

Chapter 2—Focusing on Interpersonal and Group Communication

TRUE/FALSE

1. According to Maslow's hierarchy of needs, people generally satisfy lower level needs before they move on to higher level needs.

ANS: T PTS: 1 DIF: Fact REF: p. 44
OBJ: 2-1 NAT: AACSB Communication: Theory

2. When a confidant shows that he or she can be trusted, it leads to an expansion of the open area of the Johari Window.

ANS: T PTS: 1 DIF: Fact REF: p. 45
OBJ: 2-1 NAT: AACSB Communication: Theory

3. According to the situational leadership model, a leader who listens, communicates, recognizes, and encourages is demonstrating directive behavior.

ANS: F PTS: 1 DIF: Fact REF: p. 46
OBJ: 2-1 NAT: AACSB Communication: Theory|AACSB Communication: Strategy

4. In the traditional Japanese culture, business people consider direct eye contact disrespectful or aggressive.

ANS: T PTS: 1 DIF: Fact REF: p. 50
OBJ: 2-2 | 2-Strategic Force: Cultural Differences
NAT: AACSB Diversity|AACSB Communication: Interpersonal

5. People constantly send meaning through kinesic communication which is expressed by nonverbal behavior.

ANS: T PTS: 1 DIF: Fact REF: p. 48
OBJ: 2-2 NAT: AACSB Communication: Theory|AACSB Communication: Interpersonal

6. Lilly is told by her supervisor that she is doing a good job while his body language suggests he is distracted and in a hurry; she will tend to believe the verbal message more than the nonverbal.

ANS: F PTS: 1 DIF: Application REF: p. 49
OBJ: 2-2 NAT: AACSB Communication: Theory|AACSB Communication: Interpersonal

7. The comment “I have never heard you speak so well” may be perceived by listeners as containing a negative metacommunication.

ANS: T PTS: 1 DIF: Application REF: p. 47-48
OBJ: 2-2 NAT: AACSB Communication: Theory|AACSB Communication: Interpersonal

8. A manager who constantly emphasizes punctuality to subordinates arrives late to meetings. The nonverbal message will be more strongly believed by the subordinates.

ANS: T PTS: 1 DIF: Application REF: p. 49
OBJ: 2-2 NAT: AACSB Communication: Theory|AACSB Communication: Interpersonal

9. Empathetic listening is enhanced when the participants exhibit trust and friendship.

ANS: T PTS: 1 DIF: Application REF: p. 53
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

10. Performance appraisal interviews between supervisors and employees frequently combine listening intensively and empathetic listening.

ANS: T PTS: 1 DIF: Application REF: p. 54
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

11. A student who is listening to instructions for a homework assignment should be using casual listening skills.

ANS: F PTS: 1 DIF: Application REF: p. 52-53
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

12. Listening commonly consumes more of a business employee's time than reading, writing, and speaking combined.

ANS: T PTS: 1 DIF: Fact REF: p. 51
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

13. Effective listening involves observing nonverbal communication as well as hearing the verbal message.

ANS: T PTS: 1 DIF: Fact REF: p. 52
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

14. The terms *role* and *status* are used interchangeably to indicate the part people play in the organization.

ANS: F PTS: 1 DIF: Fact REF: p. 60
OBJ: 2-4 NAT: AACSB Teams

15. Kelly, who is on Team A, constantly complains and criticizes her team members; she is playing the role of detractor.

ANS: T PTS: 1 DIF: Application REF: p. 60
OBJ: 2-4 NAT: AACSB Teams

16. In a flat organization structure, communicating among the cross-disciplinary teams becomes more important than upward and downward communication.

ANS: T PTS: 1 DIF: Application REF: p. 57
OBJ: 2-4 NAT: AACSB Teams

17. While research has not determined the optimal number of members for effective group work, an odd number offers some advantage.

ANS: T PTS: 1 DIF: Fact REF: p. 59
OBJ: 2-4 NAT: AACSB Teams

18. A task force is an example of a long-standing team or group.

ANS: F PTS: 1 DIF: Fact REF: p. 60
OBJ: 2-4 NAT: AACSB Teams

19. Major distinctions between a group and a team are the members' cooperative attitude and level of commitment.

ANS: T PTS: 1 DIF: Fact REF: p. 60
OBJ: 2-4 NAT: AACSB Teams

20. Given enough time, all groups advance through the four stages of team development that include forming, storming, norming, and performing.

ANS: F PTS: 1 DIF: Application REF: p. 61-62
OBJ: 2-4 NAT: AACSB Teams | AACSB Communication: Interpersonal

21. Despite the growth in popularity of electronic meetings, face-to-face meetings continue to be the most-used meeting format in most organizations.

ANS: T PTS: 1 DIF: Fact REF: p. 63
OBJ: 2-5 NAT: AACSB Communication: Meetings|AACSB Technology

22. Electronic meetings are preferred to face-to-face meetings when group efforts are just beginning and members are trying to build group values.

ANS: F PTS: 1 DIF: Fact REF: p. 64
OBJ: 2-5 NAT: AACSB Communication: Meetings|AACSB Technology

23. Using an electronic meeting process can reduce meeting time significantly.

ANS: T PTS: 1 DIF: Fact REF: p. 63-64
OBJ: 2-5 NAT: AACSB Communication: Meetings|AACSB Technology

24. The typical collaborative male communication style engenders rapport while the typical adversarial female communication style demands respect.

ANS: F PTS: 1 DIF: Fact REF: p. 65
OBJ: 2-Strategic Force | 2-Communication Styles
NAT: AACSB Communication: Interpersonal|AACSB Diversity

25. Consensus is the collective opinion of a group, even though each member may not agree with every aspect of the decision.

ANS: T PTS: 1 DIF: Fact REF: p. 67
OBJ: 2-Case Analysis
NAT: AACSB Teams|AACSB Communication: Interpersonal

MULTIPLE CHOICE

1. After earning a scholarship for your superior grades in school, you receive a congratulatory letter from the dean. This communication interaction would be considered
 - a. a negative stroke.
 - b. a positive stroke.
 - c. a Theory X incentive.
 - d. a directive behavior.

ANS: B PTS: 1 DIF: Application REF: p. 44-45
OBJ: 2-1 NAT: AACSB Communication: Theory|AACSB Communication: Interpersonal

2. Which of the following is true concerning Maslow's theory?
 - a. People are motivated to satisfy needs at various levels in no particular order.
 - b. Maslow recognized eight levels of human needs.
 - c. Most people in U.S. society have satisfied all their levels of needs.
 - d. Effective managers recognize ways to help people satisfy their needs.

ANS: D PTS: 1 DIF: Application REF: p. 44
OBJ: 2-1 NAT: AACSB Communication: Theory

3. According to Abraham Maslow, the desire to contribute through philanthropic channels is an example of satisfying
 - a. social needs.
 - b. safety needs.
 - c. self-actualizing needs.
 - d. ego needs.

ANS: C PTS: 1 DIF: Fact REF: p. 44
OBJ: 2-1 NAT: AACSB Communication: Theory

4. Which of the following is consistent with McGregor's Theory Y management style?
 - a. Workers are concerned only about satisfying lower-level needs.
 - b. Workers are motivated best by extrinsic incentives.
 - c. Management exercises strong control with little emphasis on the individual.
 - d. Management strives to balance control and individual freedom.

ANS: D PTS: 1 DIF: Fact REF: p. 46
OBJ: 2-1 NAT: AACSB Communication: Theory

5. Management exercising strong control and motivating its employees through external incentives such as a paycheck are reflective of the ____ style.
 - a. Theory X
 - b. Theory Y
 - c. Situational leadership
 - d. Total Quality Management

ANS: A PTS: 1 DIF: Application REF: p. 46
OBJ: 2-1 NAT: AACSB Communication: Theory

6. The most important message in the Johari Window theory is that
 - a. trust and openness lead to better communication between people.
 - b. there are things we don't know about ourselves that others know.
 - c. people engage in communication in hopes that the outcome may lead to mutual trust, pleasure, and psychological well-being.
 - d. decision-making power should be distributed to the people closest to the problem.

ANS: A PTS: 1 DIF: Application REF: p. 45-46
OBJ: 2-1 NAT: AACSB Communication: Theory|AACSB Communication: Interpersonal

7. As the vice-president of marketing, Aricella gives her employees freedom to make their own decisions and encourages them to express their opinions in meetings. Aricella is a
- Type A manager.
 - Type X manager.
 - Type Y manager.
 - Type Z manager.

ANS: C PTS: 1 DIF: Application REF: p. 46
OBJ: 2-1 NAT: AACSB Communication: Theory

8. Supervisor Janet tells Juan, "Don't be late for work." Janet's probable metacommunication is
- "I'm in charge here."
 - "You are frequently late for work and this is a warning."
 - "This is America, not Mexico."
 - "I know you are doing your best to be on time."

ANS: B PTS: 1 DIF: Application REF: p. 47-48
OBJ: 2-2 NAT: AACSB Communication: Interpersonal|AACSB Communication: Theory

9. Which of the following statements about nonverbal messages is **FALSE**?
- Nonverbal messages cannot be avoided.
 - Nonverbal messages may be beneficial or harmful.
 - Nonverbal messages may be intentional or unintentional.
 - Nonverbal messages are consistent across cultures.

ANS: D PTS: 1 DIF: Application REF: p. 48-51
OBJ: 2-2 NAT: AACSB Communication: Interpersonal

10. Robin, task force chair, tells team member Aaron "your proposed solution to *this* problem is great." Robin's probable metacommunication to Aaron is
- "You are the most intelligent member of this task force."
 - "Your idea is really not that good."
 - "You have previously expressed weak ideas."
 - "You have expressed consistently good ideas."

ANS: C PTS: 1 DIF: Application REF: p. 48
OBJ: 2-2 NAT: AACSB Communication: Interpersonal

11. A job applicant appears for an interview in wrinkled clothing. What nonverbal message is the interviewer most likely to receive?
- He didn't care enough to look his best.
 - He will dress better once hired.
 - He is a busy person.
 - He is not concerned about physical appearance.

ANS: A PTS: 1 DIF: Application REF: p. 49
OBJ: 2-2 NAT: AACSB Communication: Interpersonal

12. You are a U.S. businessperson who has just completed a successful agreement with a Japanese client. As a gesture of friendship, you pat the back of your Japanese client. How is he likely to react?
- Move in closer and "invade" your personal space.
 - Stiffen his body, as he considers such touching improper.

- c. Smile, looking directly into your eyes.
- d. Take both your hands in a warm handshake.

ANS: B PTS: 1 DIF: Application REF: p. 50
OBJ: 2-2 | 2-Strategic Force: Cultural Differences
NAT: AACSB Communication: Interpersonal|AACSB Diversity

13. Which of the following is NOT a bad listening habit?
- a. Faking attention
 - b. Thinking ahead
 - c. Overlistening
 - d. All are bad listening habits

ANS: B PTS: 1 DIF: Fact REF: p. 54-55
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

14. Which of the following is appropriate etiquette when listening?
- a. Restate in your own words what you think the speaker has said.
 - b. Interrupt the speaker when a misstatement is made.
 - c. Frequently break eye contact with the speaker.
 - d. None of the above are appropriate listening etiquette.

ANS: A PTS: 1 DIF: Application REF: p. 55-56
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

15. Preeti is having a business lunch with Jose to discuss the downsizing of the manufacturing plant in South America. Preeti is expecting an important call on her cell phone during the lunch and answers her phone several times. Preeti is not listening attentively to Jose most likely because of the following listening problem:
- a. Faking attention
 - b. Allowing disruptions
 - c. Overlistening
 - d. Stereotyping

ANS: B PTS: 1 DIF: Application REF: p. 54
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

16. Jakeel is a new sales representative with Sensations, Inc. He attends a regional sales meeting, followed by a reception. He converses with three new sales people and an hour later forgets their names. This is an example of the following bad listening habit:
- a. Faking attention: he pretends to listen but misses the message.
 - b. Empathetic listening: he is unable to be objective because her emotions are in the way.
 - c. Stereotyping; the speakers did not meet his standards, so he prejudged them.
 - d. Failing to observe nonverbal aids: he does not take note of the body language of the sales reps.

ANS: A PTS: 1 DIF: Application REF: p. 54-55
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

17. An ultimate requirement of listening for information is that the listener
- a. is judgmental.

- b. takes copious notes.
- c. avoids focusing on nonverbal cues.
- d. is able to separate fact from fiction and humor from seriousness.

ANS: D PTS: 1 DIF: Fact REF: p. 52-53
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

18. As a student, you are concerned with making a good grade in your economics class. However, instead of taking copious notes, you outline the major points and try to listen and watch the speaker as much as possible. What type of listening are you engaged in?
- a. Casual listening
 - b. Listening for information
 - c. Intensive listening
 - d. Empathetic listening

ANS: B PTS: 1 DIF: Application REF: p. 52-53
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

19. You are the supervisor of an employee who just learned that she did not receive the promotion she had anticipated. You call her into your office and ask her to discuss her reaction. What type of listening are you engaged in?
- a. Casual listening
 - b. Listening for information
 - c. Intensive listening
 - d. Empathetic listening

ANS: D PTS: 1 DIF: Application REF: p. 53
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

20. Which of the following facts makes listening difficult?
- a. The human ear is unable to keep up with the speech rate of most speakers.
 - b. Our minds process much faster than a speaker can talk.
 - c. The listener often thinks ahead to anticipate future points and evaluate the ideas heard.
 - d. Making written notes short circuits the listening activity.

ANS: B PTS: 1 DIF: Application REF: p. 55
OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken

21. Which of the following is a characteristic of Total Quality Management (TQM)?
- a. Decision making power is centrally controlled.
 - b. Functional or departmental boundaries are minimized.
 - c. Cross-disciplinary teams are dismantled.
 - d. Teams perform narrowly focused tasks.

ANS: B PTS: 1 DIF: Application REF: p. 56
OBJ: 2-4 NAT: AACSB Teams

22. Which of the following is **NOT** a characteristic of effective groups?
- a. Members have common goals.
 - b. Members are flexible in the roles they assume.
 - c. Members establish norms for behavior and expectations.

d. Members compete for the leadership position.

ANS: D PTS: 1 DIF: Fact REF: p. 58-59
OBJ: 2-4 NAT: AACSB Teams

23. Which of the following stages of team development is often *NOT* experienced, even in long-term teams?
- Storming
 - Performing
 - Norming
 - Brainstorming

ANS: B PTS: 1 DIF: Fact REF: p. 61-62
OBJ: 2-4 NAT: AACSB Teams

24. In Total Quality Management (TQM) programs, the emphasis is on
- distributing the decision-making power throughout the organization.
 - limiting the role of each employee in the organization.
 - increasing functional and departmental boundaries.
 - eliminating the middle management layer.

ANS: A PTS: 1 DIF: Fact REF: p. 46-47|p. 56
OBJ: 2-4 NAT: AACSB Teams

25. Which of the following describes the major difference between teams and groups?
- Members of teams generally have a higher commitment to the overall goal than do members of groups.
 - Teams are usually smaller than groups.
 - Teams do not require leaders, while groups do.
 - Teams exist indefinitely while groups exist for a limited period of time.

ANS: A PTS: 1 DIF: Application REF: p. 60
OBJ: 2-4 NAT: AACSB Teams

26. Which of the following stages of team development is marked by optimal performance levels?
- Forming
 - Norming
 - Performing
 - In an effective team, all stages are marked by peak performance

ANS: C PTS: 1 DIF: Fact REF: p. 61
OBJ: 2-4 NAT: AACSB Teams

27. Which of the following is *FALSE* concerning leadership in teams?
- Leaders are optional when an organization moves to a group concept.
 - The ability of a group leader to work toward task goals while contributing to the development of group and individual goals is often critical to group success.
 - Leadership may be shared among several participants.
 - The leader establishes norms and provides motivation for effective group activity.

ANS: A PTS: 1 DIF: Application REF: p. 59
OBJ: 2-4 NAT: AACSB Teams

28. In a team with representatives from many different departments in a company, the director of human resources keeps tension low among members. The director of human resources is fulfilling which role in the team?

- a. Facilitator
- b. Harmonizer
- c. Leader
- d. Reporter

ANS: B PTS: 1 DIF: Application REF: p. 60
OBJ: 2-4 NAT: AACSB Teams

29. Which of the following is **FALSE** concerning face-to-face meetings?
- a. Face-to-face meetings make it harder to reach consensus.
 - b. Face-to-face meetings are helpful when communicating sensitive issues.
 - c. Face-to-face meetings help establish group rapport.
 - d. Face-to-face meetings are preferred to electronic meetings when participants don't know each other.

ANS: A PTS: 1 DIF: Fact REF: p. 63-64
OBJ: 2-5 NAT: AACSB Communication: Meetings

30. You are about to conduct a formal meeting with 25 attendees in the boardroom. What guide would you use to ensure orderly communication of ideas and participation?
- a. *Building High Performance Teams*
 - b. *The APA Style Manual*
 - c. *Robert's Rules of Order*
 - d. The organizational chart

ANS: C PTS: 1 DIF: Application REF: p. 67
OBJ: 2-5 NAT: AACSB Communication: Meetings

31. Guidelines for effective meetings include
- a. limiting meeting length and frequency.
 - b. eliminating conflict.
 - c. preparing an agenda immediately following each meeting.
 - d. seeking unanimous agreement on all important issues.

ANS: A PTS: 1 DIF: Fact REF: p. 66-67
OBJ: 2-5 NAT: AACSB Communication: Meetings

32. The **MOST** important reason for teams to utilize agendas and minutes is that
- a. participants know what is expected of them and can track, follow up, and ensure implementation of decisions made in previous meetings.
 - b. written records prove to company owners that meetings aren't a waste of time.
 - c. written records clear team members of any legal challenges that may arise.
 - d. written records assure that each member participates equally.

ANS: A PTS: 1 DIF: Application REF: p. 66-67
OBJ: 2-5 NAT: AACSB Communication: Meetings

33. Which of the following is true concerning WellPoint's methods of building a service culture?
- a. Offering their website in other languages promotes communication with diverse audiences.
 - b. Associates are encouraged to focus on their own individual work rather than the overall goals of the company.
 - c. Focusing on internal services rather than community volunteering improves overall customer satisfaction.
 - d. The company focuses its resources on the insured rather than wasting them on the

uninsured.

ANS: A PTS: 1 DIF: Application REF: p. 43|p. 68
OBJ: 1-Showcase NAT: AACSB Communication: Strategy

34. Which of the following is important for U.S. business people to remember when conducting international negotiations?
- Other cultures tend to place less emphasis on nonverbal behavior than do those from the U.S.
 - Those from Central American and Middle Eastern countries view the use of time more rigidly than do those from the U.S.
 - Negotiators from the U.S. are typically seen as passive.
 - Laws and ethics as well as customs vary considerably among countries.

ANS: D PTS: 1 DIF: Application REF: p. 50
OBJ: 2-Strategic Force: Cultural Differences
NAT: AACSB Diversity|AACSB Communication: Interpersonal

35. Studies indicate that there are gender differences in computer-mediated communication (CMC). Which of the following is **FALSE** concerning these differences?
- Women using CMC with other women develop more disclosure than do men.
 - Men using CMC with other men are more likely than women to use mild flaming.
 - Men develop more of a sense of community when using CMC than do women.
 - Men are less satisfied with the CMC experience than are women.

ANS: C PTS: 1 DIF: Fact REF: p. 65
OBJ: 2-Strategic Force | 2-Communication Styles
NAT: AACSB Diversity|AACSB Technology

SHORT ANSWER

1. Discuss the relationship of men's and women's communication styles to the Hershey/Blanchard situational leadership model.

ANS:

Men and women communicate differently. Men generally approach work tasks in a confrontational and result-oriented manner that may convey dominance. Women tend to work in a collaborative manner that is oriented toward concern for the individual. While men tend to communicate in a way that is restrictive and controlling, their adversarial male style leads to respect while the collaborative female style engenders rapport. Additionally, women often talk less and are more supportive.

Men and women often sit separately, thereby limiting cross-gender interaction. Stereotyping males as meeting leaders and women as note takers restricts optimal role assignments. All of these gender issues can hinder effective communication among people. The Hershey/ Blanchard situational leadership model does not prescribe a single leadership style, but advocates that what is appropriate in each case depends on the follower (subordinate) and the task to be performed. However, *directive behavior*, as defined in the theory is more in keeping with traditional male behavior—the leader giving detailed rules and instructions and monitoring closely that they are followed. *Supportive behavior*, in which the leader listens, communicates, and encourages, is more associated with traditional female communication patterns.

PTS: 1 DIF: Application REF: p. 46|p. 65
OBJ: 2-1 | 2-Strategic Force | 2-Communication Styles
NAT: AACSB Diversity|AACSB Communication: Interpersonal|AACSB Critical Thinking

2. Explain the increasing use of groups and teams in U.S. businesses.

ANS:

In recent years, U.S. businesses have shifted attention away from the employment of traditional organizational subunits toward the use of teams. Three main reasons for the shift are as follows:

1. Many businesses have downsized and eliminated layers of management. In a flatter organization, communication across the organizational chart becomes more important, and teams can assist with this.
2. Companies implementing TQM programs are reorganizing to distribute the decision-making power throughout the organization.
3. Companies have learned that more can be accomplished when people work cooperatively. The synergy that results in effective teams increases creativity and improves business solutions.

PTS: 1 DIF: Application REF: p. 56-57 OBJ: 2-4
NAT: AACSB Teams|AACSB Critical Thinking

3. Competition is a standard way of life in U.S. companies, both internally and externally. What happens in a company when this competitive attitude becomes a "win/lose" philosophy? How can management help develop a "win/win" philosophy toward internal competition?

ANS:

Excessive internal competition can replace the cooperation that is necessary for the success of the company. In fact this can cause communication to diminish or cease. Management can help change this internal competition by developing open communication and providing information to employees. Reward systems can also increase cooperation. The cooperative spirit can be developed if employees have an understanding and appreciation for others' importance and functions.

PTS: 1 DIF: Application REF: p. 57 OBJ: 2-4
NAT: AACSB Teams|AACSB Critical Thinking

4. In your management training classes, you have noticed that a significant number of trainees seem to be gaining little value from the sessions. Devise an activity that emphasizes how poor listening habits undermine effective communication.

ANS:

Trainees could be asked to role play the various poor listening habits and how the suggestions for effective listening could be used to overcome the poor listening habits. Role play could be recorded and critiqued by the individuals involved. Trainees could be given a checklist of poor listening habits to consider and identify those challenges that are most significant to the individual. Each person could then write a simple action plan for overcoming the bad listening habits.

PTS: 1 DIF: Application REF: p. 54-55 OBJ: 2-3
NAT: AACSB Communication: Interpersonal|AACSB Communication: Spoken|AACSB Critical Thinking

5. Describe five positive team roles. How does their presence in a team help counteract negative roles that might emerge?

ANS:

The following five team roles are essential to successful team functioning:

1. A facilitator (gatekeeper) makes sure everyone gets the chance to be heard.
2. A harmonizer keeps tensions low.
3. A recordkeeper maintains records of team events and activities.
4. A reporter interfaces between the group and external group and parties.
5. A leader assumes a directive role.

A facilitator can make sure the dominator and isolate roles do not emerge and keep digressors on track. The harmonizer can minimize the effect of a detractor. The recordkeeper can keep an airhead or free rider accountable for his/her actions. The reporter can help keep a socializer on task, and the leader can help coordinate the positive efforts of the team.

PTS: 1 DIF: Application REF: p. 59-60 OBJ: 2-4
NAT: AACSB Teams|AACSB Critical Thinking

CASE

1. Negative Metacommunications

In the past few months, Rhamel has frequently called in sick to work. He has received medical treatment for a respiratory infection, but the infection continues to reoccur. He has missed several important deadlines and his sick leave is dwindling quickly. Rhamel's supervisor has been patient and supportive through this illness, but other employees have recently been asked to handle Rhamel's work in addition to their own workload. Co-workers have started to feel resentful and this is evident in their nonverbal communication with Rhamel when he is at work. Give two examples of negative metacommunication and three examples of kinesic messages that coworkers may communicate to Rhamel that express their frustration and resentment.

ANS:

Metacommunication examples can include comments such as:

“Maybe you should go to another doctor who might solve this problem.”

“You need to take better care of yourself so that you are more resistant to sickness.”

“Maybe you could do some of your work at home when you can't come to the office.”

These kinds of statements imply criticism of Rhamel's choice of his doctor, overall level of fitness, and other important choices he has made about his work and job.

Kinesic messages from disgruntled co-workers could include the following:

Visual--frowns, avoiding eye contact, ignoring Rhamel, and not engaging in friendly conversation.

Vocal--sarcasm, unfriendly tone, terse verbal exchange of job-related information. No expressed interest in Rhamel's physical condition and prolonged illness.

PTS: 1 DIF: Application REF: p. 47-48 OBJ: 2-2
NAT: AACSB Reflective Thinking: Analysis|AACSB Communication: Theory

2. Effective Communication with Telecommuter

Sue has worked from home for four years, taking phone orders for a national catalog retailer. Sue feels unappreciated for her efforts and detached from management and coworkers. In times past, Sue's performance had been very efficient, responsible, on-time, and reliable. Lately, however, her performance has faltered. Monitors listening in to her calls find she is not selling the new additional offers, as now is required. Using the theories discussed in the chapter as a basis for comment, how would you as Sue's supervisor motivate her to higher productivity and satisfaction?

ANS:

Even if you have not done this in the past, it is never too late to use positive *stroking*; tell Sue how much you appreciate her years of service and good work. *Listen* intently to her expression of frustration--ask specifically what troubles her about selling additional offers. By paying more attention to her needs, you may make her feel more appreciated. *Empower* her to be a better salesperson by explaining the rationale for the new offers and listening to her input about them. Including her in strategy development may make her more willing to sell.

PTS: 1 DIF: Application REF: p. 44-56 OBJ: 2-1 | 2-3 | 2-4
NAT: AACSB Critical Thinking: Analysis|AACSB Communication: Theory|AACSB
Communication: Interpersonal