# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 11: Lecture Guide Organizational Communication

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concepts of communication. Students will learn about various types of communication, including organizational communication and interpersonal communication. Students will also be given methods for increasing listening effectiveness and improving their communication skills.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

11.01 Recognize the types of organizational communication.

11.02 Explain why interpersonal communication often is not effective.

11.03 Increase your listening effectiveness.

11.04 Improve your communication skills.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 11.01 Recognize the types of organizational communication | 5-17  Workbook | Exercise 11.2  Informal Communication | 10 minutes |
| 11.02 Explain why interpersonal communication often is not effective | 18-40  47  4  Workbook  Workbook  Workbook  Workbook  Workbook | Activity: Discussion  Exercise 11.1  Focused Free-Write  Exercise 11.3  Nonverbal Communication  Exercise 11.4  Communication Overload  Exercise 11.5  Your Listening Style  Exercise 11.6  Listening Styles | 5 minutes  5 minutes  20 minutes  10 minutes  10 minutes  10 minutes |
| 11.03 Increase your listening effectiveness | 41-47  Workbook | Exercise 11.7  Listening Quiz | 10 minutes |
| 11.04 Improve your communication skills | 48-50  Workbook | Exercise 11.8  Readability | 10 minutes |
| All Objectives | 2  53  54-55  56 | Icebreaker  Applied Case Study  Activity: Discussion  Activity: Self-Assessment | 10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Upward communication:** Communication within an organization in which the direction of communication is from employees up to management.

**Serial communication:** Communication passed consecutively from one person to another.

**MUM (minimize unpleasant messages) effect:** The idea that people prefer not to pass on unpleasant information, with the result that important information is not always communicated.

**Communication channel:** The medium by which a communication is transmitted.

**Proximity:** Physical distance between people.

**Attitude survey:** A form of upward communication in which a survey is conducted to determine employee attitudes about an organization.

**Suggestion box:** A form of upward communication in which employees are asked to place their suggestions in a box.

**Complaint box:** A form of upward communication in which employees are asked to place their complaints in a box.

**Liaison:** A person who acts as an intermediary between employees and management, or the type of employee who both sends and receives most grapevine information.

**Ombudsperson:** A person who investigates employees’ complaints and solves problems.

**Union steward:** An employee who serves as a liaison between unionized employees and management.

**Downward communication:** Communication within an organization in which the direction of communication is from management to employees.

**Bulletin board:** A method of downward communication in which informal or relatively unimportant written information is posted in a public place.

**Policy manual:** A formal method of downward communication in which an organization’s rules and procedures are placed in a manual; legally binding by courts of law.

**Newsletters:** A method of downward communication typically used to communicate organizational feedback and celebrate employee success.

**Intranet:** A computer-based employee communication network used exclusively by one organization.

**Business communication:** The transmission of business-related information among employees, management, and customers.

**Informal communication:** Communication among employees in an organization that is not directly related to the completion of an organizational task.

**Grapevine:** An unofficial, informal communication network.

**Single-strand grapevine:** A pattern of grapevine communication in which a message is passed in a chain-like fashion from one person to the next until the chain is broken.

**Gossip grapevine:** A pattern of grapevine communication in which a message is passed to only a select group of individuals.

**Probability grapevine:** A pattern of grapevine communication in which a message is passed randomly among all employees.

**Cluster grapevine:** A pattern of grapevine communication in which a message is passed to a select group of people who each in turn pass the message to a few select others.

**Isolate:** An employee who receives less than half of all grapevine information.

**Dead-enders:** Employees who receive much grapevine information but who seldom pass it on to others.

**Gossip:** Poorly substantiated information and insignificant information that is primarily about individuals.

**Rumor:** Poorly substantiated information that is passed along the grapevine.

**Interpersonal communication:** Communication between two individuals.

**Noise:** Any variable concerning or affecting the channel that interferes with the proper reception of a message.

**Intimacy zone:** A distance zone within 18 inches of a person, where only people with a close relationship to the person are allowed to enter.

**Personal distance zone:** A distance zone from 18 inches to 4 feet from a person that is usually reserved for friends and acquaintances.

**Social distance zone:** An interpersonal distance from 4 to 12 feet from a person that is typically used for business and for interacting with strangers.

**Public distance zone:** Distance greater than 12 feet from a person that is typical of the interpersonal space allowed for social interactions such as large group lectures.

**Paralanguage:** Communication inferred from the tone, tempo, volume, and rate of speech.

**Artifacts:** The things people surround themselves with (clothes, jewelry, office decorations, cars, etc.) that communicate information about the person.

**Open desk arrangement:** An office arranged so that a visitor can sit adjacent to rather than across from the person behind the desk.

**Closed desk arrangement:** An office arranged so that a visitor must sit across from the person behind the desk.

**Leveled:** Describes a message from which unimportant informational details have been removed before the message is passed from one person to another.

**Sharpened:** Describes a message in which interesting and unusual information has been kept in the message when it is passed from one person to another; see Leveled.

**Assimilated:** A description of a message in which the information has been modified to fit the existing beliefs and knowledge of the person sending the message before it is passed on to another person.

**Omission:** A response to communication overload that involves the conscious decision not to process certain types of information.

**Error:** Deviation from a standard of quality; also a type of response to communication overload that involves processing all information but processing some of it incorrectly.

**Queuing:** A method of coping with communication overload that involves organizing work into an order in which it will be handled.

**Escape:** A response to communication overload in which the employee leaves the organization to reduce the stress.

**Gatekeeper:** A person who screens potential communication for someone else and allows only the most important information to pass through.

**Multiple channels:** A strategy for coping with communication overload in which an organization reduces the amount of communication going to one person by directing some of it to another person.

**Attitudinal Listening Profile:** A test developed by Geier and Downey that measures individual listening styles.

**Leisure listening:** The listening style of a person who cares about only interesting information.

**Inclusive listening:** The listening style of a person who cares about only the main points of a communication.

**Stylistic listening:** The listening style of a person who pays attention mainly to the way in which words are spoken.

**Technical listening:** The listening style of a person who cares about only facts and details.

**Empathic listening:** The listening style of a person who cares primarily about the feelings of the speaker.

**Nonconforming listening:** The listening style of a person who cares about only information that is consistent with their way of thinking.

**Fry Readability Graph:** A method of determining the readability level of written material by analyzing sentence length and the average number of syllables per word.

**Flesch Index:** A method of determining the readability level of written material by analyzing average sentence length and the number of syllables per 100 words.

**FOG Index:** A method of determining the readability level of written material by analyzing sentence length and the number of three-syllable words. (The term is interpreted as either the measure of the “fog” a reader may be in or as the acronym FOG, for “frequency of gobbledygook.”)

**Dale-Chall Index:** A method of determining the readability level of written material by looking at the number of commonly known words used in the document.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Enhanced discussion of virtual forms of communication
* Revised discussion of attitude surveys
* Revised discussion of suggestion boxes
* Deleted discussion of memos
* Deleted discussion of cognitive ability and communication
* Changed topic of career workshop to video conferencing etiquette

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 11. (PPT Slide 3).*

1. Student engagement prior to class
   1. Have your students complete Exercises 11.2 and 11.3 and bring them to class for discussion. Remind your students to bring their EPI scores from Exercise 5.3. If you did not use this exercise when you discussed employee selection, you can have your students take the test prior to class and then score the test.
2. Student engagement at the beginning of class
   1. Have your students complete the free-write in Exercise 11.1 to get them thinking about the importance of communication.
      1. Have the class discuss their free-writes.
3. Recognizing the types of organizational communication (11.01, PPT Slides 5-6)
   1. Upward communication (PPT Slide 7)
      1. Serial communication
      2. Attitude surveys
      3. Focus groups
      4. Exit interviews
      5. Suggestion boxes
      6. Third party facilitators
   2. Downward communication (PPT Slide 8)
      1. Bulletin boards
      2. Policy manuals
      3. Newsletters
      4. Intranets
   3. Business communication (PPT Slide 9)
      1. Telephone calls
      2. Videoconferencing
      3. Email
      4. Voicemail
      5. Business meetings
      6. Email etiquette (PPT Slide 10)
      7. Voicemail etiquette (PPT Slide 11)
      8. Videoconferencing etiquette (PPT Slide 12)
      9. Office design (PPT Slide 13)
         1. Can be used to facilitate communication
         2. Open (landscaped offices)
         3. Free-form workstations
         4. Boulevards
         5. Portable offices
   4. Informal communication (PPT Slide 14)
      1. Grapevine
         1. Single-strand
         2. Gossip
         3. Probability
         4. Cluster
      2. Isolates
      3. Dead-enders
      4. Gossip
      5. Rumor
      6. Illustration of grapevine patterns (PPT Slide 15-16)
   5. **Workbook Exercise 11.2**: Informal Communication (PPT Slide 17)
4. Explaining why interpersonal communication often is not effective (11.02, PPT Slides 18)
   1. Three problem areas (PPT Slide 19)
   2. Illustration of interpersonal communication process (PPT Slide 20)
   3. Problem area 1: intended message versus message sent (PPT Slide 21)
      1. Can be avoided with improved communication skills
   4. Problem area 2: message sent versus message received (PPT Slide 22)
      1. Actual words used (PPT Slide 23)
         1. “Fine”
         2. Gendered words (girl vs. female)
         3. Words to avoid (PPT Slide 24)
         4. Gender differences in communication (PPT Slide 25)
      2. Communication channels (PPT Slide 26)
         1. Oral
         2. Nonverbal
         3. Written
      3. Noise (PPT Slide 27)
         1. Actual noise
         2. Appropriateness of the channel
         3. Bias
         4. Feelings about the person communicating
         5. Mood
         6. Perceived motives
      4. Nonverbal cues (PPT Slide 28)
         1. Ambiguous
         2. Gender and cultural differences
         3. Body language (PPT Slide 29)
            1. Where one’s body faces
            2. Interrupting, leaning back in chair
            3. Eye contact
            4. Raising or lowering head or shoulders
            5. Touching
            6. Fidgeting
         4. **Workbook Exercise 11.3**: Nonverbal Communication (PPT Slide 30)
         5. Use of space (PPT Slide 31)
            1. Intimacy zone
            2. Personal distance zone
            3. Social distance zone
            4. Public distance zone
         6. Use of time (PPT Slide 32)
            1. Being late or leaving a meeting early
         7. Basic assumptions about nonverbal cue and paralanguage (PPT Slide 33)
      5. Paralanguage (PPT Slide 34)
         1. Rate of speech, loudness, intonation, amount of talking, voice pitch, pauses
         2. Importance of inflection (PPT Slide 35)
      6. Artifacts (PPT Slide 36)
         1. Office
         2. What we wear
         3. Car
         4. House
      7. Amount of information (PPT Slide 37)
         1. When we have too much information, we tend to assimilate, sharpen, level
         2. **Workbook Exercise 11.4**: Communication Overload (PPT Slide 38)
         3. Reactions to information overload (PPT Slide 39)
   5. Problem area 3: message received versus message interpreted (PPT Slide 40)
   6. The importance of listening (PPT Slide 41)
      1. Listening styles (PPT Slide 42)
5. Increasing your listening effectiveness (11.03, PPT Slide 43)
   1. Listening skills
   2. **Workbook Exercise 11.5**: Your Listening Style (PPT Slide 44)
   3. **Workbook Exercise 11.6**: Listening Style (PPT Slide 45)
   4. **Workbook Exercise 11.7**: Listening Quiz (PPT Slide 46)
6. Explaining why interpersonal communication often is not effective continued (11.02)
   * 1. Other factors (PPT Slide 47)
        1. Emotional state
        2. Bias
7. Improving your communication skills (11.04, PPT Slide 48)
   1. Employee communication skills (PPT Slide 49)
   2. Written communication skills
   3. Comparison of readability scales (PPT Slide 50)
   4. **Workbook Exercise 11.8**: Readability (PPT Slide 51-52)
   5. **Activity**: Applied case study (PPT Slide 53, 10 minutes)
   6. **Activity**: Discussion (PPT Slide 54-55, 10 minutes)
   7. **Activity**: Self-assessment (PPT Slide 56, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Effective communication (PPT Slide 4, 5 minutes)
   1. Think of a situation in which you and another person did not communicate effectively. Describe what happened. Why do you think the miscommunication took place?
2. Discussion: Ethical communication (PPT Slides 46 and 47, 10 minutes)
   1. Students will discuss questions listed concerning ethical communication.
3. Career Workshop: Video conferencing etiquette
   1. Career workshop can be used as supplemental in-class discussion.
4. Applied Case Study: Reducing Order Errors at Hardee’s and McDonald’s (PPT Slide 45)
   1. Case study can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 11.1**: Focused Free-Write
   1. Exercise asks students to think about a situation in which they did not communicate effectively and describe the situation. Then, students are asked to indicate why they think the miscommunication took place.
2. **Workbook Exercise 11.2**: Informal Communication
   1. Exercise asks students to think of an informal communication within their own life.
3. **Workbook Exercise 11.3**: Nonverbal Communication
   1. Exercise asks students to study the extent to which nonverbal cues exist in normal conversation by observing others in a public setting.
4. **Workbook Exercise 11.4**: Communication Overload
   1. Exercise asks students to examine the way in which they react when overloaded.
5. **Workbook Exercise 11.5**: Your Listening Style
   1. Exercise asks students to complete the Employee Personality Inventory.
6. **Workbook Exercise 11.6**: Listening Style
   1. Exercise lists situations and the different listening styles and asks students to indicate how they would speak to each of the listeners.
7. **Workbook Exercise 11.7**: Listening Quiz
   1. Exercise asks students to complete a listening quiz.
8. **Workbook Exercise 11.8**: Exercise asks students to use the Fry Readability Graph to determine the readability level of a passage.
   1. Answer:

|  |  |
| --- | --- |
| **Factor** | **Answer** |
| Number of total words | 124 |
| Number of sentences | 7 |
| Number of syllables | 208 |
| Sentences per 100 words | 5.65 = (7 / 124) \* 100 |
| Syllables per 100 words | 167.74 = (208 / 124) \* 100 |
| Readability level | 11th or 12th (borderline) |

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## Additional Resources

### Internet Resources

* <https://www.siop.org/Research-Publications/Organizational-Frontiers-Series> SIOP’s Organizational Frontiers Series that helps students stay up to date on developments in the workplace.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |