

## CHAPTER 3 DEVELOPING COMMUNICATION SKILLS

### **Learning Objectives**

1. Define communication.
2. Describe the interpersonal communication process.
3. Describe problems that could arise from conflicting or inappropriate assumptions made in interpersonal communication.
4. Define semantics, and explain its role in interpersonal communication.
5. Define perception.
6. Explain how emotions may affect communication.
7. Explain the concept of feedback in communication.
8. Explain active listening
9. Describe the grapevine.
10. Define and briefly discuss the e-mail process.
11. Define Internet and Intranets.
12. Discuss two factors that complicate communications in international business activities.

### **Chapter Overview**

There is perhaps no greater skill that can be mastered by the manager than becoming an excellent communicator. Communication is at the center of all excellent organizations. It does not occur naturally. Communication must be studied and planned. Two broad forms are discussed—interpersonal communication and organizational communication.

Interpersonal communication is an interactive process where communication occurs between individuals. Several subtle skills are important to this process. Understanding the use of language, perception, the art of listening, nonverbal cues, and being willing to accept feedback are all critical to effective interpersonal communication.

Organizational communication is explored by revealing the characteristics of downward, upward, and horizontal communication systems. These characteristics provide areas that the manager can study, provide training in, and improve. Quality organizations all have excellent organizational communication systems. In addition, the emerging emphasis on international business and mergers will necessitate a new understanding of organizational communication systems, and they will become more complex in the future. Planning for these changes and developments will become as central to the strategic planning process as product and market development.

## Lecture Outline

### I. **Communication** as a Management Skill

- A. The act of exchanging information.
- B. Communication in organizations occurs in many forms.
- C. Communication is a management skill.
  - 1. Managers must give directions to the people who work for them.
  - 2. Managers must be able to motivate people.
  - 3. Managers must be able to convince customers that they should do business with them.
  - 4. Managers must be able to absorb the ideas of others.
  - 5. Managers must be able to persuade other people.

Key Term #1; Learning Objective #1; Review Question #1; Figure 3.1

### II. Interpersonal Communication

- A. **Interpersonal communication** is an interactive process between individuals that involves sending and receiving verbal and nonverbal messages.
- B. Many factors interfere with and cause the interpersonal communication process to fail.
  - 1. Conflicting or inappropriate assumptions can confuse communicators and cause ineffective communication.
  - 2. **Semantics** is the science of the meaning of words and symbols; words mean different things to different people.
  - 3. **Perception** deals with mental and sensory processes used to interpret information; people often perceive the same situation in different ways.
  - 4. Emotions can affect the communication process by affecting our disposition to send and receive communication.

Key Terms #2, 3, 4; Learning Objectives #2, 3, 4, 5, 6; Review Questions #2, 3, 4, 5, 6; Figures 3.2, 3.3, 3.4; Management Illustration 3.1, 3.2

### III. Learning to Communicate

- A. Understanding the audience is important to effective communication.
- B. Developing good listening skills is vital, especially for managers.
  - 1. **Active listening** means absorbing what another person is saying and responding to the person's concerns.

2. Active listening involves identifying the speaker's purpose, identifying the speaker's main ideas, and noting the speaker's tone as well as his/her body language, and respond to the speaker with appropriate comments, questions and body language.
- C. Selecting **feedback** helps the sender know if the correct message has been received.
  1. Effective communication is a two-way process.
  2. Feedback is the flow of information from the receiver to the sender.
- D. Understanding the importance of nonverbal communication.
  1. Meaning is conveyed through nonverbal communication (e.g. gestures, body posture)
  2. **Paralanguage** includes pitch, tempo, loudness, and hesitation in verbal communication.
  3. Nonverbal communication is an effective way of communicating emotions.

Key Terms #5, 6, 7; Learning Objectives #7, 8; Review Questions #7, 8, 9; Figures 3.5, 3.6, 3.7

IV. Written Communication

- A. Managers must be able to write clearly, concisely, and persuasively.
- B. Managers need to identify their purpose for writing, their audience, and their main message.
- C. Some principles of good writing include:
  1. Writing as simply and clearly as possible.
  2. Ensuring an appropriate tone for the audience.
  3. Proofreading the document.

Figures 3.8, 3.9; Management Illustration 3.3

V. Oral Communication

- A. Most business communication is done orally, sometimes formally but often informally.
- B. Oral communication is important because successful managers give clear instructions, motivate their staffs, and persuade other people.
- C. Oral communication skills can be developed by following some thumb rules:
  1. Make emotional contact with listeners.
  2. Avoid speaking in a monotone.
  3. Be enthusiastic and project a positive outlook.
  4. Avoid interrupting others.
  5. Always be courteous.
  6. Avoid empty filler sounds or words.

Figure 3.10

- VI. Choosing the Best Method of Communication
- A. Managers need to understand when to use oral communication alone, when to use written communication alone, and when to follow oral communication with written communication.
  - B. Generally use verbal communication to relay sensitive information.
  - C. Generally use written communication to relay routine information.

Figure 3.11

- VII. Communicating within the Organization
- A. The organizational **grapevine** is the informal channels of communication within an organization.
    - 1. The grapevine does not follow the organizational hierarchy.
    - 2. The grapevine includes management, professional, and nonmanagement personnel.
    - 3. The grapevine is often accurate, and information travels more rapidly on the grapevine than with formal channels of communication.
  - B. E-mail or electronic mail systems provide for the high-speed exchange of written messages; e-mail saves time, eliminates wasted effort, provides written records, and enables communication among individuals who might not otherwise communicate.
  - C. The **Internet**, referred to as the information superhighway, is a global collection of independently operation, but interconnected computers.
  - D. The **Intranet** is a private corporate computer network that uses Internet products and technologies to provide multimedia applications within organizations

Key Term #8, 9, 10; Learning Objectives #9, 10, 11; Review Question #10, 11

- VIII. Communication in International Business Activities
- A. Communication in international business becomes even more complicated in both the verbal and nonverbal communication processes.
  - B. To overcome communication problems, managers should:
    - 1. Learn the culture of the people with whom they will be communicating.
    - 2. Write and speak clearly and simply.

Learning Objective #12; Review Question #12; Management Illustration 3.4

### **Barriers to Student Understanding**

1. Unlike other concepts, most students understand the basic communication process (especially if they have already had a course in business communication or speech). However, the application of communication principles in the field of management is something else. One proven method for overcoming this difficulty is to illustrate how managers fail to communicate effectively on the two levels mentioned in the chapter. To deal with effectiveness in interpersonal communication and help the students understand Figure 3.2, have one student try to explain how to do something to the class and then critique his/her effort by pointing out failures in communication effectiveness. One project that seems simple and quick is to draw and link together four simple geometric forms (a square, triangle, rectangle, and a parallelogram). Tell the student that they are to describe what they see but cannot use their hands (verbal description only). The class is to draw what is described and may not ask questions. This project shows the value of thinking about your message, verbal and nonverbal symbols, effective listening, demonstration, correct use of terminology, and feedback. The error that most students will make when describing the figures is that they will not say how large they are, will not describe the correct form (type of triangle, for instance), or will incorrectly communicate the form (parallelogram). Once the professor points out the ineffectiveness of the communication, the students will do much better if they were to try it again.
2. The second barrier is that the students generally have no real experience with downward, upward, or horizontal communication in an organization. Use the material in Case Incident 3.1 to show the communication connections. Ask the students for examples that illustrate they have an understanding of the concepts.

### **Key Terms**

1. Communication
2. Interpersonal Communication
3. Semantics
4. Perception
5. Active Listening
6. Feedback
7. Paralanguage
8. Grapevine
9. Internet
10. Intranet

### **Suggested Answers to Analyzing Management Skills**

- Most people have heard the statement: Actions speak louder than words. What does this statement mean? Do you agree or disagree with the statement?

The statement “actions speak louder than words” has been handed down from generation to generation. The meaning is quite simple, follow-up on your statements with positive actions. Student responses will vary, however most should agree that actions are an effective way to communicate.

### **Suggested Answers to Applying Management Skills**

- Go on the Internet and find an example of communications within an organization be prepared to describe what you find.

Student responses will vary. Agricultural Biotechnology Initiative is an organization that offers staff a course that has been developed to enhance the level of communication with an understanding within a knowledge-based organization. Some topics covered:

- How we think and communicate with ourselves and others
- Skills for effective communication (listening, language & understanding)
- Body language in personal communication
- The role of emotional intelligence in effective communication
- Recognizing and adapting to differences
- Giving and receiving feedback
- Supporting and confronting

When you participate in this course you will:

- Assess your own communication style and patterns
- Understand how others see your communication skills
- Learn the key elements of, and the skills for, effective interpersonal communications within your organization
- Practice these skills within the safety of a closed environment
- Develop your own personal plan for ongoing improvement in communications
- Learn to communicate your ideas across different platforms

## **Answers to Review Questions**

1. What is communication?

**Communication** is the act or action of exchanging information.

2. Define interpersonal communication.

**Interpersonal communication** occurs between individuals. It is an interactive process that involves a person's efforts to attain meaning and to respond to it. It involves sending and receiving verbal and non-verbal messages.

3. Give an illustration of a conflicting assumption.

A **manager** assumes that he/she is being understood because he/she has spoken or sent a memo to subordinates when in reality the subordinates do not understand. The problem could lie with the communication itself or the thoughts contained therein.

4. What is semantics?

**Semantics** is the science or study of the meaning of words and symbols. Because of the real possibility of misinterpretation, words must be carefully chosen and clearly defined for effective communication.

5. What is perception, and what role does it play in communication?

**Perception** deals with the mental and sensory processes used by an individual in interpreting information that is received by the individual. Perception is important because individuals often perceive the same situation in different ways, which can create confusion in the communication process if two or more people interpret the same events in different ways.

6. How should one deal with emotions in communication?

Emotional disposition is like the stage on which the communication piece plays its part. Avoid periods of high emotion if possible, since they normally doom the effectiveness of the communication effort.

7. What is feedback, and how does it affect the communication process?

**Feedback** is the flow of information from the receiver to sender. In order for communications to be effective, information must flow back and forth between sender and receiver.

8. What is active listening?

**Active listening** means absorbing what another person is saying and responding to the person's concerns. Active listening involves identifying the speaker's purpose, identifying the speaker's main ideas, and noting the speaker's tone as well as his/her body language.

9. Explain the importance of nonverbal communication in interpersonal communication?

Nonverbal communication is a significant form of communication. It supplements and can alter the meaning of verbal communication. Nonverbal communication is a good way to communicate feelings and emotions.

10. Describe the following organizational communication systems: a) e-mail communication system and b) grapevine.

- a. **E-mail communication** is communication electronically between peers usually using some form of network.
- b. The **grapevine** is the informal channel of communication that develops within an organization.

11. Define Internet and Intranets.

**Internet** is a global collection of independently operating, but inter-connected computers. An **Intranet** is a private, corporate computer network that uses Internet products and technologies to provide multimedia applications in organizations.

12. Describe two factors that complicate communications in international business.

Communicating in a foreign language complicates the verbal communication process. Even when communicating in English, difficulties may occur in the verbal communication process if slang, jargon, or other unfamiliar words are used. Cultural differences exhibited through nonverbal communications are also complicating factors.

### **Answers to Skill-Building Questions**

1. Describe some ways the grapevine can be used effectively in organizations.

Since the grapevine spreads information more rapidly than formal channels of communication, the grapevine might be used when the organization needs to quickly disseminate information. The grapevine might also be used when the flow of information, either upward or downward, is unimportant. In addition, management might use the grapevine to provide advance warning of negative news in order to prepare and "soften up" employees for official announcements. When managers use the grapevine, they should provide honest information. When inaccurate information



persists in the informal grapevine, management can provide accurate information or honest disclaimers.

2. Explain why many managers frequently raise the following question: “Why didn’t you do what I told you to do?”

Subordinates might hear the question “Why didn’t you do what I told you to do?” for many reasons. This is a specific communication problem arising from for example, their managers may not having understood their audiences thereby providing incomplete instructions, or managers may not be clear in their directions. Also, managers may make assumptions about the knowledge that employees already have, or managers may use a hostile tone, which discourages compliance. Further, managers may fail to seek the feedback that would confirm that employees understood the managers’ instructions. Finally, managers may provide nonverbal cues that are inconsistent with oral

instructions, or managers may provide oral instructions when written instructions would be more effective. Thus leading the subordinate to interpret information and instructions wrongly.

3. Discuss the following statement: Meanings are in people, not words.

Words are merely symbols, and as symbols words often have different meanings to different people. It is dangerous to assume that two or more people will associate the exact same meaning to the words that are chosen.

4. “Watch what we do, not what we say.” Is this a good practice in organizations? Explain

The above statement reflects conflicting information between what is instructed and what is actually done. Providing conflicting information is not a good organizational communication practice. Conflicting or inconsistent information can cause a myriad of management problems, including waste, inefficiency, low employee morale, and disciplinary inconsistencies.

5. Poor communication of the organization’s objectives is often given as the reason for low organizational performance. Do you think this is usually a valid explanation? Why or why not?

Unfortunately, the poor communication of organizational objectives is a problem that is compounded as different levels of the organization try to determine objectives, establish priorities, and allocate resources for their individual work units and levels. Poorly defined and communicated organizational objectives simply give those at differing levels of the organization too much room for interpretation and supposition. The result is that different organizational levels and work units may actually work at cross purposes with each other. Waste, inefficiency, and unmet objectives are the likely result of poorly communicated organizational objectives.

### **Skill-Building Exercise 3.1**

#### **Writing Skills**

Students' answers will vary. However, the report should be written clearly, concisely, and persuasively. The students must identify their purpose for writing, their audience, and their main message. The report, following the principles of good writing, should:

1. be written as simply and clearly as possible.
2. have an appropriate tone for the audience.
3. be proofread.

### **Skill-Building Exercise 3.2**

#### **What's Your Communication Style?**

Since the students' responses will vary, so will their communication style. The instructor might want to quiz students about how the positive and negative traits linked to their individual communication styles might play out in manager/employee communication processes.

### **Skill-Building Exercise 3.3**

#### **Effective Listening**

This exercise helps an individual assess his own listening skills. Most often we view ourselves as great listeners, therefore it is important that students identify a peer with whom they communicate on a regular basis and get answers in yes or no for the 10 questions listed. Based on the answers from peers students can analyze their own listening skills. A group discussion can be planned in which students can discuss their shortfalls, and create an action plan to build listening skills.

### **Skill-Building Exercise 3.4**

This exercise will help students understand the language differences that lie globally which can act as a communication barrier in today's global business scenario. Students are asked to match the different words and phrases used by American as opposed to people from England who also speak the same language - English.

Chemist	q.	drugstore
Phone engaged	r.	busy
Ring-up	u.	call
Round-up	v.	go halfway around circle and straight up
Wines & spirits	w.	liquor store
Chipped potatoes	x.	french fries
Give way	y.	yield
To let	z.	for rent

Ta!	aa. bid adieu
It's mommy's go	bb. it's mommy's turn
Half five	cc. five thirty
Mind your step	t. watch your step
A bit dear	s. too expensive
Way out	p. exit
Bonnet	g. hood
Stall	c. orchestra seat
Flat	l. apartment
Kiosk	h. newsstand
Ironmonger	n. hardware dealer
Pillar box	b. mailbox
Porter	m. janitor
Tin	e. can
Lift	a. elevator
Queue	d. line
Lorry	o. truck
Rates	i. taxes
Braces	j. suspenders
Gangway	k. aisle
Underground	f. subway

### **Skill Building Exercise 3.5**

#### **Perception Test**

Students may have encountered this or a similar test before. It could be done individually or in small groups. Emphasize the importance of careful understanding of words in questions and instructions. The answers are:

1. 1 hour—digital or 24-hour clocks did not exist in 1963.
2. The match.
3. All 12.
4. 1 hour—many people will answer 1 ½ hours.
5. White—the north pole is the only place where all sides have a southern exposure.
6. One half dollar and one nickel—one is not a nickel but the other one is!
7. 70—remember to invert and then multiply.
8. Two apples—many will answer one.
9. Don't know—they are obviously fake as nothing could be dated BC.

10. Zero—it was Noah not Moses; Moses didn't have an ark.

### **Skill-Building Exercise 3.6**

Diversified workforce requires managers to ensure that communication and language spoken does not affect people of different cultures. This exercise helps students understand that simple words could have sexual connotation that can affect people of different cultures. Students are asked to replace given words with words of nonsexist language. Students are also asked to list additional words that may have sexual connotation. For this exercises responses will vary.

People-hours  
Watchperson  
Right-hand man  
Repair person  
Way-out person  
Hand-made  
Salesperson  
Spokesperson  
Foreperson  
Drafts person  
Police person  
1<sup>st</sup> year student

### **Suggested Answers to Case Incident Questions**

#### **Case 3.1 Can You Manage This?**

1. Explain the communications problem?

The communication was totally downward, with little upward communication. There were inappropriate assumptions made without allowing feedback to indicate whether clarity of expression and communication had been achieved. Debby, during the communication process was angry. Her emotions affected her disposition to send and receive the communication successfully. Misunderstandings occurred as everyone thought he or she was being clear or was understood. Questions went unanswered, points were misunderstood, and meanings were misinterpreted.

2. Was the problem handled well?

Students' answers will vary. The problem could have been handled better. Even when the problem was being solved, there was no upward communication. Feedback was not taken and emotions made communication fail. Misunderstandings occurred as Eddie till the end did not know what exactly he was supposed to do. Communication remained a problem.

### **Case 3.2 Tardy Tom**

1. Was the manager communicating a message to Tom?

Yes, it is seen that Russ has not only communicated to Tom on various occasions but has also been accommodative to Tom's problem and rescheduled work to suit his requirement.

2. Should Tom get his job back?

Yes. Given the situation it is evident that other employees would testify under oath on the irregularities in following the rules by Russ. If this case is taken further the company is likely to lose. Equal treatment is the law, and an employee can not be disciplined for behavior which is ignored in other employees under the same circumstances.

3. What would you do if you were an arbitrator in this dispute?

If it is proved that Russ did favor another employee and that equal treatment was not meted out to Tom, Tom should be reinstated on his job, additionally appropriate action should be taken against Russ.

### **Suggested Student Projects**

1. Have the students collect articles or stories on organizations that have good and bad communication flow. Have them present their findings and explain why the organizations were chosen and what is right or wrong with the communication systems.
2. Explain or diagram the series of steps that a speaker would go through to explain something to a receiver. By diagramming the steps the student should see that communication is more complicated than one initially perceives. A good test explanation would be to describe the steps involved in approaching and then eventually starting a car. As the student carefully analyzes the steps with the aid of their peers they will find that they left out many steps because of assumptions.
3. Find an article, story, or example of how a perception misunderstanding caused problems in communication. The examples could be drawings, words, culturally different perceptions, differences between the sexes, or preferences (such as a favorite color).



**Chapter 3**

**Developing Communication Skills**

McGraw-Hill/Irwin

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## Learning Objectives

After studying this chapter, you will be able to:

1. Define communication.
2. Describe the interpersonal communication process.
3. Describe problems that could arise from conflicting or inappropriate assumptions in interpersonal communications.
4. Define semantics and its role in interpersonal communication.
5. Define perception.
6. Explain how emotions may affect communications.

3-2

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## Learning Objectives (cont'd)

After studying this chapter, you will be able to:

7. Explain the concept of feedback in communication.
8. Explain active listening.
9. Describe the grapevine.
10. Define and briefly discuss the e-mail process.
11. Define the Internet and Intranet.
12. Discuss two factors that complicate communications in international business activities.

3-3

## Communication

- The act of exchanging information.
  - Used to inform, command, instruct, influence and persuade people.
  - Good managers use good communication skills to:
    - Absorb information
    - Motivate employees
    - Deal effectively with customers and co-workers

3-4

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## Communicating in the Business World

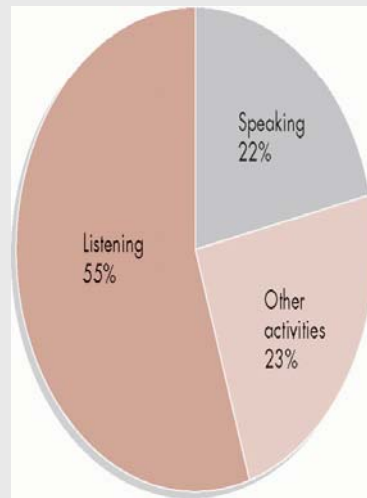


Figure 3.1

## Communication as a Management Skill

- Managers must give direction to the people who work for them.
- Managers must be able to motivate people.
- Managers must be able to convince customers that they should do business with them.
- Managers must be able to absorb the ideas of others.
- Managers must be able to persuade other people.

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## Interpersonal Communication Process

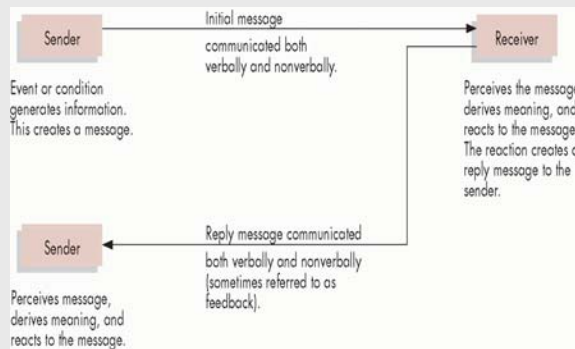


Figure 3.2

3-7

## Interpersonal Communication

- Conflicting or inappropriate assumptions
  - Good managers seek verbal and nonverbal feedback before continuing the communication process.
- Semantics
  - Multiple interpretations of words and phrases.
  - Development of jargon amongst groups of people in specific situations resulting in the alienation of outsiders.
- Perception
  - Perception is relative to different people.
  - Selective perception often distorts the message.
- Emotions
  - Communications during periods of high emotions are usually unsuccessful.

3-8

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## Illustrations of Perceptual Distortion

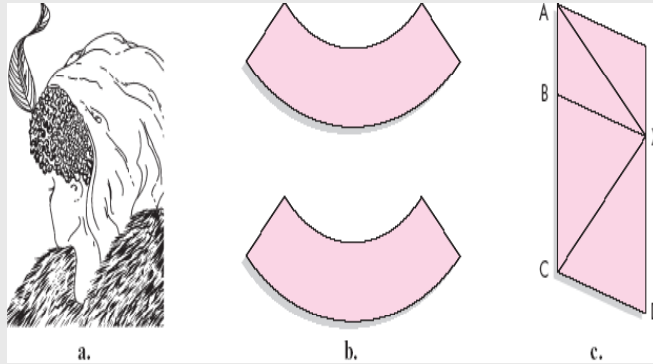


Figure 3.4

## Learning to Communicate

- **Managers must understand their audience**
  - What does the audience already know?
  - What does it want to know?
  - What is its capacity for absorbing information?
  - What does it hope to gain by listening? Is it hoping to be motivated? Informed? Convinced?
  - Is the audience friendly or hostile?

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## Developing Good Listening Skills

- Active listening involves absorbing what another person is saying and responding to the person's concerns.
- Steps in Active Listening
  - Identify the speaker's purpose.
  - Identify the speaker's main ideas.
  - Note the speaker's tone as well as his or her body language.
  - Respond to the speaker with appropriate comments, questions, and body language.

3-11

## Are You a Good Listener?

- Are you open to what other people say to you, or do you make up your mind about things before you hear other people's views?
- Do you become bored when other people speak?
- Do you interrupt people when they are speaking?
- Do you daydream at meetings?
- Are you hesitant to ask clarifying questions?

Figure 3.5

3-12

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## Using Active Listening

### 1. Listening

Knowing how to listen is an important part of dealing with customers. Using active listening skills helps managers understand why customers are dissatisfied.

### 2. Responding

The way managers respond to complaints can be just as important as the way they solve the customer's problem. Businesspeople should always be courteous and friendly when dealing with customers. They should demonstrate interest in determining what went wrong and figuring out what they can do to solve the problem.

### 3. Making Sure the Customers Are Satisfied

Managers need to determine whether they have satisfied the customers' needs. To do so, they must interpret the feedback they receive from the customers.

Figure 3.6

3-13

## Feedback

- Feedback is the flow of information from the receiver to the sender.
  - Informs the sender if the message is correctly received by the receiver.
  - Greatly improves the accuracy.

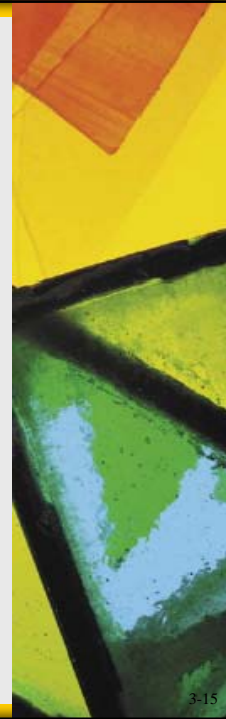
3-14

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## Nonverbal Communication

- Paralinguage: Includes pitch, tempo, loudness and hesitations.
- Important supplement to verbal communication and even change the meaning of the verbal communication.
- Effective way to communicate emotions.



3-15

## Written Communication

### Purpose

- Why am I writing this document?
- What action do I want the reader to take after reading it?

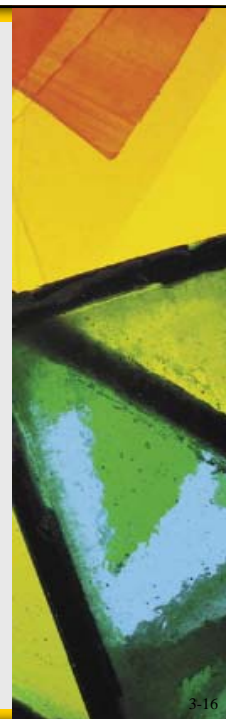
### Audience

- Who will read this document?
- How much does the reader already know about the topic?
- How will the reader use the document?
- Are there any special sensitivities of which I should be aware?

### Main Message

- What is the main message I want to convey in this document?
- How will I support that message?

Figure 3.8



3-16


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## Suggestions for Improving Written Communication Skills


Tips	Examples	
	Weak Writing	Strong Writing
Use language that is easy to understand. Avoid using jargon or bureaucratic language. Use short, simple sentences.	Interfacing with foreign counterparts is likely to continue in the future at an accelerated pace.  After three years of declining sales, corporate management decided to adopt a quality-improvement program, which was instituted in all production units last month, with plans for expansion throughout the company by early April.	We plan to work closely with foreign partners.  Sales fell for three consecutive years. In response, corporate management put a quality-improvement program in place in all production units. By April, it hopes to expand the program throughout the company.
Use restrained, moderate language that is not overly emotional. Avoid the passive voice in favor of the active voice. Use gender-neutral language. Avoid sexist language.	Sales were terrible this year!  The decision was made to create two new brochures. Every man in this company does his best to increase company profits.	Sales were weaker than management had expected. The marketing department decided to create two new brochures. Everyone in our company does his or her best to increase company profits.

**Figure 3.9**



## Principles of Good Writing

- Write as simply and clearly as possible.
- Be sure that the content and tone of the document are appropriate for the audience.
- Proofread the document.



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## Oral Communication

- Developing Oral Communication Skills
  - Make emotional contact with listeners by addressing the listeners by their name, where possible.
  - Avoid speaking in a monotone.
  - Be enthusiastic and project a positive outlook.
  - Avoid interrupting others.
  - Always be courteous.
  - Avoid empty sounds or words, such as “uh,” “um,” “like,” and “you know.”

3-19

## Techniques for Speaking Effectively

Technique	Example
Enumeration (listing key points)	Our department is looking for people with excellent technical ability, outstanding communication skills, and the desire to contribute to a team.
Generalization followed by examples	We continue to demonstrate our commitment to staff education. Last year we sent almost half of our employees to seminars and training sessions. This year, we expect to include up to 75 percent of all employees in staff education.
Cause and effect	We increased our sales force by 25 percent in the Northeast region in 2001. As a result, sales rose by more than \$2 million.
Comparison and contrast	Our newest portable computer is as light as our competitors' and has as much computing power. It is \$400 less expensive than our competitors' products, however.

3-20

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## Choosing the Best Communication Method

Method of Communication	Most Appropriate Method of Communication
<b>Oral Communication Alone</b>	<ul style="list-style-type: none"><li>• Reprimanding employees</li><li>• Resolving disputes within the company</li></ul>
<b>Written Communication Alone</b>	<ul style="list-style-type: none"><li>• Communicating information requiring future action</li><li>• Communicating information of a general nature</li></ul>
<b>Oral Communication Followed by Written Communication</b>	<ul style="list-style-type: none"><li>• Communicating information requiring immediate action</li><li>• Communicating directives or orders</li><li>• Communicating information about an important policy change</li><li>• Communicating with one's immediate superior about a work-related problem</li><li>• Praising an employee for outstanding performance</li></ul>

3-21

## Communicating Within the Organization

- **The Grapevine**
  - Informal communication channels within an organization
  - Does not necessarily follow organizational hierarchy.
  - Diffused within both non-management and professional personnel.
  - It is often, paradoxically, accurate.
  - Rumors and distorted messages are always present, however honest disclaimers by management will stop the spread of inaccurate information.

3-22

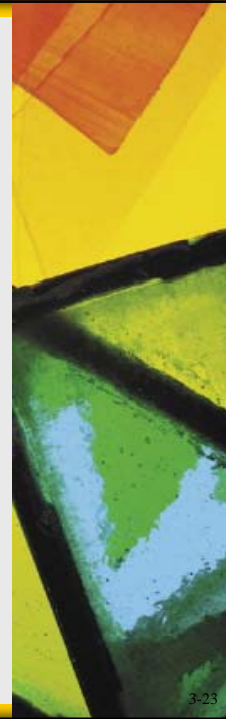
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## Communicating Within the Organization (cont'd)

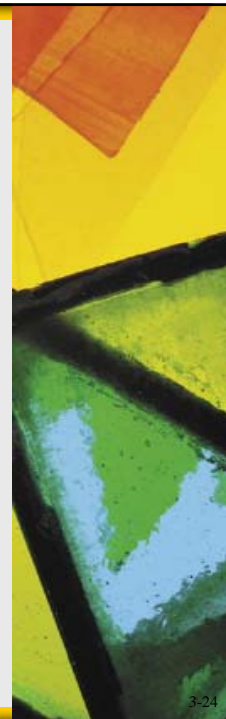
- E-mail
  - High-speed exchange of written communication
- The Internet/ Information superhighway
  - Global collection of independent, but interconnected computer
- Intranets
  - Private networks that provide multimedia applications within organizations.



3-23

## International Business Communication

- Complicating factors:
  - Communicating in foreign languages.
  - Cultural differences exhibited through nonverbal communications.
- Suggestions to overcome these problems:
  - The manager should learn the culture of the people he or she communicates with.
  - Write and speak clearly and simply.



3-24

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