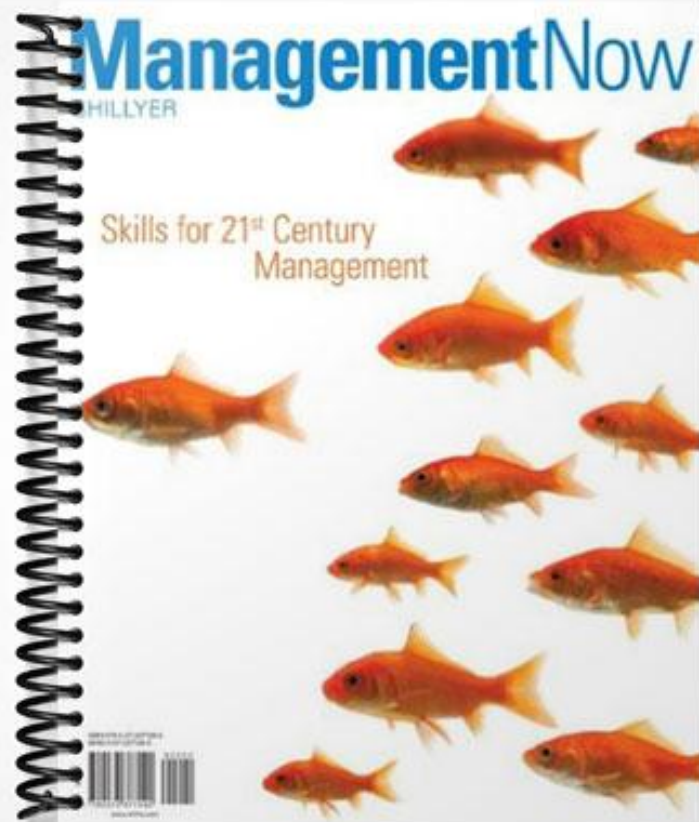


SOLUTIONS MANUAL



Chapter 2: Communication Skills

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Chapter 2: Communication Skills

Brief Chapter Outline

1. Learning Objectives

- a. Define *communication*.
- b. Explain why effective communication is an important management skill.
- c. Explain the significance of networking and social media in management communications.
- d. Understand why it's still possible to communicate poorly.
- e. Understand the challenges of communication in international business activities

2. Communication Skills

- a. Communication defined (ppt 2-3)
- b. Communication as management skill (ppt 2-4 and 2-5)
- c. Interpersonal communication (ppt 2-6 to 2-7)
 - i. Conflicting or inappropriate assumptions
 - ii. Semantics
 - iii. Perception
- d. Learning to communicate (ppt 2-8 to 2-10)
 - i. Understand the audience
 - ii. Good listening skills
 - iii. Feedback
 - iv. Non-verbal communication
- e. Written communication (ppt 2-11)
 - i. Principles of good writing
- f. Oral communication (ppt 2-12)
 - i. The importance of oral communication
 - ii. Developing oral communication skills
- g. Choosing the best method of communication (ppt 2-13)
- h. Communicating within the organization (ppt 2-14 to 2-15)
 - i. The grapevine
 - ii. E-mail
 - iii. Intranets
- i. Networking (ppt 2-16)
- j. Getting it wrong: poor management communication (ppt 2-17)
- k. Communication in international business activities (ppt 2-18)
- l. Summary
- m. For review

Chapter 2: Communication Skills

Chapter Outline and Lecture Notes

1. Learning Objectives

- a. Define *communication*.
- b. Explain why effective communication is an important management skill.
- c. Explain the significance of networking and social media in management communications.
- d. Understand why it's still possible to communicate poorly.
- e. Understand the challenges of communication in international business activities

2. Communication Skills

- a. Communication defined (ppt 2-3)
 - i. The act of exchanging information
 - ii. Used to inform, command, instruct, assess, influence and persuade
 - iii. Very important in all aspects of life
- b. Communication as management skill (ppt 2-4 and 2-5)
 - i. Managers use communication every day
 - ii. 3/4 of time is spent communicating
 - iii. Good managers develop communication skills
 - iv. Absorb information, motivate employees and communicate effectively with customers and co-workers
 - v. Important because
 - 1. Managers need to give direction
 - 2. Managers must motivate people
 - 3. Managers must be able to convince customers they should do business with them
 - 4. Managers must be able to absorb ideas of others
 - 5. Managers must be able to persuade others
- c. Interpersonal communication (ppt 2-6 to 2-7)
 - i. An interactive process between two people that involves sending and receiving messages, verbal and non-verbal
 - ii. Conflicting or inappropriate assumptions
 - 1. We make assumptions about what is being said and we need to be sure we understand and are understood
 - iii. Semantics
 - 1. Science or study of the meaning of words
 - 2. One word might invite many interpretations
 - 3. Technical language
 - iv. Perception

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1. Mental and sensory process and individual uses to interpret
2. Selective perception
3. Memories
4. Like and dislikes
- v. Emotions
 1. How we feel affects the way we send or receive messages
- d. Learning to communicate (ppt 2-8 to 2-10)
 - i. Understand the audience
 1. Who is the manager speaking with? Different communications required depending on who you are speaking with
 - ii. Good listening skills
 1. Helps managers absorb information, recognize problems and understand others' viewpoints
 - iii. Feedback
 1. Listen actively
 - a. Identify speaker's purpose
 - b. Identify the main ideas
 - c. Note tone and body language
 - d. Respond with appropriate comments
 2. Information that flows from the receiver to sender is feedback
 - iv. Non-verbal communication
 1. Paralanguage includes pitch, temp, loudness and hesitations in verbal communications
 2. How close one stands
 3. Eye contact
 4. Non-verbal is important to supplement verbal communication
- e. Written communication (ppt 2-11)
 - i. Managers must learn to be effective at written communications
 - ii. Principles of good writing
 1. Simply and clearly
 2. Content and tone are appropriate for audience
 3. Always proofread
- f. Oral communication (ppt 2-12)
 - i. The importance of oral communication
 1. Usually informal and persuasive
 2. Can use skills to give clear instructions to motivate
 - ii. Developing oral communication skills
 1. Make emotional contact
 2. Avoid monotone
 3. Be enthusiastic and positive

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4. Don't interrupt others
 5. Be courteous
 6. Avoid empty words such as "uh," "um," and "like"
- g. Choosing the best method of communication (ppt 2-13)
 - i. Written communication
 1. Best for routine information
 - ii. Verbal communication
 1. Best for sensitive information such as reprimanding
- h. Communicating within the organization (ppt 2-14 to 2-15)
 - i. The grapevine
 1. Informal path of communication
 2. Develops due to common hobbies, hometowns, family ties and social relationships
 3. Always exists in an informal structure
 4. Does not follow hierarchy
 5. Managers can use grapevine to communicate information
 - ii. E-mail
 1. Electronic mail
 2. High speed exchange of written messages
 3. E-mail can waste time due to keeping managers "in the loop" and being copied on all e-mails
 - iii. Intranets
 1. Private corporate network
 2. Uses internet technologies
 3. Usually only internally
- n. Networking (ppt 2-16)
 1. Social networking such as Facebook, blogs
 2. Much information to manage about your company
- i. Getting it wrong: poor management communication (ppt 2-17)
 - i. Blunders such as need-to-know basis
 - ii. Last minute delegating of high-risk projects
 - iii. Making decisions with little or no input
 - iv. Focus on the customer
 - v. Engage employees in business
 - vi. Improve managerial communication
 - vii. Manage change effectively
 - viii. Measure performance of communication programs
 - ix. Establish a strong employee brand
- j. Communication in international business activities (ppt 2-18)

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- i. Verbal and non-verbal communication changes with international business
 - ii. Learn the culture
 - iii. Write and speak clearly
 - iv. Avoid slang
- k. Summary ([ppt 1-](#))
- l. For review ([ppt 1-](#))

Chapter 2: Communication Skills

Class Activities and Sample Assignments

1. Read chapter two (LO 1-5)
2. Provide each student with a note card and ask them to write an emotion on the note card. Mix them up, and put into separate hats. Then divide the class into groups of five or six, and ask each person to draw an emotion. Taking turns, show that emotion and have the rest of the group guess and discuss the emotion they are trying to show. (LO 4, 5)
3. Ask students to get into groups of four or five. Have a sculpture out of Play-Doh made. Then have one person from each group look at the sculpture and try to describe it to teammates. (If you have Play-Doh, you can actually have them try to make the same thing.) (LO 4, 5)
4. Ask students to sit in a circle in groups of four or five. Have one person start a drawing of their choice, and after a minute they must pass the drawing to their team member, who has to add to the drawing. Do this until everyone has a chance, then discuss how perception and experiences can relate to the way we communicate. (LO 4, 5)
5. Have students line up by their birthday, and ask them to do this only using body language. Once they are lined up, ask them to list off their birthday to see if they got the right order. (LO 4, 5)
6. Ask students to discuss the elements of perception. What creates our perception? Then ask them to discuss a situation where their initial perception about a situation or person was wrong. (LO 3, 4)
7. Ask students if they have ever had to communicate with a person who was speaking English, but had a strong accent. What challenges to communication present themselves in this situation? How can you remedy it? (LO 3, 4)
8. Ask students why managers should have good communication skills. What is the result if they don't? Have you ever experienced this? (LO 3, 4)
9. Ask students to write an autobiography on things that formed their perception. It could be things such as the town they grew up in or their religion. Students with an awareness of their own perceptions tend to be better communicators! (LO 3, 4)

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10. Ask students to practice active listening. Have them get into pairs and one person starts with a story. The other person uses active listening techniques to check for understanding, then they switch roles. Then lead a discussion on how challenging it can be to be an active listener, and strategies we can use to get better at it. (LO 3, 4)

Discussion Questions for Online/Hybrid Classes

1. Ask students to discuss a situation where a manager did not communicate well. What were the results? (LO 1, 2)
2. What part do perceptions play in our communications with others? Has a perception ever negatively affected a communication with someone? (LO 1, 2)
3. What are the results of a misunderstood e-mail? (LO 3, 4)
4. Have you ever had someone misunderstand a written communication (such as a text or email)? What was the situation, and what could have been done different to ensure better understanding? (LO 3, 4)
5. This chapter discusses the value of e-mail to our workplaces. Do you see any downsides to e-mail communication? (LO 3, 4)
6. What are the advantages to the grapevine in the workplace? What are the disadvantages? (LO 2, 3)
7. How does paralanguage vary depending on where someone lives? Discuss specific examples. (LO 2, 3)
8. What happens if a sender and a receiver are exchanging messages, but the receiver doesn't have the technical know-how to understand the message? How would you know this and how can you remedy it? (LO 3, 4)
9. How can you practice active listening skills? (LO 3, 4)
10. Do men and women communicate differently? In what way? How can knowing this help us in our relationships both at work and in our personal life? (LO 3, 4)

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Lecture Links

Lecture Link 2-1: Are you saying what you mean to say?

(LO 3, 4)

Non-verbal messages play a big role in communication. A classic study found that only about 7% of emotional meaning is communicated verbally; the other 93% is communicated nonverbally. In other words, your impression of someone's emotions, such as anger, happiness or fear, is formed more strongly from that person's tone of voice, facial expression or other non-verbal means than from the words the person uses.

Managers have to be careful that their verbal and non-verbal signals are consistent and do not give the wrong impression. Moreover, managers can obtain information from the non-verbal signals of others.

Basically, non-verbal signals, which can send positive or negative information, fall into seven categories:

1. **Voice signals.** Emphasis on certain words, pauses or tone of voice. For example, you can say "Nice job, Evans," in such a way that it's actually sarcastic and a put down.
2. **Body signals.** Slumped posture, clenched fist or the act of kicking a piece of equipment.
3. **Facial signals.** Smile, frown, raised eyebrow or degree of eye contact. Even the direction of one's eyebrows can significantly change the emotion conveyed.
4. **Object signals.** Office furniture, such as desks or chairs or carpet; plaques and awards on the wall; or clothing or jewelry worn. For example, a messy desk can send a message that the person is really busy or has a challenge being organized.
5. **Space signals.** Huddling close, being distant or sitting beside someone. The interpretation of space signals can be heavily influenced by cultural norms.
6. **Time signals.** Being on time, being available or saving time.
7. **Touching signals.** Shaking hands, sympathetic pat on the back or touching someone to gain attention.

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Lecture Link 2-2: E-mail Etiquette (LO 3, 4)

The most-used Internet application by volume is e-mail. Although e-mail has become a necessary part of our modern lives, it is often misused.

In your early education, you were taught how to write a letter. You learned how to write business and casual headings and salutations, state your purpose, make a request, ask for a response and wrap it up with “Sincerely yours.”

But an e-mail is not a letter, and the days of graceful formal communication are fading away. Short communications are in; “yours truly” is out. Some e-mail guidelines to keep in mind:

Keep It Short. Short e-mails get attention. If you receive an e-mail that’s several pages long, you have to make some decisions: Do I have time to handle this now? Is it important enough to come back to? If the answer is “no,” that e-mail won’t be read, no matter how carefully written. Supporting material can be sent as an attachment, but give the reader a clear, concise message in the e-mail body.

Keep It in Context. Our inboxes are flooded with dozens of legitimate messages each day, not to mention the mountains of spam that may or may not get through spam filters. When you send a message to someone you don’t usually communicate with, include some mention of your identity. “I met you at the conference last week” or “Jim suggested I contact you regarding this issue.” If you are responding to an earlier message, include the previous thread. Nothing is as confusing as an e-mail saying, “What do you mean?” or “Not really” when you have no idea what you’re supposed to understand.

Give It a Subject. The subject line is there for a reason. It tells your recipients what you want to communicate. Some very important e-mails get overlooked with blank subject lines or topics like “Important” or “RE: RE: RE: RE: RE:” If the topic changes, change the subject line. Remember that on the recipients’ screens, your subject competes with a large number of others for their attention.

Keep the Thread. Some e-mail users routinely trim everything out of the body e-mail except their replies. Don’t do this. For example, if you are responding to a request for an opinion, don’t just say “I agree” and cut out the thread. Let your reader browse through the background for your response. A slightly longer e-mail isn’t going to bog down the server; the thousands of spam messages are doing that just fine.

Make Your Requests Clear. You should set your requests apart from the rest of the message by trimming them down to one sentence or a series of bullet points. Close-ended questions (yes or no) are more readily answered. Open-ended questions can get long and involved, and reduce the likelihood that you’ll get a reply.

Don’t Be Afraid of Deadlines. If you need the information by Friday, let the reader know. Then if they see that they can’t meet the timetable, they can let you know in time so you can find another source. If you’ve requested something that has not been delivered, it is acceptable to send a cordially-worded reminder. But just one. Daily

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reminders suggest to recipients that they're being bossed around. They may be too busy, away on vacation or actually working on your last request.

Remember to Say “Thank You.” Not only is it polite, but it also lets the sender know you've received the message and gives the subject closure. Remember, you'll probably need their good will at some time in the future.

Lecture link 2-3: The Office Grapevine (LO 2, 3)

The office grapevine, as this chapter discussed, is something that develops informally in an organization. The grapevine can result in shared hobbies, hometowns and social relationships. Think of it as a “who knows who” communication channel. Most of the time, the grapevine does not follow the formal organizational structure and hierarchy. Grapevines, though, aren't always a bad thing. Grapevines serve an important communication purpose for managers. It can get informal information across and, at the same time, squash any misinformation that may be discussed.

There are three important aspects of the grapevine that managers should understand:

Control: The grapevine is not controlled by management. It is usually controlled by employees; hence, sometimes it is not accurate.

Perception of Reliability: Often times, employees perceive the information more reliable than the information they receive from management. Therefore, having formal channels of communication, such as company blogs, is an important complement

Interest-Serving: Grapevines sometimes serve an individual's purpose. A rumor can be started that benefits a particular individual or department

Awareness by management on how the grapevine is used in their organizations, using it to dispel myths and even pass along good news, can make it a valuable compliment to the formal communication channels.ⁱ

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Video Notes

VIDEO “Pike Place Fish Market” (14:45)

By stressing coaching techniques at all levels, this video discusses the importance of communication in business success.

Bonus Internet Exercises

Bonus Internet Exercise 2-1: Text Messaging Etiquette (LO 3)

Go to Google or Bing, do a search of text message etiquette and read the related information. Then answer the following questions.

1. In what situations would it be considered rude to be sending text messages?
2. When is it not appropriate to send a text message and use another form of communication instead?
3. What do the articles say about the number of text messages that should be sent, and the time of day they should or shouldn't be sent?
4. What are your personal pet peeves about text messaging? When someone does this, do you communicate with them that it bothers you?

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Bonus Internet Exercise 2-2: Rethinking Gender-Neutral Language (LO 2, 5)

Many terms that have been in the language for some time still retain a masculine identity. In today's world, we should try to be gender neutral in the language that we use. Using Google or Bing, do a search for the following words to find a more gender-neutral word.

1. Man-hours
2. Spokesman
3. Watchman
4. Foreman
5. Salesman
6. Freshman
7. Manpower
8. Repairman
9. Policeman
10. Congressman

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Bonus Internet Exercise 2-3: International Body Language (LO 5)

As we know, body language is an important aspect to all of our communications. But what if body language can be different from country to country? To learn more about body language overseas, do a Google or a Bing search for international body language. Read the articles and answer the questions.

1. In what places would it be considered rude to point the bottom of your foot toward someone?
2. What can a thumbs up sign mean in other countries?
3. Where you do want to make sure to sit in the front seat of a cab?
4. Where does tugging on an earlobe suggest remorse?
5. What is the normal distance that Americans stand from each other? Do people in the UK like more or less space?
6. In which countries would you not want to make direct eye contact?

Notes on Bonus Internet Exercise 2-3

1. The foot is considered the lowest place in most Middle Eastern countries, so trying to avoid crossing a leg with the foot up is proper.
2. The thumbs up sign in other countries can mean something bad.
3. In Australia, since everyone is equal, it would be considered rude to sit in the back seat.
4. In India, tugging on an earlobe means remorse.
5. Americans stand about 19 inches away, while Europeans tend to stand 24 inches away.
6. Making direct eye contact in Japan would be considered rude.

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Bonus Critical Thinking Exercises

Critical Thinking Exercise 2-1: One word, many meanings (LO 2, 3)

Imprecise language can be a significant barrier to effective communication, especially when English is a second language. Many words in our language have multiple meanings. The receiver of the message may assign a completely different meaning than the one intended by the sender.

Consider the word “run” and identify its many meanings. In the space below, write a sentence using the word “run” with each of its many meanings.

RUN:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Critical Thinking Exercise 2-2: Rate your listening ability (LO 4)

For each of the listening habits given below, rate yourself from 1 (almost never) to 10 (almost always). Consider a rating of a 5 to be “sometimes.”

- _____ Faking attention – pretending to be interested when you’re really not.
- _____ Being passive – not asking questions or trying to obtain clarifications even when you don’t understand.
- _____ Listening mainly to what a speaker says rather than his or her feelings.
- _____ Allowing yourself to be easily distracted.
- _____ Not being aware of the speaker’s facial expressions or non-verbal behavior.
- _____ Tuning out material that is too complex or contrary to your own opinion.
- _____ Drawing conclusions – having your mind made up before hearing the speaker’s full line of reasoning.
- _____ Allowing yourself to daydream or wander mentally.
- _____ Feeling restless, impatient or eager to end the conversation.
- _____ Interrupting the speaker – taking over the conversation to get in your own side of things

Scoring:

- 0 - 49 = far below average
- 40 - 59 = below average
- 60 - 69 = average
- 70 - 79 = good
- 80 - 89 = very good
- 90 - 100 = exceptional

Source: Based on Donald C. Mosley, Leon C. Megginson, and Paul H. Pietri, *Supervisory Management*, 6th ed. (Cincinnati, OH: Thomson/South, 2005.)

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Critical Thinking Exercise 2-3: Choosing a Communication Method (LO 3, 4, 5)

For each task, determine the communication delivery method (channel) that you feel is most appropriate and least appropriate and explain why.

1. It is Thursday morning. You must notify your associates that your weekly Monday 8:00 a.m. staff meeting with them will be postponed until Wednesday at 8:00 a.m.
2. You must tell a first-year associate that, because of other employee vacation requests, you cannot give her the seven consecutive vacation days she requested.
3. Earlier in the day you attended a meeting of company managers and supervisors that outlined the company's new health plan coverage. You were given copies of the five-page plan and asked to distribute the new plan's details to your employees, explaining the 15% premium increase.
4. You express appreciation to one of your members, who worked overtime yesterday to help resolve an important customer problem.
5. You ask one of your team members to mentor and help train a new hire in your department.
6. You remind each employee that the company blood drive is being held tomorrow.
7. Rumors have circulated that the company may be bought by a large retailer, such as Kohl's. You just attended a meeting conducted by your own manager who said that top management has absolutely denied that your company is for sale. You must communicate what you have been told to each employee.

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Bonus Cases

Bonus Case 2-1: MTV in China (LO 5)

MTV has had tremendous influence on the music, style, innovation and attitude of the teenage and 20-plus age population. Imagine bringing MTV's marketing power to China, the most populous nation on earth, a country with not only emerging economic potential but also increasing demand among its young people. Viacom, the owner of MTV, envisions such a future and has entrusted Li Yifei, president of MTV Networks China, to make it happen.

Viacom's chief executive chose Li Yifei for the job because of what she called the three Cs: character, competence and commitment. Li added one more C: Chinese. Li brings an interesting background and credentials to the job. A native of Beijing (China's capital city), Li was a national champion in tai chi (a form of martial arts) at age 13 and a supporting actor in China's first action movie. She earned the opportunity to attend the most elite foreign-language university in Beijing. At age 21, she left China to come to the United States, after receiving a scholarship to attend Baylor University in Waco, Texas. Li earned a Master's degree in political science at Baylor and also observed firsthand the differences between U.S. and Chinese culture.

After graduation, she was one of 40 students selected for a prestigious internship at the United Nations. There she had the opportunity to produce the television program *U.N. Calling Asia*. After deciding that diplomacy was not her career calling, Li became manager of the Beijing office of Burson-Marsteller, a large public relations company. She assisted the firm's clients in business dealings with the Chinese bureaucracy, helped handle complicated paperwork the government required, and assisted with cultural details involved with trade contacts of all kinds. Her work caught the eye of Viacom, and she was hired as the general manager of MTV Networks China in 1999.

To call her job a challenge would be an understatement. With a population of 1.3 billion and an emerging middle class, China is projected to be the second-largest advertising market in the world over the next 10 years. However, China is not really just one market. It's fragmented into many local and cable stations and has a state-owned TV network, making the Chinese system very complex. Li is in charge of bringing everything together.

To add to this challenge, Li must adapt her management style to fit the Chinese culture. Traditional media regulators in China are very conservative and not typically concerned with program ratings (as regulators are in the United States). They are not receptive to broadcasting attractive, sometimes scantily clad "VJs" who work for a foreign network. When dealing with her mostly male Chinese business associates, Li reins in her usual straightforward, confident business style, since Chinese culture expects a woman to be soft and humble when conducting business. Li also knows it's easier to gain access to markets in China if you have the support of a Chinese partner.

With this understanding of Chinese culture, Li has created a win-win situation for Viacom and China. She has persuaded more than 300 Chinese cities to carry MTV

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programming and convinced CCTV, China's state-owned national TV network, to co-produce the Chinese version of the MTV awards. She has also been instrumental in helping Viacom lay plans for a 24-hour MTV China channel through a partnership with Beijing Television.

Li Yifei is a strong example of an emerging global businessperson – a person who speaks different languages, understands cultural and economic differences, and visualizes the vast potential and challenges of global markets. *Fortune* magazine has named her one of its “25 Rising Stars of the Next Generation of Global Leaders.” Li places great value on her time spent in the United States and strongly believes that people from different cultures can have an effective dialogue. Her dream and the mission of Viacom, she says, is to narrow the cultural divide: “I strongly believe that different cultures can have effective dialogue as long as we have tolerance. It's a matter of attitude.”

Discussion questions

1. Do you think a female manager such as Li Yifei would be as successful in another industry, such as manufacturing?
2. Why do you think Li has been successful in a male-oriented society such as China?
3. If you were Li's boss at MTV, would you offer her a promotion? If so, what position in the company would you recommend? Why?

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Bonus Case 2-2: Are Miscommunications New York City's fault? (LO 3, 4, 5)

In July 2008, New York City Mayor Michael Bloomberg signed an executive order to require every city agency to provide interpreters, translated documentations and other language help to people who speak little or no English. The order was to help the large immigrant population to navigate a complex bureaucratic system.

This promise, however, has fallen short. Many city agencies do not provide interpreters, even upon request, and signs and forms in multiple languages, in some agencies, are non-existent.

According to these agencies, the executive order occurred but extra budgets to implement these services did not. As a result, 12 people have filed lawsuits against the City of New York after numerous requests for client interpreters didn't happen.

For example, Mercedes Cruz, an immigrant from Honduras, is one of the plaintiffs in the lawsuit. She claims she visited Human Resources Administration to apply for food stamps more than 20 times in two years, and an interpreter was not provided, even after her lawyer wrote a letter requesting one. Her son served as her interpreter, and only after many months did she receive food stamps.

The Human Resource Administration office contends that finding interpreters is not the agency's job, but the cities job since this executive order was passedⁱⁱ.

Discussion Questions

1. Do you think cities should be held accountable for providing these sorts of communication tools to immigrants?
2. If these tools are not provided, what are other options for immigrants to communicate in this system?

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Bonus Case 2-3: E-mail and text message monitoring, justified? (LO 2, 3, 4)

In June 2010, the U.S. Supreme Court unanimously held that a public employer's search of an employee's text messages were reasonable, and do not violate employee's constitutional rights.

Since 1999, the City of Ontario in California had a written policy that restricted the use of city-owned computers and cell phonesⁱⁱⁱ. The policy stated that the city has a right to monitor and log all online activity, if using city technology. In 2001, the city provided phones to its SWAT teams, so they could quickly communicate in case of emergency. When the phones were issued, a monthly character count limit was discussed and a reminder that the city considers text messages as e-mail and falls under the earlier policy of the city on use of technology.

When some of the members were going over their word count limits, the city decided to review the messages being sent, to see if perhaps the word count allotted was not enough. One of those members was Sgt. Quon. It was determined that Quon sent 456 messages, of which 57 were work related. The others sent were sexually explicit, meant for his wife, a female co-worker and another officer.

When Quon learned that this had occurred, he filed a lawsuit against the City, as well as the wireless company that had provided the messages to the City. He said he had a reasonable expectation of privacy and the City's search was unreasonable. The U.S. Supreme Court disagreed. The Court found that the search was for work purposes, only spanned a two-month period and as a result, was found to be reasonable and lawful.

Discussion Questions

1. What does this situation tell us about using work technology for personal use?
2. Do you agree with the U.S. Supreme Court's decision? Why or why not?
3. What are some things managers can do to ensure this type of situation doesn't occur at work? Brainstorm a list; include strengths and weaknesses for each.
4. What managerial challenges do you see as a result of technology?

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Study Alert Notes

1. Why are communication skills so critical to a manager's success?

Communication skills are everything in management. A manager has to be able to communicate what needs to be done, how it should be done and receive feedback from employees. A manager who lacks good communication skills can be seen as a micromanager or an absent manager, both of which can create morale issues in the workplace.

2. Stop and consider your body language right now—your posture and your facial expression. What non-verbal messages are you sending?

Since 93% of our communication is body language, it is important to recognize the body language cues we are sending to our loved ones and our colleagues. Having an awareness of what message we are sending can help us get better at filtering our communication, if necessary.

3. Examine your work e-mails from the last month. How many of them were truly effective in contributing to your productivity in your job?

Often times, because of CCs and BCCs, we end up with more e-mail than we really need! Ending up with too much e-mail can ultimately make decrease productivity.

A great discussion can also be had here on the amount of time that is wasted at work on the Internet, e-mail and text messages. Ask students if they feel there is an ethical issue in sending emails from work.

4. Does your company have a blog on its website? How about a Facebook page? Do you use Twitter? If these tools form a part of your company's communication strategy, research and document how each one contributes to your overall strategic plan. If your company doesn't use any of these tools, write a proposal showing your manager why they should be applied.

Make the point here that companies need to utilize technology as part of the communication channel. Many companies prefer to hold meetings, which can be very expensive and not the best use of time. Use of tools like Facebook can mitigate negative grapevine issues and also help keep employees up to date. Unlike the traditional newsletter, use of technology can not only make communication better, but can be changed quickly as situations change.

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End of Chapter Material Notes

Think and Discuss

1. Provide four reasons why effective communication is an important management skill.

As managers, we need to be concerned about employee motivation, employee relationships, delegation and giving feedback to employees. All of these things get done through communication. In fact, most of what a manager does is through communication.

2. What is active listening?

Active listening means to repeat what the speaker is saying to check for understanding.

3. Describe some ways the grapevine can be used effectively in organizations.

It can be used to communicate informally and dispel myths.

4. Provide four examples of poor management communication.

5. Discuss why social media tools have such an important role to play.

Today people are very wired, and providing information that is quickly and easily accessible is key to making sure employees know what they need to know.

6. Why is the ability to communicate across cultures so important?

Much business is done overseas, and understanding language barriers and non-verbal communication is important to making sure we don't offend or upset our counterparts overseas.

Internet in Action

1. National Communication Association

- a. What is the stated purpose of the organizational communication division?

To achieve greater communication in organizations through various means.

- b. Follow the resources link, and explain what a "community of practice" is.

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A community of practice is formed by people to collectively learn together. Usually it is a group of people who share a concern or passion for something they do and learn how to do it better so they can practice it.

- c. Provide an example of a community of practice in a business environment.

Toastmasters, rotary or chamber of commerce would be examples. Many associations, such as the American Management Association, would also be considered communities of practice.

- d. How would a business manager make use of the resources offered by this association?

Business should be about constantly learning and networking, and by joining these groups both can happen. People can bounce ideas off each other and engage in discussion that may not happen otherwise.

2. Toastmasters

- a. What is Toastmasters International, and how did it start?

It started in 1924 to help people become more confident in front of an audience.

- b. What are the vision and mission of Toastmasters International?

Mission:

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality. Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening, and thinking – vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind. It is basic to this mission that Toastmasters International continually expand its worldwide network of member clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.

Vision:

Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, and find the courage to change.

- c. Read the “Top 10 Tips for Public Speaking,” and select the three tips that you found most useful.

This will vary, but the ten tips are: know your material, practice, know the audience, know the room, relax, visualize yourself giving a speech, realize that people want you to succeed, don't apologize, concentrate on the message and gain experience.

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- d. Would you ever consider joining the Toastmasters program? Why or why not?

Answers will vary, but point out that most people in the room will likely become a manager at one point, and learning how to speak in public is the key to good management.

Team in Action

1. Communicating Management Policy

In this exercise, you can have the class “vote” on which team gave the best and best communicated policy change, and offer a “prize” as a reward to the winning team. Consider making this a longer exercise or even a written assignment in teams.

2. The Gossip Game

1. How distorted was the final version of the phrase when compared to the original?

Most likely, the phrase will be pretty distorted. Use this as a learning tool by asking people in what ways messages can get distorted. Perception, listening skills and body language can all distort messages.

2. What would the likely consequences be if this were an important business communication?

Something may not get done right, on time or the customer needs may not be met.

3. How can you prevent this kind of communication from happening at work?

Always ask for clarity, talk in person if a message has a chance of being distorted or missed via e-mail or text message.

Critical Thinking

1. The Secret of BMWs Success
2. A Breakdown in Communication

1. How is communication “across divisions and silos” different from communication “up and down the hierarchy”?

Workers are more apt to contribute to the process when they see the latitude and longitude of their ideas and passion for their work meshed with other workers, who can help build alliances for change.

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2. Define the term *boundaryless corporation*. You may want to do some research on Jack Welch and General Electric here.

Jack Welch took an old, stodgy, multilayered company, General Electric, and dismantled it, creating a new, flatter company. This structure tries to get people to move faster, take risks, grow and work as teams, so that new results can be achieved. As Welch went through the company's management structure, he sometimes found nine layers between someone on the factory floor and the leader of the business. As he instituted his new model, he found new types of leaders. He titled them:

Type I: A believer in teams and informality, a coach rather than a boss, who could produce the numbers.

Type II: Someone who didn't believe in team, who sat on people and didn't produce results.

Type III: Someone who believed in value but was uneven in delivering.

Type IV: A person of high intelligence, who produces numbers through terror and intimidation.

Jack Welch formed his new business model with Type I people. He led the company to new ways of achieving results, investing in this boundary-less model that brought the decision making to the workers who could produce results. Left behind was the slow, layered system that rewarded control and power rather than productivity and results.

3. If human networks "speed knowledge laterally through companies faster and better than old organizational models can," and employees are "encouraged from their first day on the job to build a network or web of personal ties to speed problem solving and innovation," how does BMW ensure that the right decisions are made?

The company believes in the people it hires and the informal process it fosters so much that it trusts that the outcome will be a byproduct of the structure. Finding the right people is more important than rigid structures; high-level talent improperly managed will not give extraordinary results.

4. Formal structures decide who to blame; informal structures decide how to get things done. What are the implications of this philosophy for a BMW manager?

The implications are primarily that the system perpetuates results. Using people means doing just that – letting ideas and talent take over. This can produce hundreds and thousands of ideas rather than the slow, less creative process that does not often produce results.

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2. A Breakdown in Communication

1. Summarize the work styles of the three key players here, and show how the differences contributed to the apparent communication breakdown.

David Walker just wants to be able to get his work done without worrying about how others are getting along. His strong work ethic and adherence to deadlines are an important part of his personality. Susan Emson has a good work ethic as a result of her upbringing. However, she feels that her hard work has only added more work on her plate, and it was not rewarded by increased pay. Ramya Kumar does excellent work at legal briefs and affidavits, but is somewhat disorganized when it comes to paperwork. Kumar feels that Emson is not supporting her as well as some of the other assistants.

Both Emson and Kumar should have had a discussion about work-styles before they starting working together. Some efforts to getting to know each other and building camaraderie would have helped as well.

2. What could David Walker have done differently to prevent this from happening?

Walker could have addressed this situation earlier as well, before it goes too out of hand.

3. Is there room for a compromise solution here? Why or why not?

Yes, but only if the two people involved can let go of the past and move on to work together.

4. What should David Walker do now?

He should be sure that Kumar and Emson talk with each other, even acting as the mediator in this situation. If too much damage to the relationship has been done, Walker may want to consider reassigning Kumar.

3. Better health care through communication

1. Why would Fairview want employees to “take a greater role in assessing and using their benefits”?

Because employees that “buy into” the benefits offered tend to be happier and more motivated employees. Also, because everyone’s life situation is different, it makes sense to do this.

2. How important was the initial workplace assessment to the success of the communication campaign? What do you think would have happened if it had skipped that step of the process?

This initial assessment was critical to communicate what needed to be done. It showed

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follow though by the management when the communication campaign followed the assessment.

3. Which message do you think carried the greater impact for employees—that Fairview was working to control costs or that the company was responding to requests for greater choice in benefit options? Explain your answer.

Most people care about “what’s in it for them,” so it is likely the most impact was requests for greater choices. All companies are trying to control costs, so communicating this may have resulted in eye rolling by the employees. But to see they may have better choices can create not only motivation, but staying power as well.

4. What do you think was the most successful element of the communication campaign? Why?

You will likely see varied answers here. Use a flip chart or a white board to have students write their answers and discuss.

ⁱ Rothbauer-Wanish, Heather. “Three Characteristics of the Grapevine,” *Business Management*, Accessed July 6, 2010 from

http://businessmanagement.suite101.com/article.cfm/three_characteristics_of_the_grapevine

ⁱⁱ Santos, Fernanda, “Language Help for City’s Immigrants Falls Short,” *The New York Times*, Accessed July 6, 2010 from http://www.nytimes.com/2010/07/07/nyregion/07translate.html?pagewanted=1&_r=1

ⁱⁱⁱ Fisher and Phillips, LLP, “Supreme Court recognizes right of public employers to search electronic communications,” *Association of Corporate Council*, Accessed July 7, 2010 from <http://www.lexology.com/library/detail.aspx?g=df92b209-0ab0-4baa-8551-02e7b1ffcbbd2>