**CHAPTER 9: TOP PERFORMANCE THROUGH EMPOWERMENT, TEAMWORK, AND COMMUNICATION**

**Chapter Overview**

Top managers recognize that teamwork and communication are essential for empowering employees to perform their best. This chapter focuses on how organizations involve employees by sharing information and empowering them to make critical decisions, allowing them to work in teams, and fostering communication. We begin by discussing the ways managers can empower their employees’ decision-making authority and responsibility. Then, we explain why and how a growing number of firms rely on teams of workers rather than individuals to make decisions and carry out assignments. Finally, we discuss how effective communication allows workers to share information that improves the quality of decision making.

**Glossary of Key Terms**

**Affective conflict:** disagreement that focuses on individuals or personal issues

**Cognitive conflict:** disagreement that focuses on problem- and issue-related differences of opinion

**Communication:** meaningful exchange of information through messages

**Conflict:** when one person or group’s needs do not match those of another, and attempts may be made to block the opposing side’s intentions or goals

**Cross-functional team:** a team made up of members from different functions, such as production, marketing, and finance

**Empowerment:** giving employees authority and responsibility to make decisions about their work

**External communication:** meaningful exchange of information through messages transmitted between an organization and its major audiences

**Grapevine:** internal information channel that transmits information from unofficial sources

**Listening:** receiving a message and interpreting its intended meaning by grasping the facts and feelings it conveys

**Problem-solving team:** temporary combination of workers who gather to solve a specific problem and then disband

**Self-managed team:** work team that has the authority to decide how its members complete their daily tasks

**Team:** group of people with certain skills who are committed to a common purpose, approach, and set of performance goals

**Team cohesiveness:** extent to which team members feel attracted to the team and motivated to remain part of it

**Team diversity:** variances or differences in ability, experience, personality, or any other factor on a team

**Team level:** average level of ability, experience, personality, or any other factor on a team

**Team norm:** standard of conduct shared by team members that guides their behavior

**Virtual team:** group of geographically or organizationally dispersed coworkers who use a combination of telecommunications and information technologies to accomplish an organizational task

**Work team:** relatively permanent group of employees with complementary skills who perform the day-to-day work of organizations

**Learning Objective 1: Discuss empowering employees.***Managers empower employees by giving them the authority and responsibility to make decisions about their work. Empowerment seeks to tap the brainpower of all workers to find improved ways of doing their jobs, better serving customers, and achieving organizational goals. Empowerment often includes linking rewards to company performance through employee stock ownership plans (ESOPs) and stock options.*

**Annotated Lecture Outline**

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| **Opening Vignette:**  **Enterprise Rent-a-Car Thrives on Empowerment, Teamwork**  Enterprise Holding’s is the world’s largest rental firm making roughly $14 billion annually. CEO Andy Taylor and his team search at job fairs and colleges for graduates with the right level of communication skills to work with customers. Employees are directed to never use industry jargon, know customers on a first-name basis, and always offer help. The company’s Enterprise Plus provides devoted customers with exclusive free-rental days and bonus points towards discounts. Their company success lies in following the founder’s simple motto: “Take care of your customers and your employees first, and the profits will follow.” | *Lecture Enhancer:*  *Ask if any students have ever had a job where teamwork was strongly emphasized, and have them describe their experience.* |
| ***EMPOWERING EMPLOYEES*** | PowerPoint Slide 3 |
| * 1. *Empowerment* is giving employees authority and responsibility to make decisions about their work. |  |
| * 1. It taps the brainpower of workers, frees managers from hands-on control, and motivates workers. |  |

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| 1. **Sharing Information and Decision-Making Authority** | *Class Activity:*  *Discuss with students the possible pitfalls of sharing detailed operating and financial information with all employees.* |
| * 1. Companies should keep employees informed about a firm’s financial performance. |  |
| * 1. Some companies give workers broad authority to make decisions that implement the firm’s vision. | **Hit & Miss:**  **GM: Putting Workers in the Driver’s Seat** |
| 1. **Linking Rewards to Company Performance** | PowerPoint Slide 4  *Lecture Enhancer: Which of these rewards would you prefer? Why?* |
| * 1. *Employee stock ownership plans (ESOPs)* give employees ownership stakes in their firms, leading to potential profits as the value of the firm increases. | PowerPoint Slide 5  Table 9.1 Employee Stock Ownership Plans and Stock Options |
| * + 1. Approximately 13 million workers at 10,500 companies participate in ESOPs. |  |
| * + 1. An employer buys shares of the firm’s stock on behalf of the employee as a tax-free retirement benefit. |  |
| * + 1. ESOPs give employees ownership, motivating them to work smarter and harder. |  |
| * + 1. 60 percent of companies that use ESOPs reported an increase in productivity. |  |
| * + 1. ESOPs are expensive to set up. |  |
| * + 1. ESOPs are more common in larger firms. |  |
| * + 1. If an employee’s retirement funds are in stock and the value falls, the employee may be financially harmed. |  |
| * 1. *Stock options* refer to the right to buy a specified amount of company stock at a fixed price within a given time period. | *Class Activity:*  *Ask students to provide and discuss the pros and cons of stock options.* |
| * + 1. Stock options allow employees—not the firm—to own the stock. |  |
| * + 1. Options are being offered to more employees at all different levels. |  |
| * + 1. Approximately 9 million employees in thousands of companies hold stock options. |  |
| * + 1. Still, one-third of all options go to the top five executives  at a firm. |  |
| * + 1. There is solid evidence that stock options motivate employees to perform better. |  |
| * + 1. As with ESOPs, employees face risks when they rely on a single company’s stock to provide for their retirement. |  |

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**Hit & Miss:**

**GM: Putting Workers in the Driver’s Seat**

**Summary**

Workers at the GM (General Motors) assembly plant in Arlington, Texas, recently were given the chance to volunteer for a new program in which they could literally “check out” a vehicle from the plant lot, take it home for a night or a weekend, and drive it just as they would their own car or cross-over SUV. In return, the test drivers were asked for detailed feedback about the vehicles, for the first time giving them a powerful voice in the design and construction of the cars they spend hours and weeks building. Although the test-drive idea is not new—executives and managers have participated in it for years—bringing the program to rank-and-file workers represents an updated attitude toward empowering employees.

**Questions for Critical Thinking**

**1. In what ways does the GM test-drive program empower workers?**

*First, by offering all employees the chance to participate in a program that previously had been reserved for executives and managers, GM sent a clear message that it values the input of all employees. Second, employees are empowered through this program because they now have a say, through their test-drive feedback, in the design and construction of GM vehicles.*

**2. How might GM benefit from this type of empowerment of its assembly plant workers?**

*Because it has empowered its workers by giving them a say in the design and construction of its vehicles, GM will benefit from its employees’ increased motivation and loyalty. Employees will worker harder on a project that they helped to design.*

Assessment Check Answers

**1.1 What is empowerment?**

*Empowerment is giving employees authority and responsibility to make decisions about their work without traditional managerial approval and control.*

**1.2 What kinds of information can companies provide employees to help them share decision-making responsibility?**

*Sharing information about company performance, particularly financial performance, is one of the best ways to share decision-making responsibility.*

**1.3 How do employee stock ownership plans and stock options reward employees and encourage empowerment?**

*Employee stock ownership plans (ESOPs) benefit employees by giving them ownership stakes in their companies. Employees are motivated to work harder and smarter than they would without ESOPs because they share in their firm’s financial success. In contrast to an ESOP, in which the company holds stock for the benefit of employees (when employees leave the company, they cash in their stock), stock options give employees a chance to own the stock themselves if they exercise their options by completing the stock purchase.*

**Learning Objective 2: Distinguish the five types of teams.**

*The five basic types of teams are work teams, problem-solving teams, self-managed teams, cross-functional teams, and virtual teams. Work teams are permanent groups of coworkers who perform the day-to-day tasks necessary to operate the organization. Problem-solving teams are temporary groups of employees who gather to solve specific problems and then disband. Self-managed teams have the authority to make decisions about how their members complete their daily tasks. Cross-functional teams are made up of members from different units, such as production, marketing, and finance. Virtual teams are groups of geographically or organizationally dispersed coworkers who use a combination of telecommunications and information technologies to accomplish an organizational task.*

**Annotated Lecture Outline**

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| ***TEAMS*** | PowerPoint Slide 6 |
| * + - * 1. A *team* is a group of people with certain skills who are committed to a common purpose, approach, and set of performance goals. |  |
| * + 1. Team members hold themselves mutually responsible and accountable for accomplishing objectives. |  |
| * + 1. The ability to work on teams often is emphasized during the hiring and training processes. |  |
| * + 1. There are five basic types of teams: work teams, problem-solving teams, self-managed teams, cross-functional teams, and virtual teams. | PowerPoint Slide 7  Figure 9.1 Five Types of Teams  *Lecture Enhancer: Which type of team do you imagine would be the easiest to manage? Why?* |
| b. A *work team* is a relatively permanent group of employees with complementary skills who perform the day-to-day work of organizations. |  |
| * + 1. Two-thirds of U.S. firms use work teams. |  |
| * + 1. Designed to handle any business problem that arises. |  |
| c. A *problem-solving team* is a temporary combination of workers who gather to solve a specific problem and then disband. |  |
| 1. A *self-managed team* is a work team that has the authority to decide how its members complete their daily tasks. |  |
| * + 1. Most effective when made of employees with a range of skills and functions. |  |
| * + 1. Members often are cross-trained to do each other’s jobs. |  |
| * + 1. Distributing decision making frees members to focus on customer satisfaction. |  |
| 1. A *cross-functional team* is a team made up of members from different functions, such as production, marketing, and finance. | *Class Activity:*  *Lead a discussion to identify work situations in which a team composed solely of members from the same function would be more effective than a cross-functional team.* |
| * + 1. They usually work on specific projects but also can be permanent teams. |  |
| * + 1. They bring different perspectives to the work effort. |  |
| f. A *virtual team* is a group of geographically or organizationally dispersed coworkers who use a combination of telecommunications and information technologies to accomplish an organizational task. |  |
| * + 1. Members of virtual teams rarely meet face-to-face. |  |
| * + 1. Their advantage is flexibility across time zones and locations. |  |
| * + 1. Virtual teams can be difficult to manage. | **Solving an Ethical Controversy:**  **Who Benefits from Virtual Teamwork?** |

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Assessment Check Answers

**2.1 What is a team?**

*A team is a group of employees who are committed to a common purpose, approach, and set of performance goals.*

**2.2 What are the five types of teams, and how are they different?**

*Work teams are permanent, whereas problem-solving teams are temporary. Unlike work teams, self-managed teams have the authority to change how they get their work done. Cross-functional teams are composed of people from different backgrounds, whereas virtual teams are composed of people from different locations.*

**Learning Objective 3: Identify team characteristics.***Three important characteristics of a team are its size, team level, and team diversity. The ideal team size is about six or seven members. Team level is the average level of ability, experience, personality, or any other factor on a team. Team diversity represents the variances or differences in ability, experience, personality, or any other factor on a team. Team diversity is an important consideration for teams that must complete a wide range of different tasks of particularly complex tasks. Teams pass through five stages of development: (1) Forming is an orientation period during which members get to know each other and find out what behaviors are acceptable to the group. (2) Storming is the stage during which individual personalities emerge as members clarify their roles and expectations. (3) Norming is the stage at which differences are resolved, members accept each other, and consensus emerges about the roles of the team leader and other participants. (4) Performing is characterized by problem solving and a focus on task accomplishment. (5) Adjourning is the final stage, with a focus on wrapping up and summarizing the team’s experiences and accomplishments.*

**Annotated Lecture Outline**

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| ***TEAM CHARACTERISTICS*** | PowerPoint Slide 8 |
| 1. **Team Size** |  |
| * 1. Most teams have fewer than 12 members; 6 is an ideal number. |  |
| * 1. Smaller teams stress the need to get along, favor informal interactions, and make only limited demands on team leaders. |  |
| * 1. Large groups see slower decision making, less participation, more conflict, higher absenteeism, and subgroups. | *Lecture Enhancer: Why do you think larger groups might have lower participation rates?* |
| * 1. A team of more than 20 people should be divided into subteams. |  |

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| 1. **Team Level and Team Diversity** |  |
| * 1. *Team level* is the average level of ability, experience, personality, or other factor on a team. |  |
| * + 1. Team level is important when a firm needs a team with a particular set of skills or capabilities. |  |
| * 1. *Team diversity* refers to the variances or differences in ability, experience, personality, or any other factor on a team. | **Hit & Miss:**  **Team Diversity at Ernst & Young** |
| * + 1. Team diversity is important when a firm must complete a wide range of different tasks or particularly complex tasks. | *Class Activity:*  *Ask students to describe the possible challenges of working on a diverse team.* |
| * 1. The strongest teams have the best combination of both. |  |
| 1. **Stages of Team Development**   – Teams that pass through all of these stages usually perform better. | PowerPoint Slide 9  Figure 9.2 Stages of Team Development  *Lecture Enhancer: During which stage is the manager’s role most important? Why?* |
| * 1. **Stage 1: Forming**   An orientation period during which team members get to know each other and find out what behaviors are acceptable to the group. |  |
| * + 1. An effective team leader will provide time for forming. |  |
| * 1. **Stage 2: Storming**   Team members clarify their roles and expectations. |  |
| * + 1. Personalities of team members emerge. |  |
| * + 1. Conflicts may arise as members jockey for positions within the group. |  |
| * + 1. Subgroups may form. |  |
| * + 1. The team leader must encourage members to move beyond this stage to real productivity. |  |
| * 1. **Stage 3: Norming**   Members resolve differences, accept each other, and reach broad agreement regarding member roles. |  |
| * + 1. The team leader should emphasize team unity during this brief stage. |  |
| * 1. **Stage 4: Performing**   Members focus on solving problems and accomplishing tasks. |  |
| * + 1. The team leader should encourage participation and contributions from all members. |  |
| * 1. **Stage 5: Adjourning**   Once members have completed the task, the focus is on wrapping up and summarizing experiences and accomplishments. | *Lecture Enhancer: What might be the effect on a team if a manager skips the adjourning stage?* |
| * + 1. The team leader recognizes the team’s accomplishments with awards or celebration. |  |

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**Hit & Miss:**

**Team Diversity at Ernst & Young**

**Summary**

Ernst & Young is redefining the way it uses teams. Ernst & Young has come up with a blueprint of thought behind its new team diversity: Managers who are planning or leading teams should consider the mindset, talent, anticipation, and consensus within the team.

**Questions for Critical Thinking**

**1. Why is team diversity so critical for a global firm like Ernst & Young?**

*Team diversity is critical to global firms because, to paraphrase Ernst & Young’s CEO, a lack of diverse perspectives might affect plans for global growth, new products, or mergers and acquisitions. At present, global companies base only 5 percent of their senior leadership in countries in which they do business.*

**2. Based on the nature of its business, at what level would you expect Ernst & Young’s teams to operate. Why?**

*Ernst & Young’s teams likely operate at a high level of expertise because they recruit and hire outstanding people with high skills and abilities, and they also are engaged in working on projects that challenge those skills at the highest level. In addition, Ernst & Young provides great individual and team training that supports teamwork and problem resolution.*

Assessment Check Answers

**3.1 Explain team level and team diversity.**

*Team level represents the average level or capability on a team, whereas team diversity represents the variances or differences in ability, experience, personality, or any other factor on a team.*

**3.2 Explain how teams progress through the stages of team development.**

*Teams pass through five stages of development: forming, storming, norming, performing, and adjourning.*

**Learning Objective 4: Evaluate team cohesiveness and norms.**

*Team cohesiveness is the extent to which team members feel attracted to the team and motivated to remain on it. Team norms are standards of conduct shared by team members that guide their behavior. Highly cohesive teams whose members share certain standards of conduct tend to be more productive and effective.*

**Annotated Lecture Outline**

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| ***TEAM COHESIVENESS AND NORMS*** | PowerPoint Slide 10 |
| 1. Cohesiveness |  |
| * 1. *Team cohesiveness* is the extent to which team members feel attracted to the team and motivated to remain part of it. |  |
| * 1. It increases when members interact frequently, share common attitudes and goals, and enjoy being together. |  |
| * 1. When team cohesiveness is high, team members are more motivated to contribute to the team. | *Lecture Enhancer: What is likely to happen if team cohesiveness is low or nonexistent?* |
| * 1. Cohesive teams quickly achieve high levels of performance and consistently perform better. |  |
| * 1. Team-building retreats or cross-training skills encourage cohesiveness. |  |
| 2. Norms |  |
| 1. A *team norm* is a standard of conduct shared by team members that guides their behavior. | *Lecture Enhancer: Provide an example of a team norm you have experienced.* |
| 1. They are informal guidelines that identify key values and clarify expectations. |  |
| 1. In productive teams, norms contribute to the accomplishment of team goals. |  |

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Assessment Check Answers

**4.1 How does cohesiveness affect teams?**

*Members of cohesive teams interact more often, share common attitudes and goals, have higher morale, and are more likely to help each other. Cohesive teams also perform better.*

**4.2 Explain how team norms positively and negatively affect teams.**

*Norms are informal standards that identify key values and clarify team members’ expectations. But those norms can be positive or negative. Positive norms contribute to constructive work and the accomplishment of team goals. Negative norms can, for example, contribute to reduced work effort, reduced quality, and poor job attendance.*

**Learning Objective 5: Describe team conflict.**

*Conflict and disagreement are inevitable in most teams. Conflict can stem from many sources: disagreements about goals and priorities, task-related issues, interpersonal incompatibilities, scarce resources, and simple fatigue. The key to dealing with team conflict is not avoiding it but making sure that the team experiences the right kind of conflict. Cognitive conflict focuses on problem-related differences of opinion and, when reconciled, strongly improves team performance. By contrast, affective conflict refers to the emotional reactions that can occur when disagreements become personal rather than professional, and these differences strongly decrease team performance. A team leader can manage team conflict by fostering good communication so that team members perceive each other accurately, understand what is expected of them, and obtain the information they need.*

**Annotated Lecture Outline**

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| ***TEAM CONFLICT*** | PowerPoint Slide 11 |
| * + - 1. *Conflict* occurs when one person or group’s needs do not match those of another, and attempts may be made to block the opposing side’s intentions or goals. | *Lecture Enhancer:* *Share an instance of team conflict you have experienced within the workplace.* |
| a. Conflict and disagreement are inevitable in most teams. |  |
| b. The primary cause of team conflict is disagreement over goals and priorities. |  |
| c. Other causes include disagreements over task-related issues, interpersonal incompatibilities, fatigue, and team diversity. |  |
| 1. Although most people believe conflict should be avoided, experts note that the right kind of conflict can actually enhance team performance. |  |

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| 1. Types of conflict: | *Lecture Enhancer: Which type of conflict would be the most difficult for a manager to resolve? Why?* |
| a. *Cognitive conflict* focuses on problem- related differences of opinion. |  |
| * + 1. Reconciling these differences improves team performance. |  |
| * + 1. Team members disagree because their different experiences and expertise lead them to different views of the problem and its solutions. |  |
| * + 1. Characterized by a willingness to examine, compare, and reconcile differences to produce the best possible solution. |  |
| b. *Affective conflict* focuses on individuals or personal issues. |  |
| * + 1. Refers to the emotional reactions that occur when disagreements become personal rather than professional. |  |
| * + 1. These differences strongly decrease team performance. |  |
| * + 1. Often results in hostility, anger, resentment, distrust, cynicism, and apathy. |  |
| * + 1. It can make people uncomfortable, cause them to withdraw, decrease their commitment to a team, lower the satisfaction of team members, and decrease team cohesiveness. |  |
| * + 1. It prevents teams from engaging in activities that are critical to team effectiveness. |  |
| 1. How team leaders can manage conflict: |  |
| * 1. Facilitate good communication so that teammates respect each other and are free to disagree with each other. |  |
| * 1. Evaluate situations or conditions in the workplace that might be causing conflict. |  |
| * 1. Use team-building exercises, listening exercises, and role-playing. |  |

**Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Assessment Check Answers

**5.1 What is cognitive conflict, and how does it affect teams?**

*With cognitive conflict, team members disagree because their different experiences and expertise lead them to different views of the problem and its solutions. Cognitive conflict is characterized by a willingness to examine, compare, and reconcile differences to produce the best possible solution.*

**5.2 Explain affective conflict and its impact on teams.**

*Because affective conflict often results in hostility, anger, resentment, distrust, cynicism, and apathy, it can make people uncomfortable, cause them to withdraw, decrease their commitment to a team, lower the satisfaction of team members, and decrease team cohesiveness.*

**Learning Objective 6: Explain the importance of effective communication.**

*Managers spend approximately 80 percent of their time in direct communication with others. Company recruiters consistently rate effective communication, such as listening, conversing, and giving feedback, as the most important skill they look for when hiring new employees. The communication process follows a step-by-step process that involves interactions among six elements: sender, message, channel, audience, feedback, and context. The sender composes the message and sends it through the channel. The audience receives the message and interprets its meaning. The receiver gives feedback to the sender. The communication takes place in a situational or cultural context.*

**Annotated Lecture Outline**

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| ***THE IMPORTANCE OF EFFECTIVE COMMUNICATION*** | PowerPoint Slide 12 |
| * 1. *Communication* is the meaningful exchange of information through messages. |  |
| * 1. Managers spend approximately 80 percent of their time in direct communication with others. | *Lecture Enhancer:*  *Can you think of a manager who you feel is or was exceptionally good at communicating? What specific traits helped that manager to be a good communicator?* |
| * 1. Company recruiters rate effective communication as the most important skill they look for in hiring new employees. |  |
| 1. **The process of communication** follows a step-by-step process that involves interactions among six elements: sender, message, channel, audience, feedback, and context. | PowerPoint Slide 13  Figure 9.3 The Communication Process |
| * 1. The *sender*composes the message and sends it through a communication carrier, or channel. |  |
| * 1. The *message* is sent in understandable terms and appropriate format. |  |
| * 1. The sender must choose a *channel* (face-to-face, phone, e-mail, texting, ads). |  |
| * 1. The *audience*consists of the people who receive and decode the message. |  |
| * 1. *Feedback* from the audience helps the sender determine whether the audience has correctly interpreted the message. | *Lecture Enhancer:*  *What can happen to the communication process if this step is ignored?* |
| * 1. Every communication takes place in some sort of situational or cultural *context***.** |  |
| 1. Context can exert a powerful influence on communication. | PowerPoint Slide 14 |
| * 1. Anthropologists classify cultures as either *low context* or *high context.* |  |
| * 1. Communication in low-context cultures tends to rely on explicit written and verbal messages. |  |
| * + 1. Examples of low-context cultures include Switzerland, Austria, Germany, and the United States. |  |
| * 1. Communication in high-context cultures depends not only on the message itself but also on the conditions that surround it. |  |
| * + 1. Examples of high-context cultures include Japan, Latin America, and India. |  |
| * + 1. Nonverbal cues, past and present experiences, and personal relationships between the parties are all factors. |  |
| * 1. Westerners must temper their low-context communication style to the expectations of high-context cultures when communicating within those cultures. |  |
| 1. *Noise* is some type of interference that influences the transmission of messages and feedback. | *Class Activity:*  *Ask students how noise in their households affects their ability to participate on a distance learning activity.* |
| * 1. It can be physical factors: poor cell phone reception, static on a radio commercial. |  |
| * 1. It can be caused by differences in people’s attitudes and perceptions. |  |
| * 1. Managers must learn how to cut through noise when communicating with employees. |  |

**Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Assessment Check Answers

**6.1 What is the difference between communication in low-context and high-context cultures?**

*Communication in low-context cultures tends to rely on explicit written and verbal messages. By contrast, communication in high-context cultures depends not only on the message itself but also on the conditions that surround it, including nonverbal cues, past and present experiences, and personal relationships between the parties.*

**6.2 In the context of the communication process, what is noise?**

*Noise interferes with the transmission of messages and feedback. Noise can result from physical factors such as poor reception of a cell phone message or differences in people’s attitudes and perceptions.*

**Learning Objective 7: Compare the basic forms of communication.***People exchange messages in many ways: oral and written, formal and informal, and verbal and nonverbal communication. Effective written communication reflects its audience, its channel, and the appropriate degree of formality. Formal communication channels carry messages within the chain of command. Informal communication channels, such as the grapevine, carry messages outside the formal chain of command. Nonverbal communication plays a larger role than most people realize. Generally, when verbal and nonverbal cues conflict, the receiver of a message tends to believe the meaning conveyed by nonverbal cues.*

**Annotated Lecture Outline**

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| ***BASIC FORMS OF COMMUNICATION*** | PowerPoint Slide 15  Table 9.2 Forms of Communication |
| 1. **Oral Communication** |  |
| * 1. Face-to-face oral communication allows people to combine words with such cues as facial expressions and tone of voice. |  |
| * 1. Oral communication over the telephone lacks visual cues, but it does allow people to hear the tone of voice and provide immediate feedback by asking questions or restating the message. |  |
| * 1. Drawbacks: |  |
| * + 1. If one person is agitated or nervous during a conversation, noise enters the process. |  |
| * + 1. A hurried manager might brush off an employee who has an important message. |  |
| * + 1. The immediacy of oral communication can lead to speaking before thinking. | *Lecture Enhancer:*  *Can you think of some additional drawbacks to oral communication?* |
| * 1. Listening is a vital component of oral communication. |  |
| * + 1. *Listening* refers to receiving a message and interpreting its intended meaning by grasping the facts and feelings it conveys. | PowerPoint Slide 16 |
| * + 1. Listening is complex: an average person talks at a rate of 150 wpm, whereas a listener has a capacity for up to 400 wpm. |  |
| * + 1. This gap can lead to boredom, inattention, and misinterpretation. |  |
| * + 1. Immediately after listening to a message, the average person can recall only half of it. |  |
| * 1. Common listening behaviors: | *Lecture Enhancer:*  *Are there specific body-language cues for each type of listening behavior? What are they?* |
| * + 1. *Cynical* or *defensive listening* occurs when the receiver feels the sender is trying to gain some advantage from the communication. |  |
| * + 1. *Offensive listening* occurs when the receiver tries to catch the speaker in a mistake or contradiction. |  |
| * + 1. *Polite listening* occurs when the receiver listens mechanically rather than to communicate. Usually inattentive listeners. |  |
| * + 1. *Active listening* requires involvement with the information and empathy with the speaker’s situation and is the basis for effective communication. |  |
| * 1. Listening may be difficult, but it results in increased learning, better interpersonal relationships, and greater influence. | Business Etiquette:  Tune Up Your Listening Skills |
| 1. **Written Communication** | Slide 17 |
| * 1. Written communication includes reports, letters, memos, online discussions, social media, e-mails, and text messages. | *Lecture Enhancer:*  *What are some possible drawbacks to written communication?* |
| * 1. Effective written communication reflects its audience, channel carrying the message, and appropriate degree of formality. |  |
| * 1. E-mail can be effective for straightforward messages, but drawbacks include: |  |
| * + 1. Too much worker time spent reading e-mail. |  |
| * + 1. Senders occasionally forget they are creating a written record that can be used as evidence in a legal case or disciplinary action. |  |

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| 1. **Formal Communication** | Power Point Slide 18 |
| * 1. A *formal communication channel* carries messages that flow within the chain of command structure. |  |
| * + 1. Downward communication carries messages from top managers to subordinates and is the most familiar formal channel. | *Lecture Enhancer:*  *Share some typical methods that companies use for downward formal communication.* |
| * 1. The most important factor in formal communication is to be open and honest. |  |
| * 1. Open communication has the following seven characteristics: | PowerPoint Slide 19 |
| * + 1. Employees are valued. |  |
| * + 1. A high level of trust exists. |  |
| * + 1. Conflict is invited and resolved positively. |  |
| * + 1. Creative dissent is welcomed. |  |
| * + 1. Employee input is solicited. |  |
| * + 1. Employees are well informed. |  |
| * + 1. Feedback is ongoing. |  |
| * 1. Upward communication includes channels from employees to supervisors and upward to top management levels. | Figure 9.4 Formal and Informal Channels of Communication |

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| * + 1. Some examples of upward communication include employee surveys and suggestion boxes. | *Class Activity:*  *Ask students how they would communicate with employees about an across-the-board 20 percent workforce reduction.* |
| * + 1. Upward communication is necessary for managers to evaluate the effectiveness of downward communication. |  |
| 1. **Informal Communication** | PowerPoint Slide 20 |
| * 1. *Informal communication channels*carry messages outside formally authorized channels within an organization’s hierarchy. |  |
| * 1. The *grapevine* is an informal, internal information channel that transmits information from an unofficial source. |  |
| * + 1. Grapevines disseminate information with speed and economy and are surprisingly reliable but should not be the main source of information. |  |
| * + 1. The grapevine can help managers get a feel for morale, the anxieties of the workforce, and the effectiveness of formal communications. | *Lecture Enhancer:*  *What are some other ways in which managers can use the grapevine?* |
| * + 1. Managers can improve the grapevine by sharing what they know. |  |
| * 1. Gossip is the main drawback of an informal communication channel. |  |
| * + 1. Gossip can spread misinformation and undermine morale. |  |
| * + 1. A manager should deal directly with a gossiper. |  |
| 1. **Nonverbal Communication** | PowerPoint Slide 21 |
| * 1. *Nonverbal communication* transmits messages through actions and behaviors. |  |
| * + 1. Gestures, posture, eye contact, tone and volume of voice, and even clothing choices are all nonverbal actions. |  |
| * + 1. 70 percent of interpersonal communication is conveyed through nonverbal cues. |  |
| * 1. Personal space can convey powerful messages. | *Lecture Enhancer:*  *What meaning do you infer if someone is standing too close to you when you are conversing? What if someone is standing unusually far away?* |
| * + 1. Four zones of personal space include intimate, personal, social, and public. | Figure 9.5 Influence of Personal Space in Nonverbal Communication |
| * + 1. In the United States, most business conversations occur within the social zone. |  |
| * + 1. Concepts of appropriate personal space differ dramatically throughout the world. |  |

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| * 1. When verbal and nonverbal cues conflict, receivers of the communication tend to believe the nonverbal content. |  |

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Assessment Check Answers

**7.1 Define the four common listening behaviors.**

*Cynical listening occurs when the receiver of a message feels that the sender is trying to gain some advantage from the communication. Offensive listening occurs when the receiver tries to catch the speaker in a mistake or contradiction. Polite listening occurs when the receiver is rehearsing what he or she wants to say when the speaker finishes. Active listening requires involvement with the information and empathy with the speaker’s situation.*

**7.2 What are the differences between formal and informal communication?**

*Formal communication occurs within the formal chain of command defined by an organization. Informal communication occurs outside the organization’s hierarchy.*

**Learning Objective 8: Explain external communication and crisis management.**

*External communication is a meaningful exchange of information through messages transmitted between an organization and its major audiences, such as customers, suppliers, other firms, the general public, and government officials. Every communication with customers should create goodwill and contribute to customer satisfaction. However, all of this is threatened when companies experience a public crisis that threatens their reputations or goodwill. To manage a public crisis, businesses should respond quickly and honestly, with a member of top management present.*

**Annotated Lecture Outline**

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| ***EXTERNAL COMMUNICATION AND CRISIS MANAGEMENT*** | PowerPoint Slide 22 |
| 1. *External communication* is a meaningful exchange of information through messages transmitted between an organization and its major audiences. |  |
| * 1. Used to keep operations functioning, maintain positions in the marketplace, and build customer relationships with information. | *Class Activity:*  *Ask students for examples of organizations that handled communication surrounding a crisis in an effective manner.* |
| * 1. Every communication with customers should create goodwill and customer satisfaction. | Going Green:  SC Johnson Company Goes Green and Beyond |
| 1. When dealing with a public crisis, putting together a plan of action and dealing with facts and rumors immediately could be the difference between regaining trust and disaster. | *Lecture Enhancer:*  *Share a recent example of a company that did not follow one or more of these steps. What were the consequences?* |

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| 1. The following communication steps can help calm a public relations crisis: | *Lecture Enhancer:* *Share a recent example of a company that did not follow one or more of these steps. What were the consequences?* |
| * 1. Respond quickly with a prepared, written statement. |  |
| * 1. Put top management in front of the press immediately. |  |
| * 1. Stick to the facts when answering reporters’ questions; do not speculate. |  |
| * 1. If you do not know, offer to find out. |  |
| * 1. Acknowledge problems, explain solutions, and welcome feedback. |  |
| * 1. Speak briefly and clearly and provide visual images. |  |

**Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Going Green:**

**SC Johnson Company Goes Green and Beyond Summary**

SC Johnson Company was recently recognized by the Environmental Protection Agency (EPA) for its environmental considerations after they met their projected annual goals to become more sustainable. They report reducing greenhouse gases by 32% in the last decade. Also, 40% of the electricity used by SC Johnson Company locations is generated through reusable sources. The largest company plant in Wisconsin will harness wind energy, as well. SC Johnson Company also reaches out to customers to let them know how green their products are, informing them online, on product packaging, and via phone.

Questions for Critical Thinking

1. Is SC Johnson doing a good enough job communicating its green efforts to customers? Why or why not?

*SC Johnson is doing a successful job at informing their customers about their sustainable efforts because customers will see the information right on the products and can be confident that they are buying something green. However, SC Johnson could continue their efforts by having more campaigns, commercials, etc. that inform the public about their efforts.*

1. How do you think the company’s regular reporting about these efforts affects the results?

*The company’s regular reporting will help them gain more customers as consumers like to know where their products originated from and whether they are sustainable. Also, all of the positive feedback will encourage SC Johnson to continue researching how to make their products greener while encouraging other companies to do the same.*

Assessment Check Answers

**8.1 What is external communication?**

*External communication is a meaningful exchange of information through messages transmitted between an organization and its major audiences.*

**8.2 What is the first thing a company should do when a public crisis occurs?**

*The firm should respond quickly by preparing a written statement that includes the time, place, description of the event, and the number and status of people involved.*

**Answers to Review Questions**

1. **How do companies benefit from empowering their employees? How do employees benefit from empowerment?**

*Companies benefit from employee empowerment because it taps the brainpower of workers, frees managers from hands-on control, and motivates workers. It also can result in increased loyalty and dedication among its employees, resulting in higher-quality products and services.*

*Employees benefit from employee empowerment through an increased sense of appreciation for their work, increased motivation, and enjoyment of their work. Employees also may benefit financially from such programs as ESOPs, etc.*

1. **How might a firm that manufactures shoes use teams to determine ways to improve its environmental standards in terms of products and processes? What type (or types) of teams would be best for this initiative? Why?**

*Each team could focus on one aspect of the shoe business’s operations and functions. Teams could be assigned, for instance, to review and list opportunities in the accounting, human resources, manufacturing, shipping, advertising, etc. areas. Then, the teams could share and compare their ideas with other teams. A cross-functional team would combine the expertise of the various areas to optimize and implement the team’s solutions.*

**3. How do team level and team diversity affect team performance?**

* *Level is a measurement that weighs the talent and background of the group as a whole, so it affects performance by setting certain standards for members’ skill sets or expertise.*
* *Diversity is a measurement that looks at how wide the range is and how different the traits are among team members, so it affects performance by drawing individuals with varied talents, backgrounds, and viewpoints.*

**4. What are the characteristics of an effective team? Why are these features so significant?**

*The characteristics of an effective team include team size, team level, and team diversity.*

* *Size is important because different tasks require greater or fewer participants, and a team’s number can determine success or failure. Six or seven members often are ideal. Very small groups have a stronger need to get along, favor informal interaction, may end up discussing personal topics, and make few demands on members. Very large groups may see slower decision making, less participation or commitment, higher absenteeism and turnover, more disagreement and conflict, or the formation of subgroups.*
* *Level is important because it helps judge the overall ability, experience, and personality within a group, and it determines how much a team can handle.*
* *Diversity helps determine the differences among members in terms of their own ability, experience, and personality, so it measures how well the group represents a wider population and a broad range of views.*

**5. At what stages of development might a team *not* be able to move forward? How might a team leader or manager resolve the situation?**

*A team might stop progressing during the storming stage if the group gets caught up in frivolous arguments or irrelevant personality conflicts. The performing stage could drag on if certain members do not complete assigned tasks, conflicts arise that are not resolved, or the team’s proposed actions are not taken for some reason.*

*The team leader could arrange a meeting with all team members and simply begin by saying “there appears to be a team dynamics issue and we need to discuss and resolve this, without any personal attacks.” Ideas could be generated that can get the team back on track.*

1. **Describe the norms associated with your business class. How do these norms influence the way students behave in class?**

*Answers will vary, but some may refer to class expectations regarding dress, use of electronic devices during class time, and absenteeism or tardiness.*

1. **What steps can managers take to resolve team conflict?**

*Managers can facilitate good communication so that teammates respect each other and are free to disagree with each other, evaluate situations or conditions in the workplace that might be causing conflict, and engage the staff in team-building exercises and role-playing.*

1. **In what ways is context a powerful influence on the effectiveness of communication? Describe an instance in which situational or cultural context has influenced one of your communication processes.**

*Communication in low-context cultures tends to rely on explicit written and verbal messages. Communication in high-context cultures depends not only on the message itself but also on the conditions that surround it. Any form of communication must match the context of its culture in order to be interpreted correctly.*

*Specific instances will vary.*

1. **What are the benefits and drawbacks of oral and written communication?**

* Oral communication advantages: *Face-to-face oral communication allows people to combine words with such cues as facial expressions and tone of voice. Oral communication over the phone allows people to hear the tone of voice and provide immediate feedback by asking questions or restating the message.*
* Oral communication disadvantages: *If one person is agitated or nervous during a conversation, noise enters the process. The immediacy of oral communication can lead to speaking before thinking. Immediately after listening to a message, the average person can recall only half of it.*
* Written communication advantages: *Effective written communication reflects its audience, channel carrying the message, and appropriate degree of formality.*
* Written communication disadvantages: *Poorly written communication reflects very poorly upon the writer and can provide permanent, negative evidence.*

1. **What is the role of external communication? Why is it so important to companies?**

*External communication is a meaningful exchange of information through messages transmitted between an organization and its major audiences (customers, suppliers, other firms, government officials, and the general public). The central focus always should be the customer, and every communication with customers should create goodwill and contribute to customer satisfaction. External communication is vital to companies because it creates and reinforces a corporate and brand image.*

**Projects and Teamwork Applications**

1. Ask the students to list and discuss the problems they had reaching consensus in their teams. Reviewing the process, have students reflect on what steps they feel they could have taken to minimize or avoid these problems. Also ask them to discuss whether these problems would recur on a different task with these same team members. Why or why not?

2. Ask the class to discuss the group dynamics within their team. Which of the problem-solving steps were the most difficult to complete? How difficult was it for the team to define norms?

3. Ask students what type of listening style they initially thought they had, what others told them, and whether they changed their minds. What did they learn about their own listening style?

4. Have students share the type of public place they chose and the list of nonverbal cues they witnessed there. Ask them how their interpretation of these cues might affect how they would approach or communicate with the person observed. Discuss whether we can know if our interpretations are accurate, and how much of our own perspective affects these views.

5. Ask each team to create a two-minute TV ad that they will then “act out” for the class. They can use props and drawings, etc. to support their characters and message. Discuss which aspects of each ad send the most positive message.

Web Assignments

**1. Team-building exercises.** The Web site Team-Building-Bonanza.com is “the motherlode of corporate team building ideas.” You want to select a team-building exercise to help resolve conflicts. What are some of the suggested activities?

http://www.team-building-bonanza.com

1. **Writing better business letters.** Assume you would like to improve your business letter-writing ability. Using a search engine, such as Google or Bing, search the Web for sites with tips and suggestions to improve letter-writing skills. (An example is shown below.) Select two of these sites and review the material. Prepare a brief summary.  
   <http://www.askoxford.com/betterwriting/letterwriting/?view=uk>
2. **Employee stock ownership plans.** Visit the Web site of the ESOP Association (<http://www.esopassociation.org>). Click on “About ESOPs.” Print out the material and bring them to class to participate in a discussion on employee stock ownership plans.

*Note:* Internet Web addresses change frequently. If you do not find the exact sites listed, you may need to access the organization’s home page and search from there or use a search engine such as Bing or Google.

**Case 9.1**

**Southwest Airlines Thrives on Customer Service**

**Answers to Questions for Critical Thinking**

1. How does Southwest’s customer service affect its bottom line?

*Southwest’s customer service will likely increase Southwest’s bottom line because even without tacking on extra service fees, they will have more customers and therefore more profit than other airlines. Customers will continue to do business with Southwest while informing others about how the airline has stellar service.*

2Among 47 industries, airlines overall earn the lowest customer satisfaction score. What could they learn from Southwest?

*Other airlines could study the strategies of Southwest and learn that customer satisfaction is key to high profits rather than charging high fees. Southwest demonstrates that putting customer needs over everything else is key to successful business.*

**Case 9.2**

Windy City Fieldhouse: It’s All About Teams

**Answers to Questions for Critical Thinking**

1. Imagine that you had an opportunity to participate in one of SHIC’s scavenger hunts. How do you think you would benefit from the experience as a team member?

*Participating in a scavenger hunt might benefit team members by improving their collaborative skills and help them learn to identify and employ the specific skills unique to each member.*

2. Why is it important for SHIC to provide a facilitator for each team-building experience?

*Team facilitators serve as team leaders, helping the team set goals, establish norms, and make the most of their diverse skill sets. Without a facilitator, some of the benefits of the learning experience might be lost.***CHAPTER 9: COLLABORATIVE LEARNING EXERCISES**

# **1 – Teamwork**

Learning Objectives: 2, 3, 4, and 5

Purpose:

To introduce the basic concepts of teamwork to your students.

Background:

Teamwork has become an integral part of American business, and students who develop the social skills to operate in a team environment will clearly possess a critical competitive edge in the job market. This exercise is designed to highlight the role of coordination in teamwork (and also to have some fun!).

Relationship to Text:

Teamwork – Learning Objectives 2, 3, 4, and 5

Estimated Class Time:

Approximately 15 minutes

Preparation/Materials:

You will need two to four hula hoops for this exercise, depending on the size of your class. If you cannot find used ones, new hula hoops are only a couple of dollars each at most toy stores. You also should plan to do this exercise in an area with some free space (e.g., an outside lawn).

Exercise\*:

Divide your class into groups of 20–25 students, and direct each group to form a circle with members holding hands. Separate one pair of hands and hang a hula hoop over the arm of one participant, who again holds hands with the person next to him or her.

Direct the groups to pass the hula hoop around the entire circle, without ever breaking the circle. (If you have more than one group, you may want to encourage competition regarding speed.) When the hula hoop returns to its starting point, ask your class to consider these questions:

* What actions moved the hula hoop more quickly? More slowly?
* What does this tell the class about coordination? How is coordination achieved?

Repeat the process as above, except introduce a second hula hoop to each circle on the opposite side from the first. Start the hoops in opposite directions. When each hoop returns to its starting point, ask your class these follow-up questions:

* How was it possible for the hula hoops to pass each other?
* What coordinated actions helped the team overcome this obstacle?
* What does this exercise, with its increased difficulty, say about coordination?

\*Source: Herrenkohl, Roy C. (2004). *Becoming a Team.* Mason, Ohio: South-Western, p. 12.

# **2 – Teamwork in Action**

Learning Objectives: 3, 4, and 5

Purpose:

To give your students a chance to experience and analyze teamwork.

Background:

Reading about team roles and team development is somewhat abstract, relative to real experience. This exercise is designed to provide your students with a quick, fun team project, coupled with immediate analysis (it also is another chance to be creative and have fun!).

Relationship to Text:

Team Development and Roles – Learning Objectives 3, 4, and 5

Estimated Class Time:

Approximately 40 minutes (and worth every moment!)

## Preparation/Materials

You will need to make a copy of the scavenger hunt list for each student (see the Appendix for a copy-friendly version).

Exercise\*:

Divide your class into groups of five to seven students, and challenge them to complete the School Scavenger Hunt.

Each team must bring back the following ten items in the next 15 minutes. The team must reach consensus on each item collected for this activity. Please be prepared to report on your process. To win this game, your collection must be complete, and you must demonstrate a high level of collaboration. Good luck, and have fun!

1. Something representative of the school community
2. An authority symbol
3. Something completely useless
4. A product or service considered to be underpriced
5. A description of the most cost-effective entertainment on campus
6. Most disturbing headline in today’s paper
7. A business card of a school administrator
8. Something representative of a problem in society
9. A symbol of free enterprise

10. A symbol of your group

If you are so inclined, offering a few extra credit points or some candy as a prize boosts energy and excitement. As the groups present their results, encourage them to carefully consider their process of working together. What role(s) did each person play? Did they find themselves moving through any of the stages described in the text?

\*Source: Adapted from Dufrene & Lehman (2002), *Building High-Performance Teams*. Mason, Ohio: South-Western.

# **3 – More Teamwork in Action**

Learning Objectives: 3, 4, and 5

Purpose:

To provide your class with another opportunity to experience and analyze teamwork.

Background:

American business is moving toward a team-oriented approach across virtually every industry. This exercise is designed to give students another chance to hone their understanding of teamwork and to develop their personal team-working skills.

Relationship to Text:

Team Development and Roles – Learning Objectives 3, 4, and 5

Estimated Class Time:

Approximately 30 minutes

Preparation/Materials:

You will need plenty of newspapers and a roll of masking tape for each group of three to five students.

Exercise:

Announce that the purpose of this exercise is for each group of students to use the newspaper and tape to build the best possible tower that they can build in 15 minutes.

Before you divide the class into groups, help them determine the criteria for “best” (e.g., tallest, widest, wackiest, etc.). Quickly brainstorm the possibilities, and as a class, vote on three to five criteria. Then, divide the class into groups of approximately five students. Earmark one student per group to be the observer, and let the building begin!

When you call time, ask the observer from each group to present the tower and to comment on the group process. Encourage observers to cover key issues such as how (or whether) a leader emerged, how much time the group spent planning their approach, and how the group resolved conflict.

# **4 – Effective Communication**

Learning Objective: 6

Purpose:

To demonstrate the impact of noise on effective communication.

Background:

Messages of all kinds in American business too often are transmitted through a number of people before they reach their intended recipient. This exercise is designed to vividly demonstrate how messages can become distorted when they pass through a chain of communicators.

Relationship to Text:

The Process of Communication – Learning Objective 6

Estimated Class Time:

Approximately 10 minutes

Preparation/Materials:

Spend a few moments choosing a complex, multicolored advertisement from a glossy magazine. A two-page spread is most effective.

Exercise:

Divide your class into groups of five students. Ask the students in each group to label themselves A–E. Direct all of the As to remain in the classroom, and all of the others to step outside. Share the advertisement with the As. Encourage them to look very carefully but not to take notes. Then, invite the Bs back into the room and direct the As to describe the advertisement to the Bs. Repeat the process with the Cs, Ds, and Es, and do not let any of the prior letter groups help the current letter groups describe the advertisement. Finally, ask the Es to describe the advertisement to the class. The results are usually both entertaining and enlightening; it often is hard to believe that they are all describing the same advertisement.

Follow-up discussion: Which group did best? Why? What were the barriers to communication? (Language often is significant.) How can they overcome these barriers? Encourage them as communicators to summarize key points (rather than bogging down in detail), and as message recipients to listen for key points and to ask clarifying questions.

# **5 – Oral Communication and Listening Skills**

Learning Objective: 7

Purpose:

To highlight the importance of listening skills and nonverbal communication.

Background:

As the text states, managers spend approximately 80 percent of their time in direct communication with others, much of which includes speaking and listening. This exercise is designed to highlight why those skills are crucial to effective communication at any level.

Relationship to Text:

Oral Communication and Listening Skills – Learning Objective 7

Estimated Class Time:

Approximately 15 minutes

Preparation/Materials:

None needed

Exercise\*:

Begin with a brief discussion of interactive listening techniques. Be sure to include the basics such as eye contact, clarifying questions, paraphrasing, etc.

After the discussion, spend a few moments brainstorming with your class a brief list of controversial topics. Then, ask your students to divide themselves into groups of two, and to decide who will be person A and who will be person B. After they have appointed A and B, announce that A will be the speaker and B will be the listener.

The challenge: As will speak to Bs for 30 seconds on the controversial topic of their choice, following the guidelines below. Each segment should be approximately 30 seconds.

1. B listens actively to A
2. A speaks with his or her eyes closed
3. A speaks without using any hand gestures whatsoever
4. B completely ignores A

Be warned that this exercise is informative and fun but very, very noisy. You may need to call time quite loudly at the end of each segment.

Follow-up discussion: What segment was most difficult? Why? How did the speaker feel during each segment? What about the listener? How will this help them communicate more effectively?

\*Source: Chandler, Fran (1995). *Fundamentals of Business Communication.* Irwin, p. 95.