

Instructor's Manual to accompany

Business and Professional Communication

Putting People First

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Chapter 1

Communicating for Professional Success

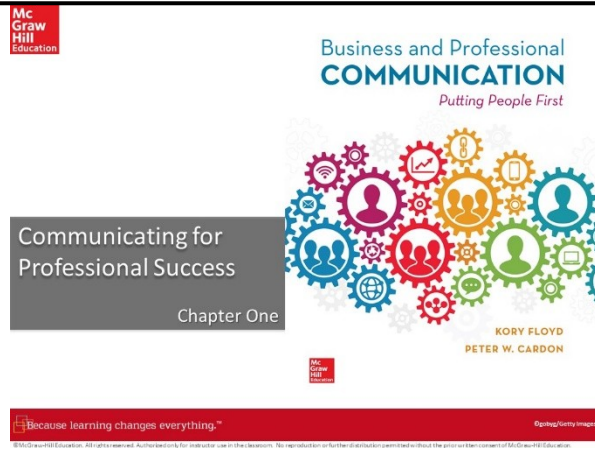
Learning Objectives

- LO1.1: Summarize the six principles of communication.
- LO1.2: Describe the principal elements of communication.
- LO1.3: Illustrate the principles of effective communication in professional networks.
- LO1.4: Explain credibility and identify the communication skills it embodies.
- LO1.5: Summarize the characteristics of competent communicators.

Connect Application Exercises

- Explicit versus Implicit Rules of Communication
- The Communication Process
- Formal versus Informal Networks
- Communicating with Credibility

Chapter Outline



SLIDE 1-1

Chapter One
Communicating for Professional Success

Learning Objectives

This lesson will help you

- Summarize the six principles of communication
- Describe the principal elements of communication
- Illustrate the principles of effective communication in professional networks
- Explain credibility and identify the communication skills it embodies
- Summarize the characteristics of competent communicators

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LO1.1: Summarize six principles of communication.

LO1.2: Describe the principal elements of communication.

LO1.3: Illustrate the principles of effective communication in professional networks.

LO1.4: Explain credibility and identify the communication skills it embodies.

LO1.5: Summarize the characteristics of competent communicators.

Communicating Effectively

Becoming an effective communicator begins with understanding what communication is and how it works

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To understand how communication works, it is helpful to consider six key principles that shape the way we think about communication in our personal and professional lives.

Key Principle #1: Needs

We use communication to meet many needs

- Relational needs
- Identity needs
- Informational needs
- Instrumental needs



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Relational needs are our needs to form and maintain personal and professional relationships. Identity needs are our needs to shape the way we portray ourselves to others. Informational needs are our needs to gather information. Instrumental needs are our practical, everyday needs.

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Key Principle #2: Rules

Communication is governed by rules

- Some communication rules are **explicit rules**
- Many others are **implicit rules**

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Explicit rules are rules that have been clearly articulated, whereas **implicit rules** are rules that almost everyone in a certain social group knows and follows, even though no one has formally expressed them.

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Key Principle #3: Forms

Communication comes in verbal and nonverbal forms

- We often rely on **verbal communication**, which makes use of **language**
- Many messages take the form of **nonverbal communication**

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Verbal communication is the use of words to communicate. Words are the building blocks of **language**, a structured system of symbols used for communicating meaning. Many of the messages we exchange with others take the form of **nonverbal communication**, those behaviors and characteristics that convey meaning without the use of words.

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Key Principle #4: Dimensions

Communication has content and relational dimensions

- Nearly every verbal statement has a **content dimension**
- Many messages also include a **relational dimension**

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A message's **content dimension** consists of the literal information being communicated by the message, whereas its **relational dimension** comprises the message's signals about the nature of the relationship in which the message is shared.

Key Principle #5: Metacommunication

Some messages metacommunicate

- We can engage in **metacommunication** both verbally and nonverbally

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Metacommunication is communication about communication. When we use phrases such as "Let me tell you what I think," we are sending messages related to our other messages. Usually, we metacommunicate to avoid misunderstanding and provide listeners with greater clarity about our meaning.

Key Principle #6: Meaning

People give communication its meaning

- On its own, a word has no meaning
- Instead, words are **symbols**

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A word is a **symbol**, or representation of an idea, but the word itself isn't the idea of the meaning. The meaning of words comes from the people and groups who use them.

The Communication Process

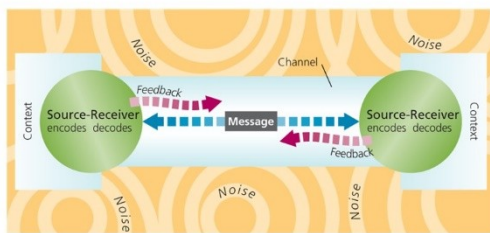
Communication is a process that involves many core elements, which work together in a complex and dynamic way

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The core elements include the message, senders and receivers, communication channels, context, noise, and feedback. The process is dynamic, rather than static.

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Figure 1.1 Model of the Communication Process



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In this model, the message, senders and receivers, communication channels, context, noise, and feedback all interact to create the communication process.

Elements of the Communication Process

Communication is the creation and exchange of messages

- Begins with a **message**
- Requires **senders** and **receivers**
- Occurs in multiple **channels**

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Communication begins with a **message**, the verbal and/or nonverbal behaviors to which people give meaning. When you formulate a message to convey to someone else, you act as the **sender**, and you **encode** your message by putting it into the form of language or nonverbal behavior. The **receiver** is the person who will **decode** or interpret a message. Each message must be conveyed via a specific communication **channel**, or pathway.

Elements of the Communication Process,

Communication is **dynamic**

- Affected by **context**
- Includes **noise**
- Receives **feedback**

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The communication **context** is the physical and psychological environment in which a message is communicated. Anything that interferes with a receiver's ability to understand a message is **noise**, whereas **feedback** constitutes a receiver's verbal and nonverbal reactions to a message. Finally, the communication process is **dynamic**, or constantly changing and evolving.

Communication Networkers,

Networkers communicate effectively in formal professional networks

- **Downward communication**
- **Upward communication**
- **Lateral communication**

Many factors influence the degree of **formality** required

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Downward communication flows from superiors to subordinates, whereas **upward communication** goes from subordinates to superiors, and **lateral** (or horizontal) **communication** occurs among peers or colleagues.

Communication Networkers,

Networkers communicate effectively in informal professional networks

- **Informal communication**

Networkers employ many communication channels to stay connected to networks

Networkers build broad professional communication networks

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Informal communication is communication that is relatively unbound by protocols, rules, structures, or politeness. Networkers use informal communication, multiple communication channels, and broad professional networks to communicate.

Cultivating Credibility

Effective professionals understand that cultivating credibility is essential to communication



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Credibility is at the core of effective communication, and professionals seek to develop and foster credibility whenever they communicate.

Credible Communicators

They must:

- Build trust
- Develop **rapport**
- Use **active listening**
- Maintain integrity and accountability
- Know and adapt to audiences

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Credible communicators know they must build trust and develop **rapport**, which is a sense of harmony, goodwill, and caring among people. They engage in **active listening**, a willingness and ability to hear and understand. They act in ethical and moral ways, and they work to understand and adapt to the needs of their audiences.

Communication Competence

Competent communicators communicate in ways that are both *effective* and *appropriate*

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Communication is effective if it achieves its goals, and is appropriate if it observes the implicit and explicit rules and expectations that apply in a given situation.

Successful Communicators₁

Share several characteristics

- Self-aware, also called **self-monitoring**
- Adaptable
- Have **cognitive complexity**
- **Empathic**
- Have **high emotional intelligence**
- **Ethical**

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Self-monitoring (or self-awareness) is the ability to see how your behavior is affecting others. Adaptability is the ability to modify your behaviors as the situation demands. **Cognitive complexity** is the ability to consider a variety of explanations and understand a given situation in multiple ways. **Empathy** is your skill at identifying and feeling what others around you are feeling. **Emotional intelligence** is the ability to understand, express, and manage emotions, and to use emotion to facilitate thought. Finally, having **ethics** is the ability to treat people fairly, communicate honestly, and avoid immoral or unethical behavior.

Table 1.1 Six Characteristics of Competent Communicators

Characteristic	Definition
Self-awareness	Ability to see how your behavior is affecting others
Adaptability	Ability to modify your behaviors as the situation demands
Cognitive complexity	Ability to consider a variety of explanations and understand a given situation in multiple ways
Empathy	Skill at identifying and feeling what others around you are feeling
Emotional intelligence	Ability to understand, express, and manage emotions, and to use emotion to facilitate thought
Ethics	Ability to treat people fairly, communicate honestly, and avoid immoral or unethical behavior

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Table 1.1 summarizes the six characteristics of competent communicators.



Chapter Takeaways

This chapter has focused attention on

- Understanding the communication process
- Communicating in professional networks
- Cultivating credibility
- Identifying the characteristics of successful communicators

Because learning changes everything.™

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This chapter has focused attention on understanding the communication process, communicating effectively in professional networks, cultivating your credibility, and identifying the characteristics of successful communicators.

Suggested Approaches and Solutions to the Chapter Review Questions

1. **Define and give examples of relational needs, identity needs, informational needs, and instrumental needs that communication can help us meet. (LO1.1)**

Relational needs are our needs to form and maintain personal and professional relationships, such as friendships, romantic partnerships, and relationships with neighbors and co-workers. Identity needs are our needs to shape the way we portray ourselves to others, such as by presenting our professional side during a job interview but our relaxed side during a social event. Informational needs are our needs for information that can help us reduce our uncertainty about the world, such as learning about the side effects of a new medication we are taking. Instrumental needs are our practical, everyday needs, such as the need to manage our schedule or order goods and services.

2. **What is the difference between an explicit rule and an implicit rule? What are examples of explicit and implicit communication rules that you might encounter, or have encountered, in the professional world? (LO1.1)**

Explicit rules have been clearly articulated and explained, whereas implicit rules are known and understood even though no one has formally expressed them. In the professional world, explicit rules might include rules about what information can be shared outside one's company or what kind of language can be expressed in a publication. Implicit rules might include expectations about not discussing salary information with other employees or not making loud conversation while riding in a full elevator.

3. **What is the defining characteristic of verbal communication? (LO1.1)**

The defining characteristic of verbal communication is the use of words.

4. **What makes a form of communication nonverbal? Why do we sometimes call nonverbal communication *body language*? (LO1.1)**

A form of communication is nonverbal if it conveys meaning without the use of words. Nonverbal communication is sometimes referred to as *body language* to reflect the idea that we can "talk" through our gestures, facial expressions, use of touch, and other behaviors.

5. **Come up with a statement that you might say to a supervisor and explain how its content dimension and relational dimension might differ. (LO1.1)**

As an example, the statement "I'm glad the new marketing campaign was successful" has both content and relational dimensions. The content dimension conveys joy at the marketing campaign's success. The relational dimension may convey a variety of messages, such as "I'm grateful to have worked with you on the campaign" or "I'm happy the campaign is over so we don't have to work together again."

6. What is metacommunication, and how do people metacommunicate with one another? (LO1.1)

Metacommunication is communication about communication. It can be accomplished with verbal statements such as “Let me tell you what I think” or “Don’t take this the wrong way,” and also with nonverbal behaviors, such as lowering one’s voice and cupping one’s mouth with a hand to send the message “What I’m about to tell you is meant for only you to hear.”

7. Give examples of various communication channels you might use when sending a message in the workplace. (LO1.2)

A workplace message could be sent through a variety of channels, including a face-to-face conversation, an email or text message, a handwritten note, a telephone call, or a voicemail message.

8. What types of noise are we likely to encounter in a professional environment? Are they physical, psychological, or physiological? (LO1.2)

In a professional environment, we might encounter types of physical noise, such as background conversation or static on a telephone line. We might also encounter psychological noise, such as worry over events occurring at home or anticipation about an upcoming announcement. Finally, we can encounter physiological noise, such as fatigue or hunger.

9. What does it mean to say that communication is dynamic? How can two people in a conversation be both senders and receivers simultaneously? (LO1.2)

To call communication dynamic means that it is constantly changing and evolving as people send, receive, and interpret messages from multiple sources. In conversation, people act as senders when they make statements and express meaning through nonverbal behavior and act as receivers when they interpret those messages from each other.

10. With whom might we have downward communication, upward communication, and lateral communication in the workplace? What are the differences among these? (LO1.3)

Downward communication flows from superiors to subordinates, upward communication flows from subordinates to superiors, and lateral communication occurs between peers or colleagues with relatively equal positions in an organization.

11. In what ways does communication differ in formal and informal professional networks? (LO1.3)

Formal professional networks typically engage in formal forms of communication, including presentations, meetings, and email messages. These forms of communication are governed by protocols, rules, structure, and politeness. Informal professional networks rely on informal communication, such as water cooler conversations, that are less bound by protocols, rules, structure, and politeness.

12. What does it mean to say that excellent networkers are *givers* rather than *takers*? (LO1.3)

Excellent networkers don't give networking simply as an opportunity to acquire information for their own use. They take the initiative to share information and resources, and to support other network members' personal and professional needs.

13. What do networkers do to make their communication successful? How can you adopt the same strategies to improve your own communication? (LO1.3)

Networkers maintain a healthy balance between strong ties and weak ties inside and outside their organizations.

14. What is meant by the term *post-trust era*? (LO1.3)

This term denotes a period during which there is diminished trust between management and employees.

15. Why is building rapport advantageous? What are some behaviors that help to establish rapport? (LO1.4)

Rapport is advantageous because it elicits trust. Rapport is developed when people understand the interests of others, cultivate a sense of community, and give to others generously.

16. What makes listening *active* listening? Why is active listening valuable? (LO1.4)

Active listening requires the ability and willingness to hear what another person is saying, understand it, and find common ground. Active listening is valuable because it fosters connection with others and increases opportunities for cooperation.

17. How is effective communication different from appropriate communication? (LO1.5)

Effective communication is communication that achieves its goals. Appropriate communication is communication that follows the implicit and explicit rules in a given situation. Communication can be effective without being appropriate, and vice versa.

18. What is meant by the term *self-monitoring*? What are the advantages of being a high self-monitor? A low self-monitor? (LO1.5)

Self-monitoring is the ability to see how one's behavior is affecting others. Being a high self-monitor increases one's ability to communicate in ways that are competent in a given situation. Low self-monitors are less likely to understand or care how they come across to others.

19. In what ways are competent communicators adaptable? What does it mean to adapt to your audience? (LO1.5)

Competent communicators assess what is going to be appropriate and effective in a given situation and then modify their communication behaviors accordingly. For instance, competent communicators speak differently to an audience composed of experienced experts than one

composed of novices, because they understand that the first audience has knowledge and perspective that the second audience lacks.

20. Define cognitive complexity and explain why it is advantageous in a professional setting. (LO1.5)

Cognitive complexity is the ability to understand a given situation in multiple ways. It is advantageous in a professional setting because it helps us remember that behaviors do not always mean what we think they mean. Cognitive complexity encourages us to consider a variety of explanations for behavior, rather than assuming that the most obvious explanation is correct.

21. What is empathy? What does it mean to communicate empathically? (LO1.5)

Empathy is the ability to be “other-oriented” and understand other people’s thoughts and feelings. To communicate empathically means to consider not only your own perspective, but also the perspective of the other person and to choose your words and behaviors accordingly.

22. Why is emotional intelligence (also called EQ) valuable? (LO1.5)

Emotional intelligence is valuable because people with high EQ are more effective at influencing others, overcoming conflict, showing leadership, collaborating in teams, and managing change.

23. What is required to make communication *ethical* communication? (LO1.5)

Ethical communication dictates treating people fairly, communicating honestly, and avoiding immoral or unethical behavior.

Connect Application Exercise Support

Explicit versus Implicit Rules of Communication

Activity Summary: Students identify whether various forms of communication are associated with implicit or explicit rules of communication. (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag (Grouping)

Learning Objectives: 1.1 Summarize the six principles of communication.

Difficulty Level: 1 Easy

Blooms: Apply

AACSB: Communication

Follow-Up Activity: Instructors can ask students to identify ten common behaviors in student groups and explain the extent to which implicit and explicit rules of communication are involved.

The Communication Process

Activity Summary: Students identify which elements of the communication process are at play for a variety of items (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag (Grouping)

Learning Objectives: 1.1 Summarize the six principles of communication.

Difficulty Level: 2 Medium

Blooms: Communication

AACSB: Apply

Follow-Up Activity: Instructors can ask students, individually or in groups, to describe a recent interaction and analyze it in terms of encoding, decoding, communication channels, physiological noise, physical noise, and psychological noise.

Formal versus Informal Networks

Activity Summary: Students identify whether various communication activities are in formal or informal networks. (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag (Grouping)

Learning Objectives: 1.3 Illustrate the principles of effective communication in professional networks.

Difficulty Level: 2 Medium

Blooms: Apply

AACSB: Communication

Follow-Up Activity: Instructors can ask students to evaluate the benefits and drawbacks of communication in various forms of formal and informal networks. They can also have students identify the value of formal and informal networks in their own professional and student networks.

Communicating with Credibility

Activity Summary: Students demonstrate their understanding of the following elements of credibility: developing rapport, listening actively, maintaining values and accountability, and knowing and adapting to your audience. (Note: A keyboard accessible version of this activity is also available.)

Type: Click and Drag (Grouping)

Learning Objectives: 1.4 Explain credibility and identify the communication skills it embodies.

Difficulty Level: 2 Medium

Blooms: Apply

AACSB: Communication

Follow-Up Activity: Instructors can ask students to identify how credible they are based on their proficiency and experiences in each of the following areas: developing rapport, listening actively, maintaining values and accountability, and knowing and adapting to the audience.