PROFESSIONAL COMMUNICATION

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INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

1 Part I

1.1 Communication, Models of Communication, Leadership and Communication, Communication Skills

1.1.1 What is communication?

Communication is the word we often use in many contexts and situations. But what does it really mean? Do all people mean the same thing when they say ´communication´? And is it a ´thing´?

Communication is exchange of information. Some people think it is just one activity among others: the flow of information from one person to another (Axley, 1984), same as planning, managing etc.

For most, however, communication is more than just one activity among others. Communication lies in the center of human existence. Virtually every conscious human activity includes communication, if only at the beginning stage of the activity: someone had to explain to us how to brush our teeth, how to hold a spoon etc.

According to dictionaries, communication is 1. the act or process of communicating; the fact of being communicated. 2. the imparting or interchange of thoughts, opinions, or information by speech, writing , or signs. (Webster´s College Dictionary). We will concentrate on the second half of the first meaning mentioned in the dictionary, on the notion of communication being a process.

Communication is indeed a process – we have to think what to communicate, how to do it, then actually doing it, assessing the response and the effect of communication, it all indicates that communication is not a created as a whole at once but evolves, and changes, during a certain period of time.

Therefore we can define communication as *the process by which people interactively create, sustain and manage meaning* (Conrad and Poole, 1998).

Communication being a process, we can distinguish different ways in which the communication is structured, different models of communication.

1.1.2 Models of communication

1. <u>Action model</u>

Communication can be perceived and intended as a linear action:

A sender creates (codes) a message and sends it to a receiver who receives it and decodes it.

Sender → Message → Receiver

This model sees communication as a simple act of sending information. The sender does not expect or he/she does not get any kind of response or action of the receiver: a student just listens at a lecture, a TV viewer watches TV series.

2. <u>Interaction model</u>

However, the sender usually wants the receiver to react, and the receiver´s reaction is included in the interaction model. This model already involves an activity of the receiver, nevertheless it shows no reaction to the receiver´s activity at the side of the sender.

Sender → Message → Receiver
↖_____ Feedback _____↗

3.   Transaction model

The transaction model shows more complex nature of communication as it comprises the two-way character of exchanging information: it counts not only on the receiver to act after he/she receives the message, but it also expects a reaction of the sender to the receiver´s feedback.

feedback

Sender /Receiver ⇄Message ⇄Receiver/Sender

feedback
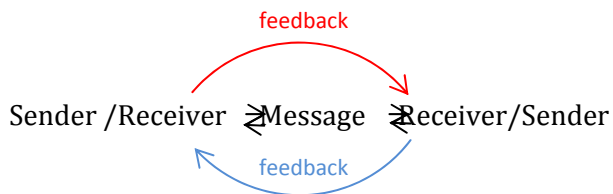
4.   Complex model

All above-mentioned models do not take into consideration one very important aspect of communication, an aspect that can be crucial for communication, and that is represented by context in which the act of communication happens. No message can be sent without consciously or unconsciously taking into account when and where the communication takes place, who communicates something to whom, etc.

context

feedback

Sender /Receiver ⇄Message ⇄Receiver/Sender

feedback
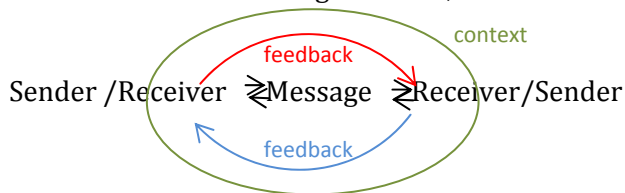
The crucial importance of context to understanding a message, to choosing the right communication channels, and various types of context will be discussed further on in chapters devoted to different aspects of the relationship between the communication and the context.

1.1.3 Communication and Leadership

What is leadership? Leadership is a process in which a person (leader) influences through his /her vision a group of people to reach the common goal, which is often some kind of change.

From the communication perspective leadership is a special form of human communication, which modifies the attitudes and behavior of others in order to meet shared group goals. (Hackman and Johnson, 2004).

1.1.4 Leaders vs. Managers

Leaders – vision, change

Managers – immediate goals, status quo

A good leader should be a good manager and vice versa.

1.1.5 Communication Skills

Written and Oral, Active Listening and Active Reading

Functional (processing information, making decisions, constructing logical arguments, reasoning etc)

Emotional (perception and expression of emotion, attending the emotions of others, using emotions to facilitate thinking, regulation of emotions)

Social (social roles, social status, group interaction)

1.2   Communication and Context. Coding, Decoding, Message. Ambiguity of Language. Communication Process. Communication Channels. Selecting Appropriate Channels

1.2.1   Communication models revisited. Context

When we talked about communication models, we described three basic types: from a simple action model (sender – message – receiver) to transactional model (sender/receiver – message – receiver/sender). However, these models do not take into account one important thing, which is an integral part of any communication: context.

It is difficult to characterize context in one definition as context is a complex and multifaceted phenomenon. In communication we can say that context is everything that surrounds the communication, that it is the environment in which communication takes place and which exercises an immense influence on every communication act.

We can distinguish different types of context: situational context, pragmatic context, cultural context, language context, literary context, to name just a few.

1.2.2   Communication Process. Coding, decoding, message

When sender sends a message he/she has to select a code in which to send a message. The codes vary from simple ones (yellow flag on a ship meaning infectious disease on board) to very elaborate ones (language). Language has a special position in coding as even if we do not use language as a primary code, we usually convert that code into language if only mentally.

$$\text{Sender} \xrightarrow{\text{coding}} \text{Message} \xrightarrow{\text{decoding}} \text{Receiver}$$

In some cases it is clear: Native Americans when they used smoke signals as a code they interpreted it "Buffalos here" "Enemy is approaching" in words. But even if we see a painting or watch a film we can convert (and in most cases we do) the visual images into words if only in our minds (Last Supper = people are sitting at the table, they are eating etc.)

Selecting a proper code for a particular communication act is crucial for the result of communication. If the sender selects a wrong code the receiver will not be able to decode it and communication ends in misunderstanding or even disaster.
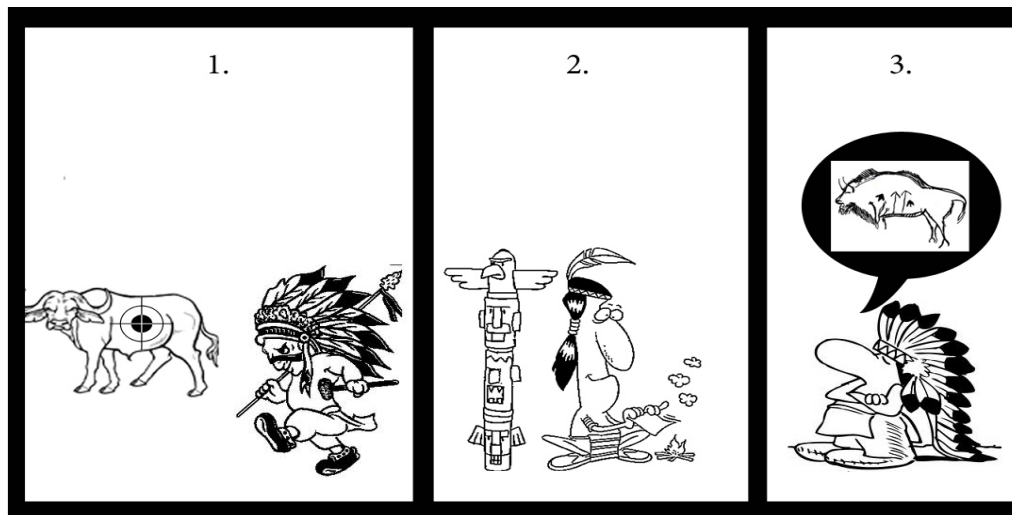
In an ideal situation decoding will be the same process as coding only reverted. However, this hardly ever happens as sender and receiver usually have different cultural, educational, gender, generation background that influences their perception of the encoded message. The various obstacles to clear communication are called interferences. Interference can be physical (bad line on the phone, difficult-to-read handwriting, sender-speaker is too distant from receiver-listener) or mental (different language, different life experience, different cultural background).

picture: complexity of communication process
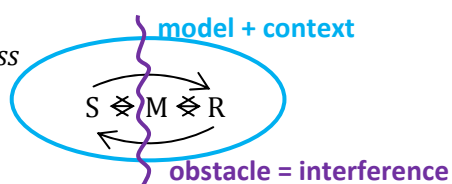
It means we have to pay attention to choosing a proper and appropriate code for each message. We have to take into consideration the personality of the receiver (age, gender, educational and cultural background etc.) as well as possible interferences.

1.2.3 Ambiguity

Ambiguity of a message is one of the main obstacles – interferences to good communication, and as the code is language, we can speak about ambiguity of language.

To help understand the difference between the two following sentences we have to write them correctly, with or without commas, or to pronounce them correctly, making or not making a pause after the words *Science* and *classes*.

(1)   *The students of Political Science, who were absent in most classes, failed the test.*
(2)   *The students of Political Science who were absent in most classes failed the test.*

In the first sentence (1) we mean all students of Political Science. One of their additional characteristics is that they were absent in most classes, the information is added *by the way*, as an afterthought, it is not relevant for the main meaning of the sentence. In grammatical sense, we call such inserted sentences *non-defining relative clauses*.

In the second sentence (2) not all students failed the test, but only those who were absent in most classes.

The ambiguity of language is clarified in writing by punctuation (commas in the case mentioned above), or in speech by using prosodic features as stress or, as in this case, pause.

house
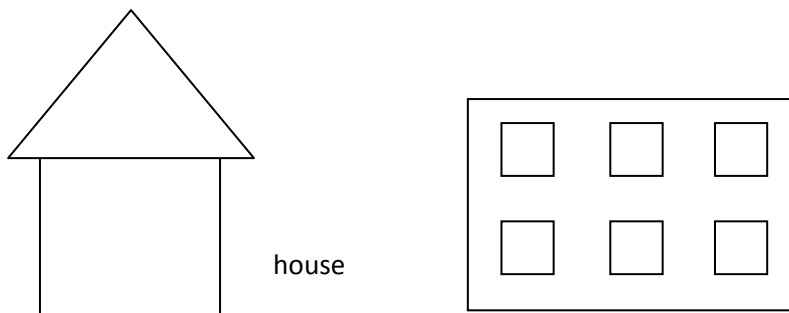
Secondary messages, metamessages (Tannen)

No message is also a message

Why ambiguity? – save face, politeness, politics, advertisement - creativity

1.2.4 Communication Channels

An integral part of the communication process is choosing an appropriate communication channel. When we are choosing an appropriate code for our message, we also have to think about how to get the message to the receiver, in other words we have to think about the communication channel we would use.

The selection of a com. channel can be characterized as a choice of a medium: fax, phone conversation, email, official letter etc.

Which cc were used in your com. acts?

Appropriateness of the channel chosen:

objectives of the sender
attributes of the channel
the characteristics of the receiver(s)

Which cc are used at Palacký Un.?
Are they appropriate?

1.3   Communication Channels Case Study: E-mails

1.3.1 When?

Advantages:

- Brief

- Fast

- Informal

- To more people

- Economica

1.3.2 How?

- Correct address

- Subject

- Greeting

- Brief message, clear formulation

- Expected reaction

- Signature

1.3.3 When and how not

- High-impact news

- Confidential information

- Expected reading time: urgent messages

- Angry e-mails

- Emoticons

1.3.4 Attachments

- Size

- Saved files

- Forwarded messages (hoax, chain letters, fake virus warnings)

1.3.5 Abbreviations

- ASAP = as soon as possible

- BTW = by the way

- FAQ = frequently asked questions

- FYI = for your information

- TIA = thanks in advance

- TY = thank you

- WTG = way to go

- PLS = please

1.4   Non-verbal Communication

1.4.1 Definition

All communication other than that involving words and language (Bennett and Slater, 2008)

However, this definition includes even such things as animal communication, artwork (film, painting, photography) but also working environment, where a person lives, school he/she went to etc., so we will concentrate on more personal level of communication, the bodily communication, traditionally called body language.

We have to bear in mind that body language often varies from culture to culture: Bulgarian nodding means NO, a female keeping an eye contact with a male in an Arab country is considered provocative etc.

- **Paralanguage**

      prosodic features (the way we speak)

      volume, pitch, intonation, speed of delivery, articulation, rhythm

      sounds other than language

      grimaces including laughter and crying

      pauses filled ("eh", "mmm") and unfilled

- **Physical Appearance**

       hair

       clothing

       accessories

       tattoos

       piercing

       ......
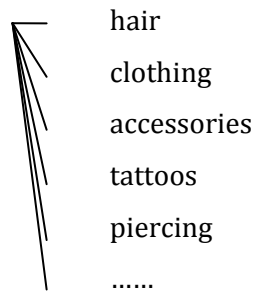
- **Body movement (kinesics)**

Gestures, facial expressions, posture, head nodding

gestures

       Emblems (gestures with specific meaning "Kalousek is number 1")

       Illustrators (gestures reinforce the words of a speaker)

       Adapters (almost unconscious, relieve stress or boredom)

    facial expressions

    posture

    head nodding

- **Touching (haptics)**

       physical contact such as holding

       touching

       shaking hands

       kissing
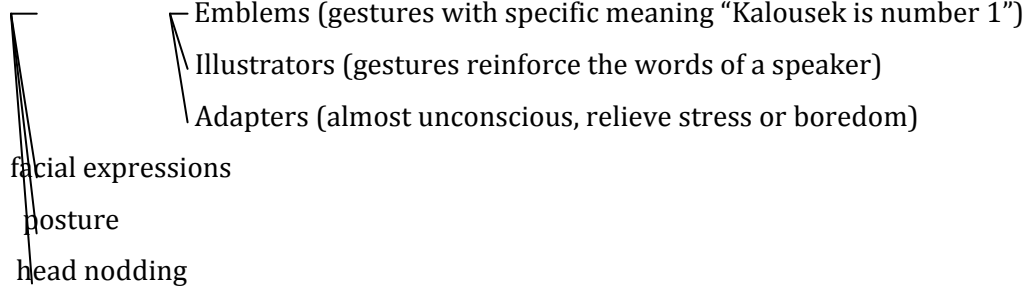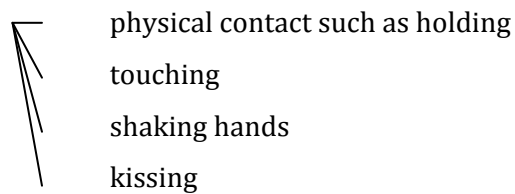
Even extended to our personal belongings or space.

Closeness (proxemics) - personal space

Personal space

Different in different cultures (Asia x Europe,US)

- **Eye contact (occulesics)**

eye movement

length

direction of gaze or stare

- **Smell (alfactics)**

personal (perfumes, deodorants)
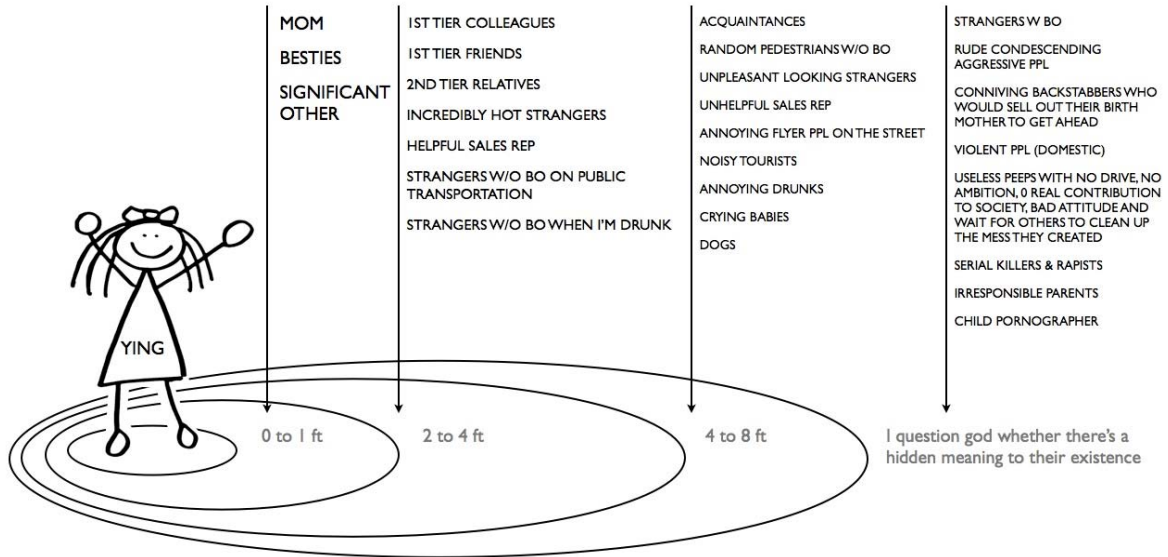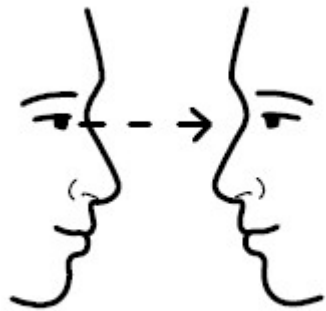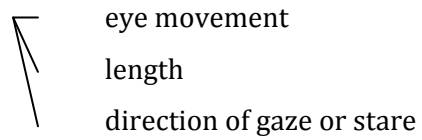
environmental (domestic, commercial environments)
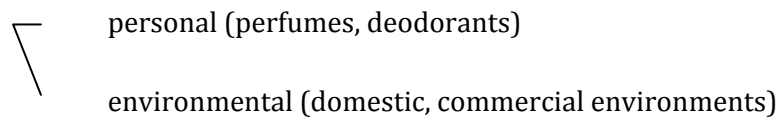
Often underestimated, this is also an important part of body language.

Everyone has smells he/she likes and smells he/she dislikes.

Usage of perfumes and deodorants.

Usage of smells in domestic and commercial environments.

1.5   Communication and Diversity. Intercultural Communication

1.5.1 Diversity

We live in a diverse world. All efforts of unification have failed so far. we embrace diversity. In fact, even multinational companies have to adjust to the culture: MacDonald´s in India, Japanese firm asking their employees to start work by doing exercise, etc.

1.5.2 Culture

Models of culture

1.   Iceberg model
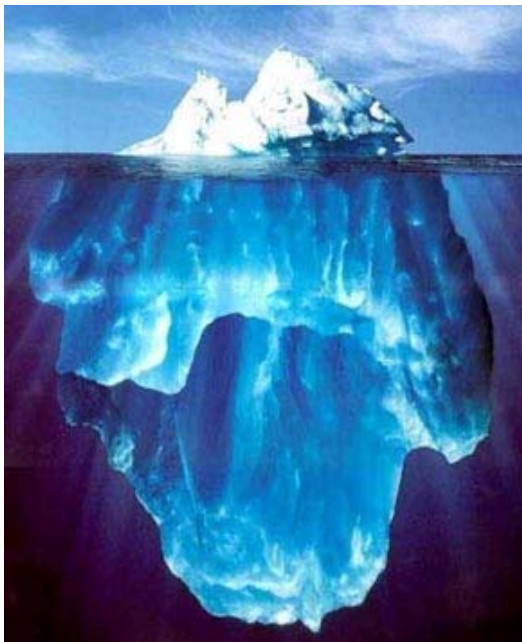
2. Onion model
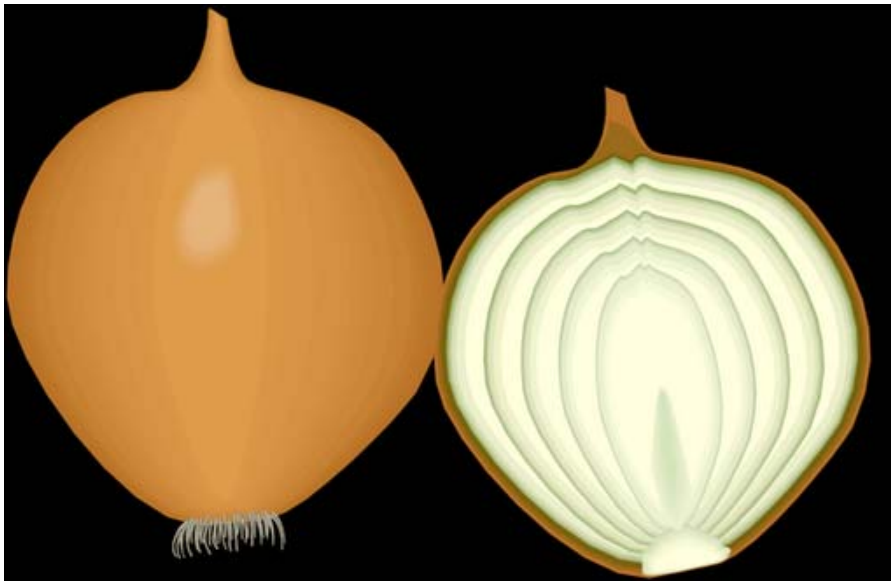
3. Tree

1.5.3   Intercultural Communication

Let´s come back to the communication model. We identified different cultural contexts as one of the most common obstacle, or interference, to good communication.

1.5.4   Barriers to Intercultural Communication

Attitude (´everyone should speak Czech while in the Czech Republic´, ethnocentric approach)
Decoding (different ways of decoding): Perception and interpretation: perception checking, efficient listening, giving feedback
Stereotypes (generalization necessary, s.= fixed idea or image, if too rigid – barrier to effective communication)

1.5.5   Culture shock

What is culture shock – gradual process, physical and mental symptoms
Phases of culture shock

1.5.6   Dealing with difference and diversity

Adaptability, high tolerance for ambiguity, openness
Cultural learning, managing diversity

1.6   Communication and Power

1.6.1 Power

= the ability to influence others (Hackman and Johnson)

= the capacity to translate intention into reality and sustain it (Bennis and Nanus)

Sources of power:

•   coercive power (punishment, negative reinforcement)

•   reward power (money, benefits, support)

•   legitimate power (position)

•   expert power (knowledge)

•   referent power (role model)

1.6.2 Empowerment

= sharing power with others

increases the job satisfaction and performance

fosters greater cooperation

collective survival

personal growth and learning

prevents power abuses

Empowerment process:

modifying environment, supplying resources, building sense of personal power

1.6.3 Powerful and Powerless Talk

standard language

•   inappropriate language can reduce perceived power

1.6.4 Powerful Talk

- confident
- knowledgeable
- the "right" language – fit for the ocassion, audience etc.

1.6.5 Powerless Talk

- Hesitations (well, ah, you know)
- Hedges (I think, I guess)
- Tag questions (isn´t it?)
- Disclaimers (Don´t get me wrong, but …; I know this sounds crazy, but …)
- Accounts (excuses, justifications: It was an accident, I wasn´t ready for the test because…)
- Side particles (like, simply, that is)

1.6.6 Public Communication

Public relations:
- working with media representatives
- researching public attitudes
- disseminating financial information
- lobbying government agencies
- publicizing company events
- creating internatl communication programs
- supporting marketing programs
- maintaining positive relationships with community groups
- advising top management
- responding to customer concerns
- fund raising
- planning promotional events
- writing and delivering speeches and presentations
- organizing persuasive campaigns

1.6.7 Persuasive Campaigns

- Situation analysis (audience, idea/product, competition)
- Objectives (mission, goals, outcome)
- Strategies (messages, media, presentation activities)
- Budget (labor, material, media, talent, production)
- Implementation (timing, follow-up)
- Evaluation (what people say, think, do)

1.7 Presentations

1.7.1 Why presentations

- To communicate results

- To presuade

- To sell

- General characteristics of a presentation

- Presentation stages

- Presenting in English

1.7.2 Presentation

= special type of public speaking

To introduce ideas, to inform, to persuade

Objectives of a presentation (Ludlow and Panton)

- demonstrate

- create

- entertain

- sell

- represent

- promote

- suggest

1.7.3 Presentation Stages

•   Preparation

•   Organization

•   Practice

•   Delivery
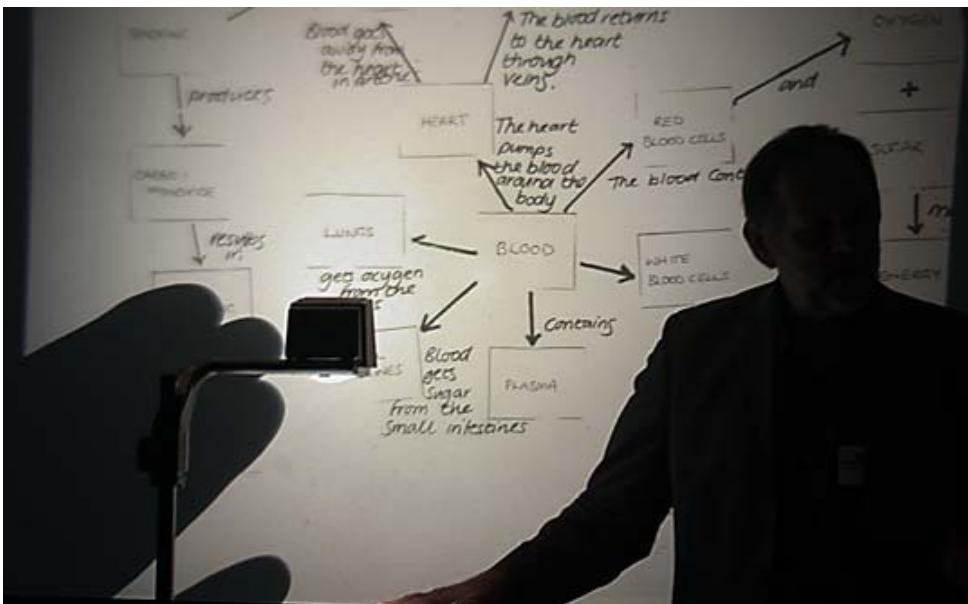
1.7.4 Preparation

•   Content

•   Venue

•   Audience

1.7.5 Organization

•   Structure: AIDA principle (Wieke)

                          Organizational pattern   (O'Hair, Rubenstein and Stewart)

•   Outline Visual aids

1.7.6 AIDA Principle

- in direct marketing

- Attention

- Interest

- Desire

- Action
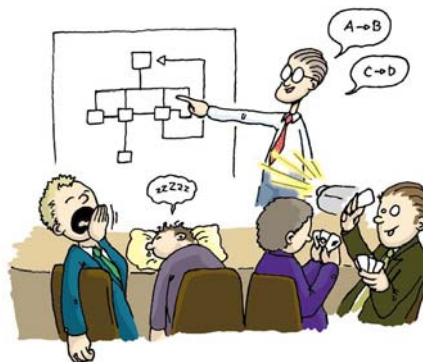
Practice

- PRACTICE!!!

Delivery

- Speech, speech anxiety

- Body language (O'Hair, Rubenstein and Stewart)

        - facial expression

        - smile

        - eye contact

        - gestures

        - body movement

        - dress

1.7.7 Presentations in English

- International Express Intermediate. New Edition. (Harding and Taylor)

- Působivá prezentace a přednáška v angličtině (Klarer)

- Speaking Advanced (Black, McNorton, Malderez and Parker)

1.8   PRAGMATICS

Studies in the invisible meaning

relationship of signs to their interpreters

(meaning as communicated by sender and interpreted by receiver)

1.8.1 Theories

Speech act theory (J. Austin)

Co-operative principle = conversational implicature (P. Grice)

Conversational Analysis (D. Tannen)

Cross-cultural pragmatics (A. Wierzbicka)

1.8.2 Context

•   verbal

•   situational

•   pragmatic

1.8.3 Fields of study

•   Pragmalinguistics (linguistic pragmatics)

•   Non-linguistic pragmatics:

    - specific knowledge of a person

    - general knowledge of frames (structures)

            school-frame, hospital-frame

•   Inter-language pragmatics

            culture ´bumps´

1.8.4 Basic terms

- Implicitness

- Presupposion and entailment

- Implicature and inference

- Locutionary, illocutionary, and perlocutionary acts

- Illocutionary force and proposition

- Co-operative principle and maxims

- Politeness principle

- Deixis

- Hedging

1.8.5 Implicitness

- How to decode what is meant from what is said

- Roles of implicitness (Verschueren)

- impossibility of complete explicitness

- conventional means for conveying implicit meaning

- strategic avoidance of explicitness

1.8.6 Presupposition

= something sender assumes to exist prior to the act of communication

Types:

		example	presupposition
•	Existential	the girl next door	girl exists
•	Factive	I regret he´s left	he´s left
•	Non-factive	I pretended to be there	I was not there
•	Counter-factual	If I weren´t ill	I was ill
•	Lexical	He managed to escape	He tried + succeeded
•	Structural	Where did you buy it?	You bought something

1.8.7 Entailment

= something what we assume after the act of communication

So are dogs. (evaluation)

The garbage can is full. (demand)

1.8.8 Implicature – Inference

Implicature = implicit meaning by which more is communicated than said

Inference = process by which you can arrive to implicit meaning of an expression

sender → implicature → MESSAGE ← inference ← recipient

1.8.9 Speech act theory

- Locutionary act – act of saying (sounds, words, structure)

- Illocutionary act - intention

- Perlocutionary act – actual effect achieved

Illocutionary force = intention/action

Proposition = content of the speech act

> *The exam period is approaching.*
>
> > *- information*
> >
> > *- threat*
> >
> > *- promise*

1.8.10 Cooperative and politeness principles

- Cooperative principle (Grice)

  - assumption: both parties co-operate in communication

Maxims: quantity, quality, relation/relevance, manner

- Politeness principle (Leech)

  - to maintain the friendly relations

1.8.11 Deixis

= pointing through language

- Personal   you, me

- Spacial   here, there

- Temporal   now, then

- Social   tu/Usted, ty/vy

- Discourse   as mentioned before

1.8.12 Hedging

= strategy to mitigate and soften the IF of the utterances in order to protect oneself from potential infavourable judgements

       (avoid losing the face)

Well, I think

To tell the truth

kind of, sort of

… or something like that

1.9 Conversational Styles. Conversational Signals and Devices. Conversational Strategies: Indirectness. Framing and Reframing. Power and Solidarity

1.9.1 Conversational Styles

Each individual has his/her own communication and conversational styles. However, there are certain patterns we can observe, and that can help us to distinguish several types of conversational styles.

In the 1980s and 1990s Deborah Tannen was one of the founders of conversational analysis, a field of study that analyses everyday conversations and focuses on their importance for human relationships both in personal and professional lives.

There are two conflicting tendencies that are more or less present in every communication act: Tendency towards involvement and tendency towards independence. When communicating, we are driven to show our involvement in the communication exchange, we want to appear as being friendly or at least as being polite, however, there is also an opposite force that wants us to preserve our independence as individuals.

These two tendencies result in two conversational styles: one is characterized by overlapping of communication exchanges (shows involvement) and the second one by turn-taking: the exchanges take place one at a time (respects independence of each participant of the communication). The interaction and sometimes also clashes of these tendencies will be further discussed in chapters dealing with male and female communication styles and with power – solidarity relations in communication and language.

1.9.2 Conversational Signals and Devices

Conversational signals tell the receiver important facts about personality and attitude of the sender. They show the level of formality, how serious we consider the situation. The main signals are shown in intonation: pacing and pausing, pitch, word and sentence stress, and loudness of our speech.

These signals are used in conversational devices which show to what extent we are involved in conversation, whether we are paying attention, listening, showing that we share the feelings with the speaker.

Tannen (1986) distinguishes four conversational devices: expressive reaction, asking questions, complaining, and apologizing. Expressions like "Oh, really?", "Do you think so?", "What did you tell him?", "What a terrible day!", "I will have to go there, I´m afraid." are used to indicate that we are interested in what our communication partner says. Failing in using them classifies the speaker as a less friendly, inattentive, sometimes even impolite and rude. Again, using the above mentioned devices in connection with relations of power and solidarity will be discussed more in the following chapters (and see also powerful/powerless talk).

1.9.3 Conversational/Communicational Strategies

When communicating, we use different strategies to achieve our goals – to persuade someone to do something, to avoid doing something, to show or hide our feelings and so on. The basic conversational (as Tannen called them), or communicational strategies (as they are generally called now) are indirection, framing, and strategies expressing power and solidarity. Choosing the right communication strategy is crucial for the positive outcome of a communication exchange, so we will devote the next chapter to analyzing their usage and appropriateness in different communication situations.

1.10 Indirection, Framing, Power and Solidarity in Communication

Indirection, framing and expressing power and solidarity relations are communicational strategies used in order to achieve our communicational goals: to communicate a sad news in a thoughtful and tactful way, to persuade someone to do something he/she did not want to do, to make someone laugh and so lift his/her spirit, and so on.

Framing

Framing means understanding meaning through contextualization, in other words, it means putting the message into a particular social, cultural, pragmatic etc. context. Each communication act has a certain frame which we negotiate during the discourse: For example at a family gathering we talk about family matters (family frame), but then two medical doctors present start discussing the illness of a family member and switch the frame to a medical one.

It is important to negotiate the frame at the beginning of the communication act as using a different frame can create misunderstanding, put one or both participants in awkward situations, or turn a serious message into unwanted joke.

Footing

Another important strategy in communication is footing: positioning of a sender with regard to the others:

At a public meeting of the academic senate:
Instructor to students: I say: Please, listen to what the dean says. You should remember the changes in the examination procedure. (instructor excludes himself/herself from the group)
If you do not comply with the rules, we are in trouble. (change in footing: instructor included)
Excuse me, Mr. XY, are you listening to what is being said? (instructor speaks to one person only)

Indirection

Verbal indirection a communicational strategy in which participants in a communication act abstain from directness in order to avoid saying the "harsh truth", to communicate a bad news, to soften the imperative and demand, and to make their utterances more polite.

Face

Negotiating frames, footing, and indirection in communication is aimed at saving face. The term face has been introduced in communication by sociolinguists as a borrowed term from psychology and sociology. Each person has a face, sometimes also called a social face, and all communication acts are driven by the effort to protect one´s face and save and not harm other person´s face when communicating.

The two contradictory tendencies we have already discussed, the tendency towards independence, the need to feel respected, to keep one´s personal integrity and space, to preserve one´s autonomy , and the tendency to inclusion, the need to be viewed as a "nice" person, polite and showing respect to others, are reflected in two faces: the tendency towards independence in the negative face, the tendency towards inclusion in the positive face.

Solidarity and power

Efforts to protect one´s face and save other person´s face are an integral part of communication strategies expressing solidarity. Unlike hierarchical social structures connected with power and represented by formal, direct forms of communication, solidarity is connected with equality of the participants of a communication act.

1.11 Discourse Analysis. Ideology and Communication

1.11.1 Discourse

Discourse has a special status in communication; it is used not only in everyday situations but also to formulate abstract ideas, beliefs, and opinions. It is an important means of socialization as socialization takes place through discourse. Discourse is a specific communicative event which involves number of communicative actors (Van Dijk). Discourse has verbal and non-verbal dimensions, it involves various context features.

Therefore, we can define discourse as a spoken/written verbal product of the communicative act. (Van Dijk)

The word discourse can have various meanings: discourse in general sense, as an object of discourse analysis is discourse seen as a form of language use; the concept of discourse can also

refer to specific genres (political discourse, academic discourse) – set of genres associated with a social domain or field. Political discourse, then, is a term which comprises all discourse genres that are used within the field of politics (pamphlets, billboards, political speeches etc.)

Ideology

Ideology is a set of ideas, attitudes and beliefs that determines a perspective with which a person should interpret social and political realities around him/her. Ideology is reflected in political and social discourse through various means and structures which will be described further.

1.11.2 Discourse structures

- Graphics (bold letters, letter types, whole graphic design suggests how ´important´ the message is according to the sender)
- Sound (stressing words, mumbling, speaking clearly, loud…)
- Morphology (word formation, neologisms: freedom-fighter x terrorist)
- Syntax (style – ornate complex sentences x short simple ones, usage of pronouns: us x them: inclusion x confrontation)
- Semantics (meanings, interpretation, propositions – most common part of analysis)
- Rhetorical structures
- Speech acts

Schematic structures (greetings, organization of news reports, headlines in newspapers and where the article is situated)

Interaction (is the sender really interested in an interaction, how it is supported or suppressed)

1.11.3 Context

The importance of context in every discourse

1.11.4 Persuasion

Strategies used to influence what, how and in which way people think.

1.11.5 Legitimation

Legitimation is one of the main social functions of ideologies (Van Dijk, p. 255). It is used in order to defend oneself, a group, an idea, to prove that that one (group, idea, person) is the right

one, that their claim(s) is/are legitimate. It is again used on many levels, especially by institutions.

1.11.6 Politeness

We have already described maxims of politeness as stated by Leech, which are used, or should be used in communication in order to maintain friendly relations. Politeness strategies help participants in a communication act to be consistent with face, in other words, to show solidarity while communicating.

1.12 Critical Discourse Analysis

Conversational analysis has shown how important everyday conversations are, that what might seem just a meaningless chatter is very important for expressing our interest in other person, our solidarity. Discourse analysis focuses on any piece of discourse, written or spoken. It is a "systematic account of the complex structures and strategies of text and talk as they are actually accomplished …. in their social contexts" (Van Dijk, p. 198)

Fairclough

Critical discourse analysis (CDA) focuses on using critical thinking in discovering what relationships and intentions are behind the surface level of discourse, what desired effect a discourse should have on receivers. Especially in political discourse, where we would suspect it, but also in publicity and other types of discourse, where it is more hidden, we can see that discourse has an ideological meaning: happy white 4-member family around a table, mother bringing a dish and serving others in a commercial enforces a stereotype of how an ´ideal´ family should look like.

1.13   Gender Communication: Male and Female Communication Styles

-        Stereotypes about men and women: men and women are from different planets, represent different cultures

-        Tendencies to a certain behaviors (hunters x collectors)

-

Male	Communication Style	Female
Power relations		Solidarity
Hierarchical, power-based		consensus-based
Individual		Inclusion, sharing
Direct		Indirect
Report Talk	(Tannen)	Rapport Talk
In private: "mute men"		"talkative women"
In public: "talkative men"		"silent women"
Expressing concepts		Expressing feelings
More frequent interruptions		Active listening

Body language

To agree	nodding	to show they are listening
To emphasize, extensive	gestures in public	to be avoided

Women is general are more likely to	Men often see this as
Ask for information	Men often think of asking especially in public as an admission of incompetence
Negotiate from the outside in i.e. focus on big picture items first and then specific ones	Men negotiate inside out i.s. go from specific items to big picture. A female style is seen as an invitation for a decision

Consider expression of deep feelings as their opponents expression of something non-negotiable	Men just see this a counter move
Hedge when making a point	Lack of competence
Appear humble (as they are often expected to be)	Consider women who this to be less confidence
View take charge self-presentation as arrogance	View take charge self-presentation as confidence
Say I´m sorry as a conversational closer even they don't have to	Putting oneself down
Say thank you to keep the conversational flow egalitarian and except the other to similarly take responsibility/blame when they do so (a mutual saving face technique)	Putting oneself down
More likely to soften criticism by pointing out positives in performance or taking blame for not understanding	Go straight to the criticism with the view this is business, feeling are not a part of it. I know you are good and thus you can take it and change behavior
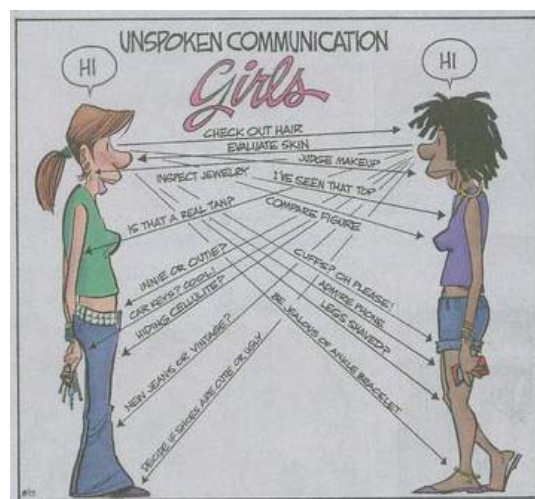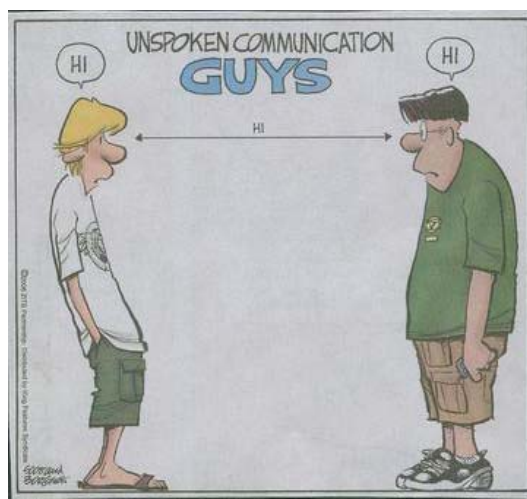
1.14 Communication and Influence. Negotiation

1.14.1 Persuasive techniques

- Simile and metaphor

- Extended metaphor

- Allusion

- Lists of three

- Repetition

- Parallelism

- Puzzled or redundant questions

- Alliteration

- Wordplay

1.14.2 Political rhetoric (Max Atkinson)

- Alliteration

- Allusion

- Antithesis

- Asking questions and suggesting answers

- Lists (especially of three)

- Metaphor

- Parallelism

- Parenthesis

- Repetition

- Redundant questioning

Example:

"In the long history of the world only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility; I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it, and the glow from that fire can truly light the world. And so, my fellow Americans, ask not what your country can do for you. Ask what you can do for your country.“   John F. Kennedy

1.15   Negotiation

NEGOTIATION
= process of bargaining between two or more parties to reach a solution that is acceptable to all parties (Gibson, 2002)

Types of negotiation (Casse and Deol, 1985): based on
1.   Compromise
Advantages: overcome problems and move forward faster
Disadvantages: frustration after giving something up may lead to a lack of commitment to the final decision
2.   Synthesis (all ideas taken into account)
Advantages: integration of all ideas into final agreement leads to motivation and commitment
Disadvantages: the final decision can involve irrelevant elements which can weaken the outcome of the negotiation and make it questionable
3.   Synergy (the result is greater than the sum of the parts)
Advantages: outcome is the creative product of the interaction. Win-win situation.
Disadvantages: requires a lot of time and a high level of flexibility

Stages in negotiation (O´Connor et al, 1992):

* Relationship building
* Agreeing procedure

- Exchanging information
- Questioning
- Options
- Bidding
- Bargaining
- Settling and concluding

- Stages differ in different cultures (see communication and culture)

Aggressive negotiation tactics (Hard skills)

- Character attacks
- Background attacks
- Insults
- Teasing
- Ridicule
- Profanity
- Threats
- Competence attacks
- Physical appearance attacks
- Nonverbal indicators that express hostility (rolling eyes, looks of disgust…)

Problem-solving style of negotiation (Soft skills) developed by the Harvard Negotiation Project

- Separate the people from the problem (common goal, build trust, defuse strong emotions)
- Focus on interests, not positions (interest = reason why the negotiator takes his/her position)
- Invent options for mutual gain (brainstorming solutions to meet the ends of both negotiators)
- Insist on objective criteria (agree on a set of criteria and determine the terms of the settlement)

1.16 Communication in Groups and Teams. Meetings

Fundamentals of group interaction

People tend to live in groups, and in order to function in a group they need to communicate. Therefore, communication is the essential characteristic of a group.

Group characteristics:

- A common purpose or goal
- Interdependence
- Mutual influence
- Face-to-face communication (x virtual groups)
- Specific size (small groups = 3-20 people)

Group evolution (Fisher):

- Orientation phase (members get acquainted with norms of the group – acceptance of a behavior, jokes etc.)
- Conflict phase (strong opinions, disagreement)
- Emergence phase (towards one/fewer solutions, coalitions forming, dissent disappers)
- Reinforcement phase (positive, consensus, solution)

For effectiveness necessary: good timing, time to develop, high degree of cohesion and commitment)

Working group x team:

Working group   - members share information, discuss, make decisions – individual products and individual evaluation

Team – result is a joint product, unique purpose and clearly defined performance goals (e.g. make project on a certain topic to get credits in the class)

2 Part II

2.1 Discussion/Debate

a) Opinions (S = strong)

I. Asking for opinions:

What are your views (on ...)

What's your opinion (on ...)

What do you think (of ...)

How do you feel (about ...)

Do you think ...

II. Giving opinions:

I'm (quite) sure (about ...)

I really do think (that ...)

From a (financial) point of view ...

In my opinion ...

I think (that ...)

III. Agreeing:

Yes, I agree completely. (S)

Yes, definitely. (S)

I agree.

I'd go along with that.

Yes, you have a point there... (but)

IV. Disagreeing:

(In my opinion), that's out of the question. (S)

I'm afraid I disagree completely.

I'm afraid I can't agree with that idea.

Sorry, but I don't agree.

I'm afraid that's not how I see it.

V. Expressing reservations and doubts:

I agree up to a point, but ...

You could be right, but ...

Maybe, but ...

b) Advice and suggestions

I. Asking for advice and suggestions

What would you suggest we do/advice us to do?

What do you recommend?

I'd like to hear your ideas on this.

Do you have any suggestions?

Do you think we should...?

II. Giving advice and suggestions:

I'd recommend/suggest that ...

My advice would be to ...

If I were you I'd ...

I think you should ...

Have you thought of ...

Why don't we ...

How about ...

You could ...

It might be a good idea to ...

III. Accepting:

I'm definitely in favor of doing that. (S)

Yes, I think we should do that.

That's an interesting idea.

Yes, that sounds like a good idea.

Yes, let's do that.

IV. Rejecting:

I'm sorry, but that's out of the question.

I'm afraid I'm not very keen on that idea.

I'm not sure about that.

That's very interesting but …

No, I don't think that will work.

c) **Requests and offers**

I. **Requesting:**		**Agreeing:**
Could you possibly		Yes, certainly.
Do you think you could	→	Yes, that's no problem.
Would you		Yes, of course.
Could you		Yes, I'll do that.
Can you (I)		

Would you/ do you mind   →   No, of course not.

Not at all.

II. **Refusing:**

I'm sorry but that's not possible

I'm afraid not

I think that shall be very difficult

Sorry, but (I)

III. **Offering:**

Would you like me to

If you like, I can

Shall I

Do you want me to

Would you like

Can I get you a drink? (I)

Do you need a hand? (I)

IV. **Accepting:**

Thanks. I'd appreciate that.

That's very kind of you.

Yes, please. Thanks very much.

V. Declining:

Thanks, but that won't be necessary.

That's very kind of you but

Thanks, but please don't bother.

d) Asking and responding to difficult questions

I. Asking difficult questions:

It's sometimes said that

It seems that some people think that

What do you think might be the reason for that?

Is it OK to ask about

Do you mind me asking

Can I ask you what you think about

II. Responding to difficult questions:

I'm sorry, I don't want to go into that.

I really don't have any opinion on that.

Why, what do you think about it?

That may be, I couldn't really say.

I'm afraid I don't know anything about it.

It's not really for me to say.

It depends how you look at it.

e) Apologies

(I have/This is) absolutely no excuse for

I accept the blame for

I admit that I was wrong

I am angry with myself

I appreciate your calling our attention to

I fell asleep at the wheel/on the job/at the switch

(I will try to) avoid this in the future

(I agreed that ... was a) breach of good manners

(I will do my best to) correct the situation

(I'd like to) express my regret

I feel (very) sorry/terrible/bad about

I am not excusing our/my errors, but

I am so sorry for

I don't know how it happened that

I have thoroughly investigated/looked into the manner and

I'm sorry you were dissatisfied with

It was embarrassing to discover that

I was distressed to hear/read/discover/learn that

(I want to) make right with you

Much to my regret

My apologies for any inconvenience

I owe you an apology for

Please accept my/our apology/apologies for

I presumed where I shouldn't have presumed

To prevent a recurrence (I'd like to ...)

I want to put to rights (what I've done)

I reproach myself

I sincerely regret/apologize

I sorely regret

I'm sorry for the inconvenience/confusion/mix-up/misunderstanding

The least I can do is

To compensate for (the things I've done I'd like to ...)

I was under the mistaken impression that

(I will try to ...) until you are completely satisfied

We regret to inform our customers that

You were entirely right about

Sorry, you're absolutely right. I do apologize.

I'm sorry, but could we change the time of the meeting?

I'm afraid I won't be able to do it straight away.

Please let me apologize for any inconvenience this may cause you.

Please excuse me, but I really have to go now.

I. Accepting apologies:

It's perfectly all right.

Sure, no problem.

Don't worry about that, it can wait.

f) Refusals

After much discussion/careful evaluation (I have decided to ...)

Although I am sympathetic to your problem /plight/situation (I have decided to ...)

Although the idea is (sounds) appealing

Appreciate your asking me/us, but

Because of prior commitments (I cannot accept ...)

Beyond the scope of the present study

Company policy prohibits us from (accepting ...)

Current conditions do not warrant

This was a difficult decision, but (I've decided to ...)

I am disinclined to ... at this time

(Your proposal) doesn't qualify/warrant (with ...)

I don't have enough information (to give you an answer right away)

Due to present budget problems (I am forced to ...)

Hope this will be of some help even though ...

I appreciate your asking me, but ...

If it were possible (I'd love to help you)

I know how understanding you are, so I'm sure ...

I'm sorry to tell you that ...

I must say no to (your proposal)

I regret that I cannot accept (your proposal)

It is, unfortunately, out of the question that ...

It's a wonderful program, but ...

It's currently impossible to ...

I wish I could say yes, but ...

I must decline/demur/pass up/withdraw from/say no to ...

Normally I would be delighted, but (given the situation ...)

This is not a choice I can make right now

This is not an option at the moment

I am not currently seeking for ...

No, thank you

I am not interested at this time

Due to my previous commitments

This puts me in something of a dilemma

I regret to inform you that ...

I remain unconvinced of the value of ...

(The concept) runs counter to

I sincerely regret (to inform you that ...)

I am sorry about this, but ...

I am unable to help/comply/grant/send/contribute/offer/provide ...

We appreciate your interest, but ...

We find that we cannot ...

We have concluded with regret that ...

We have now had a chance to review (the documents)

Your idea has merit, but ...

g) Requests and inquiries

(I'd like to request an) additional information/time

(I'd like to) answer the following questions

I anticipate a favorable response to the ...

I'd like to apply/ask for ...

I will appreciate any information/your cooperation/your help (in the matter of ...)

(I'd like it to be done) as soon as possible

(Could you send me the information) by return mail

I count on/upon (the fact that ...)

(Could you please) direct me to the appropriate agency

Will you have the goodness to ...

I hope you are able to (help me with ...)

I'd appreciate having/receiving/obtaining (more information about ...)

If you can find time in your busy schedule to ...

If you think it might be possible

I'm writing to ask you ...

I'm interested in receiving information/learning more about ...

It would be most helpful (if you could ...)

I would appreciate your assessment of ...

I would be grateful/most grateful if/for (more information ...)

I look forward to hearing from you

(Could you please) offer some assistance

(This was) of great help to us

On account of/behalf of (the company)

Please call me to discuss the ...

Please let me have your estimate by (Friday)

Please provide us with/send details about ...

Please reply by return mail

I respectfully request ...

I will take it into consideration

Thank you for your efforts in/to ...

(I hope it's not too much) trouble you to/for ...

We would appreciate your taking a few minutes to (think about ...)

Would you be willing to/good enough to ...

Your considered opinion

2.2   Meetings

a) **Participating in a meeting or discussion** (I = informal)

b) **Opening:**

Right. Shall we start?

OK. Let's start. (I)

c) Stating objectives:

The aim of this meeting is to

In this meeting we need to decide

d) Beginning the discussion:

(*Eric*), would you like to start?

Could you begin, (*Rosa*)?

e) Moving on:

Can we get back on the main point?

So, let's move on to the next topic

f) Asking for clarification:

Sorry, (*Rosa*), I don't quite follow you.

Could you explain what you mean by .. ?

Would you mind repeating that?

Could you go over that again?

g) Interrupting:

Could I just ask something?

Before you go on, could I say something?

Excuse me. Could I come in here?

h) Checking agreement:

So, are we all in agreement?

Do we all agree then?

i) Summarizing:

So, to sum up

We've agreed that

j) Concluding:

Well, I think that's everything.

Is there anything else you want to discuss?

k) Closing:

Good, let's call it a day, then.

2.3   Presentations

a) Talks and presentations

I.   Getting started:

Shall we make a start?

I think we're all here, so let's get going.

II.   Introducing the topic:

This morning I'm going to

Today, I'd like to

The aim of my presentation this morning is to

I've divided my presentation into .. / My talk will be in .. (*three parts*).

First, I'd like to

Second, I'll move on to

Then I'll focus on

Then I'll go on to

In the first part of my talk, I'll be looking at

After that we'll deal with

Finally, we'll consider

And finally we'll take a look at

I'd like to begin by introducing myself.

I'd like to start by giving you a brief run-down of what I'll be covering today.

Before we go on, I'd just like to highlight a few things.

I'd like to start outlining the main aims and objectives of this talk.

Firstly, let me explain the main aim of presentation.

Please feel free to interrupt at any point.

III. Referring to questions:

Feel free to/Do interrupt me if there's anything you don't understand.

If you don't mind, we'll leave questions till the end.

IV. Introducing each section:

So, let's start with

Now, let's move on to

Let's turn our attention to

This leads me to

Finally,

V. Summarizing a section:

That completes my

So, to summarize,

VI. Moving from topic to topic:

Now, if we consider

Moving on to the next slide

This leads me to the next point

So we've seen how X, now let's look at Y.

OK, let's move on to the next point.

Shall we go on to look at ... now?

VII. Referring:

I mentioned earlier

I'll say more about this later.

We'll come back to this point later.

As you know/As I'm sure you are aware

VIII. Referring to visual information:

This transparency/diagram shows

If you look at this graph you can see

What is interesting in this graph is

I'd like to draw your attention to

If we look at the next slide

This slide illustrates how

The most important point here is

IX. Summarizing:

So, what are the main points we've highlighted? Well, firstly

OK, let's go over the main points again.

To summarize, by focusing on X, we can see that

In other words, the key issues to remember are

X. Checking understanding:

Is that clear?

Are there any questions?

XI. Concluding:

That concludes my talk.

That brings be to the end of my presentation.

If you have any questions, I'd be pleased/I'll do my best to answer them.

Does anyone have any questions?

Thank you for your attention.

OK, I think this is probably a good time to finish.

That just about brings it to an end.

Thanks for being such a good audience.

XII. Dealing with questions:

That's a good point.

I'm glad you asked that question.

Can I get back to you on that later?

I'm afraid I don't have .. (*the information at present*).

I'm afraid I'm not the right person to answer that.

I'm probably not qualified to answer that.

Thanks, that's a really interesting point.

Yes, that's a valid point but

Does anyone else have any views about that?

XIII.   Asking and giving opinions:

What do you think about that?

Jo, have you any reaction to that?

What are your views on that?

The way I see it is that

Don't you think it might be better if

What about

From a ... point of view

I really think (we should)

XIV.   Polite disagreement:

I'm not so sure about that.

I think we're losing sight of the main point.

I agree with you when you say ..., but ...

You have an interesting point there, however

I quite understand what you're saying, but

I'm afraid that's not how I see it.

b) **Acceptances**

(I'm glad that I'm) able to say yes

I accept with pleasure

(I'd be more than happy to) agree to

I'm glad to be able to vote yes

I'm happy to let you know

I am pleased/happy/honored to accept

It is with great pleasure that

It was so thoughtful of you to

It will be a pleasure to

I'm pleased to have been invited

Thank you for asking me to

Thank you for nominating me for

We are delighted to accept

We are sincerely happy to join you

We have accepted your bid of

We look forward with pleasure

c) Clarification and showing understanding

I. Showing that you're following and you're understanding:

I see (what you mean).

Right.

Yeah.

Exactly.

Really?

Oh, I didn't know that.

II. Getting clarification:

So you mean that

So basically what you're saying is

If I understand correctly

I'm not sure what you mean by

What does 'X' mean in this context?

Just so that I'm clear

Could you be more specific?

III. Paraphrasing and clarifying:

OK, what I'm trying to say is

Let me explain what I mean.

By X, I mean ..., or more specifically

The idea would be that

Well, let me put it another way.

In other words, ..

Or rather, ..

IV. Responding to clarification:

i. Positive:

Exactly.

Precisely.

Yes.

ii. Vague:

Sort of.

Kind of.

Yes, I suppose so.

Not really. It depends.

iii. Negative:

No, that's not really what I meant.

No, what I was trying to say was

V. Showing understanding:

You said there was no difference between X and Y, right?

I see what you mean.

But couldn't we

OK, they want ... I suppose.

So, this is really an example of

So, in that case you have to

Right, OK.

VI. Checking another person's understanding:

Are you with me?

Do you see what I mean?

Does that seem to make sense?

Does that answer your question?

Is that any clearer?

VII. Emphasizing / Summarizing:

I'd like to stress that

So, essentially

The point is

d) Initiating, changing, and returning to a topic

I.   Initiating a topic:

What about

What is your view on

I'd like to start by

Can we talk about what happened this morning?

Have I told you about

I hear that

II. Changing a topic:

By the way, have you seen the latest figures on

Just to change the subject for a minute, what do you think about

That reminds me, did you see

I've just thought of something else

Sorry to interrupt, I just need to tell you about

III. Returning to a topic:

But going back to what you said earlier

As I was saying earlier

I've been thinking about what you said and

Can we go over what we talked about earlier?

Just to return to

2.4   Formal letters

a) Reports and proposals

A considerable/significant/important advantage is …

Address the problem of

Along these lines (you will find ...)

(The product is ...) as you can see from the data

Close/exhaustive inquiry (shows that ...)

(I enclose a) copy of the proceedings

The detailed statement (proves that ...)

Educated guess (of the experts shows that ...)

Estimated value (of the product is ...)

Give our position on (the market, we can afford to ...)

In-depth account of/look at

Institute inquiries (prove that ...)

Map out

The matter at hand/in dispute/under discussion/at issue...

Planning stages (of this problem are ...)

The plan of action is to ...

Rough computation/calculation/draft/guess (shows that ...)

This summarizes the progress of ...

Supplies/offers/provides some distinct advantages

(I'd like to) take into consideration (the outcome of the inquiry)

Take measures/steps (we are going to make/take are ...)

Under consideration/discussion (of all the important points, we came to the agreement that ...)

b) **Cover letters**

I'd like to acquaint you with

As promised (I am writing to you about ...)

(I'm writing to you) at your request (about)

I'm writing about the brochure that presents/details/describes/outlines/explains

Call with questions

I'm attaching a complimentary copy of ...

Please direct your attention to

Enclosed is/are(the promised documents)

For further information (go to the website ...)

Here are/is

I am sending you

If you need/want additional information (contact Mr. ...)

I'm also enclosing

I'm writing in response to your advertisement

Please note that

This is just a rough draft (of)

c) Letters of application

I am applying for the position of

I can arrange a meeting at your convenience

I have experience that qualifies me for

I have extensive experience with

I am a good candidate/match for the job

(I am writing) in response to your advertisement

I am interested in pursuing a career with

May I have fifteen minutes of your time to discuss ...

(I think) I meet (and exceed) your criteria

I have serious interest in

This job is similar to my most recent position

I have skills that would be useful to

I have ten years' experience with

I am well suited for (this position)

d) Complaints

There was a mix up in my order

I am appealing to you for help

Are you aware that

As a longtime customer

I would like to call to your immediate attention

I'd like to correct your records

Deceptive advertising

(The ...) was defective upon arrival (and I'd like to return it)

This does not meet our performance standards

I expect to hear from you soon

(Because of the) expensive maintenance (of … I'd like to return it)

It has not met my expectations (and I'd like to return it)

I hope to resolve this problem (as soon as possible)

I am concerned about

I feel certain you would want to know that

Inefficient design (is one of the main reasons I am not satisfied with this product)

It has come to my attention that

It is with reluctance that I must inform you

It was disconcerting to find that

I was displeased/distressed/disturbed/offended/disappointed by

I wish to be reimbursed for (the faulty product)

I would like to alert you to

You may not be aware that

The performance was not up to your usual high standards

I'd like to register a complaint about

This is a serious omission/problem (and it should be solved immediately)

(I'd like to return this product) under the conditions of the warranty

This unpleasant incident (is the reason why we are forced to …)

(We are sorry to inform you about your) unsatisfactory performance

We were unhappy with …

You have generally given us excellent service, but

e) Letters of disagreement

I agree to differ/disagree

As I understand it

At cross-purposes

(I think this is) at odds with (the law)

I believe you should know that

The bone of contention (is in our different point of views)

(Can we) bury the hatchet (and be friends again?)

(I'd like to) come to terms (with your ideas, but)

This complicated situation (made me rethink our agreement)

I'd like to conduct an inquiry about

(Because of our) different opinions (I can no longer work at this firm)

Direct your attention to (this problem)

The disputed point is ...

Do a disservice to

I fail to agree (with your ideas)

I am convinced that (this solution will work)

I assume/presume/think/have no doubt that (this is the right choice)

I have the impression that ...

In my estimation/judgment/opinion/view ...

In the best interest of (the firm)

I take it that (you completely disagree)

It seems to me (that the firm is going the wrong way)

Matter/point in dispute/at issue/under discussion/in question

My information is (very relevant to this problem)

Part company with

(I'd like to) register my opinion (on ...)

I strongly oppose

I will take this into consideration

(I fear that I) think differently (of this matter)

(This doesn't add up) to my way of thinking

To the best of my knowledge

I wonder if you are aware that ...

f) **Explaining the reasons for writing:**

I am writing to enquire about/inform you that/confirm

g) **Making reference:**

With reference to your fax of (10 June)

Thank you for your letter of

Further to your telephone enquiry,

h) **Apologizing:**

I am sorry

I apologize

i) Requesting:

We would appreciate it if you would

Could you please

Please ...

j) Agreeing to requests:

I would be pleased to/delighted tell you that

k) Giving good news:

I am pleased to inform you that

I am delighted to tell you that

l) Giving bad news:

I am afraid

Unfortunately

m) Explaining reasons:

This is the result of/due to

n) Enclosing documents:

I enclose ... (a copy of my book)

Please find enclosed

o) Closing remarks:

Please contact us again if

Please let me know if

Please pass on my best wishes to

Please give our kind regards to

p) Referring to future contact:

I look forward to

I very much look forward to

Looking forward to

2.5   E-mails

(I'd like to) alert you to the possibility (of ...)

(I'd like to) ask your help (on ...)

Do you know (that ...)

For your information ...

Here are (the promised documents)

(You will find the) Information you wanted/requested (in the enclosed documents)

In answer to your question ...

Just a note to let you know

Please let me know ASAP (= as soon as possible)

Send me a copy of ...

I wanted to follow up **on ...**

Will you please send me (the promised documents)

a) **Greeting:**

   Dear ..

   Hi/Hello

b) **Introductory remarks:**

   It was so good to (talk to you yesterday)

   Sorry for not getting back to you earlier

   Sorry for the delay in replying

c) **Explaining the reason for writing:**

   This is just to (let you know)

   I just wanted to

d) **Requesting:**

Could you

Can you

Would you mind

e) Giving news:

Thought you'd like to know

Just to let you know

f) Acknowledging an email:

Thanks for (the report on ...)

g) Agreeing to request:

I'll (send you the report today)

h) Attaching documents:

Here is

I've attached

Attached is

i) **Referring to future contact:**

Looking forward to

j) Signing off:

Yours

Kind regards

Regards

Best wishes

Best

... (Dave)

- Informally, you can also just sign off with your first name.

k) Saying an email address:

Ivan_Marks@cyberserve.com

Ivan **underscore** Marks **at** cyberserve **dot** com

2.6 Abbreviations

asap	as soon as possible
atm	at the moment
btw	by the way
b4	before
c u l8r	see you later
gr8!	great!
r u	are you
thx	thanks
tmrw/2moro	tomorrow
ttyl	talk to you later
2day	today
2nite	tonight
brb	be right back
:)	I'm happy/joking or Good news
:(	I'm sad or Bad news
RSVP	reply to an invitation
fyi	for your information
smh	shaking my head
lol	laughing out loud