

Part 1: Analyse the following two scenarios with reference to Chapter 2 & Chapter 3.

Your answer for each item should consist of:

- ❖ **Description of the context**
- ❖ **Relationship of the participants**
- ❖ **Communication failures you have identified (provide the rationale behind your judgements with reference to the specific concepts in Chapter 2 & 3, such as ladder of inference, working out the relationships, etc. by citing the specific pages and parts in the book *Improve Your Communication Skills* by Alan Barker)**
- ❖ **Ways of improving that specific failures you have mentioned (provide the rationale behind your judgements with reference to the specific concepts in Chapter 2 & 3, such as ladder of inference, working out the relationships, etc. by citing the specific pages and parts in the book *Improve Your Communication Skills* by Alan Barker)**

Scenario 1:

You have been asked to head a small working group within your organization. When your group was assembled, you were pleased to see that a colleague named Ron had been assigned to your group. Ron is reputed to be a very bright and creative fellow who was part of another highly successful group in the organization. However, Ron has been arriving late to group meetings and recently showed up halfway through the meeting and was clearly unprepared.

You overheard two members of the group discussing Ron's behaviour. One group member, Marsha, was wondering why Ron had not been removed from the group yet; the other team member, Bill, speculated that Ron had been having some problems at home and suggested that everyone should cut him some slack.

Next week your group is expected to complete an important project so that the results can be passed along to other members of the organization. Each team member is responsible for a different part of the project, and Ron is responsible for the two most important parts. Your group is scheduled to meet tomorrow to do any last-minute coordination that may be required. Based on that timetable, you gave the head of your Association your personal guarantee that the project would be done by Monday.

Ron calls you today and says he doesn't have his sections finished and probably won't be able to finish them before the meeting. He says he just needs more time.

Taken from: <https://www.ahrq.gov/patient-safety/capacity/candor/modules/guide5/scenarios.html>

Scenario 2:

David is the third generation of “Laughertys” to run his family’s auto part manufacturing company. Even in the down economy, sales have been healthy. A year ago, David proudly recruited all three of his adult children to come work in the business. His plan had been for them to work as a leadership team and it seemed to him to have taken hold beautifully; each of them have settled into key roles managing the family business and the business had continued to thrive under this new leadership configuration.

David’s plan was lovingly devised, based on the fact that his children had almost always gotten along well and had all successfully completed business degrees from prestigious universities. As importantly, each had spent at least one year working successfully in businesses in other cities outside of the family firm and yet none of the three seemed to have been completely satisfied in those jobs. David thought that coming back to work in the family company was the obvious and perfect plan for all three kids and would simultaneously allow him the time and energy to start winding down into semi-retirement.

In fact, all three of the Laugherty children -two sons and a daughter- had not been clear about what they really wanted to do with their careers and had actually begun the process of exploring other career paths when their father called them individually and invited them “home” to work in the family business.

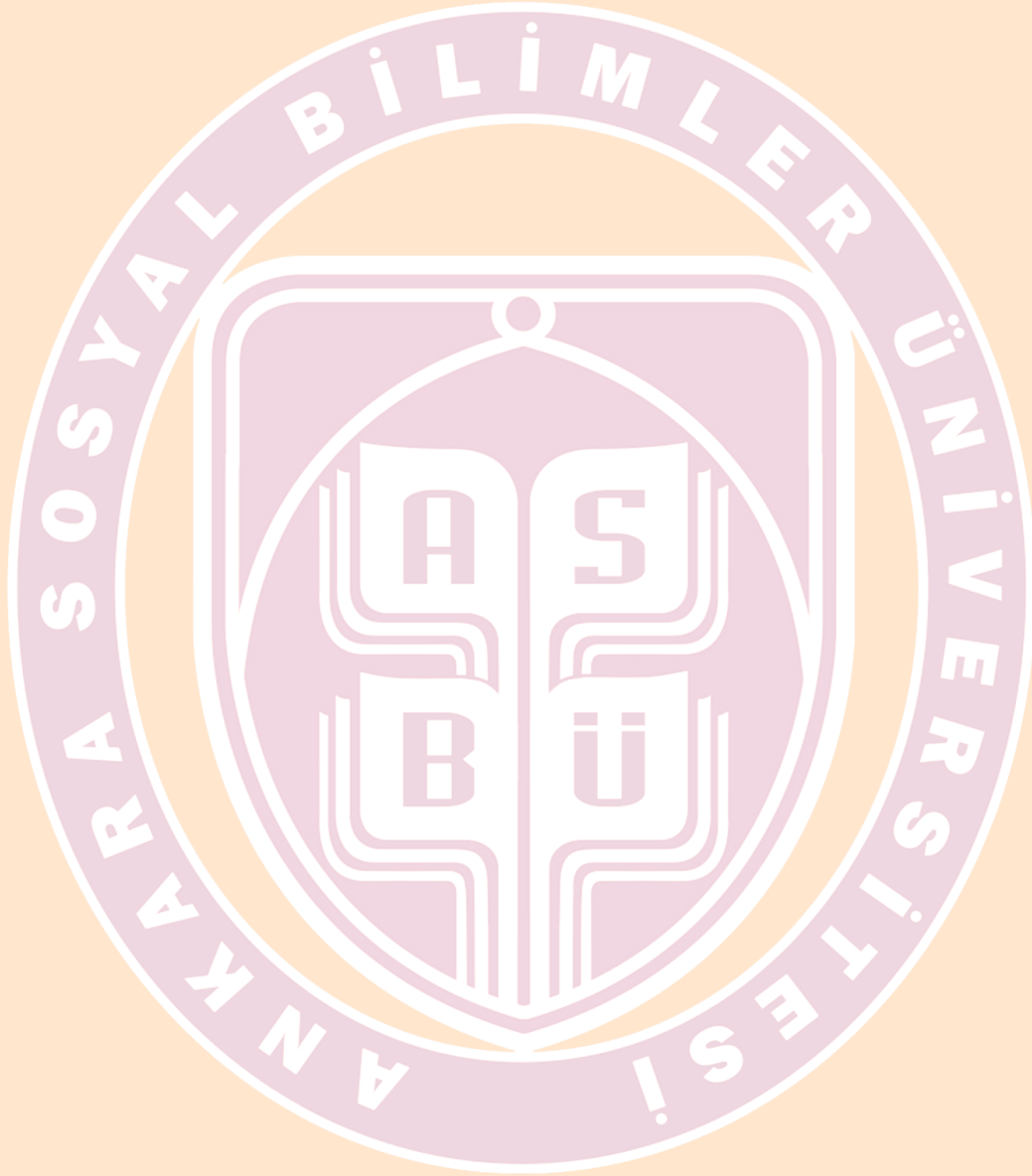
Ten months into this arrangement, David’s wife, Sally, began to notice that their children and their young families weren’t spending much time together outside of work. When she pressed each of them about what she was observing, they all assured her everyone was just too busy and that they saw plenty of each other at work. Four months after that, David himself began to notice less interaction at work beyond routine management meetings.

While none of the children were willing to admit it, their relationships with each other had deteriorated as stark differences emerged around their individual management skill levels and styles, and this began to increasingly impact the quality of their interactions. This in turn led to an undercurrent of conflict and avoidance that was beginning to become obvious even to employees. Each of them was secretly considering exercising buy/sell agreements and leaving the family business.

- ❖ **Description of the context**
- ❖ **Relationship of the participants**
- ❖ **Communication failures you have identified (provide the rationale behind your judgements with reference to the specific concepts in Chapter 2 & 3, such as ladder of inference, working out the relationships, etc. by citing the specific pages and parts in the book *Improve Your Communication Skills* by Alan Barker)**
- ❖ **Ways of improving that specific failures you have mentioned (provide the rationale behind your judgements with reference to the specific concepts in Chapter 2 & 3, such**

as ladder of inference, working out the relationships, etc. by citing the specific pages and parts in the book *Improve Your Communication Skills* by Alan Barker)

Taken from: <https://www.thebcg.com/Using-the-Ladder-of-Inference-in-Managing-Conflicts>



Part 2: Visit the following links and watch the videos. The analysis of each video is 20 points.

Your answer for each item should consist of:

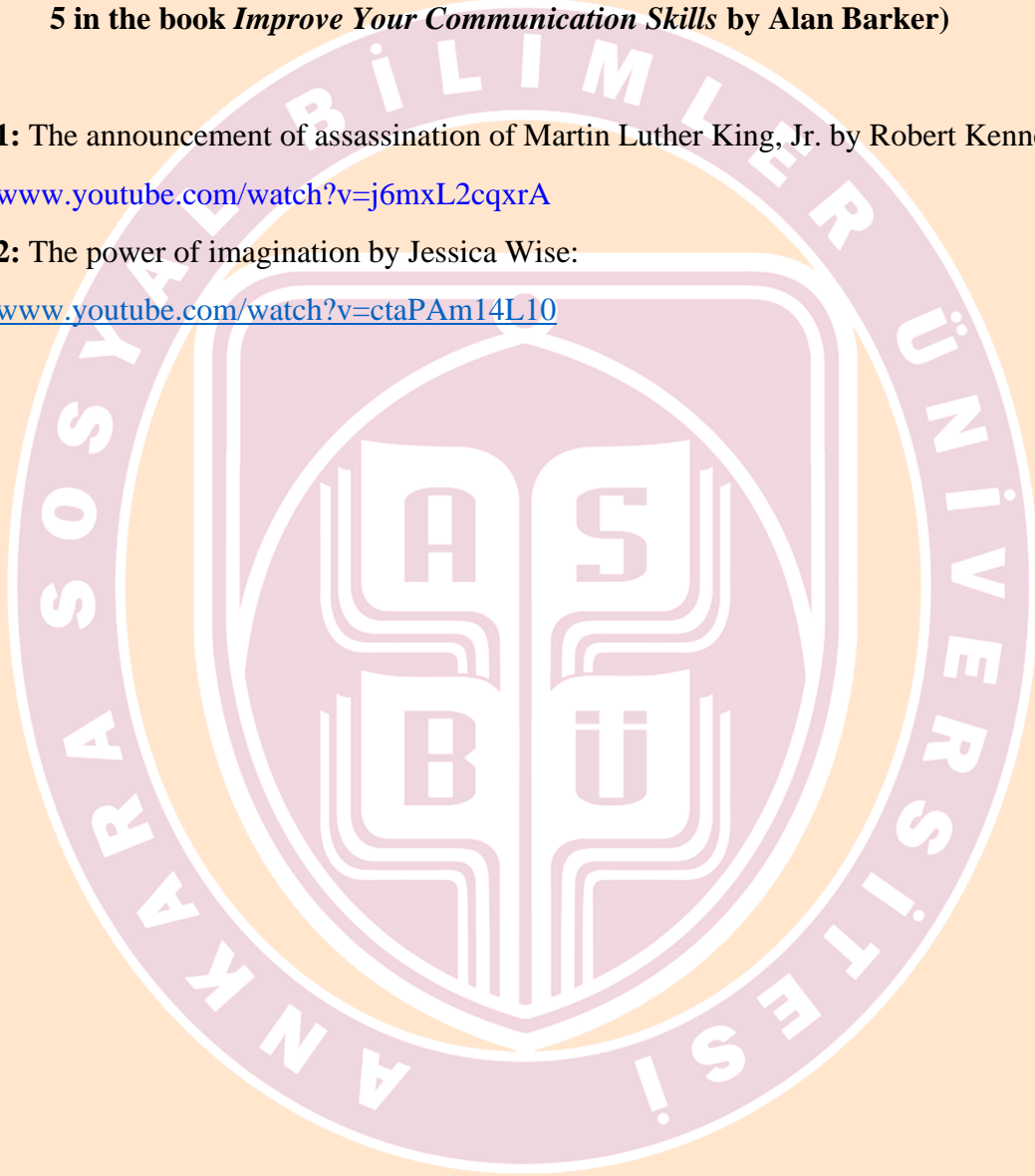
- ❖ **Description of the context.**
- ❖ **What features of a successful persuasive speech have you identified?**
- ❖ **Evaluate the speaker's performance by referring to specific concepts in Chapter 5 in the book *Improve Your Communication Skills* by Alan Barker)**

Video 1: The announcement of assassination of Martin Luther King, Jr. by Robert Kennedy

<https://www.youtube.com/watch?v=j6mxL2cqxrA>

Video 2: The power of imagination by Jessica Wise:

<https://www.youtube.com/watch?v=ctaPAm14L10>



Part 3: Analyse the following interview. The analysis is 20 points.

Your answer should consist of:

- ❖ **What kind of interview is it?**
- ❖ **What stages have been followed by the interviewer?**
- ❖ **How could you improve the interviewer's performance? Refer to specific concepts in our class notes in week 6 and 7, which are available on our Google Classroom.**
- ❖ **What do you think of the interviewee's performance? Refer to specific concepts in our class notes in week 6 and 7, which are available on our Google Classroom.**

Interview:

“Good morning, Lisa,” the interviewer said, extending his hand and smiling.

Lisa rose as the interviewer, the company's human resources manager, came toward her. She shook his hand, but was afraid to look him directly in the eyes, so she turned her head away.

“Let's talk about your resume,” the interviewer said. She followed him into his office and slumped into an upholstered chair in front of his desk. Lisa wondered what questions he might ask and whether she might be able to answer them.

“Well, what brings you to our company?” he began. “I mean, why do you want to work for us?”

“I saw your ad in the newspaper,” Lisa said. “I've just graduated, and your job looked like it might be interesting.”

“Hmm,” the interviewer replied.

Lisa could tell her answer didn't really satisfy him. But what else did he expect her to say?

“Do you know what kind of work we do here?” he asked her.

“You're in the manufacturing business,” Lisa said, proud of herself for having the answer.

“Well, it's a little more than that,” the interviewer said sharply. “We're a leading toy maker. In fact, one of the biggest and best in the country.”

He described some of the toys they manufactured, and Lisa tried to appear interested. But she kept looking down at her hands and nervously twisting the ring on her little finger. The interviewer asked several other questions and Lisa tried hard to answer them.

Finally, the interviewer said to her: “The job you're applying for is in marketing. What special skills would you bring to this position?”

Lisa knew this was important. The company wasn't going to hire just anybody. "Well, I took several business courses in school," she told him. "And I'm a hard worker. As you can see on my resume, I've always had part-time jobs in school."

"Everyone who comes here works long hours," the interviewer told her. She could tell he wasn't very impressed with her answer. He glanced down at her resume again. "Do you have any other questions?"

"No, I don't think so," Lisa said. "When will I hear if I got the job?"

"We'll let you know," the interviewer told her. But as he rose and quickly escorted her to the door of his office, Lisa knew she didn't stand much of a chance of being hired.

Taken from: *Communication Skills*. 2nd Edition. New York: Ferguson, 2004.

