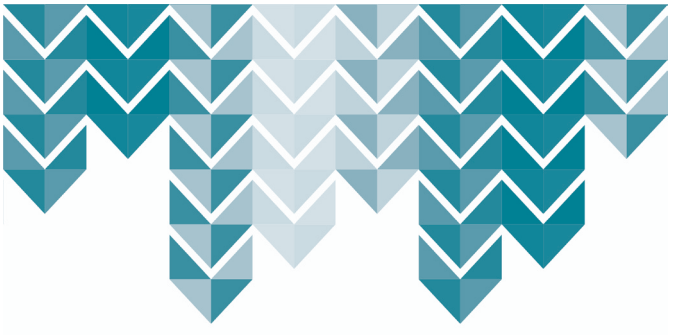

JUDITH DWYER

COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

STRATEGIES & SKILLS

6e

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PREFACE

This sixth edition, entitled *Communication for Business and the Professions: Strategies and Skills*, continues to provide comprehensive coverage of communication strategies and skills by linking theory and research with practical skills and examples. The book has a plain-English writing style supported by an accessible design, which provides a clear how-to guide to help students understand communication principles and apply them in their interpersonal and professional interactions. Both individuals and organisations depend on a strong, well-nurtured and unifying communication system.

The goal of this book is to provide a global communication tool that both expands our knowledge of *what* we can do to interact effectively and provides us with working models to practise and refine *how* well we do it. Opportunities in today's global world can be lost and won in micro-seconds in cyberspace, or in the way we interact with our colleagues. Practitioners who nurture a strong and efficient communication system as the foundation for their work realise that communication experiences are cumulative—the helix principle—with past and present experiences influencing the future in ever-widening circles. Communication competence harnesses opportunities and expands professional business and career opportunities. For example, the manager who wants to introduce a new financial proposal must carry with him or her the knowledge of an effective communication model that will win the support and collaboration of immediate peers, managers and experts, then win new clients and achieve success in the marketplace.

The graduate who wants a challenging and rewarding career has the technical competence to fulfil the job functions, the personal competence to manage self and the social competence to manage relationships. Selection criteria for recruiting graduates in Australia include: cultural alignment; values fit; activities, including both intra- and extracurricular; emotional intelligence (including self-awareness, strength of character, confidence, motivation); critical reasoning and analytical skills (problem solving, lateral thinking, technical skills, teamwork skills); passion, knowledge of industry, drive, commitment, attitude; leadership skills; work experience; academic qualifications; and interpersonal and communication skills, both written and oral.

ACKNOWLEDGEMENTS

Communication for Business and the Professions: Strategies and Skills helps so many readers because it is the product of the collaborative will and high standards set by so many academics and practitioners.

I extend my thanks to Nicole Hopwood for the chapters and advice she has contributed throughout the planning and writing of this edition. Her work has been invaluable in bringing to life the many aspects of communicating visually.

The publisher and I wish to thank the following reviewers: Liz Bracken, Charles Sturt University; Phillip Cenere, Notre Dame University; Robert Gill, Swinburne University; Kohyar Kiazad, Monash University; Rob Lawrence, Victoria University; Krista Mathis, Bond Unversity; Susan McKinnon, University of Southern Queensland; and Kimberly Ferlauto, University of Western Sydney. I am grateful to these reviewers and to other experts who have contributed their expertise in shaping the sixth edition of this book. My sincere thanks also go to the academics and professionals who shared their expertise in developing the range of quality supplementary materials for this book.

I also extend my sincere thanks to the many outstanding professionals at Pearson Australia, including Catherine du Peloux Menagé (Development Editor) for her support and encouragement, Elise Carney (Senior Portfolio Manager), Kathryn Munro (Project Manager), Emma Gaulton (Copyright and Pictures Editor), Robyn Flemming (Editor/Proofreader), and the marketing and sales team.

Most importantly, I wish to thank my husband, John Burns, for helping me to stay focused and for his constant support, interest and enthusiasm throughout each edition of the book. His encouraging and constructive feedback helped bring this edition to completion.

ABOUT THE AUTHOR

Judith Dwyer is an acknowledged communication expert, educator and author. She has written 16 books on, and conducted research and lectured in, communication studies for more than 20 years. A longstanding member of the Australian Institute of Management, her areas of expertise are communication studies, economics, management and leadership. She consults on and manages a number of industry projects.

Judith has a Master of Management (Public) from the University of Technology Sydney, a Bachelor of Economics from the University of New England, and a Diploma in Education from the University of Newcastle.

Her fundamental message is that an understanding of people and social processes is more important than our knowledge of facts; however, we must research and integrate theory into efficient working practice.

ABOUT THE CONTRIBUTING AUTHOR

Nicole Hopwood holds a Graduate Diploma of Management from the Australian Graduate School of Management and a Bachelor of Economics from the University of Sydney, and is a member of CPA Australia. Her professional experience comprises working in various industries, including professional services, banking and telecommunications. She has also specialised in business reconstruction and insolvency in the professional services industry. From Nicole's extensive professional experience in Australia and the UK she has gained the realisation that each member within an organisation has a responsibility for continual improvement both within themselves and the organisation. Her philosophy is that continual improvement and learning are integral to improvement in every aspect of an organisation's activities.

WHAT'S NEW IN THIS EDITION?

This edition has five parts and one new chapter: Chapter 2, 'Social Media'. The fifth edition Chapter 10, 'Customer Satisfaction', is now Chapter 11, 'Customer Service', and includes a new section on customer complaints.

Part 1, The communication factor, gives readers the opportunity to research and acquire the underpinning knowledge to use an effective communication model.

Chapter 1, Communication foundations, discusses the forms, types and process of communication; presents different theories of communication; explains the impact of collaborative communication technologies, globalisation and an increasingly diverse workforce, knowledge management and flattened management hierarchies on workplace communication; and discusses ethical communication.

Chapter 2, Social media, explains how collaborative communication technologies impact on communication in today's workplace, presents the 6C model of social media engagement, discusses areas to consider when constructing a social media framework, outlines the reasons for collecting and reporting quantitative and qualitative social media data, and discusses the advantages and disadvantages of social media, making particular reference to ethical challenges.

Chapter 3, Interpersonal communication, explains types of nonverbal communication, the listening process, and the role of questions and feedback and assertive behaviour in communication between individuals, groups and organisations.

Chapter 4, Emotional intelligence: Managing self and relationships, presents the central role of emotional intelligence in emotional awareness. Emotional competence is divided into two categories:

personal competence, or managing self (self-awareness, self-regulation and self-motivation); and social competence, or managing relationships (social awareness and social skills).

Chapter 5, Negotiation and conflict management, covers the principles and processes of negotiation, including interest-based negotiation; brings concepts of negotiation and conflict management together in an examination of the causes of conflict; and presents constructive responses to conflict. Mediation is presented as the response to an intractable conflict.

Chapter 6, Intercultural communication, discusses the importance of culture. It identifies cultural components, outlines barriers to intercultural communication, discusses comparative value dimensions on which cultures differ, and outlines a culture-general approach to communication competence.

Part 2, Leadership and communication, highlights the dynamics of interpersonal communication and relationships in organisational communication, leadership, teamwork and group communication, effective meetings, customer satisfaction and public relations.

Chapter 7, Communication across the organisation, covers the interaction of organisational culture, structure and communication channels. It identifies different types of organisational structures and their impact on communication flows. Formal and informal structures are differentiated, and the role of small group communication networks is outlined. Techniques to improve organisational communication are presented.

Chapter 8, Leadership, covers the principles and processes of leadership, and distinguishes the features of the leadership trait, leadership styles, transactional leadership, transformational leadership and authentic leadership approaches to leadership. Leadership communication practices of coaching, mentoring and networking are also outlined.

Chapter 9, Team and work group communication, traces the stages of development of groups or teams; identifies roles within a group or team; presents strategies to improve the performance of project, self-managed, cross-functional and virtual teams; and outlines factors underpinning teamwork and team communication.

Chapter 10, Effective meetings: Face-to-face and virtual, gives readers opportunities to build on skills to communicate effectively in face-to-face and virtual meetings. The roles of the chair and participants in face-to-face and electronic meetings are clearly defined, and procedures and performance tips are given for videoconferencing, webconferencing, teleconferencing and podcasts.

Chapter 11, Customer service, introduces the features of a valued customer experience, the voice of the customer and the necessity to manage the customer experience. Lifetime customer value and the importance of communication skills in creating and maintaining positive customer experience are also discussed. A new section on customer complaints identifies types of customer complaints, describes the characteristics of an effective complaints-handling process, and explains the benefits of the process for the complainant and the organisation.

Chapter 12, Public relations, presents public relations models and discusses public relations objectives, media relations and strategies for managing public relations issues.

Part 3, Researching, evaluating and presenting information, outlines knowledge management and decision making, researching and processing information, conducting surveys and questionnaires, critical thinking, argument, logic and persuasion, communicating through visuals, oral presentations and public speaking. It gives readers opportunities to build on research and critical thinking skills.

Chapter 13, Knowledge management, discusses the role of knowledge workers and presents knowledge-management principles and key concepts, as well as decision-making and problem-solving strategies.

Chapter 14, Researching and processing information, outlines the research process. It discusses academic honesty, ethics and etiquette; how to find information on search engines, web directories and databases; and how to document sources and prepare a bibliography and list of references.

Chapter 15, Conducting surveys and questionnaires, identifies the steps for conducting a successful survey. It discusses the impact of the questionnaire format, the type of question and the wording; explains the reasons for pre-testing; and outlines issues to confront when collecting, analysing, evaluating and reporting information and findings.

Chapter 16, Critical thinking, argument, logic and persuasion, introduces the concepts of critical thinking, argument, logic and fallacies (false argument); and explains the importance of quality, objective evidence, the purpose of persuasion, and the characteristics of a persuasive argument.

Chapter 17, Communicating through visuals, explains the importance of visual design principles and design consistency; selecting the appropriate graphic for presenting information, concepts and ideas to illustrate the message; constructing, interpreting and presenting numerical information in the appropriate graphical form; and creating meaningful graphics within ethical boundaries.

Chapter 18, Oral presentations and public speaking, covers different types of presentations. It outlines how to plan, prepare and deliver a presentation, and presents strategies to manage challenging audience members.

Part 4, The writing process, helps readers to develop a strategy to plan and write effectively and efficiently.

Chapter 19, Writing for the professions, presents principles of effective writing and discusses the advantages gained from composing equitable, efficient and effective documents, integrating the elements of a plain-English writing style, and editing according to the principles of plain English.

Chapter 20, Writing correspondence, emails and short reports, introduces practical strategies to prepare different types of business letters, memos, email messages and short reports efficiently and effectively.

Chapter 21, Writing long reports, discusses the long report format and explains how to prepare the front matter, body or text, and end matter; provides a new example of a long formal report; and emphasises the importance of editing long reports.

Chapter 22, Writing for the Web, identifies typical functions of organisational websites; describes how a mosaic form of page design enhances communication; and discusses ways to structure, write and present scannable content. Guidelines for successful blogging and the importance of website credibility are also discussed.

Chapter 23, Writing reflective journals, covers the role of a reflective journal in experiential learning. It outlines the main features of reflective writing and identifies questions to address to enable reflection, evaluation and restructuring of experience to gain insight, formulate new understanding, learn from experience and plan future action.

Chapter 24, Academic writing, discusses the purpose of each part of an academic document, the characteristics of an effective argument, four common essay genres, and the process of developing and writing thoughtful, coherent academic essays.

Part 5, Employment communication, focuses on preparing a professional résumé and performing well in an employment interview.

Chapter 25, The job search, résumés and interviews, covers strategies to search for the best position using traditional, online and social media channels; résumé-writing principles; features of traditional and electronic résumés; the application letter; how to communicate in an employment interview; and how to avoid potential problems.

SPECIAL LEARNING FEATURES

Each chapter of the book is divided into easily recognised learning stages.

Chapter openers include a list of **chapter learning objectives** to focus students on key concepts. This is accompanied by a set of **review questions** for each learning objective placed throughout the chapter.

The *new* **In Real Life** feature, also at the beginning of each chapter, highlights current practice or points of view.

Tables and figures, including flow charts and concept maps, are designed for visual clarification of important information. They form a user-friendly reference throughout the chapter.

Key terms are printed in bold the first time they appear, with accompanying **margin definitions**, providing an integrated **glossary feature** to aid comprehension of key terms in context.

Apply your knowledge exercises provide short practical activities that reinforce theoretical content. They are spread throughout the chapter at strategic study points.

Self-evaluation checklists provide a self-evaluation tool to prompt students to reflect on their communication skills.

The *new* **case study** feature for each chapter assists students' understanding of how to apply the concepts in the chapter to situations in the workplace.

A **chapter summary** provides a concise overview of the chapter's main points and is an excellent tool for study and revision.

Activities and questions contains graded exercises and group activities for further critical analysis and review.

Exploring the Web encourages students to research on the Web, learn more about relevant areas covered in the chapter, and verify and source the accuracy of their research.

Building your skills is designed to integrate key chapter concepts.

EDUCATOR RESOURCES

A suite of resources are provided to assist with delivery of the text, as well as to support teaching and learning.

- **Solutions Manual:** Provides educators with detailed, accuracy-verified solutions to in-chapter and end-of-chapter questions in the book.
- **Test Bank:** Provides a wealth of accuracy-verified testing material. Updated for the new edition, each chapter offers a wide variety of true/false, short answer and multiple-choice questions, arranged by learning objective and tagged by AACSB standards.
- **Digital Image PowerPoint® Slides:** All the diagrams and tables from the text are available for lecturer use.

These Educator Resources can be accessed at **<www.pearson.com.au/9781486019533>**.

VISUAL PREFACE

CHAPTER
1

COMMUNICATION FOUNDATIONS

LEARNING OBJECTIVES

After studying this chapter you should be able to:

1.1 identify the forms and types of communication, and describe the communication process

1.2 differentiate between communication theories

1.3 explain the impact of globalisation and an increasingly diverse workforce, the explosion of Web 2.0 collaborative technologies, managing knowledge and change, and flattened management hierarchies on workplace communication

1.4 discuss the principles of ethical communication.

IN REAL LIFE

EFFECTIVE COMMUNICATION IS FUNDAMENTAL

Enterprise Rent-A-Car is the UK's leading car rental company. The key messages that Enterprise seeks to communicate relate to the values and culture of the organisation. Values are the things that a company is passionate about. An organisation's culture is 'the way we do things around here'. For Enterprise these include high levels of customer service, looking after its employees, and behaving ethically and responsibly. Enterprise's culture is set out clearly in its 'cultural compass':

Effective communication is fundamental to every aspect of a business. Enterprise has used a number of communication strategies to ensure its messages are received by a variety of stakeholders. These are both internal and external to the business. Its messages are tailored to suit the target audience to increase effectiveness.

Enterprise's philosophy is simple: 'Take care of our customers, and employees and profits will take care of themselves.'

Environmental conservation
Operations
Diversity and inclusion
Workplace quality
Business ethics
Public affairs and philanthropy

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Source: Excerpt from Enterprise Rent-A-Car, 'Communication strategies to engage a variety of stakeholders', *Business Case Studies*, http://businesscasestudies.co.uk/enterprise-rent-a-car/communication-strategies-to-engage-a-variety-of-stakeholders/introduction.html#axzz3HU329nR1, viewed 29 January 2015. ©1995–2014 Business Case Studies LLP.

CHAPTER OPENERS

contain chapter *learning objectives* to focus the reader on key concepts.

IN REAL LIFE

highlights current business practice or points of view.

As you build your communication skills you will be able to complete these functions and tasks effectively and build expertise in higher-level tasks that develop management and leadership skills, such as evaluating performance, building teamwork, and coaching, and mentoring, facilitating and motivating others.

Forms of communication

Communication involves exchange of representations of meaning. By decoding the representation the person receiving the message is able to construct a mental representation that matches, at least in some respects, the mental representation of the person sending the message. Rapoport (1950, p. 42) argues: 'Experience cannot be transmitted as *experience*—it must first be translated into something else. It is this something else which is transmitted. When it is *received* it is translated back into something that resembles experience.' Communication is an ongoing process by which people represent their feelings, ideas, values and perceptions with symbols. These symbols are in the form of verbal communication (either spoken or written), nonverbal communication and graphic communication.

Verbal communication can be in the form of spoken words between two or more people or written words in written communication. **Nonverbal communication** is communication sent by any means other than words or graphics. Nonverbal components exist in oral, written and graphic communication or, independently of words, in face-to-face contact. **Graphic communication** represents ideas, relationships or connections visually with shapes, diagrams and lines. Graphic communication can have both verbal and nonverbal components; see, for example, some of the 'No Smoking' signs displayed in public places. Communication in the 21st century sends messages through a number of different channels.

Types of communication

Taylor, Rosegrant and Meyer (1986) outline four different types of communication: intrapersonal communication, interpersonal communication, public communication and mass communication. Each type is suited to a different situation.

- **Intrapersonal communication** is communication with oneself through the processes of thinking and feeling. This style of communication creates a person's self-concept and processes information. By taking the time to think, plan and interpret ideas and messages, individuals learn more about self, others and the situation because they have the time to absorb new ideas and to plan actions.
- **Interpersonal communication** involves interaction between two people on a one-to-one basis or in small groups. In this style of communication you communicate with at least one other person. Staff instructions, briefings, feedback and customer relations are examples of this style.
- **Public communication** originates from one source and takes place when the organisation communicates with a number of receivers. This communication can be either to receivers within the organisation—for example, in the form of the staff newsletter or intranet—or to others outside the organisation in the form of reports, meetings or YouTube video clips. Williams (1996) identifies the need for people to think critically and understand their audiences when using persuasion techniques in both internal and external communication. The three forms of communication—verbal, nonverbal and graphic—are all used by those who have responsibility for communicating effectively within and outside the organisation. Communication is the public face of a company.
- **Mass communication** contacts the organisation's public—for example, public relations, annual reports, advertising and webcasts. Mass communication through traditional media such as newspaper and television broadcasting is now complemented by the newer electronic and technologically mediated communication technologies.

The ability to communicate is a learned behaviour based on skills gained from others and from experience. As experience widens, new learning takes place. The communication style of individuals and organisations develops through using and adapting new techniques. Anyone who believes they can control the communication process is unaware that communication is an intricate, interactive process. The interactions of a number of elements impact on the people communicating. People can do a great deal to influence the communication process, but they cannot control the other person's **perception**, outlook, values and attitudes. Each of these affects the way communication is received.

Verbal communication is communication between two or more people in the form of spoken or written words.

Nonverbal communication is communication sent by any means other than words or graphics.

Graphic communication represents ideas, relationships or connections visually with shapes, diagrams and lines.

Intrapersonal communication is communication within the individual through the processes of thinking and feeling.

Interpersonal communication is interaction between two people on a one-to-one basis or in small groups.

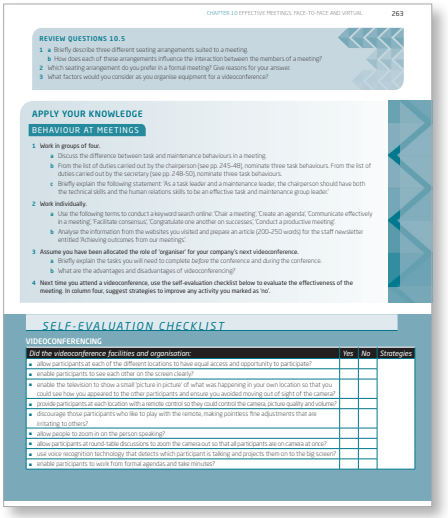
Public communication occurs when an organisation communicates with a number of receivers at the same time.

Mass communication refers to the process of transferring or transmitting a message to a large group of people.

Perception is the process by which people select, organise and interpret data in order to give meaning to a message.

KEY TERMS

are printed in bold the first time they appear, with accompanying margin definitions providing an integrated glossary feature to aid comprehension of key terms in context.



CHAPTER 10 EFFECTIVE MEETINGS: FACE-TO-FACE AND VIRTUAL 263

REVIEW QUESTIONS 10.5

1 a Briefly describe three different seating arrangements suited to a meeting.
b How does each of these arrangements influence the interaction between the members of a meeting?
2 Which seating arrangement do you prefer in a formal meeting? Give reasons for your answer.
3 What factors would you consider as you organise equipment for a videoconference?

APPLY YOUR KNOWLEDGE

BEHAVIOUR AT MEETINGS

1 **Work in groups of four.**
a Discuss the difference between task and maintenance behaviours in a meeting.
b From the list of duties carried out by the chairperson (see pp. 245–48), nominate three task behaviours. From the list of duties carried out by the secretary (see pp. 248–50), nominate three task behaviours.
c Briefly explain the following statement: 'As a task leader and a maintenance leader, the chairperson should have both the technical skills and the human relations skills to be an effective task and maintenance group leader.'

2 **Work individually.**
a Use the following terms to conduct a keyword search online: 'Chair a meeting', 'Create an agenda', 'Communicate effectively in a meeting', 'Facilitate consensus', 'Congratulate one another on successes', 'Conduct a productive meeting'.
b Analyse the information from the websites you visited and prepare an article (200–250 words) for the staff newsletter entitled 'Achieving outcomes from our meetings.'

3 **Assume you have been allocated the role of 'organiser' for your company's next videoconference.**
a Briefly explain the tasks you will need to complete *before* the conference and during the conference.
b What are the advantages and disadvantages of videoconferencing?

4 **Next time you attend a videoconference, use the self-evaluation checklist below to evaluate the effectiveness of the meeting. In column four, suggest strategies to improve any activity you marked as 'no'.**

SELF-EVALUATION CHECKLIST

VIDEOCONFERENCING

Did the videoconference facilities and organisation:	*Yes*	*No*	*Strategies*
▪ allow participants at each of the different locations to have equal access and opportunity to participate?			
▪ enable participants to see each other on the screen clearly?			
▪ enable the television to show a small 'picture in picture' of what was happening in your own location so that you could see how you appeared to the other participants and ensure you avoided moving out of sight of the camera?			
▪ provide participants at each location with a remote control so they could control the camera, picture quality and volume?			
▪ discourage those participants who like to play with the remote, making pointless fine adjustments that are irritating to others?			
▪ allow people to zoom in on the person speaking?			
▪ allow participants at round-table discussions to zoom the camera out so that all participants are on camera at once?			
▪ use voice recognition technology that detects which participant is talking and projects them on to the big screen?			
▪ enable participants to work from formal agendas and take minutes?			

REVIEW QUESTIONS

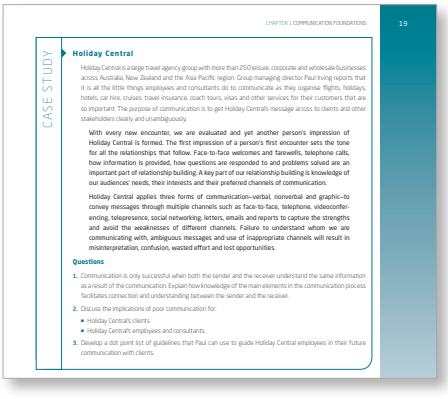
are short-answer questions designed for additional review purposes and to ensure comprehension of the basic theory.

APPLY YOUR KNOWLEDGE

exercises provide short, practical activities that reinforce the theoretical content. They are spread throughout the chapter at strategic study points.

SELF-EVALUATION CHECKLISTS

provide a tool to help students evaluate and reflect on their communication skills.



CHAPTER 1 COMMUNICATION FOUNDATIONS 19

CASE STUDY

Holiday Central

Holiday Central is a large travel agency group with more than 250 leisure, corporate and wholesale businesses across Australia, New Zealand and the Asia Pacific region. Group managing director Paul Irving reports that it is all the little things employees and consultants do to communicate as they organise flights, holidays, hotels, car hire, cruises, travel insurance, coach tours, visas and other services for their customers that are so important. The purpose of communication is to get Holiday Central's message across to clients and other stakeholders clearly and unambiguously.

With every new encounter, we are evaluated and yet another person's impression of Holiday Central is formed. The first impression of a person's first encounter sets the tone for all the relationships that follow. Face-to-face welcomes and farewells, telephone calls, how information is provided, how questions are responded to and problems solved are an important part of relationship building. A key part of our relationship building is knowledge of our audiences' needs, their interests and their preferred channels of communication.

Holiday Central applies three forms of communication—verbal, nonverbal and graphic—to convey messages through multiple channels such as face-to-face, telephone, videoconferencing, telepresence, social networking, letters, emails and reports to capture the strengths and avoid the weaknesses of different channels. Failure to understand whom we are communicating with, ambiguous messages and use of inappropriate channels will result in misinterpretation, confusion, wasted effort and lost opportunities.

Questions

1. Communication is only successful when both the sender and the receiver understand the same information as a result of the communication. Explain how knowledge of the main elements in the communication process facilitates connection and understanding between the sender and the receiver.
2. Discuss the implications of poor communication for:
   - Holiday Central's clients
   - Holiday Central's employees and consultants.
3. Develop a dot point list of guidelines that Paul can use to guide Holiday Central employees in their future communication with clients.

CASE STUDY

addresses critical thinking skills around a real-life business case related to the chapter topic.

CHAPTER 2 SOCIAL MEDIA 43

SUMMARY OF LEARNING OBJECTIVES

2.1 Explain how collaborative communication technologies impact on communication in today's workplace

Social media web-based and mobile technologies enable users to create and exchange content. Communication is turned into interactive dialogue between organisations, communities and individuals. Television and radio programs use social media to encourage viewer and listener participation through comments and questions via Twitter or social networking sites such as Facebook. News services rely on eyewitness accounts of events via mobile phone images and video. Knowledge is shared on wikis, and conversations, relationships and reputations are developed on business networking sites such as LinkedIn and Xing. As well as people sharing stories and experiences with each other, organisations now interact on multiple social media channels with their internal and external stakeholders.

2.2 Discuss the interrelated components of the 6C model of social media engagement

Communication on any channel has a number of components: message, sender, receiver, channel, feedback, noise or interference. Communication via social media channels occurs for a variety of purposes with a variety of audiences. The communication styles, language, type of visuals and interactions establish and reflect the culture, type of content, interactions and engagement on a specific site.

The specific purpose of the 6C model of social media engagement is to engage consumers. The model distinguishes six interrelated components—company, content, control, community, customers and conversations. The model accentuates two-way symmetrical communication and engagement to meet the needs of the audience, as well as enabling the audience to co-create and share the organisation's content among friends and others in the online community.

2.3 Identify the purpose of social media strategy and discuss areas to consider when constructing a social media framework

Strategic implementation of social media allows an organisation to build an online identity, brand reputation, long-term relationships and a sense of community among its customers. As well as identifying the organisational need to be filled by social media, an organisation must create a strategy framework. The elements of a successful social media strategy framework are audience, objectives, strategic plan, tactics, tools and metrics.

2.4 Outline the reasons for collecting and reporting quantitative and qualitative social media data

Monitoring, collecting and analysing data about social media activities allows an organisation to measure performance against targets, compare performance over time, and evaluate the success or failure of its social media tactics.

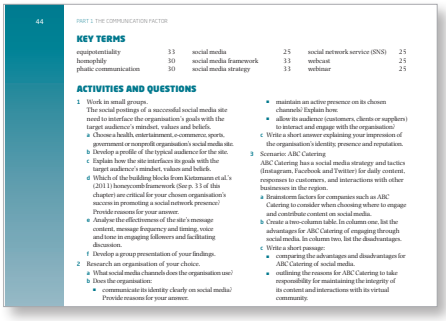
2.5 Discuss the advantages and disadvantages of social media, making particular reference to ethical challenges created by social media technology

The advantages of social media include enhanced connectivity, communication, teamwork, cooperation and collaboration across all levels of an organisation. Social media allows users to request introductions, endorse a colleague's skills and find contacts on professional networking sites. Social media also enables marketing of products and services, targeting of advertising at specific demographic groups, and two-way communication and customer engagement with an organisation.

The disadvantages include unethical conduct such as posting of inappropriate material that could reflect badly on one's professional life or business, flaming and derogatory comments, and reputational risk and damage from negative and inappropriate content. Other problems include security, privacy, identity management and theft, receipt of spam, virus hacking, phishing, and defacing of profiles. Disclosure of personal information and commercial selling of personal data, cyber bullying, insulting comments, text messages and photos, and stalking cause problems for individuals and organisations. Individuals may encounter Internet addiction, health problems and stress. Organisations may experience abuse of data intellectual property, brand and trade marks.

SUMMARY OF LEARNING OBJECTIVES

is a concise overview of the main points in the chapter and an excellent tool for study and revision.



PART 1 THE COMMUNICATION FACTOR

44

KEY TERMS

equipotentiality	33	social media	25	social network service (SNS)	25
homophily	30	social media framework	33	webcast	25
phatic communication	30	social media strategy	33	webinar	25

ACTIVITIES AND QUESTIONS

1 Work in small groups.
The social postings of a successful social media site need to interface the organisation's goals with the target audience's mindset, values and beliefs.
a Choose a health, entertainment, e-commerce, sports, government or nonprofit organisation's social media site.
b Develop a profile of the typical audience for the site.
c Explain how the site interfaces its goals with the target audience's mindset, values and beliefs.
d Which of the building blocks from Kietzmann et al.'s (2011) honeycomb framework (See p. 33 of this chapter) are critical for your chosen organisation's success in promoting a social network presence? Provide reasons for your answer.
e Analyse the effectiveness of the site's message content, message frequency and timing, voice and tone in engaging followers and facilitating discussion.
f Develop a group presentation of your findings.

2 Research an organisation of your choice.
a What social media channels does the organisation use?
b Does the organisation:
- communicate its identity clearly on social media? Provide reasons for your answer.
- maintain an active presence on its chosen channels? Explain how.
- allow its audience (customers, clients or suppliers) to interact and engage with the organisation?

c Write a short answer explaining your impression of the organisation's identity, presence and reputation.

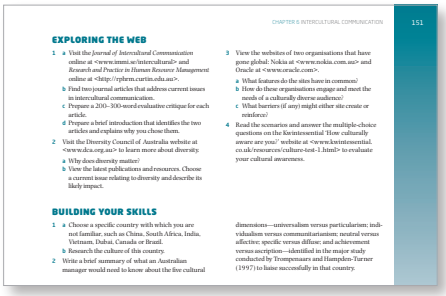
3 Scenario: ABC Catering
ABC Catering has a social media strategy and tactics (Instagram, Facebook and Twitter) for daily content, responses to customers, and interactions with other businesses in the region.
a Brainstorm factors for companies such as ABC Catering to consider when choosing where to engage and contribute content on social media.
b Create a two-column table. In column one, list the advantages for ABC Catering of engaging through social media. In column two, list the disadvantages.
c Write a short passage:
- comparing the advantages and disadvantages for ABC Catering of social media.
- outlining the reasons for ABC Catering to take responsibility for maintaining the integrity of its content and interactions with its virtual community.

KEY TERMS

are listed at the end of each chapter for reference purposes.

ACTIVITIES AND QUESTIONS

contain graded activities, exercises and role-plays for further critical analysis and review. The opportunity for group work is highly suitable for student participation and application, whether in study teams or tutorials.



CHAPTER 8 INTERCULTURAL COMMUNICATION

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EXPLORING THE WEB

1 a Visit the *Journal of Intercultural Communication* online at <www.immi.se/intercultural> and *Research and Practice in Human Resource Management* online at <http://rphrm.curtin.edu.au>.
b Find two journal articles that address current issues in intercultural communication.
c Prepare a 200–300-word evaluative critique for each article.
d Prepare a brief introduction that identifies the two articles and explains why you chose them.

2 Visit the Diversity Council of Australia website at <www.dca.org.au/> to learn more about diversity.
a Why does diversity matter?
b View the latest publications and resources. Choose a current issue relating to diversity and describe its likely impact.

3 View the websites of two organisations that have gone global: Nokia at <www.nokia.com.au> and Oracle at <www.oracle.com>.
a What features do the sites have in common?
b How do these organisations engage and meet the needs of a culturally diverse audience?
c What barriers (if any) might either site create or reinforce?

4 Read the scenarios and answer the multiple-choice questions on the KwintessentialHow culturally aware are you? website at <www.kwintessential.co.uk/resources/culture-test-1.html> to evaluate your cultural awareness.

BUILDING YOUR SKILLS

1 a Choose a specific country with which you are not familiar, such as China, South Africa, India, Vietnam, Dubai, Canada or Brazil.
b Research the culture of this country.

2 Write a brief summary of what an Australian manager would need to know about the five cultural dimensions—universalism versus particularism; individualism versus communitarianism; neutral versus affective; specific versus diffuse; and achievement versus ascription—identified in the major study conducted by Trompenaars and Hampden-Turner (1997) to liaise successfully in that country.

EXPLORING THE WEB

requires students to research on the Internet, and verify the accuracy of the information and the source of their research.

BUILDING YOUR SKILLS

allows students to apply a selection of the knowledge and techniques presented throughout the chapter.

CHAPTER 2 SOCIAL MEDIA

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appears at the end of each chapter, with full reference details for all sources referred to in the chapter and further reading.