

Chapter 2

Team and Interpersonal Communication

Icebreaker

The opening vignette discusses two instances when NBA players joined together to focus on a common goal. In these cases, it was NBA players quarantining together to allow them to continue playing during the pandemic, as well as the LA Lakers joining arms and taking a knee to protest police brutality through the Black Lives Matter movement.

1. Have you ever witnessed or participated in a team showing such solidarity, whether for a larger purpose or one as simple as better coffee in the breakroom?

Learning Objectives

After studying this chapter, you should be able to:

- 2-1 Describe ways to improve team communication.
- 2-2 Explain ways to build relationships when working remotely.
- 2-3 Apply the steps for team writing in a business situation.
- 2-4 Identify best practices for in-person and online business meetings.
- 2-5 Explain examples of nonverbal communication.
- 2-6 Describe ways to improve listening skills in business situations.

2-1

Work Team Communication

2-1 Work Team Communication (1 of 4)

Team Formation

- **Teams** in business
 - Ideal team allows for diversity of thought and everyone to participate.
- Developing Trust
 - Utilize small talk to get to know each other.
- Establishing Initial Goals
 - What is your purpose? How will you know it's been accomplished?
- Establishing Initial Norms
 - Agree on how to operate and make decisions. Try to foresee possible problems.

2-1 Work Team Communication (2 of 4)

Types of Team Communication

- Conflict – Should teams avoid conflict?
- Conformity – Should team members try to conform?
 - **Groupthink** – when people think similarly without independent thought.
- Consensus – Should teams always strive for consensus?
 - **Consensus** – reaching a decision that best reflects the thinking of all team members.

2-1 Work Team Communication (3 of 4)

Accountability

- Establish a culture of accountability
 - Establish expected outcomes
 - Provide regular updates.
- Be compassionate. Offer help.
- Demonstrate asking for help when needed.

Giving

- Develop more supportive relationships
- Givers rely on interdependence and focus on team outcomes

Figure 2: External and Internal Accountability Measures

| External Measures < ————— > Internal Measures or "Self-Accountability" | | | | |
|--|---|----------------------------------|---|---|
| | PUNISHING | MICRO-MANAGING | DIRECTING | SUPPORTING |
| What Leaders Do | Discipline people for poor performance or work habits | Criticize minor mistakes | Assign and schedule tasks; provide checklists | Specify results, measure progress regularly, and provide coaching |
| When Leaders Act | After problems surface | Constantly | Before problems surface | Ongoing but not too frequently |
| Typical Focus | Punishing and blaming | Babysitting and correcting | Teaching and evaluating | Solving problems collaboratively |
| Likely Outcomes for Employees and Coworkers | Feeling fearful and victimized | Feeling mistrusted and dependent | Feeling devalued; doing the minimum | Feeling valued, self-reliant, and focused on development |

2-1 Work Team Communication (4 of 4)

The Ethical Dimension of Team Communication

- Put the good of the team first.
- Respect each other's emotions, produce best work, be encouraging
- Act with Integrity; build trust, be reliable, work with morals

Group Activity

1. Should teams avoid conflict?
2. Should team members try to conform?
3. Should teams always strive for consensus?
4. When would conflict, conformity or consensus be beneficial to a company?
5. When would conflict, conformity or consensus be a challenge to a company?

Group Activity Debrief

1. What experience have you had with conflict and conformity in group activities or projects?
2. How did conflict make you feel?
3. Do you feel some people “gave in” just to finish the project or meeting?

2-2

Virtual Team Communication

2-2 Virtual Team Communication (1 of 3)

Developing **Social Presence**

- Be your authentic, genuine self
- Use informal and positive language and tone
- Get to know each other

Setting Goals and Norms

- Write a team charter to include information on:
 - Scheduling team meetings
 - Setting expectations and accountability
 - Preferred technologies

2-2 Virtual Team Communication (2 of 3)

- **Purpose:** Why does the team exist? What is the team expected to do?
- **Results:** How will we know when the team is successful? What specific outcome will we achieve?
- **Communication:** How will the team communicate and store files?
- **Roles and Responsibilities:** What will team members do to ensure success?
- **Decision Making:** What decisions will the team make, and how will we make them?
- **Conflict Management:** How will the team manage through conflict?

2-2 Virtual Team Communication (3 of 3)

Choosing a Collaboration Platform

- Use one communication channel.
- Combine synchronous and asynchronous tasks and meetings.

Calling and Messaging

- **Phone** benefits complex and emotion content
 - Plan and schedule calls
 - Use a natural style
- **Text** benefits short interactions
 - Quick & immediate reply
 - Use an informal style

Role Play Activity

You are setting up a committee to address environmental impact of your company.

1. What goals and norms would you set?
2. Go through the six steps and have someone write down each step for your group.

Role Play Activity Debrief

Reflect on the goals and norms each group came up with.

1. What was surprising?
2. What was challenging?
3. What made a big difference?

2-3

Collaborative Writing

2-3 Collaborative Writing (1 of 2)

Applying Strategies for Team Writing

- Identify Project Requirements
- Create a Project Plan
- Draft the Writing
- Revise the Writing
- Finalize the Project

2-3 Collaborative Writing (2 of 2)

Commenting on Team Writing

- Imagine Yourself as the Audience
 - Assume the role of the reader
 - Read for context and meaning
- Encourage Revisions
 - Avoid taking over the text
 - Comment sparingly
 - Provide specific, useful feedback
- Take a Positive Approach
 - Emphasize the writer when giving positive feedback
 - Use “I” language

2-4

Business Meetings

2-4 Business Meetings (1 of 3)

Determining the Meeting Format

- Face-to-Face Meeting Video or Online Meeting
 - Close alternate to face-to-face
 - Allows for interaction without the costs
- Conference Calls
 - Allows multiple people to participate in real time
- Video or Online Meetings
 - Builds relationships and social interactions
 - Allows discussion of difficult and complex topics

2-4 Business Meetings (2 of 3)

Planning the Meeting

- Identify the purpose
- Decide who should attend
- Prepare an **agenda**
 - Meetings can be overwhelming because of visual stimulation and Emotional effort to be “on”
 - Avoid **Zoom fatigue** by hiding your video, watching in speaker view, and planning interactive elements.

2-4 Business Meetings (3 of 3)

Facilitating the Meeting

- Set the stage
- Facilitate interactivity
- Manage time
- Summarize and end the meeting

Participating in the Meeting

- Maintain focus

Following Up After the Meeting

- **Minutes** – official record of the meeting

Figure 9: Virtual Meeting Strategies

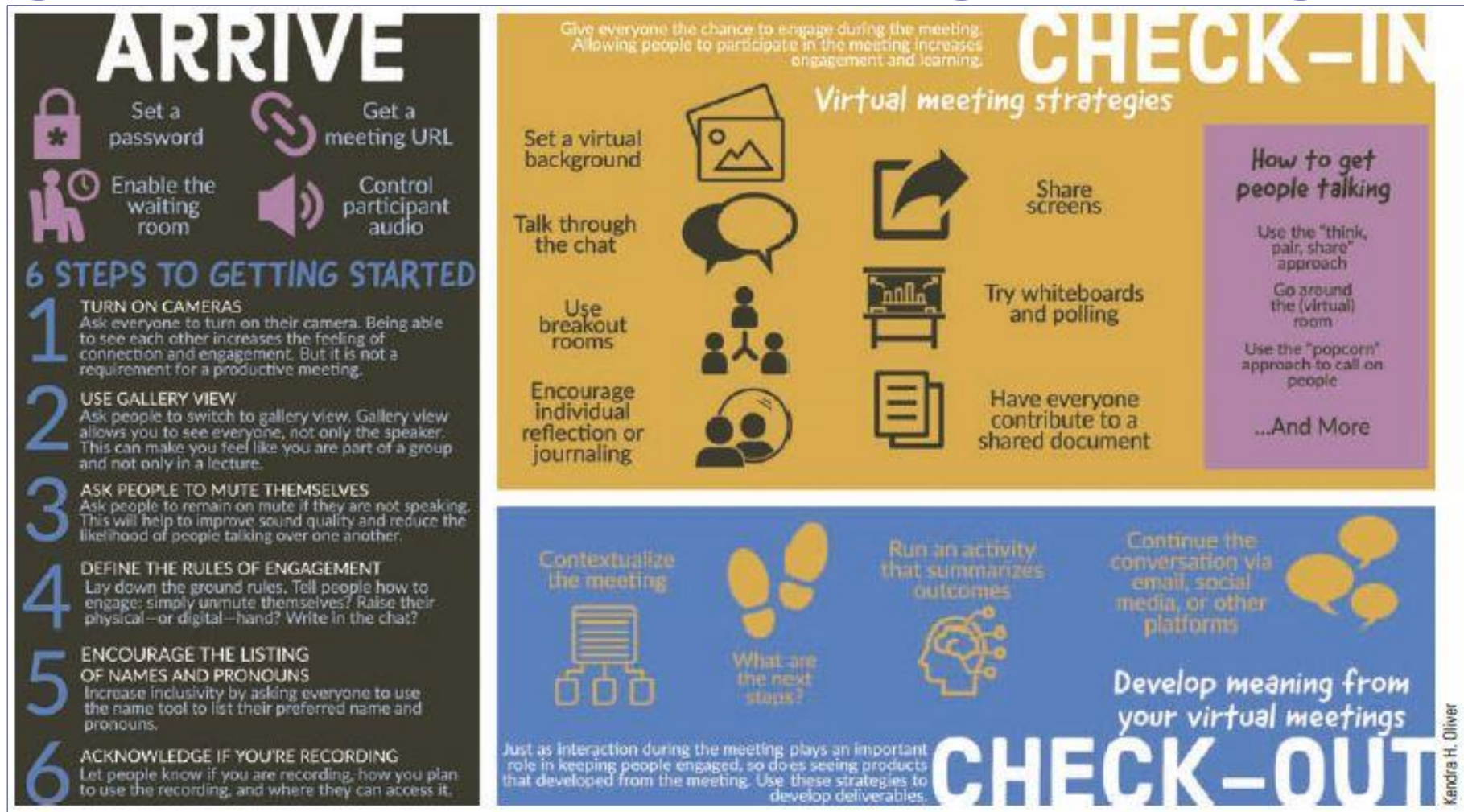


Figure 10: Meeting Citizenship Behaviors

- If given the opportunity beforehand, I provide input regarding the meeting agenda.
- I come prepared to meetings.
- I express my true opinions in meetings.
- I communicate my ideas in meetings.
- I speak in meetings.
- If I don't agree with the group during a meeting, I say so.
- During meetings, I volunteer information that may help solve someone's problem.
- I try to make our meetings more productive.

Class Discussion Activity

1. Refer to Figure 8 on page 45 of the text; what makes this agenda strong?
2. How will this agenda support the team to meet their goal?
3. What meeting format would be best for this meeting? Why?

Class Discussion Activity Debrief

1. Do the meetings you attend always provide an agenda?
 - a. If so, are they as detailed as Figure 8, or simple agendas?
2. Do you find it helpful to have an agenda?

2-5

Nonverbal Communication

2-5 Nonverbal Communication (1 of 2)

Facial Expressions and Gestures

- Genuine smile reaches the eyes
- Respectful and engaging eye contact

Body Movement

- Changes your feelings
- Shows interest
- Position compared to others
- Vertical levels
- Pace of movement

2-5 Nonverbal Communication (2 of 2)

Physical Appearance

- Enhance professional image - emphasize strong points

Voice Qualities

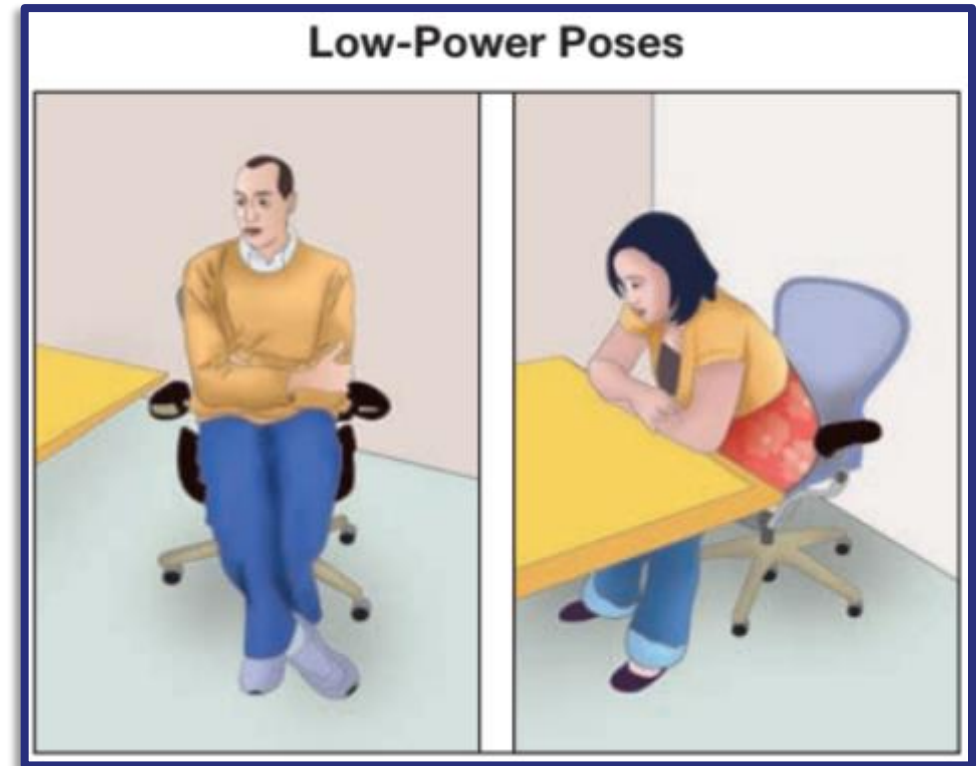
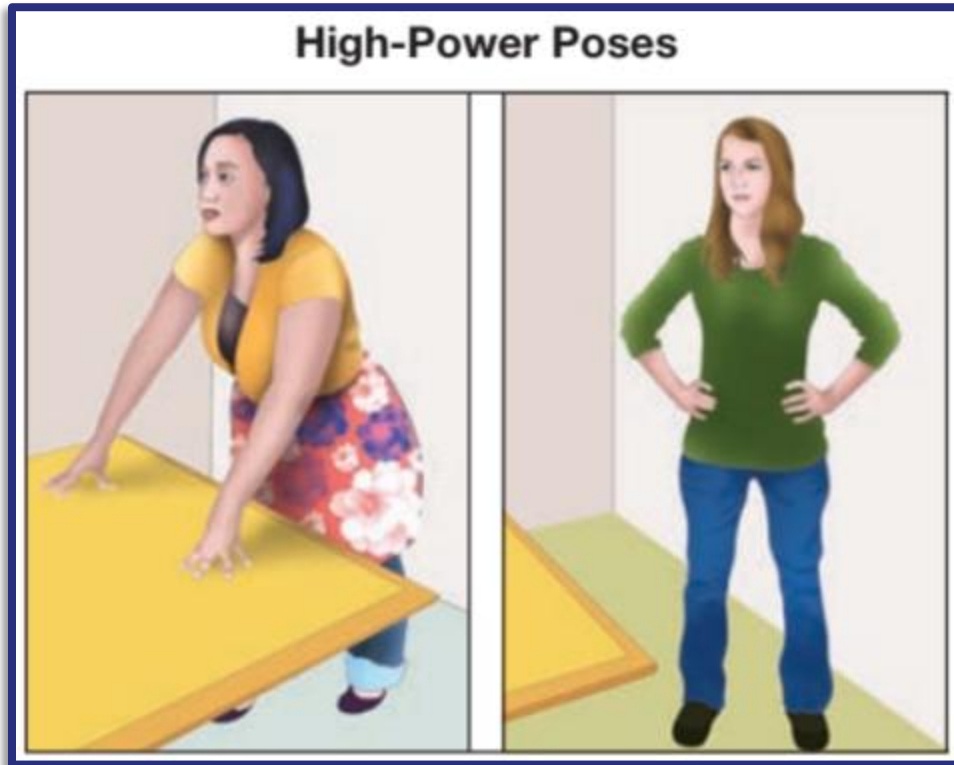
- Volume, speed, pitch, and tone carry messages.

Touch

- Be particularly careful about other's space.
- Handshakes should convey confidence

Act It Out Activity

How do you feel after each pose?



Act It Out Debrief

1. Had you realized prior to the previous activity how much your pose affects your attitude and the presence you give off?

2-6

Listening

2-6 Listening (1 of 3)

Listen: an active process to interpret and assign meaning to the sounds

- Listening is a full-body experience including emotion and body language
- Listening is the most used and least developed communication skill

Empathy, Sympathy, and Compassion

- **Empathy:** understanding and sharing another's feelings.
- **Sympathy:** understanding and providing comfort.
- **Compassion:** noticing, feeling, and demonstrating concern that alleviates suffering.

2-6 Listening (2 of 3)

The Value of Listening

- It is a stereotype that men have trouble listening
- Women are only slightly more empathetic than men
- Listening improves tasks and relationships in business
- Listening contributes to feelings of belonging

Figure 16: How Listening Improved Business

| Tasks | Relationships |
|--|--|
| Improves problem solving | Increases interpersonal trust |
| Improves product and service design | Improves customer service and loyalty |
| Improves accuracy of communication | Increases employee commitment and morale |
| Reduces misunderstandings about new tasks | Encourages timely feedback |
| Increases frequency of sharing information | Increases perceptions of integrity |

2-6 Listening (3 of 3)

Keys to Better Listening

- Give your undivided attention
- Stay open-minded
- Don't interrupt (usually)
- Involve yourself
- Respond by **paraphrasing** or **reflecting**

Group Activity 2

Review the conversations in Figure 17 on p. 54 of the textbook: not listening with an open mind and listening with an open mind.

1. How did the manager respond - with empathy or sympathy? How does this influence or change the conversation?
2. What did the employee do? What did the manager do?
3. What changed? How did each person react?
4. How do you think each person felt before, during and after the conversation?

Group Activity 2 Debrief

1. Have you been in a situation where you felt someone wasn't actively listening while you were talking? How did it make you feel?
2. Have you been in a situation where you know the other person was actively listening? How did it make you feel?

Knowledge Check

What are questions help set up goals and norms for a team?

(Select all that apply)

- A. What do we expect to do or accomplish?
- B. What ways can I show empathy and sympathy?
- C. What will team members do to ensure success?
- D. What can I say when my colleague finishes?
- E. What decisions will the team make, and how will we make them?

Summary

Click the link below to review the objectives for the presentation.

[Link to Objectives](#)