

Chapter 1

Business Communication Soft Skills

Introductory Exercises

1. Write five words that express what you want to do and where you want to be a year from now. Take those five words and write a paragraph that clearly articulates your responses to both “what” and “where.”
 2. Think of five words that express what you want to do and where you want to be five years from now. Share your five words with your classmates and listen to their responses. What patterns do you observe in the responses? Write a paragraph that addresses at least one observation.
 3. Define “effective business communication” in your own words.
 4. Find a (poor/excellent) example of business communication and discuss how it impacts and influences brand identity and customer relationships.
 5. Find an example of a business, organization, or company’s representation of themselves in a social media network and discuss why you “like” it or not.
 6. Selfie Exercise: Take a photo of yourself for your LinkedIn.com page, for example, that portrays a professional (or creative, or your choice of focus) image of yourself. Write a few sentences on the nonverbal cues that communicate your message goal(s).
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1.1 Getting Started

In a world where we often need to represent ourselves at a distance—via a chat or email, via a video call, or on a webcast or Zoom conference—our communication soft skills, including an understanding of ourselves, our style preferences, our strengths, weaknesses, and opportunities for improvement, are an important part of our personal and professional success.ⁱ For example, if you are on a video call and your face is in a shadow, the lighting is poor, the sound is off, and you are hard to hear, how likely is a client, or an employer, going to want to continue the conversation? Conversely, if you have good lighting and sound in your favor, then you may find your message more easily and readily received.

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

Communication is an activity, skill, and art that incorporates lessons learned across a wide spectrum of human knowledge. It's what we use to represent ourselves, our ideas, our hopes, dreams, and experiences, and it is often how we are evaluated and judged. You may have heard the expression, "You never get a second chance to make a first impression," and it holds true, but let's consider what comprises a first impression. When someone checks out your LinkedIn.com profile, what do they see? A photo? Words? Images and video? In each case what they see isn't you, but a representation of you that speaks for you in your absence. Your choice of words and phrases impacts and influences that first impression.

When you participate in a virtual job interview what do they see? They may have reviewed your resume—a written representation of you—and found you met the qualifications and offered something of interest, but now they get to meet you. What will you say, and how will you say it? Will your communication make a good first impression? Effective communication takes preparation, practice, and persistence. There are many ways to learn communication skills; the school of experience, or “hard knocks,” is one of them. But in the business environment, a “knock” (or lesson learned) may come at the expense of your credibility through a blown presentation to a client. The classroom environment, with a compilation of information and resources such as a text, can offer you a trial run where you get to try out new ideas and skills before you have to use them to communicate effectively, such as to make a sale or form a new partnership. Listening to yourself, or perhaps the comments of others, may help you reflect on new ways to present, or perceive, thoughts, ideas, and concepts. The net result is your growth; ultimately your ability to communicate in business will improve, opening more doors than you might anticipate. As you learn the material in this text, each part will contribute to the whole. The degree to which you attend to each part will ultimately help give you the skills, confidence, and preparation to use communication in furthering your career.

1.2 What Is Communication?

Learning Objectives

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

Section Outline

1.2 What Is Communication?

- Defining Communication
- Eight Essential Components of Communication
 - Source
 - Message
 - Channel
 - Receiver
 - Feedback
 - Environment
 - Context
 - Interference
- Two Models of Communication

Key Takeaway

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

Exercises

1. Draw what you think communication looks like. Share your drawing with your classmates.
2. List three environmental cues and indicate how they influence your expectations for communication. Please share your results with your classmates.
3. How does context influence your communication? Consider the language and culture people grew up with, and the role these play in communication styles.
4. If you could design the perfect date, what activities, places, and/or environmental cues would you include setting the mood? Please share your results with your classmates.
5. Observe two people talking. Describe their communication. See if you can find all eight components and provide an example for each one.
6. Find an example of a model of communication in your workplace or classroom and provide an example for all eight components.
7. Consider what you observe in terms of the informal rules on the use of your smartphone. What restrictions on its use are imposed by others and how can you tell if its use is sanctioned or discouraged? What informal rules are there on when it is acceptable to use? Share and compare with classmates.
8. Consider the difference between a telephone interview, a Skype video interview, and a face-to-face interview. How might you prepare for each communication context? Share and compare with classmates.
9. What types of interference are present in your work, home, or school environment? Create a brief list. Share and compare with classmates.

10. ePortfolio Exercise: Your ePortfolio will contain many areas of information about you, but a few to consider include: Interpersonal, Group, or Leadership Skills, Real-world Experience, Appreciation for Diversity, Technical Skills, Collaborative Nature, Initiative Skills, and Results-Oriented. Select one and develop a message with an example or evidence, and share the channels you will use/how you will represent your message.

Key Terms

1. communication

- The process of understanding and sharing meaning.ⁱⁱⁱ

2. process

- A dynamic activity that is hard to describe because it changes.^{iv}

3. understanding

- To perceive, to interpret, and to relate our perception and interpretation to what we already know.^v

4. sharing

- Doing something together with one or more other people.

5. meaning

- What we share through communication.

6. source

- Person who imagines, creates, and sends the message.

7. message

- The stimulus or meaning produced by the source for the receiver or audience.^{vi}

8. channel

- The way in which a message or messages travel between source and receiver.^{vii}

9. receiver

- Receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source.^{viii}

10. feedback

- The verbal and/or nonverbal response to a message.

11. environment

- Involves the physical and psychological aspects of the communication context.^{ix}

12. context

- Involves the setting, scene, and expectations of the individuals involved.^x

13. interference

- Anything that blocks or changes the source's intended meaning of the message.^{xi}

14. transactional

- Model of communication in which actions happen at the same time.

15. constructivist

- Model of communication focusing on the negotiated meaning, or common ground, when trying to describe communication.^{xixiii}

1.3 Your Responsibilities as a Communicator

Learning Objectives

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

Section Outline

1.3 Your Responsibilities as a Communicator

- The Communicator Is Prepared
 - The prepared communicator is organized.
 - The prepared communicator is clear.
 - The prepared communicator is concise and punctual.
- The Communicator Is Ethical
 - The ethical communicator is egalitarian.
 - The ethical communicator is respectful.
 - The ethical communicator is trustworthy.
 - The “golden rule.”

Key Takeaway

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

Exercises

1. Recall one time you felt offended or insulted in a conversation. What contributed to your perception? Please share your comments with classmates.
2. When someone lost your trust, were they able earn it back? Please share your comments with classmates.

3. Does the communicator have a responsibility to the audience? Does the audience have a responsibility to the speaker? Why or why not? Please share your comments with classmates.
4. Let's consider the context of a job interview and the role of preparation in your professional success. Identify at least one way you can prepare for a job interview in your field or career area and share it with the class.
5. Organization comes in many forms with diverse variables. How do you organize your time? Your workspace? Your work itself? How do you prioritize what you focus on now and what you set aside to complete later? Select one question and answer it with a brief response. Share and compare with classmates.
6. Consider a time when you, someone you know, or even someone featured in the media used the wrong word or phrase to communicate their thoughts and ideas. Identify the word or phrase as part of your response. What happened and were they able to correct themselves? Why is it important to choose the correct words to be clear and concise the first time? Share your example with the class.
7. Time orientations vary across cultures, but punctuality and appropriate timing is prized in business communication. Consider your chosen profession or career and the regard for punctuality. Write a brief description of time and punctuality in your profession and share with the class.
8. In your chosen profession or career area, identify a company or business and find its mission statement or code of conduct. Identify words and phrases that reflect the company's ethical values. Share and compare with classmates.
9. We display respect in many ways across cultures. How do you display respect in your culture? How do you know when someone respects you? Share and compare with classmates.

10. ePortfolio Exercise: Consider the characteristics of an effective communicator discussed in this section and identify one to feature in your ePortfolio. Provide an example or evidence of that characteristic from your past performance or accomplishments.

Key Terms

1. ethics

- Refers to a set of principles or rules for correct conduct.

2. egalitarian

- Believing in basic equality.

1.4 Self-Understanding Is Fundamental to Communication

Learning Objectives

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

1.4 Self-Understanding Is Fundamental to Communication

- Self-Concept
 - Attitudes, Beliefs, and Values

- Self-Image and Self-Esteem
- The Looking-Glass Self
- Self-Fulfilling Prophecy

Key Takeaway

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

Exercises

1. How would you describe yourself as a public speaker? Now, five, and ten years ago? Is your description the same or does it change across time? This business communication text and course can make a difference in what you might write for the category “one year from today.”
2. How does your self-concept influence your writing? Write a one- to two-page essay on this topic and discuss it with a classmate.
3. Make a list of at least three of your strongly held beliefs. What are those beliefs based on? List some facts, respected authorities, or other evidence that support them. Share your results with your class.
4. What are some of the values held by people you know? Identify a target sample size (twenty is a good number) and ask members of your family, friends, and peers about their values. Compare your results with those of your classmates.

5. Make a list of traits you share with your family members. Interview them and see if anyone else in your family has shared them. Share and compare with your classmates.
6. What does the field of psychology offer concerning the self-fulfilling prophecy? Investigate the topic and share your findings.
7. How do your expectations of customers influence how you think, act, and interact with them? Share and compare with the class.
8. As a business communicator, how would you connect self-concept with brand image when training a group of new employees?
9. Do mass media messages, including images of celebrities and their lifestyles, preferences, and actions influence you or people you know? Why or why not? Share and compare with classmates.
10. ePortfolio Exercise: How will you present your self-concept in your ePortfolio? What images, sounds, or words will you use to represent yourself? What image of yourself do you want to project and why?

Key Terms

1. awareness
 - The ability to be conscious of events and stimuli.
2. self
 - One's own sense of individuality, personal characteristics, motivations, and actions.^{xiv}
3. attitude

- Your immediate disposition toward a concept or an object.

4. beliefs

- Ideas based on our previous experiences and convictions, not necessarily based on logic or fact.

5. values

- Core concepts and ideas of what we consider good or bad, right or wrong, or what is worth sacrifice.

6. self-image

- How you see yourself, how you would describe yourself to others.

7. physical characteristics

- Eye color, hair length, height, and so forth.

8. self-esteem

- How you feel about yourself; your feelings of self-worth, self-acceptance, and self-respect.

9. self-concept

- What we perceive ourselves to be.

10. looking-glass self

- How we look to others and how they view us, treat us and interact with us to gain insight of our own identity^{xv}.

11. self-fulfilling prophecy

- Phenomenon in which someone's behavior comes to match and mirror others' expectations.

1.5 Identity and the Johari Window

Learning Objectives

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

Section Outline

1.5 Identity and the Johari Window

- self-concept and social comparisons
- cultural identities

Key Takeaway

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

Exercises

1. Examine your academic or professional résumé—or, if you don't have one, create one now. According to the dimensions of self described in this section, which dimensions contribute to your résumé? Discuss your results with your classmates.
2. How would you describe yourself in terms of the dimensions of self as shown in Figure 4.1 "Luft and Ingham's Dimensions of Self"? Discuss your thoughts with a classmate.

3. Can you think of a job or career that would be a good way for you to express yourself? Are you pursuing that job or career, and will it involve diverse cultures? Why or why not? Discuss your answer with a classmate.

4. Describe your identity with a few words for each of these categories: gender, sexual, age, racial and ethnic, physical ability, religious, social class, national, regional, and personal. Explain your choices.

5. Interview one person with questions about his or her concept of cultural identity. Share and compare with classmates.

Key Terms

1. social comparisons

- Evaluating ourselves in relation to our peers of similar status, similar characteristics, or similar qualities.^{xvi}

2. self-reflection

- A trait that allows us to adapt and change to our context or environment, to accept or reject messages, to examine our concept of ourselves, and to choose to improve.

3. internal monologue

- The self-talk of intrapersonal communication.

4. gender identity

- The cultural expectations associated with a sex.

5. perfect self identity

- Refers to the ideal person, and the associated characteristics, within a specific culture.

6. class identity

- Refers to the association of a person with a particular social class and the cultural expectations that come with it.

7. age identity

- Refers to the cultural expectations for people on how they should act, what they should look like, or other defining characteristics based on their chronological or perceived age.

8. racial and ethnic identity

- The cultural association of racial or ethnic characteristics with identity.

9. physical ability identity

- Involves cultural associations with our bodies and may overlap with other types of identities.

10. psychological identity

- Involves cultural associations with our minds, our actions, and our behaviors.

11. sexual identity

- The cultural norms associated with sex across the range of sexuality, including heterosexuality, homosexuality, and bisexuality.

12. spiritual identity

- Involves cultural norms for spirituality and religion, including religious practices.

13. national identity

- The cultural expectations associated with citizenship in a specific country.

1.6 Communication Styles

Learning Objectives

1. Recognize the importance of communication in gaining a better understanding of yourself and others.

2. Explain how communication skills help you solve problems, learn new things, and build your career.

Section Outline

1. Why Is It Important to Communicate Well?

- Communication Influences Your Thinking About Yourself and Others
- Communication Influences How You Learn
- Communication Represents You and Your Employer
- Communication Skills Are Desired by Business and Industry

Key Takeaway

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

Exercises

1. Imagine that you have been hired to make “cold calls” to ask people whether they are familiar with a new restaurant that has just opened in your neighborhood. Write a script for the phone call. Ask a classmate to co-present as you deliver the script orally in class, as if you were making a phone call to the classmate. Discuss your experience with the rest of the class.

2. Imagine you have been assigned the task of creating a job description. Identify a job, locate at least two sample job descriptions, and create one. Please present the job

description to the class and note to what degree communication skills play a role in the tasks or duties you have included.

3. Interview a business professional in your area of interest and use this class or this exercise as a lead-in to ask them how communication skills play a role in their work environment.
4. Research your career area of interest and identify key communication skills you will need to master. Create a list, and include a column that features how, where, and when you will learn more about each skill.
5. Selfie Exercise: Take several photos of yourself that portray the professional you and subject them to peer review, perhaps in class. Compare and contrast and receive feedback on which photo communicates the best you and why.
6. Profile Exercise: Browse LinkedIn.com and find a profile that works well for the person, communicating a professional image with their words, photo, and examples. Write a brief review of the profile. Share and compare with classmates.
7. Resume Exercise 1: Create your resume, focusing on a specific career goal or profession, using just one page. Carefully select words, examples, and evidence that demonstrate your skills and expertise. Communicate the professional you in words and images that represent you effectively. Share and compare in class.
8. Resume Exercise 2: How will you make your resume stand out from the rest? Here is one creative [example](https://www.microsoft.com/enus/news/download/presskits/education/docs/idc_101513.pdf), at https://www.microsoft.com/enus/news/download/presskits/education/docs/idc_101513.pdf. Consider a creative way to represent your skills and abilities in your chosen professional or career field and share with the class.

9. KPI Exercise (Key Performance Indicator): Businesses use key performance indicators to measure success. Communication skills are key to professional success. Create one KPI for your choice of career or professional field and explain why it would serve well as a key performance indicator. Share and compare in class.

10. ePortfolio Exercise: An ePortfolio (electronic or digital portfolio) represents your accomplishments with clear examples, and starts with an objective or statement about you, normally brief, clear, and concise. Write your object, purpose, or mission statement for your ePortfolio. Share and compare with classmates.

Key Terms

1. passive

- Passive communicators often appear indifferent and lack engagement, failing to express themselves, their views or perspective, or their feelings.

2. assertive

- Assertive communicators have a sense of confidence and self-worth as they share their viewpoint and feelings while respecting and listening to others. A hallmark of this communication style is balance, and it is considered healthy.

3. aggressive

- Aggressive communicators have a high sense of confidence and often insert themselves in the conversation, ignoring others and their contributions, and have a lower frequency in displays of respect, like listening.

4. submissive

- Submissive communicators are often the people-pleasers in the conversation, placing the needs of others before their own.

5. manipulative

- Manipulative communicators are calculating, controlling themselves and others, and are experts at advancing their own agendas or goals through others.

1.7 Listening and Reading for Understanding

Learning Objectives

1. Explain the importance of becoming an active listener and reader.
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Section Outline

1.7 Listening and Reading for Understanding

- Active Listening and Reading
 - When the Going Gets Tough
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Key Takeaway

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

Exercises

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

2. Select a news article and practice active reading by reading the article and summarizing each of its main points in your own words. Write a letter to the editor commenting on the article—you don't have to send it, but you may if you wish.
3. In a half-hour period of time, see if you can count how many times you are interrupted. Share and compare with your classmates.
4. Cellphone Exercise: Recall a time when you were distracted while talking on your cell/smartphone. What did you do when they asked you something? Did you cover up your distraction or ask them to repeat themselves? Share your responses with the class.
5. What is the longest period of time where you read something without interruption? What were you reading and how long was the time period? Share and compare with classmates.
6. How do members of your family demonstrate they are listening? What verb or nonverbal cues do they display? Share and compare with classmates.
7. How do you like to receive feedback from others? How do you provide feedback to others? Does listening play a role in either response? Why or why not?
8. Consider one of your most important relationships and then estimate how many minutes you communicate each day. How much of that time is spent listening?
9. We can think faster than we can speak, and when listening, our mind can run away from the conversation. How hard is it for you to focus on the conversation and to not get distracted by yourself and your thoughts?
10. ePortfolio Exercise: Listening is an essential business communication skill. How will you demonstrate your listening skills in your ePortfolio?

Key Terms

1. active listening and reading

- Focusing your attention on the message you are hearing or reading, without distractions or interruptions.

2. informational listener

- The informational listener focuses on the information in order to learn, or to use, apply, or adapt the information presented.

3. critical listener

- The critical listener focuses on the details in order to analyze, to evaluate, to find strengths and weaknesses, to perceive a trend, or to formulate a prediction or action plan.

4. empathetic listener

- The empathetic listener focuses on feelings and emotions and what led the person to express themselves in the way they did.

5. just-in-time listener

- The just-in-time listener is like a critical listener but is focused on listening to meet short-term needs or goals.

6. listening curve

- A range of listening that can go from super-aware listening to almost completely detached and not listening much at all, often associated with degree of familiarity.

1.8 Emotional Intelligence

Learning Objectives

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

Section Outline

1.8 Emotional Intelligence

- What's your IQ?
- What's your EI?
- The Four Components of Emotional Intelligence
- Exploring the Four Elements of Emotional Intelligence
 - Self-Awareness
 - Self-Management
 - Social Awareness
 - Social Management
- Conflict Management
- Coach and Mentor
- Teamwork and Collaboration
- Principles of Emotional Communication
 - Emotions Are Universal
 - Emotional Feelings and Emotional Expression Are Not the Same
 - Emotions Are Communicated Verbally and Nonverbally
 - Emotional Expression Can Be Good and Bad
 - Emotions Are Often Contagious
 - Emotional Labor Can Be Exhausting
 - Tornadoes, Volcanoes, Earthquakes, Unicorns, Rainbows, and Time Travel
 - Emotional Intelligence Self-Assessment

Key Takeaway

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

Exercises

1. Survey everyone in your class and see whether they have seen the TV show “The Big Bang Theory.” Discuss the program and how it relates to emotional intelligence.
2. Do an online search for “Emotional Intelligence Test” and select at least two. Complete them, and compare the results—were they the same, or different?
3. Create a poll using the emotional climates we’ve discussed (tornadoes, volcanoes, earthquakes, unicorns, and rainbows) and see to what degree your classmates can relate. Is one emotional climate or event more common than another? Discuss your findings.
4. What other emotional climates or terms could we consider? Emotional floods, blizzards, hurricanes, thunderstorms, windstorms, sandstorms, quicksand, frostbite, flash flood, avalanche, sinkhole, tsunami, solar flare, arctic blast, or a scorched relationship, for example? Pick one and describe what you think it might be like in your own words.
5. Select a job advertisement and analyze the specific job tasks, taking note which ones relate to emotional intelligence, self-awareness, and communication management skills. Share your findings with your classmates.

Key Terms

1. intelligence
 - The ability to learn and use knowledge and skills.

2. emotional intelligence

- Our awareness and ability to control and express our emotions as we assess and manage our interpersonal relationships judiciously and empathetically.

3. self-awareness

- Your ability to be aware of yourself, your emotional state, your strengths and weaknesses, and your realistic responses to stress in your environment.

4. emotional self-awareness

- Reading and understanding your own emotions and recognizing their influence and impact on relationships, including work performance.

5. accurate self-awareness

- Your ability to read, understand, and give yourself a realistic evaluation of your strengths and weaknesses.

6. self-confidence

- Your viewpoint, perspective, and frame of mind about how you can address your emotions and how they influence you, with a positive and strong sense of self-worth.

7. self-control

- The ability to control your impulses and emotions.

8. transparency

- An aspect of self-management, in which you maintain your standards as you address responsibilities while sharing with others.

9. adaptability

- The ability to be flexible in changing situations and contexts and overcoming obstacles. May involve both resilience and persistence.

10. achievement orientation

- The will and drive to succeed, your own internal standards of excellence, and the ability to focus on your own needs, abilities, and opportunities as well as those of others.

11. initiative

- Your readiness to seize opportunities, take action, and to make a positive contribution to your team, group, or company.

12. social awareness

- Your ability to be aware of the social context of your environment.

13. empathy

- Your ability to understand others' words and expressions, their situation and emotional state, and taking an active interest in their concerns.

14. sociological awareness

- Also referred to as organizational awareness. Your ability to perceive and act on your understanding of how people organize themselves.

15. disposition

- Also referred to as service orientation. How you recognize, and meet, others' needs.

16. social management

- Also referred to as relationship management. Your ability to maintain relationships with others at home and work.

17. conflict management

- The process of increasing the positive aspects, while reducing negative aspects of conflict by resolving disagreements and collaboratively developing resolutions through effective strategies.

18. coach

- A short term, task-oriented role that combines communication and leadership skills.

19. mentor

- Involves a longer relationship and may be organized around incremental goals.

20. teamwork

- The ability to work together towards a common vision or goal.

21. collaboration

- Working with others to produce or create something. Can include teamwork.

22. visionary leadership

- The ability to begin with the end in mind, to perceive potential, and to share the vision of the potential and end to others so that, together, they can realize the vision.

23. emotions

- A psychological and physical reaction, such as fear or anger, to stimuli that we experience as a feeling.

24. emotional labor

- Emotional labor is the intentional regulation and management of feelings and expressions during interactions, with or without customers or clients present, to meet job expectations.

25. emotional weather

- Emotional weather refers to or describes your emotional climate, or the emotional state of your relationship, and can be applied to both conflict and collaboration.

26. emotional tornado

- An emotional storm that gathers strength over time, involves everyone around in its wake, and when it touches down, devastation is the result.

27. emotional volcano

- An emotional storm that builds from deep down and gives off tremors of insult, sarcasm, or hurtful comments before exploding.

28. emotional earthquake

- An emotional storm characterized by a sudden shift of normal and may or may not include warning tremors.

29. emotional unicorns

- Unique emotional states, normally positive, that we have never experienced before.

30. emotional time travel

- Emotional time travel is the experience of repeating past relationship emotional dynamics.

31. emotional rainbows

- Emotional states where it is all good, and your life is under a rainbow.

32. emotional barometer

- Indicates emotional pressure(s).

1.9 Leadership Styles

Learning Objectives

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

Section Outline

1.9 Leadership Styles

- Teamwork
- Leadership
 - Types of Leaders

Key Takeaway

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

Exercises

1. Do you prefer working in a group or team environment, or working individually? What are the advantages and disadvantages of each? Discuss your thoughts with classmates.
2. Imagine that you could choose anyone you wanted to be on a team with you. Who would you choose, and why? Write a two- to three-paragraph description and share it with a classmate.
3. Think of a leader you admire and respect. How did this individual become a leader—for example, by appointment, democratic selection, or emergence? How would you characterize this leader's style—is the leader autocratic or laissez-faire, a technician, or a coach?

Key Terms

1. groupthink
 - Tendency to accept the group's ideas and actions in spite of individual concerns.
2. appointed leader
 - Individual designated by an authority to serve in the leadership capacity.
3. democratic leader
 - Individual elected by a group to serve as its leader.
4. emergent leader
 - Individual who grows into the leadership role, often out of necessity.
5. autocratic leader
 - Self-directed leader who establishes norms and conduct for the group.
6. laissez-faire leader
 - Individual who practices a “live and let live” style of leadership.

7. leader-as-technician

- Occurs when the leader has skills that others do not.

8. leader-as-conductor

- Central role of bringing people together for a common goal.

9. leader-as-coach

- Individual serving as a teacher, motivator, and keeper of the goals of the group.

1.10 Conflict Management Styles

Learning Objectives

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

Section Outline

1.10 Conflict Management Styles

- Conflict Management Strategies
 - Avoidance
 - Defensiveness versus Supportiveness
 - Face-Detracting and Face-Saving
 - Empathy
 - Gunnysacking
 - Managing Your Emotions
- Evaluations and Criticism in the Workplace

- Listen Without Interrupting
- Determine the Speaker's Intent
- Indicate You Are Listening
- Paraphrase
- If You Agree...
- If You Disagree...
- Learn from the Experience

Key Takeaways

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

Exercises

1. Write a description of a situation you recall where you came into conflict with someone else. It may be something that happened years ago, or a current issue that just arose. Using the principles and strategies in this section, describe how the conflict was resolved, or could have been resolved. Discuss your ideas with your classmates.
2. Of the strategies for managing conflict described in this section, which do you think are the most effective? Why? Discuss your opinions with a classmate.
3. Can you think of a time when a conflict led to a new opportunity, better understanding, or other positive result? If not, think of a past conflict and imagine a positive outcome. Write a two- to three-paragraph description of what happened, or what you imagine could happen. Share your results with a classmate.

Key Terms

1. conflict

- The physical or psychological struggle associated with the perception of opposing or incompatible goals, desires, demands, wants, or needs.

2. defensive communication

- Characterized by control, evaluation, and judgments.

3. supportive communication

- Focuses on the points and not personalities.

4. face-detracting strategies

- Messages or statements that take away from the respect, integrity, or credibility of a person.

5. face-saving strategies

- Messages or statements that protect credibility and separate message from messenger.

6. empathetic listening

- Listening to both the literal and implied meanings within a message.

7. gunnysacking (or backpacking)

- The imaginary bag we all carry, into which we place unresolved conflicts or grievances over time.^{xvii}

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

Learning Objective

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

Section Outline

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

- Artificial Intelligence and Robotic Workers
 - Soft Skills
 - Soft Skills Desired by Employers
-

Key Takeaway

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

Exercises

1. Please identify one film that involves a robot or artificial intelligence as a character. Identify key themes present in the film. Present your insights to your classmates.
 2. Take another look at your resume in light of the soft skills listed in this section. Which soft skills are included, or not included, in your resume? Which soft skills include evidence or examples in your resume, and which do not? Use the analysis to improve your resume.
 3. Identify your lowest scoring soft skill. Formulate a plan, including resources and specific steps, to improve it.
 4. Identify your highest scoring soft skill. How are you leveraging your strengths in your job, at school, or at home? Create a brief description of how you use your best skill.
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Key Terms

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

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