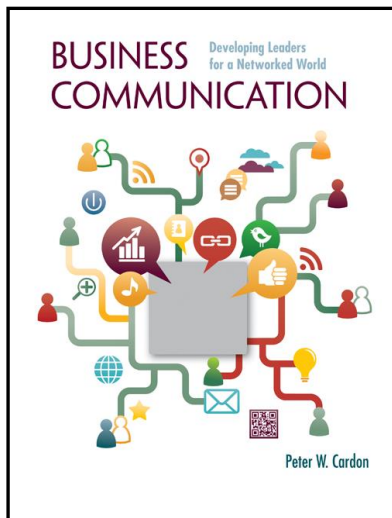


Instructor's Manual to Accompany

BUSINESS COMMUNICATION

Developing Leaders for a Networked World

By Peter W. Cardon



Chapter 2:

Introduction to Interpersonal Communication

Prepared by:

Peter W. Cardon

University of Southern California

Teaching Note

Hello Fellow Instructor,

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

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

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

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

Best of wishes,



Peter W. Cardon, MBA, Ph.D.
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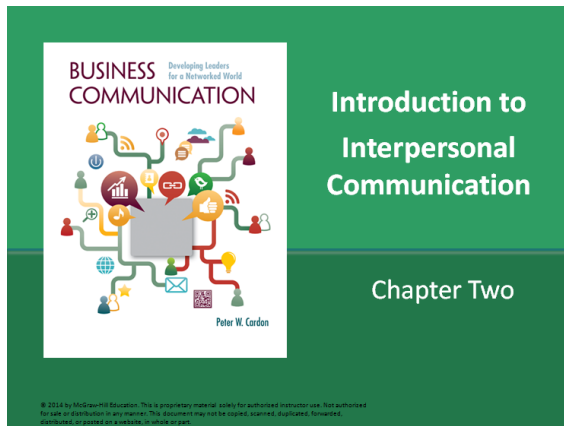
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Chapter 2 Summary and PowerPoint Notes



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Introduction to Interpersonal Communication

Learning Objectives

- LO2.1** Describe the interpersonal communication process and barrier to effective communication.
- LO2.2** Explain how emotional hijacking can hinder effective interpersonal communication.
- LO2.3** Describe the basic domains of emotional intelligence and related communication competencies.

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LO2.1 Describe the interpersonal communication process and barrier to effective communication.
LO2.2 Explain how emotional hijacking can hinder effective interpersonal communication.
LO2.3 Describe the basic domains of emotional intelligence and related communication competencies.

Learning Objectives (cont.)

- LO2.4** Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.
- LO2.5** Describe how forms of communication, level of formality, and communicator styles influence workplace communication.
- LO2.6** Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

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SLIDE 2-3

LO2.4 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.
LO2.5 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.
LO2.6 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

Skills That Determine Success

Table 2.1

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

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

Understanding the Interpersonal Communication Process



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- Task 1** Overcome barriers to communication.
- Task 2** Manage emotions to engage in constructive.
- Task 3** Select appropriate communication channels.

Understanding the Interpersonal Communication Process

- ✦ **Interpersonal communication process**,
 - ↳ the process of sending and receiving verbal and nonverbal messages between two or more people.
 - ↳ involves the exchange of simultaneous and mutual messages to share and negotiate meaning between those involved

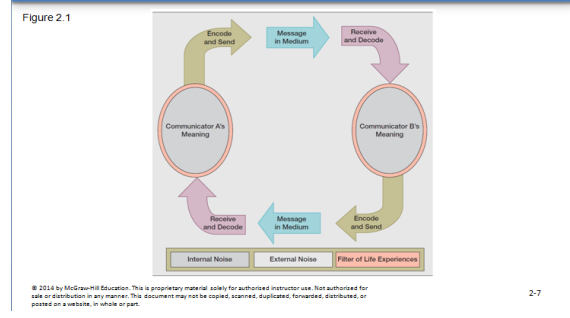
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We often take the interpersonal communication process for granted, rarely thinking about its building blocks and how they influence the quality of our communications. However, consciously becoming aware of these basic elements can help you improve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

The Interpersonal Communication Process



SLIDE 2-7

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

Understanding the Interpersonal Communication Process

- ✦ **Meaning**
 - ↳ refers to the thoughts and feelings that people *intend* to communicate to one another



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

Understanding the Interpersonal Communication Process

- ✦ **Encoding**
 - ↳ the process of converting meaning into messages composed of words and nonverbal signals
- ✦ **Decoding**
 - ↳ the process of interpreting messages from others into meaning.

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

Understanding the Interpersonal Communication Process

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

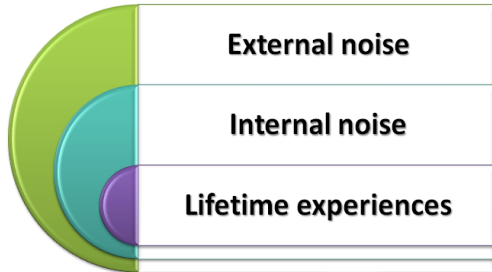
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One goal of interpersonal communication is to arrive at **shared meaning** —a situation in which people involved in interpersonal communication attain the same understanding about ideas, thoughts, and feelings. Many barriers interfere with achieving shared meaning, including external noise, internal noise, and lifetime experiences.

Barriers to Shared Meaning



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In practice, many barriers interfere with achieving shared meaning, including external noise, internal noise, and lifetime experiences.

Noise

- ✦ **Physical noise**
 - ↳ external noise that makes a message difficult to hear or otherwise receive.
- ✦ **Physiological noise**
 - ↳ refers to disruption due to physiological factors
 - ↳ illness, hearing problems

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Physical noise is external noise that makes a message difficult to hear or otherwise receive. Examples include loud sounds nearby that interrupt verbal signals or physical barriers that prevent communicators from observing nonverbal signals. Physical noise can also be a function of the medium used. **Physiological noise** refers to disruption due to physiological factors. Examples include hearing problems, illness, memory loss, and so on. Conversely, a communicator may have a difficult time sending a message due to physiological constraints such as stuttering, sickness, or other temporary or permanent impairments.

Noise

◆ Semantic noise

↳ occurs when communicators apply different meanings to the same words or phrases

◆ Psychological noise

↳ refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction

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Semantic noise occurs when communicators apply different meanings to the same words or phrases. For example, two people may have different ideas about what an *acceptable profit margin* means. One manager may have a figure in mind, such as 10 percent. Another may think of a range between 20 and 30 percent. **Psychological noise** refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction. In many cases, this noise occurs due to the current conversation—the people involved or the content.

Barriers to Shared Meaning

◆ Filter of lifetime experiences

↳ an accumulation of knowledge, values, expectations, and attitudes based on prior personal experiences



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All outgoing messages are encoded and all incoming messages are decoded through a **filter of lifetime experiences**. This filter is an accumulation of knowledge, values, expectations, and attitudes based on prior personal experiences. When people have more shared experiences, communication is easier.

Developing Emotional Intelligence

◆ Emotional intelligence

↳ involves understanding emotions, managing emotions to serve goals, empathizing with others, and effectively handling relationships with others.

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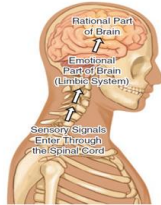
Emotional intelligence involves understanding emotions, managing emotions to serve goals, empathizing with others, and effectively handling relationships with others. Business managers with high emotional intelligence are more effective at influencing others, overcoming conflict, showing leadership, collaborating in teams, and managing change.

Developing Emotional Intelligence

Emotional hijacking

↳ a situation in which emotions control our behavior causing us to react without thinking

Figure 2.3
Neuropathways of Signals Entering the Brain



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The primary reason that emotional intelligence is so critical is physiological: People are hardwired to experience emotions before reason. All signals to the brain first go through the limbic system, where emotions are produced, before going to the rational area of the brain (see Figure 2.3). People may experience **emotional hijacking**, a situation in which emotions control our behavior causing us to react without thinking. The impacts of emotions last long after they've subsided

Domains of Emotional Intelligence



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The most-used EQ test for business professionals shows that emotional intelligence can be divided into four domains: self-awareness, self-management, empathy, and relationship management.

Domains of Emotional Intelligence

Self-awareness

↳ involves accurately understanding your emotions as they occur and how they affect you
↳ foundation for emotional intelligence



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Self-awareness is the foundation for emotional intelligence. It involves accurately understanding your emotions as they occur and how they affect you. One prominent researcher defines self-awareness as “ongoing attention to one’s internal states.” People high in self-awareness understand their emotions well, what satisfies them, and what irritates them.

Low versus High Self-Awareness Thoughts

Table 2.3

Low Self-Awareness Thoughts	High Self-Awareness Thoughts
Jeff: Latisha needs to learn how to trust people. She's not being fair to me and she needs to understand the constraints I'm facing.	Jeff: I'm bothered that she doesn't trust my motives. Typically, I feel disrespected when others don't trust my motives. Sometimes, I lash out in these circumstances.
Jeff ignores and deflects his feelings to focus on what he perceives as Latisha's misperceptions.	Jeff recognizes that he feels distrustful and disrespected by what Latisha said. He also recognizes that he often says things he later regrets in these situations.
Latisha: This is ridiculous. Jeff promised me that I'd be working on the health care initiative. How can he go back on his word so quickly?	Latisha: I feel afraid and confused. Jeff doesn't seem to care if I have challenging work. I've felt this way before at other jobs. I wonder how my past experiences are impacting how I'm judging Jeff?
Latisha overreacts to Jeff's words and actions because she is not aware of how past disappointments are affecting how she is judging Jeff.	Latisha notices that how she feels about Jeff is affected by previous, similar events. She knows she should be careful not to let those events make her rush to judgment.

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Table 2.3 shows differences in low versus high self-awareness in the encounter between Jeff and Latisha.

Domains of Emotional Intelligence

✦ Self-management

- ↳ the ability to use awareness of your emotions to stay flexible and to direct your behavior positively
- ↳ involves responding productively and creatively to feelings of self-doubt, worry, frustration, disappointment, and nervousness.

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Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” It involves the discipline to hold off on current urges to meet long-term intentions. Excellent self-managers know how to use both positive and negative emotions to meet personal and business goals.

Low versus High Self-Management Thoughts and the Use of Mitigating Information

Table 2.4

Low Self-Management Thoughts	High Self-Management Thoughts
Jeff: If Latisha is going to treat me like I'm the bad guy, then maybe I should just turn her over to someone else so I don't have to worry about her.	Jeff: Latisha is probably reacting this way because she cares so much about a health initiative, which helps the employees of this company. She is eager to contribute.
Jeff assumes the worst about Latisha's comments, thus allowing his frustration with her to grow. He considers an action that is extreme.	Jeff assumes a positive explanation for Latisha's actions (mitigating information), thus short-circuiting his feelings of frustration and perhaps moderating anger.
Latisha: There's no way I can change anything. Jeff will assign me to another project and that's that. I'm stuck in another dead-end internship.	Latisha: I want to express to Jeff my desire to work on a meaningful project. We can discuss how my approach to the health initiative could be applied to another project. And we could discuss how I can still spend some time working on the health initiative in the planning process—in a way that does not require cash commitments during this budget crunch.
This thought process reflects pessimism. Latisha neither thinks of other options available to her for the health initiative nor assumes that other work tasks will provide her with rewarding challenges.	This thought process reflects optimism. Latisha considers how she can approach Jeff and constructively discuss options that are good for her and the company.

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Mitigating information involves favorable explanations for why others have behaved in a certain way. See Table 2.4 for examples of low and high self-management and the use of mitigating information.

Domains of Emotional Intelligence

- ✦ **Empathy**

↳ the ability to accurately pick up on emotions in other people and understand what is really going on with them
- ✦ **Relationship management**

↳ the ability to use your awareness of emotions and those of others to manage interactions successfully.”

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SLIDE 2-22

Empathy is the ability to accurately pick up on emotions in other people and understand what is really going on with them. Empathy also includes the desire to help others develop in their work responsibilities and career objectives. **Relationship management** is the ability to use your awareness of emotions and those of others to manage interactions successfully

Strategically Selecting Channels for Communication

- ✦ **Communication channel**
- ↳ The medium through which a message is transmitted
- ↳ emails, phone conversations, and face-to-face dialogue



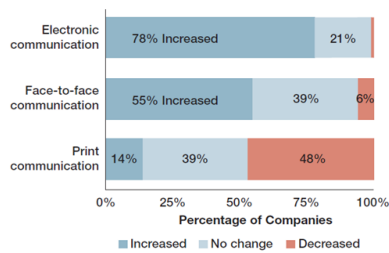
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SLIDE 2-23

You have so many useful communication tools and technologies for getting in touch with your colleagues, your customers, and other contacts. Having so many options, however, also presents dilemmas about selecting an appropriate **communication channel**— the medium through which a message is transmitted. Examples of communication channels include emails, phone conversations, and face-to-face dialogue. Each communication channel has strengths and drawbacks, the topic we explore in this section.

Change in the Use of Communication Channels During the Past Two Years

Figure 2.4



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In a recent study, company representatives were asked to state whether the amount of electronic communication, face-to-face communication, and print communication within their companies had increased, not changed, or decreased over the past two years (see Figure 2.4).

Strategically Selecting Channels for Communication

- ✦ Strategically selecting a communication channel means that you choose the one that is best **able to meet** your work objectives.
- ✦ Strategically choosing a communication channel involves **three basic considerations** related to their limitations: **richness, control, and constraints**.

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Strategically selecting a communication channel means that you choose the one that is best able to meet your work objectives. Sometimes a quick phone call or text message is the most efficient way to figure out a meeting time. Other times you will need a face-to-face meeting to clarify misunderstandings about projects. Strategically choosing a communication channel involves three basic considerations related to their limitations: richness, control, and constraints.

Strategically Selecting Channels for Communication

- ✦ **Richness**
 - ↳ involves the level of immediacy and number of cues available.
- ✦ **Immediacy**
 - ↳ relates to how quickly someone is able to respond and give feedback.

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Richness involves two considerations: the level of immediacy and number of cues available. **Immediacy** relates to how quickly someone is able to respond and give feedback. Generally, face-to-face communications are considered the richest, since each person involved can get immediate verbal and nonverbal feedback.

Strategically Selecting Channels for Communication

- ✦ In high-immediacy communication, people have immediate access to a variety of cues, including **social cues** (turn-taking), **verbal cues** (tone of voice), and **nonverbal cues** (gestures, facial expressions).

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In high-immediacy communication, people have immediate access to a variety of cues, including social cues (turn-taking), verbal cues (tone of voice), and nonverbal cues (gestures, facial expressions). Richer communication typically leads to more trust-building, rapport, and commitment. It is generally the most efficient way to accomplish communication objectives quickly and is less likely to lead to misunderstandings.

Strategically Selecting Channels for Communication

- ✦ **Control**
 - ↳ refers to the degree to which communications can be planned and recorded, thus allowing strategic message development
- ✦ **Planning**
 - ↳ implies that the communication can be tightly drafted, edited and revised, rehearsed, and otherwise strategically developed before delivery

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Control refers to the degree to which communications can be planned and recorded, thus allowing strategic message development. **Planning** implies that the communication can be tightly drafted, edited and revised, rehearsed, and otherwise strategically developed before delivery. Control may be your primary concern for many important communications.

Strategically Selecting Channels for Communication

- ✦ **Constraints**
 - ↳ refer to the practical limitations of coordination and resources.
- ✦ **Coordination**
 - ↳ deals with the effort and timing needed to allow all relevant people to participate in a communication.

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Constraints refer to the practical limitations of coordination and resources. **Coordination** deals with the effort and timing needed to allow all relevant people to participate in a communication. A meeting of ten corporate employees who fly in from different cities is a high-constraint communication that requires extensive coordination and resources

Strategically Selecting Channels for Communication

- ✦ **Resources**
 - ↳ deal with the financial, space, time, and other investments necessary to employ particular channels of communication.



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SLIDE 2-30

Resources deal with the financial, space, time, and other investments necessary to employ particular channels of communication. A meeting of ten corporate employees who fly in from different cities is a high-constraint communication that requires extensive coordination and resources.

Strategically Selecting Channels for Communication

- ✦ **Synchronous communication**
 - ↳ occurs in real time
 - ↳ the individuals involved give immediate responses to one another and engage in turn-taking
- ✦ **Asynchronous communication**
 - ↳ does not occur in real time
 - ↳ Individuals involved in such communication can pay attention to and respond to communications at a time of their choosing

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The distinctions between spoken and written business messages mirror the relative benefits and weaknesses of synchronous and asynchronous communications. **Synchronous communication** occurs in real time; the individuals involved give immediate responses to one another and engage in turn-taking. **Asynchronous communication** does not occur in real time. Individuals involved in such communication can pay attention to and respond to communications at a time of their choosing. Most successful working relationships depend on both synchronous and asynchronous communication.

Forms of Communication

- ✦ **Private communication**
 - ↳ One-to-one communication that involves just a few individuals about work matters
- ✦ **Team communication**
 - ↳ Involves communication among team members that should be shared by and accessible to every team member
 - ↳ Many-to-many

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The most basic is one-to-one communication that involves just a few individuals about work matters. We refer to this type of communication as **private communication**. This does not necessarily imply that the communication is confidential. Rather, it means that the communication is relevant primarily for a select few individuals. Many-to-many communication involves various professionals and/or clients communicating about shared projects or other business activities. The most common form of many-to-many communication is **team communication**. Team communication involves communication among team members that should be shared by and accessible to every team member. For example, a meeting is a type of team communication.

Forms of Communication

✦ Networked communication

↳ allows people to contact, communicate with, and develop work relationships with people they do not know but who share work interests and goals

✦ Leadership communication

↳ an executive, manager, or other organizational leader develops a message for all relevant employees.

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Another form of many-to-many communication that is growing in importance in the workplace is **networked communication**. It is similar to team communication in some regards but differs in several key ways. Whereas team communication occurs among people who know one another, networked communication allows people to contact, communicate with, and develop work relationships with people they do not know but who share work interests and goals. A final form of communication is called one-to-many, in which a single person broadcasts a message to many people. One of the most common types of one-to-many communications in the workplace is **leadership communication**, meaning that an executive, manager, or other organizational leader develops a message for all relevant employees. Leadership communication is often intended to announce big changes, inspire outstanding performance, boost morale, or create unity of vision for an organization.

Level of Formality in Communication

✦ Formality

↳ associated with protocols, rules, structure, and politeness.

✦ Informality

↳ associated with the absence of protocols and structure



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In addition to adapting to the form of communication, you will constantly need to judge the level of formality to use in workplace communication. Typically, **formality** is associated with protocols, rules, structure, and politeness. **Informality** is associated with the absence of protocols and structure. During recent decades, business communication has become less formal. However, even in today's less-formal environment, very little business communication is informal.

Factors Impacting the Formality of Business Communication

Figure 2.5

Communication channel	Business socials, grapevine	Social networking, phone calls, IM, texting	Presentations, scheduled meetings	Emails, letters, speeches
Relationship	Lateral	Downward	Upward	External
Familiarity	Longtime friends	Longtime associates	Short-term associates	New acquaintances
Company size	Family-owned	Small	Midsize	Large

← Less Formal
More Formal →

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Many factors impact the level of formality in your communications, including the communication channel used, your relationship and familiarity with others, and the size of your organization (see Figure 2.5).

Communicator Styles

Table 2.7

Communicator Style	Attributes	Communication Preferences
Senser (44%)	<ul style="list-style-type: none"> • Pragmatic • Action-oriented • Focused on present • Results-oriented 	<ul style="list-style-type: none"> • Wants only the relevant facts • To the point • Discusses immediate goal • Doesn't get off point
Feeler (30%)	<ul style="list-style-type: none"> • "People" person • Focuses on harmony, empathy • Needs personal security 	<ul style="list-style-type: none"> • Enjoys small talk and begins conversations by warming up • Enjoys talking and frequently discusses feelings and stories
Thinker (14%)	<ul style="list-style-type: none"> • Focuses on logic and objectivity • Focuses on correct analysis 	<ul style="list-style-type: none"> • Wants all the facts • Wants cautious, carefully crafted, and logical communication • Avoids exaggeration and big claims • Precise • Thoroughly discusses an idea before moving to next idea
Intuit (13%)	<ul style="list-style-type: none"> • Focuses on future • Focuses on big ideas, out-of-the-box thinking • Experimental 	<ul style="list-style-type: none"> • Wants to feel approved and affirmed • Discusses concepts first and facts last • Moves from topic to topic

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SLIDE 2-36

Communication scholars typically group people into four broad communicator styles. One of the classic distinctions of communication styles was developed by Paul P. Mok. He found that professionals could be grouped as shown in Table 2.7.

Incivility in Society and the Workplace

In a recent survey:

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

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SLIDE 2-37

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

Incivility in Society and the Workplace

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

- ✦ Half lose work time worrying about future interactions with **instigators of incivility**.
- ✦ Half contemplate changing jobs.
- ✦ One-fourth **intentionally** cut back work efforts.
- ✦ About one in eight **leave** their jobs

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SLIDE 2-38

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

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

Common Types of Incivility in the Workplace

Ignoring others

Treating others without courtesy

Disrespecting the efforts of others

Disrespecting the privacy of others

Disrespecting the dignity and worth of others

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SLIDE 2-39

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

Maintaining Civil Communications

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

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SLIDE 2-40

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

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

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

Suggested Approaches and Solutions to Learning Exercises

2.1 Chapter Review Questions

- A. Responses should include an explanation of the following: physical noise, physiological noise, semantic noise, psychological noise, and filter of lifetime experiences. Students should be rewarded for explaining these in terms of the interpersonal model with terms such as message, meaning, encoding, and decoding.
- B. Responses will vary widely here. Students should be rewarded for providing words that will be interpreted differently by generational differences, occupational differences, cultural differences, or other kinds of differences.
- C. Responses should include an explanation about how people are hardwired to feel before they think.
- D. Responses should include a clear explanation of self-awareness, self-management, empathy, and relationship management. Students should be rewarded for providing elaboration about related communication strategies.
- E. Responses will vary widely. Students should be rewarded for clear reasoning and justification for their responses.
- F. Responses should focus on how optimistic thoughts involve viewing options for turning failures into future successes, whereas pessimistic thoughts dwell on past actions and inabilities. Students should be rewarded for providing examples.
- G. Responses should be comprehensive. Students should be rewarded for providing examples.
- H. Responses will vary widely. Students should be rewarded for elaborating on three distinct communication channels.
- I. Responses will vary widely. Students should be rewarded for identifying and analyzing unique and emerging communication channels.
- J. Students should identify factors such as relationships, familiarity, and company size that impact formality of communications. Students should be rewarded for identifying other plausible factors.
- K. Students should be rewarded for clearly stating various uncivil communication practices.
- L. Responses will vary widely. Students should be rewarded for insightful and elaborated responses.

2.2 **Communications Q&A Discussion Questions**

Read the *Communications in the Workplace Q&A* passage in this chapter. For each question, write one to two paragraphs:

- A. In several responses, Stowell states how emotional intelligence is at the core of successful communication and career opportunities. Students should be rewarded for explaining his interpretation of emotional intelligence as a foundation for soft skills such as insight, maturity, and fortitude.
- B. He focuses primarily on career benefits, including communication effectiveness, leadership ability, and opportunities for promotion.
- C. He mentions several ways of assessing emotional intelligence, including multiple interviews, stress interviews, and psychological assessments.
- D. He encourages professionals to use the option that allows the most interpersonal interaction.

2.3 **The Personal Part of Employees**

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

2.4 **Civility and Assertiveness**

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

2.5 **Describe a Miscommunication from a Movie or TV Episode**

Responses will vary widely. Students should be rewarded for their ability to apply the principles of the interpersonal communication process. You might consider prompting the students to focus on scenes that are both entertaining and realistic.

2.6 Assess a Recent Miscommunication

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

2.7 Analyze a Case of Emotional Hijacking at School or Work

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

2.8 Identify Your Triggers

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

2.9 Assess your Emotional Intelligence

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

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

2.10 Describe the Communication Skills of a Person with High EQ

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

2.11 Evaluate Communicator Styles

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

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

2.12 Analyze an Episode of Incivility at Work

Responses will vary widely. Students should be rewarded for careful and complete application of principles of interpersonal communication to uncivil events. Students may share personal experiences or experiences of close friends. Some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won't share it with anyone.

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

2.13 Assess Your Civility

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

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

2.14 Create a Presentation about Avoiding Miscommunication in the Workplace

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

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

Chapter 02 - Introduction to Interpersonal Communication

2.15 Create a Presentation about EQ as a Basis for Effective Interpersonal Communication

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

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

2.16 Choose the Right Communication Channel

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

2.17 Create a Presentation about Civility in Today's Workplace

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

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