Effective Business Communication v4 1st edition McLean Solutions Manual

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Chapter 1
Introduction to Business Communication

Introductory Exercises

1. Write five words that express what you want to do and where you want to be a year from now. Take those five words and write a paragraph that clearly articulates your responses to both "what" and "where."
   Student answers will vary based on personal and professional goals. This exercise can help students practice conciseness, clarity, and effective articulation of goals.

2. Think of five words that express what you want to do and where you want to be five years from now. Share your five words with your classmates and listen to their responses. What patterns do you observe in the responses? Write a paragraph that addresses at least one observation.
   Student answers will vary based on personal and professional goals. This exercise can help students practice conciseness, clarity, and effective articulation of goals.

3. Define "effective business communication" in your own words.
   Answers will vary—a student interested in marketing or sales might define this in terms of persuasion and building customer relationships, while a student interested in project management might emphasize clarity, efficiency, and timely delivery of information to meet deadlines. Students can focus on components such as clarity and conciseness, audience awareness, purpose, feedback, and nonverbal cues.

4. Find a poor or excellent example of business communication and discuss how it impacts and influences brand identity and customer relationships.
   Student answers will vary based on example(s) chosen. A good example reinforces brand identity by being clear, consistent, and authentic, while a poor example can damage reputation.

5. Find an example of a business, organization, or company's representation of themselves in a social media network and discuss why you "like" it or not.

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Student answers will vary based on example(s) chosen but should focus on core communication concepts like audience appropriateness, brand consistency, and tone.

6. *Selfie Exercise*: Take a photo of yourself for your LinkedIn.com page, for example, that portrays a professional (or creative, or your choice of focus) image of yourself. Write a few sentences on the nonverbal cues that communicate your message goal(s).
   Answers will vary—students should consider focusing their responses on the nonverbal cues communicated through their chosen setting, attire, and facial expression.

7. *Compare and contrast*: Business communication at the office versus virtual or online. How would you describe each experience?
   Student answers will vary depending on the student's personal or professional experience. Traditional office environments emphasize the value of face-to-face interactions, while a fully remote role might focus on efficiency and flexibility of virtual communication.

1.1 Getting Started

In a world where we often need to represent ourselves at a distance—via a chat or email, via a video call, or on a webcast or Zoom conference, our communication soft skills, including an understanding of ourselves, our style preferences, our strengths, weaknesses, and opportunities for improvement, are an important part of our personal and professional success.

Our communication soft skills are just as important as our hard, technical, or knowledge-based skills and abilities. If we can't effectively communicate, even if we know the solution, we may not ever get the chance to be heard. In addition, as we mediate our interactions through technology, it produces data on how long we are connected, how many clicks there are on a page, and when we access pages, information, or serve a customer. Analytics are everywhere now. All of this data can easily be interpreted as performance data, and quickly become a series of key performance indicators, for jobs, professions, and roles that never used this kind of data previously. Learning to communicate effectively has always been a critical business skill, but it has taken on many new dimensions in the modern workplace.

Communication is an activity, skill, and art that incorporates lessons learned across a wide spectrum of human knowledge. It's what we use to represent ourselves and

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our ideas, hopes, dreams, and experiences. It is often how we are evaluated and judged. Your choice of words and phrases impacts and influences that first impression.

Effective communication takes preparation, practice, and persistence. There are many ways to learn communication skills; the school of experience, or "hard knocks," is one of them. But in the business environment, a "knock" (or lesson learned) may come at the expense of your credibility through a blown presentation to a client. The classroom environment, with a compilation of information and resources such as a text, can offer you a trial run where you get to try out new ideas and skills before you have to use them to communicate effectively, such as to make a sale or form a new partnership. Listening to yourself, or perhaps the comments of others, may help you reflect on new ways to present, or perceive, thoughts, ideas, and concepts. The net result is your growth; ultimately your ability to communicate in business will improve, opening more doors than you might anticipate. As you learn the material in this text, each part will contribute to the whole. The degree to which you attend to each part will ultimately help give you the skills, confidence, and preparation to use communication in furthering your career.

1.2 What Is Communication?

Learning Objectives

1. Define communication and describe communication as a process.
2. Identify and describe the eight essential components of communication.
3. Identify and describe two models of communication.

Section Outline

- Introduction
  - Communication is all around us, and is a key skill for success—it is valuable to understand what communication is and how it works.
- Defining Communication
  - The process of understanding and sharing meaning.
    - The first key word is **process**—a dynamic activity that is hard to describe because it changes.

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        - The second key word is **understanding**—to perceive, to interpret, and to relate our perception and interpretation to what we already know.
        - **Sharing** means doing something together with one or more people.
        - **Meaning** is what we share through communication.

- Eight Essential Components of Communication
    - **Source—**imagines, creates, and sends the message
    - **Message**—the stimulus or meaning produced by the source for the receiver or audience
    - **Channel—**the way in which a message or messages travel between source and receiver
    - **Receiver**—receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source
    - **Feedback**
        - Composed of messages the receiver sends back to the source
        - Allows the source to see how well and how accurately the message was received
        - As the amount of feedback increases, the accuracy of communication also increases
    - **Environment—**atmosphere, physical and psychological, where you send and receive messages
    - **Context**
        - The setting, scene, and expectations of the individuals involved
        - All about what people expect from each other, and we often create those expectations out of environmental cues
    - **Interference**—anything that blocks or changes the source's intended meaning of the message (e.g., car horns, billboards, psychological noise)

- Two Models of Communication
    - **Transactional** model of communication
        - Actions happen at the same time
        - Distinction between source and receiver is blurred in conversational turn-taking
    - **Constructivist** model of communication
        - Focus on negotiated meaning, or common ground

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Key Takeaway

The communication process involves understanding, sharing, and meaning, and it consists of eight essential elements: source, message, channel, receiver, feedback, environment, context, and interference. Among the models of communication are the transactional process, in which actions happen simultaneously, and the constructivist model, which focuses on shared meaning.

Exercises

1. Draw what you think communication looks like. Share your drawing with your classmates.
   Student drawings will vary. Some examples could be a linear or transactional model.

2. List three environmental cues and indicate how they influence your expectations for communication. Please share your results with your classmates.
   Student responses will vary depending on the specific environmental cues chosen. For example, in a classroom with rows of desks facing forward, a formal lecture may be expected, while a room with chairs arranged in a circle suggests a collaborative discussion where participation is expected.

3. How does context influence your communication? Consider the language and culture people grew up with, and the role these play in communication styles.
   Student answers will vary based on their experiences. Context influences every aspect of our communication, shaping not only what we say but how we say it, and how it is interpreted. To communicate effectively, we must learn to be aware of our own cultural background.

4. If you could design the perfect date, what activities, places, and/or environmental cues would you include to set the mood? Please share your results with your classmates.
   Student answers will vary based on their experiences and preferences.

5. Observe two people talking. Describe their communication. See if you can find all eight components and provide an example for each one.

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Student answers will vary depending on the communication example chosen. Students should demonstrate an understanding of the eight components—source, message, channel, receiver, feedback, environment, context, and interference.

6. Find an example of a model of communication in your workplace or classroom and provide an example for all eight components.
   Student answers will vary depending on the communication example chosen. Students should demonstrate an understanding of the eight components—source, message, channel, receiver, feedback, environment, context, and interference.

7. Consider what you observe in terms of the informal rules on the use of your smartphone. What restrictions on its use are imposed by others and how can you tell if its use is sanctioned or discouraged? What informal rules are there on when it is acceptable to use? Share and compare with classmates.
   Student responses may vary. Informal rules around smartphone use are governed by nonverbal cues and social context and the rules are based on respect, politeness, and shared expectations within a given environment.

8. Consider the difference between a telephone interview, a Skype video interview, and a face-to-face interview. How might you prepare for each communication context? Share and compare with classmates.
   Student answers may vary. For virtual interviews, the focus should be on the importance of technology, appearance, and nonverbal cues; in a traditional interview, professional demeanor, a firm handshake and body language should be emphasized, and in telephone interview your voice is an important tool, and the focus should be on clarity, tone, and confidence.

9. What types of interference are present in your work, home, or school environment? Create a brief list. Share and compare with classmates.
   Student answers will vary based on their experiences. This exercise should help students apply the concepts of communication interference to real-world settings.

10. *ePortfolio Exercise*: Your ePortfolio will contain many areas of information about you, but a few to consider include interpersonal, group, or leadership skills; real-world experience; appreciation for diversity; technical skills; collaborative nature; initiative skills; and results-orientation. Select one and develop a message with an example or evidence, and share the channels you will use/how you will represent your message.

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Student answers will vary based on their experiences. This exercise will have students think about personal branding and professional identity, audience analysis, strategic message selection, and channel choice.

Key Terms

- **communication**: The process of understanding and sharing meaning.
- **process**: A dynamic activity that is hard to describe because it changes.
- **understanding**: To perceive, to interpret, and to relate our perception and interpretation to what we already know.
- **sharing**: Doing something together with one or more other people.
- **meaning**: What we share through communication.
- **source**: Person who imagines, creates, and sends the message.
- **message**: The stimulus or meaning produced by the source for the receiver or audience.
- **channel**: The way in which a message or messages travel between source and receiver.
- **receiver**: Receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source.
- **feedback**: The verbal and/or nonverbal response to a message.
- **environment**: Involves the physical and psychological aspects of the communication context.
- **context**: Involves the setting, scene, and expectations of the individuals involved.
- **interference**: Anything that blocks or changes the source's intended meaning of the message.
- **transactional**: Model of communication in which actions happen at the same time.
- **constructivist**: Model of communication focusing on the negotiated meaning, or common ground, when trying to describe communication.

1.3 Your Responsibilities as a Communicator

Learning Objective

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1. Discuss and provide several examples of each of the two main responsibilities of a business communicator.

Section Outline

- Introduction
    - The specific expectation of customers, clients, or management may change given the context or environment, but your responsibilities to be prepared and ethical as an effective business communicator are constant and universal.
- An Effective Communicator Is Prepared
    - The prepared communicator is organized.
        - Narrow your focus to a few key points and consider how to present them
        - Consider how to link your main points together—use transitions to provide cues for audience to follow along
    - The prepared communicator is clear.
        - Consider your audience—choose words and phrases they will understand
        - Clarity involves presentation—articulation and pronunciation are important parts of speaking clearly
        - With technology, clarity will depend on equipment functioning properly
    - The prepared communicator is concise and punctual.
        - State your points clearly and support them with clear evidence in a relatively straightforward, step-by-step way
        - Be to the point and concise in your choice of words, organization, and even visual aids
- An Effective Communicator Is Ethical
    - The business communicator's second fundamental responsibility is to be ethical.
        - **Ethics** refers to a set of principles of rules for correct conduct.
    - The ethical communicator is **egalitarian**.
        - Believing in basic equality
        - Seeks to unify audience by using ideas and language that are appropriate for all the message's readers or listeners
    - The ethical communicator is respectful.

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        - Speak enthusiastically or use a dynamic writing style—doing so shows respect for their time and their intelligence
        - When you disagree, it is important to express such sentiments respectfully
    - The ethical communicator is trustworthy.
        - Build a healthy relationship with your audience or customers—provide some information about your qualifications and background, or your interest in the topic
        - The SIFT Method four-step approach to combating misinformation:
            1. *Stop* before sharing information.
            2. *Investigate* the source of the information.
            3. *Find* better coverage from established news outlets or fact-checking services.
            4. *Trace* the claim to its original context.
    - The "golden rule"
        - Treat others the way you would like to be treated.
        - Key aspects of digital civility:
            - The golden rule applies online
            - Respectful disagreement
            - Think before you post
            - Be mindful of your audience
            - Challenge misinformation
            - Practice active listening
            - Disengage from negativity
            - Report abuse and harassment

Key Takeaway

As a communicator, you are responsible for being prepared and being ethical. Being prepared includes being organized, clear, concise, and punctual. Being ethical includes being egalitarian, respectful, and trustworthy and overall, practicing the "golden rule."

Exercises

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1. Recall one time you felt offended or insulted in a conversation. What contributed to your perception? Please share your comments with classmates.
   Student answers will vary based on personal experiences. The exercise is intended to illustrate the power of perception, emphasizing that a message's impact (how it's received) often matters more than the speaker's intent (what they meant). This helps students recognize their responsibilities as communicators in both sending and receiving messages.

2. When someone lost your trust, were they able to earn it back? Please share your comments with classmates.
   Student answers will vary based on their personal experiences.

3. Does the communicator have a responsibility to the audience? Does the audience have a responsibility to the speaker? Why or why not? Please share your comments with classmates.
   The communicator and the audience have responsibilities to each other. The communicator needs to be prepared and ethical, while the audience should be an active and engaged listener—providing feedback, being attentive, and being open-minded.

4. Let's consider the context of a job interview and the role of preparation in your professional success. Identify at least one way you can prepare for a job interview in your field or career area and share it with the class.
   Student answers may vary based on their field or career area. Some ways to prepare for an interview can include researching and understanding the interviewer's needs, the company's culture, and the specific requirements of the role, and practice answering interview questions.

5. Organization comes in many forms with diverse variables. How do you organize your time? Your workspace? Your work itself? How do you prioritize what you focus on now and what you set aside to complete later? Select one question and answer it with a brief response. Share and compare with classmates.
   Student answers will vary based on their personal experiences and work habits.

6. Consider a time when you, someone you know, or even someone featured in the media used the wrong word or phrase to communicate their thoughts and ideas. Identify the word or phrase as part of your response. What happened and were they able to correct themselves? Why is it important to choose the correct words to be clear and concise the first time? Share your example with the class.

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Student answers will vary based on their personal experiences. This exercise should teach the students the responsibility of message encoding and the precision of language.

7. Time orientations vary across cultures, but punctuality and appropriate timing is prized in business communication. Consider your chosen profession or career and the regard for punctuality. Write a brief description of time and punctuality in your profession and share with the class.
   Student answers will vary based on their chosen profession or career area. The exercise is designed to help students recognize their responsibility as communicators and understand and adhere to the specific time and punctuality norms—such as deadlines, response times, and meeting schedules—valued in their chosen profession.

8. In your chosen profession or career area, identify a company or business and find its mission statement or code of conduct. Identify words and phrases that reflect the company's ethical values. Share and compare with classmates.
   Student answers will vary based on their chosen profession or career area. The exercise is intended to highlight the student's responsibility as a communicator to recognize, interpret, and internalize the ethical values that govern professional behavior in their field by analyzing a company's mission statement/code of conduct.

9. We display respect in many ways across cultures. How do you display respect in your culture? How do you know when someone respects you? Share and compare with classmates.
   Student answers will vary based on their culture and experiences. The exercise is intended to highlight the student's responsibility as a communicator to recognize the varied, often nonverbal, ways respect is communicated and received within their own culture and how these methods can be applied to professional conduct.

10. *ePortfolio Exercise*: Consider the characteristics of an effective communicator discussed in this section and identify one to feature in your ePortfolio. Provide an example or evidence of that characteristic from your past performance or accomplishments.
    Student answers will vary based on their past performance or accomplishments. Students should select a specific, measurable characteristic and ensure the provided evidence is detailed and analytical.

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Key Terms

- **ethics**: Refers to a set of principles or rules for correct conduct.
- **egalitarian**: Believing in basic equality.

1.4 Self-Understanding and Professional Success

Learning Objectives

1. Describe the factors that contribute to self-concept.
2. Describe how the self-fulfilling prophecy works.

Section Outline

- Introduction
    - Understanding your perspective can lend insight to your **awareness**, which determines:
        - What you pay attention to
        - How you carry out your intentions
        - What you remember of your activities and experiences each day
- Self-Concept
    - Where we place emphasis, what we focus on, and how we view our potential has a direct impact on our communication interactions.
    - Attitudes, Beliefs, and Values
        - **Self** is one's own sense of individuality, motivations, and personal characteristics, and changes as we grow and change across our lifetimes
        - An **attitude** is your immediate disposition toward a concept or an object, and can change easily and frequently.

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        - **Beliefs** are ideas based on our previous experiences and may not necessarily be based on logic or fact.
        - **Values** are central to our self-image and make us who we are.
    - Self-Image and Self-Esteem
        - Your **self-concept** is composed of two main elements:
            - **Self-image** is how you see yourself, how you would describe yourself to others, and includes your **physical characteristics.**
            - **Self-esteem** is how you feel about yourself—your feelings of self-worth, self-acceptance, and self-respect.
    - The Looking-Glass Self
        - The **looking-glass self** reinforces how we look to others and how they view, treat, and interact with us to gain insight into our identity.
        - Social media has transformed how we present, represent, and view ourselves—from body image issues to unrealistic, curated, and edited images, our perspectives have changed.
- Self-Fulfilling Prophecy
    - The concept of a **self-fulfilling prophecy**, in which someone's behavior comes to match and mirror others' expectations, is not new.
    - Robert Rosenthal observed four principles while studying interaction between expectations and performance:
        - We form certain expectations of people or events.
        - We communicate those expectations with various cues, verbal and nonverbal.
        - People tend to respond to these cues by adjusting their behavior to match the expectations.
        - The outcome is that the original expectation becomes true.

Key Takeaway

You can become a more effective communicator by understanding yourself and how others view you: your attitudes, beliefs, and values; your self-concept; and how the self-fulfilling prophecy may influence your decisions.

Exercises

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1. How would you describe yourself as a public speaker? Now, 5, and 10 years ago? Is your description the same or does it change across time? This business communication text and course can make a difference in what you might write for the category "one year from today."
   Answers will vary depending on each student's experience as a public speaker. This exercise should build self-awareness by prompting reflection on skills across time. Comparing the past and present self to a future goal can help identify current strengths and weaknesses.

2. How does your self-concept influence your writing? Write a one- to two-page essay on this topic and discuss it with a classmate.
   Answers will vary depending on each student's personal self-concept. Students should link specific self-concepts to tangible writing traits and use the peer discussion to test and refine their desired professional writing identity.

3. Make a list of at least three of your strongly held beliefs. What are those beliefs based on? List some facts, respected authorities, or other evidence that support them. Share your results with your class.
   Student answers will vary based on their beliefs. This exercise is intended to develop critical thinking and professional credibility by examining the evidence behind convictions.

4. What are some of the values held by people you know? Identify a target sample size (20 is a good number) and ask members of your family, friends, and peers about their values. Compare your results with those of your classmates.
   Student answers will vary based on the values of their family, friends, and peers. This exercise builds organizational awareness by having students survey others about their core values, and practicing vital interpersonal communication and interviewing skills.

5. Make a list of traits you share with your family members. Interview them and see if anyone else in your family has shared them. Share and compare with your classmates.
   Student answers will vary based on the traits chosen.

6. What does the field of psychology offer concerning the self-fulfilling prophecy? Investigate the topic and share your findings.

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Student answers will vary but should discuss the Pygmalion effect in explaining the self-fulfilling prophecy (forming expectations, communicating cues, adjusting behavior, and fulfilling the prophecy).

7. How do your expectations of customers influence how you think, act, and interact with them? Share and compare with the class.
   Answers will vary, but students can focus on how their mindset influences their approach—a difficult customer may be approached with a defensive or impatient attitude, while a cooperative customer is typically met with patience and understanding.

8. As a business communicator, how would you connect self-concept with brand image when training a group of new employees?
   Student answers will vary but they can focus on training in two areas—aligning personal and brand values and using self-awareness to project the brand.

9. Do mass media messages, including images of celebrities and their lifestyles, preferences, and actions influence you or people you know? Why or why not? Share and compare with classmates.
   Student answers will vary based on their individual values, interest, and how much they engage with different types of media.

10. *ePortfolio Exercise*: How will you present your self-concept in your ePortfolio? What images, sounds, or words will you use to represent yourself? What image of yourself do you want to project and why?
    Answers will vary depending on each student's personal self-concept. The student should select specific visuals and language to project a professional brand that appeals to their target audience.

Key Terms

- **awareness**: The ability to be conscious of events and stimuli.
- **self**: One's own sense of individuality, personal characteristics, motivations, and actions.
- **attitude**: Your immediate disposition toward a concept or an object.
- **beliefs**: Ideas based on our previous experiences and convictions, not necessarily based on logic or fact.

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- **values**: Core concepts and ideas of what we consider good or bad, right or wrong, or what is worth sacrifice.
- **self-image**: How you see yourself, how you would describe yourself to others.
- **physical characteristics**: Eye color, hair length, height, and so forth.
- **self-esteem**: How you feel about yourself; your feelings of self-worth, self-acceptance, and self-respect.
- **self-concept**: What we perceive ourselves to be.
- **looking-glass self**: How we look to others and how they view us, treat us and interact with us to gain insight into our identity.
- **self-fulfilling prophecy**: Phenomenon in which someone's behavior comes to match and mirror others' expectations.

1.5 Identity and the Johari Window

Learning Objectives

1. Define and discuss self-concept.
2. Understand the Johari Window.
3. Discuss cultural identities.

Section Outline

- Introduction
    - We may choose to define self as one's own sense of individuality, personal characteristics, motivations, and actions, but any definition we create will fail to capture who you are and who you will become.
    - Who you are and who you will become are a reflection of both your cultural background and your current context(s).

- Self-Concept and Social Comparisons
    - We may choose to define *self* as one's own sense of individuality, personal characteristics, motivations, and actions.
    - We engage in **social comparisons**, evaluating ourselves in relation to our peers or similar status, similar characteristics, or similar qualities.

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        - With social media, this has taken on a whole new meaning—we feel like we are missing out and can't measure up, are more self-conscious, and there is pressure to make our posts and life appear perfect.
    - **Self-reflection** is a trait that allows us to:
        - Adapt and change to our context or environment
        - Accept or reject messages
        - Examine our concept of ourselves
        - Choose to improve
    - **Internal monologue** refers to the self-talk of intrapersonal communication.

- Dimensions of Self: The Johari Window
    - First quadrant—information is known to you and others, such as your height or body shape
    - Second quadrant—represents things others observe about us that we are unaware of
    - Third quadrant—involves information you know but do not reveal to others
    - Fourth quadrant—involves information that is unknown to you and your conversational partners

- Cultural Identities
    - **Gender identity**
    - **Perfect self-identity**
    - **Class identity**
    - **Age identity**
    - **Racial and ethnic identity**
    - **Physical ability identity**
    - **Psychological identity**
    - **Sexual identity**
    - **Spiritual identity**
    - **National identity**

- Conclusion
    - How you represent "self," through your résumé, in your writing, or in your articulation and presentation—these all play an important role as you negotiate the relationships and climate present in any organization or community.

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Key Takeaway

Our dimensions of self, known to ourselves and others, include our cultural identities.

Exercises

1. Examine your academic or professional résumé—or, if you don't have one, create one now. According to the dimensions of self described in this section, which dimensions contribute to your résumé? Discuss your results with your classmates.
   Student answers will vary depending on their unique experiences and choices. The exercise should help students understand their identity, increase their self-awareness, and practice communication.

2. How would you describe yourself in terms of the dimensions of self as shown in Figure 1.4 "Luft and Ingham's Dimensions of Self"? Discuss your thoughts with a classmate.
   Student answers will vary but should focus on the four quadrants—open self (physical appearance, general interests, etc.), blind self (others see things that they are unaware of), hidden self (private thoughts, feelings, past experiences that are not shared), and unknown self (undiscovered part of identity).

3. Can you think of a job or career that would be a good way for you to express yourself? Are you pursuing that job or career, and will it involve diverse cultures? Why or why not? Discuss your answer with a classmate.
   Student answers will vary depending on their chosen job or career. A good job for self-expression aligns private values with public skills.

4. Describe your identity with a few words for each of these categories: gender, sexual, age, racial and ethnic, physical ability, religious, social class, national, regional, and personal. Explain your choices.
   Student answers will vary depending on their cultural and social influences and their lived experiences. Students will define and explain the labels that shape their personal identity.

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5. Interview one person with questions about their concept of cultural identity. Share and compare with classmates.
   Student answers will vary depending on the person they interview. Students will practice empathy and active listening by learning about a peer's cultural identity.

Key Terms

- **social comparisons**: Evaluating ourselves in relation to our peers of similar status, similar characteristics, or similar qualities.
- **self-reflection**: A trait that allows us to adapt and change to our context or environment, to accept or reject messages, to examine our concept of ourselves, and to choose to improve.
- **internal monologue**: The self-talk of intrapersonal communication.
- **gender identity**: A person's understanding of their own gender, which may or may not correspond to their assigned sex at birth.
- **perfect self-identity**: Refers to the ideal person, and the associated characteristics, within a specific culture.
- **class identity**: Refers to the association of a person with a particular social class and the cultural expectations that come with it.
- **age identity**: Refers to the cultural expectations for people on how they should act, what they should look like, or other defining characteristics based on their chronological or perceived age.
- **racial and ethnic identity**: The cultural association of racial or ethnic characteristics with identity.
- **physical ability identity**: Involves cultural associations with our bodies and may overlap with other types of identities.
- **psychological identity**: Involves cultural associations with our minds, our actions, and our behaviors.
- **sexual identity**: The cultural norms associated with sex across the range of sexuality, including heterosexuality, homosexuality, and bisexuality.
- **spiritual identity**: Involves cultural norms for spirituality and religion, including religious practices.
- **national identity**: The cultural expectations associated with citizenship in a specific country.

1.6 Communication Styles

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Learning Objectives

1. Recognize the importance of communication in gaining a better understanding of yourself and others.
2. Explain how communication skills help you solve problems, learn new things, and build your career.

Section Outline

- Introduction
  - Communication is key to your success—in relationships, in the workplace, as a citizen of your country, and across your lifetime.
- Communication Influences Your Thinking About Yourself and Others
  - Our perception of our ability to communicate can influence how and when we communicate, regardless of the environment or context.
  - Your ability to communicate is central to your **self-concept**.
- Communication Influences How You Learn
  - Your speaking and writing are reflections of your thoughts, experience, and education.
  - Part of that combination is your level of experience listening to other speakers, reading documents and styles of writing, and studying formats similar to what you aim to produce.
- Communication Represents You and Your Employer
  - You want to make a good first impression on your friends and family, instructors, and employer—they all want you to convey a positive image, as it reflects on them.
- Communication Skills Are Desired by Business and Industry
  - Top five personal qualities or skills potential employers seek:
    1. Communication skills (verbal and written)
    2. Strong work ethic
    3. Teamwork skills
    4. Initiative

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5. Analytical skills

- Communication Styles
  - **Passive**
    - Appear indifferent and lack engagement
    - Fail to express themselves, their views or perspective, or their feelings
  - **Assertive**
    - Have sense of confidence and self-worth
    - Share viewpoint and feelings while respecting and listening to others
    - Hallmark of this style is balance, and is considered healthy
  - **Aggressive**
    - Have high sense of confidence
    - Often insert themselves in the conversation, ignoring others and their contributions
    - Have a lower frequency of displays of respect
  - **Submissive**
    - People-pleasers
    - Place the needs of others before their own
  - **Manipulative**
    - Calculating, controlling themselves and others
    - Experts at advancing own agendas or goals through others

Key Takeaway

Communication forms a part of your self-concept, and it helps you understand yourself and others, solve problems, learn new things, and build your career.

Exercises

1. Imagine that you have been hired to make "cold calls" to ask people whether they are familiar with a new restaurant that has just opened in your neighborhood. Write a script for the phone call. Ask a classmate to co-present as

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you deliver the script orally in class, as if you were making a phone call to the classmate. Discuss your experience with the rest of the class.
Student responses will vary based on the script and discussions that take place in class. The script should be brief, polite, and focused.

2. Imagine you have been assigned the task of creating a job description. Identify a job, locate at least two sample job descriptions, and create one. Please present the job description to the class and note to what degree communication skills play a role in the tasks or duties you have included.
Student answers will vary depending on the job chosen. The goal of this exercise is to have students think like an employer by defining exactly what skills someone needs to succeed in the job.

3. Interview a business professional in your area of interest and use this class or this exercise as a lead-in to ask them how communication skills play a role in their work environment.
Student responses will vary based on area of interest/business professional chosen. This exercise makes the classroom learning relevant to the student's future career.

4. Research your career area of interest and identify key communication skills you will need to master. Create a list, and include a column that features how, where, and when you will learn more about each skill.
Student responses will vary based on profile chosen. The exercise should help students connect their skills to a job and create a concrete, actionable plan.

5. *Selfie Exercise*: Take several photos of yourself that portray the professional you and subject them to peer review, perhaps in class. Compare and contrast and receive feedback on which photo communicates the best you and why.
Student responses will vary based on discussions that take place in class.

6. *Profile Exercise*: Browse LinkedIn.com and find a profile that works well for the person, communicating a professional image with their words, photo, and examples. Write a brief review of the profile. Share and compare with classmates.
Student responses will vary based on profile chosen.

7. *Résumé Exercise 1*: Create your résumé, focusing on a specific career goal or profession, using just one page. Carefully select words, examples, and evidence that demonstrate your skills and expertise. Communicate the professional you in words and images that represent you effectively. Share and compare in class.
Student résumés will vary.

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8. *Résumé Exercise 2*: How will you make your résumé stand out from the rest? Here is one creative example. Consider a creative way to represent your skills and abilities in your chosen professional or career field and share with the class.
   Student responses will vary but some key strategies can include quantifying achievements, using action verbs, tailoring the résumé for each application, highlighting key skills and certifications.

9. *KPI Exercise (Key Performance Indicator)*: Businesses use key performance indicators to measure success. Communication skills are key to professional success. Create one KPI for your choice of career or professional field and explain why it would serve well as a key performance indicator. Share and compare in class.
   Student answers will vary depending on their chosen career or profession field. The KPI should be specific, measurable, achievable, relevant, and time-bound.

10. *ePortfolio Exercise*: An ePortfolio (electronic or digital portfolio) represents your accomplishments with clear examples, and starts with an objective or statement about you, normally brief, clear, and concise. Write your objective, purpose, or mission statement for your ePortfolio. Share and compare with classmates.
    Student responses will vary but the mission statement should be impactful, concisely articulating their personal brand and key accomplishments.

Key Terms

- **self-concept**: What we perceive ourselves to be.
- **passive**: Individuals often appear indifferent and lack engagement, failing to express themselves, their views or perspective, or their feelings.
- **assertive**: Individuals have a sense of confidence and self-worth as they share their viewpoint and feelings while respecting and listening to others. A hallmark of this communication style is balance, and it is considered healthy.
- **aggressive**: Individuals have a high sense of confidence and often insert themselves in the conversation, ignoring others and their contributions, and have a lower frequency in displays of respect, like listening.
- **submissive**: Individuals are often the people-pleasers in the conversation, placing the needs of others before their own.
- **manipulative**: Individuals are calculating, controlling themselves and others, and are experts at advancing their own agendas or goals through others.

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1.7 Listening Styles

Learning Objective

1. Explain the importance of becoming an active listener.

Section Outline

- Introduction
    - To fully share and understand, practice **active listening and reading** so that you are fully attentive and present in the moment of interaction.
- Active Listening
    - Tips to facilitate active listening in daily interactions:
        - Maintain eye contact with speaker; if reading, keep your eyes on the page.
        - Don't be a "just-in-time" listener, listening for only the information you need at that moment.
        - Don't interrupt; if reading, don't multitask.
        - Don't argue, or prepare responses, in your thoughts as they are speaking.
        - Focus your attention on the message, not your internal monologue.
        - Restate the message in your own words and ask if you understood correctly.
        - Ask clarifying questions to communicate interest and gain insight.
        - Be mindful. Be ready to receive. Stay empty of thoughts or the desire to speak. Be patient.
- When the Going Gets Tough
    - Mutual respect and understanding are built one conversation at a time.
    - Trust is difficult to gain and easy to lose.

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    - Be patient and keep the channels of communication open, as a solution may develop slowly over the course of many small interactions.
    - Recognize that it is more valuable to maintain the relationship over the long term than to "win" in an individual transaction.

- Types of Listeners
    - **Informational listener**—focuses on information; the focus in on the message versus the messenger
    - **Critical listener**—focuses on the details; may focus on the message and the messenger, and may also focus on the essential information required now while ignoring what they consider extraneous information
    - **Empathetic listener—**focuses on feelings and emotions; receptive listener, helping a person to process their own feelings
    - **Just-in-time listener**—like a critical listener but focused on listening to meet short-term needs or goals
    - A **listening curve** has a range, from hyper-awareness listening to almost completely detached and not listening much at all.

- Listening Self-Assessment Activity—Online Assessments
    - How Good Are Your Listening Skills?
    - Listening Skill Test

Key Takeaway

Part of being an effective communicator is learning to receive messages from others through active listening and reading.

Exercises

1. Pair up with a classmate and do a role-play exercise in which one person tries to deliver a message while the other person multitasks and interrupts. Then try it again while the listener practices active listening. How do the two communication experiences compare? Discuss your findings.

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Student responses will vary based on the role-play exercise and discussions that take place in class.

2. Select a news article and practice active reading by reading the article and summarizing each of its main points in your own words. Write a letter to the editor commenting on the article—you don't have to send it, but you may if you wish.
   Student letters will vary by article, but the exercise is designed to teach active listening by requiring the student to prove comprehension through summarizing (restating the message).

3. In a half-hour period of time, see if you can count how many times you are interrupted. Share and compare with your classmates.
   Student answers will vary. The exercise is designed to make students aware of how often they are interrupted in a short period, which directly highlights the pervasive barriers to active listening.

4. *Cell phone Exercise*: Recall a time when you were distracted while talking on your cell/smartphone. What did you do when they asked you something? Did you cover up your distraction or ask them to repeat themselves? Share your responses with the class.
   Student examples will vary but talking on a smartphone is a distraction and some responses likely include a quick glance or head nod; saying "What?" or "Huh"? or maybe holding up a finger or hand, all which demonstrates a clear lack of presence and attention to the person in front of them.

5. What is the longest period of time where you read something without interruption? What were you reading and how long was the time period? Share and compare with classmates.
   Student results will vary. The exercise is designed to make students aware of how often they are interrupted in a short period, which directly highlights the pervasive barriers to active listening.

6. How do members of your family demonstrate they are listening? What verbal or nonverbal cues do they display? Share and compare with classmates.
   Student answers will vary. Verbal cues can include clarifying or follow-up questions or paraphrasing and nonverbal clues can include concerned facial expressions, fidgeting, eye contact, or serious expressions.

7. How do you like to receive feedback from others? How do you provide feedback to others? Does listening play a role in either response? Why or why not?

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Student answers will vary depending on experience and mindset. Listening plays a role in both types of feedback. Receiving feedback—effective listening is crucial because it ensures the feedback is understood correctly. Without it, the feedback can be misinterpreted or dismissed. Providing feedback—good listening ensures your feedback is relevant. Before responding, one must first be an Informational Listener to gather the necessary data, or a Critical Listener to assess the message fully.

8. Consider one of your most important relationships and then estimate how many minutes you communicate each day. How much of that time is spent listening?
   Student results will vary.

9. We can think faster than we can speak, and when listening, our mind can run away from the conversation. How hard is it for you to focus on the conversation and to not get distracted by yourself and your thoughts?
   Student answers will vary. It can be difficult for people to focus because the mind thinks faster than a person speaks—this is a barrier to active listening, and effort is needed to keep the mind silent and present during a conversation.

10. *ePortfolio Exercise*: Listening is an essential business communication skill. How will you demonstrate your listening skills in your ePortfolio?
    Student answers will vary but should include some of the following: focusing attention on the message and not their internal monologue, being patient, maintaining eye contact, asking clarifying questions, being mindful, making sure not to interrupt, being accepting and nonjudgmental, acknowledging, and keeping your cool.

Key Terms

- **active listening and reading**: Focusing your attention on the message you are hearing or reading, without distractions or interruptions.
- **informational listener**: Someone who focuses on the information in order to learn, or to use, apply, or adapt the information presented.
- **critical listener**: Someone who focuses on the details in order to analyze, to evaluate, to find strengths and weaknesses, to perceive a trend, or to formulate a prediction or action plan.
- **empathetic listener**: Someone who focuses on feelings and emotions and what led the person to express themselves in the way they did.

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- **just-in-time listener**: Someone who is like a critical listener but is focused on listening to meet short-term needs or goals.
- **listening curve**: A range of listening that can go from super-aware listening to almost completely detached and not listening much at all, often associated with degree of familiarity.

1.8 Emotional Intelligence

Learning Objective

1. Explain emotional intelligence and its impact on our communication interactions.

Section Outline

- Introduction
    - **Intelligence** is simply the ability to learn and use knowledge and skills, but it is anything but simple.
- What's Your IQ?
    - IQ score uses the score of 100 as the average—the higher the score, the more intelligent the person is assessed to be.
        - Most score between 70 and 130
    - The test measures ability in abstract logic (relates to math, science, and computers) but does not help when it comes to practical intelligence.
- What's Your EI?
    - **Emotional intelligence** is our ability to control and express our emotions as we assess and manage our interpersonal relationships empathetically.
    - The *Adaptability Quotient* (AQ) focuses on someone's ability to be flexible, perform under pressure, and work well with others.
- The Four Components of Emotional Intelligence

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- Four key components:
  - Self-Awareness
  - Self-Management
  - Social Awareness
  - Social Management
- Self-awareness and self-management involve recognition and answer: Who am I?
- Social awareness and social management involve regulation and answer: What do I do?
- Three main models of emotional intelligence:
  - Ability model
  - Trait model
  - Mixed (abilities and traits) model

- Exploring the Four Elements of Emotional Intelligence
  - **Self-Awareness**
    - Involves your ability to be aware of yourself, your emotional state, your strengths and weaknesses, and your realistic responses to stress in your environment.
    - Three components include:
      - **Emotional self-awareness**
      - **Accurate self-awareness**
      - **Self-confidence**
  - **Self-Management**
    - Focuses on the how and what of emotions, or how you handle them and what you do.
    - Five aspects include:
      - **Self-control**
      - **Transparency**
      - **Adaptability**
      - **Achievement orientation**
      - **Initiative**
  - Social Awareness
    - Your ability to be aware of the social context of your environment.
    - Considered in three aspects:
      - **Empathy**
      - **Sociological awareness**
      - **Disposition**

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- Social Management
  - Involves ability to maintain relationships with others at home and work.
  - Discussed in the following aspects:
    - **Conflict management**
    - **Coach** and **mentor**
    - **Teamwork** and **collaboration**
  - **Visionary leadership** involves the ability to begin with the end in mind, to perceive potential, and to share that vision to others.

- Principles of Emotional Communication
  - Emotions Are Universal
    - Expression of emotions is important, and it requires tact, timing, and trust.
  - Emotional Feelings and Emotional Expression Are Not the Same
    - We experience feelings in terms of our psychological state, or state of mind, and in terms of our physiological state, or state of our body.
    - In order to take care of others, we have to take care of ourselves, including our emotions.
  - Emotions Are Communicated Verbally and Nonverbally
    - You communicate emotions through your choice of words but also how you say those words.
    - The nonverbal clues, including inflection, timing, space, and paralanguage can modify or contradict your spoken message.
  - Emotional Expression Can Be Good and Bad
    - When you're expressing yourself:
      - Consider the other person's point of view
      - Be specific about your concern
      - Focus on your message that the relationship is important to you
  - Emotions Are Often Contagious
    - It is important to recognize that we influence each other with our emotions, positively and negatively.
  - Emotional Labor Can Be Exhausting

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        - **Emotional labor** is the intentional regulation and management of feelings and expressions during interactions, with or without customers or clients present, to meet job expectations.
        - Active management of emotional labor is essential to prevent burn out, but in times of short-staffed challenges and double-shifts, it can be almost impossible.

    - Tornadoes, Volcanoes, Earthquakes, Unicorns, Rainbows, and Time Travel
        - **Emotional weather** refers to or describes your emotional climate, or the emotional state of your relationship.
        - An **emotional tornado** is an emotional storm that gathers strength over time and results in devastation.
        - Learning to let off "steam" in healthy ways can prevent:
            - An **emotional volcano**—an emotional storm that builds from deep down and gives off tremors before exploding
            - A **vulnerability hangover**—when we feel uncomfortable or upset after opening up to someone deeply
        - An **emotional earthquake** is an emotional storm characterized by a sudden shift from normalcy, and may or may not include warning tremors.
        - Normally positive, unique emotional states are called **emotional unicorns**.
        - The experience of repeating past relationships emotional dynamics is **emotional time travel**.
        - **Emotional rainbows** can be positive and contagious.
        - **Emotional barometer**—low pressure is often associated with balance and harmony, while high pressure systems impact emotions, relationships, and environment.

    - Emotional Intelligence Self-Assessment
        - How Emotionally Intelligent Are You?

- Conclusion
    - Emotional intelligence can be as important as intellectual intelligence, particularly when we value our relationships and our interactions.
    - We can recognize that emotions have principles, and learn to anticipate patterns of interaction.

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Key Takeaway

Emotional intelligence is as important as intellectual intelligence and impacts our lives and our communication interactions.

Exercises

1. Survey everyone in your class and see whether they have seen the TV show *The Big Bang Theory*. Discuss the program and how it relates to emotional intelligence.
   This is a student activity and the responses will vary based on the discussions that take place.

2. Do an online search for "Emotional Intelligence Test" and select at least two. Complete them, and compare the results—were they the same, or different?
   Student answers will vary depending on the tests chosen.

3. Create a poll using the emotional climates we've discussed (tornadoes, volcanoes, earthquakes, unicorns, and rainbows) and see to what degree your classmates can relate. Is one emotional climate or event more common than another? Discuss your findings.
   This is a student activity and the responses will vary based on the discussions that take place.

4. What other emotional climates or terms could we consider? Emotional floods, blizzards, hurricanes, thunderstorms, windstorms, sandstorms, quicksand, frostbite, flash flood, avalanche, sinkhole, tsunami, solar flare, arctic blast, or a scorched relationship, for example? Pick one and describe what you think it might be like in your own words.
   Student answers will vary depending on the emotional climate/term chosen. For example, if the student chooses "thunderstorm," they can describe a sudden and intense emotional event that eventually passes.

5. Select a job advertisement and analyze the specific job tasks, taking note which ones relate to emotional intelligence, self-awareness, and communication management skills. Share your findings with your classmates.

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Student answers will vary depending on the job advertisement chosen. The exercise is intended to help students connect abstract emotional intelligence concepts to concrete job tasks and show students that EI is not just a nice-to-have skill, but a critical, measurable requirement for professional success in almost every job.

Key Terms

- **intelligence**: The ability to learn and use knowledge and skills.
- **emotional intelligence**: Our awareness and ability to control and express our emotions as we assess and manage our interpersonal relationships judiciously and empathetically.
- **self-awareness**: Your ability to be aware of yourself, your emotional state, your strengths and weaknesses, and your realistic responses to stress in your environment.
- **emotional self-awareness**: Reading and understanding your own emotions and recognizing their influence and impact on relationships, including work performance.
- **accurate self-awareness**: Your ability to read, understand, and give yourself a realistic evaluation of your strengths and weaknesses.
- **self-confidence**: Your viewpoint, perspective, and frame of mind about how you can address your emotions and how they influence you, with a positive and strong sense of self-worth.
- **self-control**: The ability to control your impulses and emotions.
- **transparency**: An aspect of self-management, in which you maintain your standards as you address responsibilities while sharing with others.
- **adaptability**: The ability to be flexible in changing situations and contexts and overcoming obstacles. May involve both resilience and persistence.
- **achievement orientation**: The will and drive to succeed, your own internal standards of excellence, and the ability to focus on your own needs, abilities, and opportunities as well as those of others.

- **initiative**: Your readiness to seize opportunities, take action, and to make a positive contribution to your team, group, or company.
- **social awareness**: Your ability to be aware of the social context of your environment.
- **empathy**: Your ability to understand others' words and expressions, their situation and emotional state, and taking an active interest in their concerns.

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- **sociological awareness**: Also referred to as organizational awareness. Your ability to perceive and act on your understanding of how people organize themselves.
- **disposition**: Also referred to as service orientation. How you recognize, and meet, others' needs.
- **social management**: Also referred to as relationship management. Your ability to maintain relationships with others at home and work.
- **conflict management**: The process of increasing the positive aspects, while reducing negative aspects of conflict by resolving disagreements and collaboratively developing resolutions through effective strategies.
- **coach**: A short term, task-oriented role that combines communication and leadership skills.
- **mentor**: Involves a longer relationship and may be organized around incremental goals.
- **teamwork**: The ability to work together towards a common vision or goal.
- **collaboration**: Working with others to produce or create something. Can include teamwork.
- **visionary leadership**: The ability to begin with the end in mind, to perceive potential, and to share the vision of the potential and end to others so that, together, they can realize the vision.
- **emotion**: A psychological and physical reaction, such as fear or anger, to stimuli that we experience as a feeling.
- **emotional labor**: The intentional regulation and management of feelings and expressions during interactions, with or without customers or clients present, to meet job expectations.
- **emotional weather**: Refers to or describes your emotional climate, or the emotional state of your relationship, and can be applied to both conflict and collaboration.
- **emotional tornado**: An emotional storm that gathers strength over time, involves everyone around in its wake, and when it touches down, devastation is the result.
- **emotional volcano**: An emotional storm that builds from deep down and gives off tremors of insult, sarcasm, or hurtful comments before exploding.

- **vulnerability hangover**: When we feel uncomfortable, disturbed, or even upset with ourselves after opening up to someone deeply, or possibly oversharing.
- **emotional earthquake**: An emotional storm characterized by a sudden shift of normal and may or may not include warning tremors.
- **emotional unicorns**: Unique emotional states, normally positive, that we have never experienced before.

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- **emotional time travel**: The experience of repeating past relationship emotional dynamics.
- **emotional rainbows**: Emotional states where it is all good, and your life is under a rainbow.
- **emotional barometer**: Indicates emotional pressure(s).

1.9 Leadership Styles

Learning Objectives

1. Define teamwork and explain how to overcome various challenges to group success.
2. Describe the process of leader development.
3. Describe several different leadership styles and their likely influence on followers.

Section Outline

- Introduction
    - Two important aspects of communication are teamwork and leadership. Leading and following are both integral aspects of effective teamwork.
- Teamwork
    - Teams can achieve higher levels of performance than individuals because of their combined energies and talents of the members.
    - Challenges include:
        - The work itself—juggling competing assignments and personal commitments
        - If team members are expected to conform and pressured to go along with a plan that they did not develop
        - **Groupthink**, or the tendency to accept the group's ideas in spite of individual concerns
    - Teamwork involves team and work, and group dynamics play an integral role in their function and production.

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- Leadership
    - Leaders take on a role because they are appointed, elected, or emerge into the role.
        - An **appointed leader** is designated by an authority to serve in that capacity, irrespective of the thoughts of the group.
        - A **democratic leader** is elected or chosen by the group.
        - An **emergent leader** grows into the role, often out of necessity.
    - Types of Leaders
        - **Autocratic leader**—self-directed; establishes norms and conduct for group
        - **Laissez-faire leader**—"live and let live" leader
        - **Leader-as-technician**—when the leader has skills that others do not
        - **Leader-as-conductor**—brings people together for a common goal
        - **Leader-as-coach**—serves as teacher and motivator and have five important traits:
            - Orientation and education
            - Nurturing and encouragement
            - Assessment and correction
            - Listening and counseling
            - Establishing group emphasis

- Leadership Self-Assessment Activity—Online Assessments
    - How Good Are Your Leadership Skills?
    - Leadership Self-Assessment

Key Takeaway

Teamwork allows individuals to share their talents and energy to accomplish goals. An effective leader facilitates this teamwork process.

Exercises

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1. Do you prefer working in a group or team environment, or working individually? What are the advantages and disadvantages of each? Discuss your thoughts with classmates.
   Student answers will vary based on preference. Some advantages of working in a group/team include having diverse perspectives, which can lead to more innovative ideas, sharing the responsibility, and learning from others. Disadvantages include the potential for conflict and being slower to reach a consensus. Some advantages of working individually include having complete control over your work and increased focus, while disadvantages include a heavier workload, less feedback, and a narrower perspective (since it is limited to your own).

2. Imagine that you could choose anyone you wanted to be on a team with you. Who would you choose, and why? Write a two- to three-paragraph description and share it with a classmate.
   Student answers will vary.

3. Think of a leader you admire and respect. How did this individual become a leader—for example, by appointment, democratic selection, or emergence? How would you characterize this leader's style—is the leader autocratic or laissez-faire, a technician, or a coach?
   Student choices will vary. The leader-as-coach is generally the most admired because they focus on teaching, motivating, and developing individual team members, which builds strong morale and trust. The technician is respected for their specific skill, but their respect is limited to that area. Autocratic leaders are often the least admired because their command-and-control style can breed resentment, while laissez-faire leaders are only respected by experienced, self-sufficient teams, often leaving others feeling abandoned.

Key Terms

- **groupthink**: Tendency to accept the group's ideas and actions in spite of individual concerns.
- **appointed leader**: Individual designated by an authority to serve in the leadership capacity.

- **democratic leader**: Individual elected by a group to serve as its leader.

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- **emergent leader**: Individual who grows into the leadership role, often out of necessity.
- **autocratic leader**: Self-directed leader who establishes norms and conduct for the group.
- **laissez-faire leader**: Individual who practices a "live and let live" style of leadership.
- **leader-as-technician**: Occurs when the leader has skills that others do not.
- **leader-as-conductor**: Central role of bringing people together for a common goal.
- **leader-as-coach**: Individual serving as a teacher, motivator, and keeper of the goals of the group.

1.10 Conflict Management Styles

Learning Objective

1. Understand evaluations and criticism in the workplace and discuss several strategies for resolving workplace conflict.

Section Outline

- Introduction
    - **Conflict** is a typical result when there are incompatible goals, scarce resources, or interference are present.
    - Several principles on conflict:
        - Conflict is universal.
        - Conflict is associated with incompatible goals.
        - Conflict is associated with scarce resources.
        - Conflict is associated with interference.
        - Conflict is not a sign of a poor relationship.
        - Conflict cannot be avoided.
        - Conflict cannot always be resolved.
        - Conflict is not always bad.

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- Conflict Management Strategies
  - Avoidance
    - Your reluctance to address the conflict directly is a normal response, and one which many cultures prize.
      - In cultures where independence is highly valued, direct confrontation is more common.
      - In cultures where the community is emphasized over the individual, indirect strategies may be more common.
    - Avoidance allows for more time to resolve the problem but can also increase costs associated with the problem in the first place.
  - Defensiveness versus Supportiveness
    - **Defensive communication** is characterized by control, evaluation, and judgments.
    - **Supportive communication** focuses on the point and not the personalities.
  - Face-Detracting and Face-Saving
    - **Face-detracting strategies** involve messages or statements that take away from the respect, integrity, or credibility of a person, while **face-saving strategies** protect credibility and separate message from messenger.
  - Empathy
    - Involves listening to both the literal and implied meanings within a message
  - **Gunnysacking**
    - The imaginary bag we all carry into which we place unresolved conflicts or grievances over time.
    - By addressing the stones you carry, you can better assess the current situation with the current patterns and variables.
  - Managing Your Emotions
- Evaluations and Criticism in the Workplace
  - Listen Without Interrupting
    - Choose a time and place free from interruption
    - Turn off your cell phone
    - Choose face-to-face communication instead of an impersonal email
  - Determine the Speaker's Intent
    - Ask clarifying questions if it doesn't count as an interruption
    - Take notes and write down questions that come to mind to address when it is your turn to speak
  - Indicate You Are Listening

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        - Maintain eye contact, take notes, nod your head, lean forward
    - Paraphrase
        - Allows for clarification and acknowledges receipt of the message
    - If You Agree
        - Communicate clearly what will change or indicate when you will respond with specific strategies to address the concern.
    - If You Disagree
        - Focus on the points or issue and not personalities.
    - Learn from Experience
        - Try to distinguish between what you can control and what you cannot.
        - Always choose professionalism.

- Conflict Management Self-Assessment Activity—Online Assessments
    - Conflict Management Styles Assessment (The Blake Group)
    - Conflict Management Styles Assessment (University of North Florida)
    - Conflict Style Assessment Inventory
    - Conflict Management Styles Quiz

Key Takeaways

Conflict is unavoidable and can be an opportunity for clarification, growth, and even reinforcement of the relationship.

Exercises

1. Write a description of a situation you recall where you came into conflict with someone else. It may be something that happened years ago, or a current issue that just arose. Using the principles and strategies in this section, describe how

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the conflict was resolved, or could have been resolved. Discuss your ideas with your classmates.
Student descriptions will vary and should focus on the following strategies for conflicts: supportive communication, avoidance, face-saving strategies, empathy, and managing emotions.

2. Of the strategies for managing conflict described in this section, which do you think are the most effective? Why? Discuss your opinions with a classmate.
Student answers will vary but can focus on some of these strategies—supportive communication, face-saving strategies, avoidance, supportive communication, and managing emotions.

3. Can you think of a time when a conflict led to a new opportunity, better understanding, or other positive result? If not, think of a past conflict and imagine a positive outcome. Write a two- to three-paragraph description of what happened, or what you imagine could happen. Share your results with a classmate.
Student answers will vary. Conflict can lead to positive results because it provides an opportunity for clarification and growth.

Key Terms

- **conflict**: The physical or psychological struggle associated with the perception of opposing or incompatible goals, desires, demands, wants, or needs.
- **defensive communication**: Characterized by control, evaluation, and judgments.
- **supportive communication**: Focuses on the points and not personalities.
- **face-detracting strategies**: Messages or statements that take away from the respect, integrity, or credibility of a person.
- **face-saving strategies**: Messages or statements that protect credibility and separate message from messenger.
- **empathetic listening**: Listening to both the literal and implied meanings within a message.
- **gunnysacking (or backpacking)**: The imaginary bag we all carry, into which we place unresolved conflicts or grievances over time.

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1.11 Artificial Intelligence, Soft Skills, and Work in the Future

Learning Objective

1. Explain the importance of soft skills at work in the future.

Section Outline

- Introduction
    - The demand for digital and technological skills, such as artificial intelligence, machine learning, and data analysis, is projected to increase substantially.
    - Soft or transferable skills, including creativity, problem solving, and adaptability, remain essential for navigating a rapidly changing workforce.
    - Key trends emerging from the World Economic Forum's latest Figure of Jobs report:
        - Skills related to technology adoption, data analysis, and digital literacy are becoming increasingly essential.
        - Green skills are gaining prominence—expertise in renewable energy, environmental management, and sustainable practices.
        - The ability to think critically, analyze complex problems, and devise innovative solutions is a highly sought-after skill.
        - Human-centered skills remain indispensable—communication, collaboration, creativity, and emotional intelligence.
        - Employers value individuals who are proactive in acquiring new skills and knowledge.
    - Flippy, the Hamburger-Flipping Robot
        - From robots that build cars to those that process our food, automation, and the artificial intelligence (AI) that drives it, have become increasingly common.
            - Flippy, a "robotic kitchen assistant"
            - Regi Robo, a cashier register clerk for grocery stores
            - Amazon's cashier-free convenience store

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- Artificial Intelligence and Robotic Workers
  - Artificial intelligence is compared to human intelligence, from visual perception to speech recognition, decision making, and even translations, and the Turing test is its measure.
  - The turing test, created by Alan Turing, essentially says that if a human interacts with one another (like in a chat on the phone), and the human cannot tell it is a computer, then it is intelligent.
  - Digital assistants that use forms of artificial intelligence: Siri, Gemini, and Cortana
  - **Machine learning**, when computers teach themselves how to perform tasks, is fast becoming a reality.

- Soft Skills
  - **Soft skills** can be defined as attributes and abilities that enable a person to communicate effectively and harmoniously with others.
  - Soft skills have to meet two criteria:
    - **Adaptability**—you have to adapt the soft skill to the context.
    - **Transferability—**the soft skill isn't unique to one job or task—it can be applied across many jobs and contexts.
  - Soft Skills Desired by Employers
    - Communication
    - Conflict resolution
    - Critical thinking and observation
    - Decisiveness
    - Empathy
    - Flexibility
    - Forgiveness
    - Negotiation
    - Growth and/or opportunity mindset
    - Persuasion
    - Responsibility
    - Resilience
    - Self-awareness
    - Self-confidence
    - Self-motivation
    - Stress management
    - Time management
  - Virus Protocols That Impact Our Interactions
    - Virus-related protocols that relate to behaviors, from isolation, to social distancing and lockdowns, to greeting rituals, to an increase in technologically-mediated interactions, directly impact communication.
    - Limitations and changes in how we do business, how we interact, and how we relate to each other all involve communication.

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        - We cannot lose sight of the importance of our soft skills even as our world changes and transforms.

- Conclusion
    - While technology is part of our lives, and its role is expanding, particularly when we need it for our health and survival, we recognize that many of the jobs that will employ us do not even exist today.
    - In order to prepare ourselves for the workplace of tomorrow, we need to take charge of our own learning, focus on the soft skills desired by employers, and embrace lifelong learning.

Key Takeaway

Artificial intelligence and robots are increasingly part of our lives and the workforce. Our soft skills are our strength and will be used tomorrow in jobs that have not even been invented yet.

Exercises

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1. Please identify one film that involves a robot or artificial intelligence as a character. Identify key themes present in the film. Present your insights to your classmates.
   Student answers will vary depending on the film chosen but some key themes can include the role of technology in society and the nature of consciousness.

2. Take another look at your résumé in light of the soft skills listed in this section. Which soft skills are included, or not included, in your résumé? Which soft skills include evidence or examples in your résumé, and which do not? Use the analysis to improve your résumé.
   Student answers will vary but should include some of the following soft skills: communication, conflict resolution, decisiveness, empathy, flexibility, forgiveness, negotiation, responsibility, growth and/or opportunity mindset, resilience, time management, self-confidence.

3. Identify your lowest scoring soft skill. Formulate a plan, including resources and specific steps, to improve it.

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Student scores and plans will vary. Identifying these soft skills and creating a plan for improvement fosters adaptability and growth, strengthens self-awareness, and enhances workplace readiness.

4. Identify your highest scoring soft skill. How are you leveraging your strengths in your job, at school, or at home? Create a brief description of how you use your best skill.
   Student results will vary. Students can leverage their best skill by seeking leadership and mentoring roles, building a professional portfolio, and enhancing academic performance.

Key Terms

- **machine-learning**: When computers teach themselves how to perform tasks.
- **soft skills**: Attributes and abilities that enable a person to communicate effectively and harmoniously with others.
- **adaptability**: You have to adapt the soft skill to the context.
- **transferability**: The soft skill isn't unique to one job or task; it can be applied across many jobs and contexts.

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