meaning created confusion. How could the thought have been communicated more clearly?



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Communication Filters

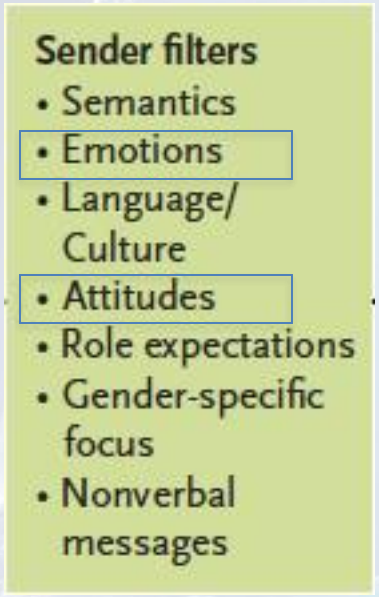


Language and Cultural Barriers

- Globalization & workplace diversity require us to be thoughtful when communicating with multi-lingual people
- Values, expressions, & beliefs influence the way we interpret verbal & nonverbal messages
- Cultural intelligence can be developed by learning communication methods appropriate to different cultures

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Communication Filters



Emotions

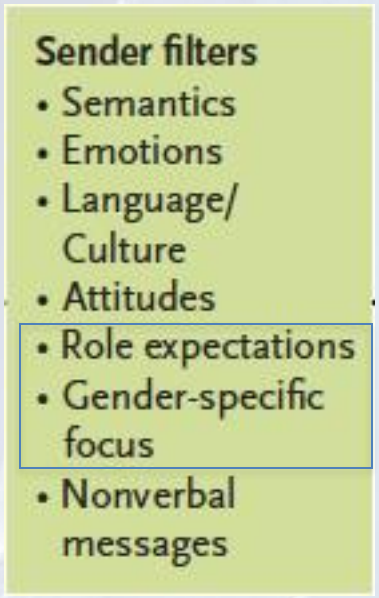
- People often fail to understand messages when their thoughts are influenced by emotion

Attitudes

- Negative or positive attitudes about another's voice, accent, topic, delivery, gestures, or appearance can create resistance to or bias toward a message

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Communication Filters



Role Expectations

- People may discount a message based on the speaker's role
- Use of "position power" can influence communication

Gender-Specific Focus

- Gender roles learned throughout childhood influence men and women to communicate and value conversation differently

What role expectations affect the messages you communicate?

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Communication Filters

Sender filters
- Semantics
- Emotions
- Language/ Culture
- Attitudes
- Role expectations
- Gender-specific focus
- Nonverbal messages

Nonverbal Messages

- Messages communicated without words through posture, facial expressions, gestures, eye contact, personal space, and voice tone
- Research shows that when two people communicate, nonverbal messages convey more than verbal messages

What are the consequences of communicating with consistent verbal and nonverbal messages? With inconsistent messages?



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Nonverbal Messages

- Eye Contact
  - A direct stare is considered impolite in many cultures
  - Avoiding eye contact is often perceived as indifferent or dishonest in the U.S., but avoiding eye contact is considered a sign of respect in some East Asian and African cultures*
  - As a general rule in North America, when you are communicating in a business setting, your eyes should meet the other person's about 60 to 70 percent of the time

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Nonverbal Messages

- Facial Expressions
  - Facial expressions often help us identify the inner feelings of others
  - However, many people attempt to intentionally manipulate their facial expressions
  - Some facial expressions are considered “culturally universal” because, across the globe, humans use the same muscles to produce them*
  - Thus, most people can detect the difference between genuine and faked expressions**

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Nonverbal Messages

- Gestures
  - Give information to others about how you are reacting to them and to situations
  - Some cultures value gesturing more than others
  - Be careful: Gestures are not culturally universal!
- Posture
  - Posture during communication affects the sender and receiver physiologically, psychologically, and behaviorally
  - Effective posture = non-slouching, open, alert

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Nonverbal Messages

- Personal Space
  - How closely we stand to others influences how comfortable they are with us
  - Consider these zones:
    - Intimate distance
    - Personal distance
    - Social distance

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Who Is Responsible for Effective Communication?

The message sender and receiver share equal responsibility in good communication

*What are the **sender's** responsibilities?*



*What are the **receiver's** responsibilities?*

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How to Improve Personal Communication

1) Send Clear Messages

- *Use clear, concise language*: Avoid slang, jargon, or industry-specific language a receiver might not understand
- *Use repetition*: Send an e-mail *and* phone
- *Ask questions*: Obtain or supply clarification
- *Use appropriate timing*: Be aware of others' schedules and workload
- *Consider the receiver's preferences*: Some prefer email, others prefer face-to-face or phone calls

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How to Improve Personal Communication

2) Develop Effective Listening Skills

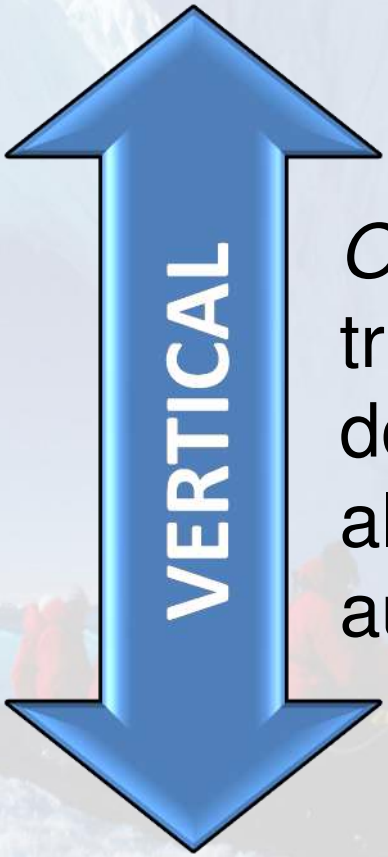
- **Active Listening**: Maintaining intense involvement in & concentration on what one is hearing & seeing
- **Critical Listening**: Listening while using critical thinking to analyze message content & source
- **Empathic Listening**: Listening with the intent of understanding how the other person feels

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Communication in Organizations: Communication Channels



Official info travels between people of the same level of authority



Official info travels up and down through all levels of authority

Cross-functional: Spans across all levels/areas

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Improving Upward Communication

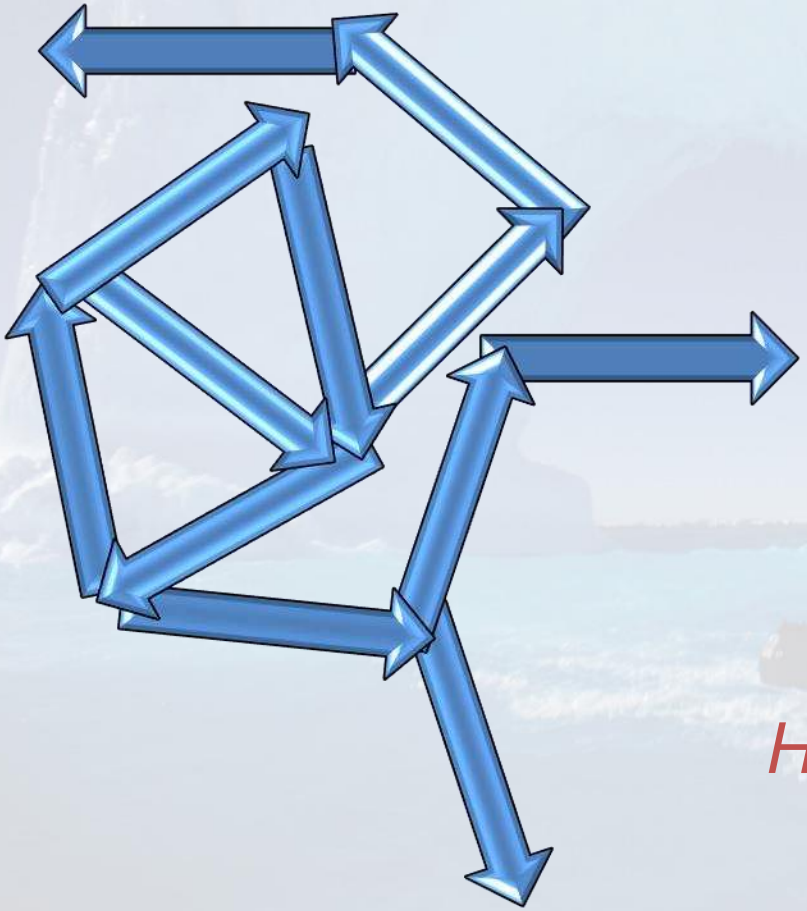
- Encourage upward communication of feelings and ideas from employees to managers
- Managers must demonstrate desire to listen to their subordinates

What barriers may exist in an organization that prevent open communication?



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Informal Communication Channels



A.k.a. “the grapevine”

Carry *unofficial* information in many directions



How is the grapevine positive?
How is it negative?

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Enterprise Social Networks

- Internal social networks used by many large organizations
- Benefits:
  - Increased productivity, transparency, efficiency
  - Improved collaboration, customer service
  - Increased job satisfaction
  - Innovation
  - Improved relationships among employees

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Communicating in a Digital World

- Increased use of teleconferencing, e-mail, voice mail, and other forms of technology create advantages and challenges in communicating with and relating to others

Brainstorm the ***ADVANTAGES***



Brainstorm the ***DISADVANTAGES***

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Communicating in a Digital World

- Factors that drive communication changes:
  - Growth of the virtual office
  - Cost effectiveness
  - Time effectiveness
  - Globalization

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Social Media

- Online virtual communities & networks that enable people to share information
  - E.g., Facebook, Twitter, LinkedIn
- Consumers trust other consumers' comments over marketing messages
- Employees must write clearly, obey etiquette rules, & be aware of privacy & security issues

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Mobile Communication

- Tailor messages to the receiver & the situation
- Never use company e-mail or social media accounts for posting personal messages on social networks!
- Follow BYOD (bring your own device) policies

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Mobile Communication

- Think before you post/send: Careless comments can have huge consequences
  - Example: Infamous racist tweet by Justine Sacco

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Mobile Communication

Voice Mail Etiquette/Tips to Avoid Phone Tag

- *For your voice mail:*
  - Professional: full name, when to expect return call
  - Explain how to reach “live” person for urgent calls
- *When leaving voice mail:*
  - State first and last name
  - Briefly explain information or action needed
  - Provide contact number
  - Indicate best time to reach you

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E-mail

- Know your company's policies
- Use an appropriate e-mail address
  - Not: FairyPrincess@internetprovider.com
- Create a descriptive subject line
- Compose clear, concise messages
  - SEND = simple, effective, necessary, done (i.e., getting something done)
- Recognize e-mail limitations
  - No rapport building
  - Messages can be misconstrued without social cues

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Blogs

- Discussion or information site focused on certain topics
- Follow established guidelines and protocols when writing a blog for or with encouragement from an employer

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