William V. Haney

COMMUNICATION & INTERPERSONAL RELATIONS

Text and Cases

Sixth Edition

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Every writer is a product of his experiences. In the case of this book, so much is due to the author's contact with one outstanding personality that special mention must be made of it. The author is deeply grateful for eight years of study and friendship with the late **Professor Irving J. Lee** of Northwestern University. Those who have been stimulated by his writings and inspired by his person will recognize his influence. It is to the continuation of his teachings and values that this book is respectfully dedicated.

Preface

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Communication is the process by which we give and receive information, signals, or messages by talking, writing, listening, reading, gesturing, and so on. It's associated with the Latin *communicatio*—literally, to make common.

Accordingly, this book about communication and interpersonal relations is intended for people who deal with other people in organizations such as business, government, military, hospital, and educational institutions. It was written for use in college courses, management-development seminars, supervisory training programs, adult education classes, and individual self-study.

This sixth edition of the book attempts to reflect the evolutions and, in some cases, revolutions that have occurred in this vital field in the past five years.

Among the new features of this edition:

- The "World of Change" is back in Chapter 1 after its absence in the previous edition. Note how quickly the headline names and places become obsolete. Which, of course, is the point of the "World of Change." Our lives are replete with change.
- The Table of Contents has been augmented with sub-titles. Readers suggested that the Contents would be more helpful if the chapter headings included a brief description of their content. This seemed particularly relevant to the chapters in Part Three, "Patterns of Miscommunication." After all, terms such as *intensional orientation, blindering,* and *indiscrimination* are hardly household labels.
- The chapters have been edited, updated, and—in some cases—substantially altered. Chapter 2, "Trust and Communication," is wholly new—reflecting the growing concern for a climate of trust and trustworthiness in our organizations.

- New cases have been included to stay abreast of some of the changes in organizational life.

One evolution is that women increasingly occupy responsible executive and technical positions. So to existing cases "Nancy Sawyer" and "Pat's Story," "Janet Is Looking," "Lynn Barfield," and "Tommie Sanders (A and B)" have been added. "Janet," a young woman, is contemplating leaving her current position as a design engineer, largely because of difficulties with her boss. "Lynn Barfield," a woman in her mid-thirties, describes her experiences as a supervisor in a university's management development adjunct. "Tommie Sanders" relates some of her activities and feelings leading to and including her role as a hotel executive.

Another development concerns corporate takeovers. They have been going on for years, of course, but only recently have they become front-page news. The leveraged buyouts, or attempts at them, have captured a good deal of public attention. But the more subtle consequences of such organizational upheavals are rarely chronicled. "Merger Mania" suggests some of the tensions that invade an organization when top management changes. And in "Tommie Sanders–B," the title character makes some interesting comments about such an impact. "The Logan Company," an existing case, is another example of the human stress that often accompanies gross reorganization.

Minorities increasingly have made their marks on organizations. "Tom Rollins," a black university professor, and "Tommie Sanders," a Mexican-born hotel executive, exemplify, to an extent, such changes. In addition, black female employees play a role in "Lynn Barfield." But the most poignant example of the burden many minority members bear as they try to ascend in an organization appears in "Janet Is Looking." Although we never hear from him directly, it is clear that George Barrow, a black supervisor, is striving diligently to build a successful career in a high-tech firm. Janet's encounter with him suggests some of the stress he is enduring.

Still another change has been occurring for some time but is now accelerating. For economic, technical, political, and psychological reasons, managing—especially the managing of people in an organization—has become markedly more demanding. Small wonder that the skills of managing are increasingly being *taught* rather than merely assumed. Educational institutions as well as private firms have been offering such training and development. "MTC," short for Management Training Center, is a case about a consultant's appraisal of the supervisory practices and morale of such a unit. "Lynn Barfield," incidentally, is a staff member of MTC.

And we can hardly ignore the changes that have accompanied the incredible advances in communication technology we've enjoyed in the last few years. Thanks to the microchip and the omniscience of aids such

as computers, fax machines, and E-mail, our communication facility has been greatly enhanced. But there has been a human cost for such technical progress. "Tommie Sanders–B" reflects some of these repercussions.

The world grows ever smaller. That's a cliché, but it is also true. Many young people find themselves working in a culture other than their own. Their rewards can be substantial—psychologically as well as economically. However, living and succeeding in an environment that seems so alien to the one to which one is accustomed can also be highly challenging. It is hoped that "Cultural Pitfalls" will be helpful. "Tommie Sanders–A" depicts a young woman for whom the United States represents another culture.

Relatedly, world affairs in recent months have changed at a dizzying pace. Hopefully, *glasnost* is here to stay, and the Cold War between East and West is finally at an end. If so, I will be delighted to consider some cases obsolete and delete them.

Finally, the bibliography has been pruned and renewed. A systematic review of recent literature leads to an inescapable conclusion. The body of knowledge in the broad areas of communication and organizational behavior is dramatically increasing. In terms of *quantity*—which is overwhelming—*and quality*—which is impressive if not uniform—there has probably been more solid development in these areas in the last half-decade alone than in the entire previous history of their study. And well there might for we are being drawn inexorably into "the race between education and destruction." To paraphrase William F. Buckley, Jr.: "Communication may not save us but without communication we will not be saved."

This book continues to consider communication in the *organizational* setting and in terms of a broad *behavioral* base for the communicative act. The communicator, after all, is a complex being with feelings, values, attitudes, perceptions, needs, goals, expectations, and motives. To examine communication behavior apart from the whole person and apart from interpersonal relations is not only artificial but misleading. Moreover, society is becoming progressively *organized*—thus an inspection of the impact of the organization on the individual's communication is necessary.

According to its title, this book is about *communication*. The title will appear appropriate or inappropriate, I suppose, to the extent that the reader's visualization of communication coincides with the author's. Perhaps it would be helpful to indicate what this book is *not* about. It does not, for example, deal with much of the subject matter usually developed in texts of public, conversational, conference, business, and professional speaking. It does not serve the purposes of texts of composition or of business writing, reports, and letters. Nor is it a book on reading or listening. These vital aspects, phases, and media of communication are treated

skillfully and thoroughly in many fine works. Some of them are listed in the bibliography at the end of this book.

This book is concerned with the less familiar but equally critical phases of communication common to all of the modes of human interchange. It focuses on what it is that happens *inside* a communicator *before* talking and writing and *after* listening, reading, and so forth. Some might call these processes thinking and dissociate them from the communication experience. Others, including this writer, have felt no need to make such a distinction and, indeed, question the wisdom of drawing an arbitrary line between thinking and communicating. I feel perceiving, evaluating, visualizing, and interpreting are as involved in the communication process as are phonation, articulation, spelling, and grammar.

The book is also about *interpersonal relations in organizations*. That interpersonal relations and communication are inextricably interwoven is a major thesis of the opening chapters.

Accordingly, the book is organized as follows:

Part One deals with the organizational setting in which communication occurs. Part Two discusses the behavioral basis of the communicative act with special reference to the roles that perception and motivation play in communication. A basic model of communication is detailed in Chapter 8, "The Process of Communication." The model describes communication as a serial process involving the phases of encoding, sending, medium, receiving, and decoding. Each step, like a link in a chain, is crucial. Because they are by far the least understood, this book focuses on the encoding and decoding phases.

Each chapter in Part Three deals with one or more patterns of miscommunication that arise in the encoding and/or decoding phases. These miscommunications stem largely from various fallacious assumptions unconsciously held by the communicators—be they speakers or writers, listeners, or readers. The usual chapter format in Part Three includes a definition of the miscommunication pattern(s), the range and types of their consequences, some of their probable causes, and finally, suggestion of techniques for correcting the miscommunications and for preventing their recurrence.

Part Four, Overview (Chapter 19), is a digest of each of the preceding chapters. Some readers use this chapter as a preview of the book's scope, content, and organization.

THE CASES

If the book's purpose were only to provide the reader with a body of information and theory about communication, it would seem sufficient to restrict it to the textual material. I hope, however, that readers will use the book to move beyond the level of acquaintance with content to the

improvement of their own communication performance. And this is the function of the cases. Some suggestions on using the cases are in Chapter 1, "Introduction."

INSTRUCTOR'S MANUAL

A manual for teachers is also available from the publisher. Its intent is to assist instructors to help students obtain more value from the textbook. It is organized chapter-by-chapter to correspond with the text. Typical chapter format of the manual is:

Discussion Questions—answers to the questions appended to the chapter.

Objective Questions—provides numerous agree-disagree, fill-in, or multiple-choice questions that pertain to the chapter.

Case Analyses—a synopsis of each case is offered plus responses and comments relevant to the questions following the cases.

Additional Activities—suggestions that individual students or, in some instances, the entire class may wish to pursue.

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Much appreciation goes to my wife, Arlene, who—when revision times occurred—somehow managed to shield me from our five wonderful but active sons and daughters. That protection is no longer necessary. But she is still my best friend—and for that I am indeed grateful.

Finally, it should be clear that any errors and shortcomings in this book are uniquely my own and undoubtedly result from good advice unheeded.

William V. Haney

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