

## Intro to Organizational Communication Final Exam Review

### Ch. 1 - Learning from Models

#### **Aristotelian Model**

- A simple communication model with a *sender* transferring a *message* containing *information* to a receiver
- One way and linear
- Based on knowledge of audience demographics such as age and status

Three kinds of appeals:

- Ethos - appeals based on source credibility (perceived expertise, sociability, trustworthiness)
- Logos - appeals based on logic (examples, statistics)
- Pathos - appeals based on emotions (fear, compassion, pride, guilt)

#### **Lasswell's Effects Model (1948)**

- Who (said) -> What -> In what channel -> To whom = With what effect
- Added concepts of channels and effects

#### **Shannon-Weaver Mathematical Model (1949)**

- Extended Aristotelian model
- Added concepts of noise and feedback (can be physiological or psychological, internal or external)

#### **Schramm Model (1965)**

- Added idea that we can communicate with each other to the extent that we have shared "fields of experience"

#### **Dance Model (1967)**

- Contributed idea that communication is a never-ending process, no fixed beginning or ending
- Dynamic, ongoing, unrepeatable, additive, cumulative in effects

#### **Barnlund's Transactional Model (1970)**

- Contributed idea that communicators act simultaneously as senders and receivers and includes both verbal and nonverbal elements

#### **Ferguson's Critical Communication Model (2006)**

- Outcomes of Communication Acts (short term, long term)
- Costs of Achieving Outcomes (to individual, to groups, to society)
- Bases for Judging Costs
  - Motives of the communicator (intent)
  - Means employed (legitimacy of strategies & power bases)
  - Ethical quality of the outcomes

## **Ch. 2 - Perceiving Self in Relation to Others**

### **Self Concept**

- A relatively stable and organized collection of thoughts and feelings about the self
- Lead to attitudes and drive behaviour
- Four faces of Self Concept:
  - Self Image - how we see ourselves
  - Looking-glass Self - how we think others see us
  - Ideal Self - how we would like to be
  - Real self - how we actually are

### **Self Esteem**

- How we perceive our overall sense of worth or value

### **Self Efficacy**

- Our perceived ability to accomplish something or to make a difference

### **Self-fulfilling Prophecy**

- Refers to way by which expectations of others can influence expectations of self
- We live up or down to these expectations

### **Ellis' Rational-Emotive Model**

- Talks about how to get rid of debilitating feelings that pull us down
- Says we can put positive or negative interpretation on words and actions of others
- *Ex. Friend who calls us a name as we walk past their house vs. same friend in a mental institution who calls us names*
- *Ex. Manager transfers you to another department - can either believe that you are incompetent in your current position or you can believe that your manager thinks you will be great in another department*

### **Cross-Cultural Variations in Views of Self**

- Differences between people in other countries and North America
- Differences between mainstream and minority cultures in North America
- Differences in extent to which media influence other cultural groups

## **Ch. 3 - Perception of Others**

### **Perception is:**

- culture bound and racially biased
- selective and self serving (see and retain certain kinds of information while ignoring or discarding others)
- spontaneous, largely unconscious, and value driven
- relative and context bound (gender, age, sexual orientation, ethnicity, income, etc)
- mood dependent

### **Standpoint Theory**

- Tells us that we can never escape our place in the economic, social, and political order
- Our perceptions depend on who we are, where we are, and how we got to this place

### **Facts about Stereotyping**

- Tied to nationality, ethnicity, age, gender, sexual orientation, health
- Based largely on accessible visual and vocal cues
- Not usually applied to friends and people we know well
- Helps us to know how to interact with unfamiliar situations with strangers
- Encourages discrimination
- Leads to poor outcomes

### **How to Combat Stereotyping**

- Taking the other person's point of view (perspective taking)
- Focussing on similarities instead of differences (counter-stereotyping)
- Making contact with out-groups
- Becoming "active perceivers"

### **Using Perception Checking to Minimize Misunderstandings**

- Three Steps to Perception Checking:
  - 1. Describe the *behaviour* you noticed
  - 2. Give *two possible interpretations* for the behaviour
  - 3. Request *clarification* on how to interpret the behaviour
- *Ex. You haven't been talking much with me lately (behaviour). I was wondering whether you are upset with me (interpretation 1) or whether something happened at work to upset you (interpretation 2)? What is going on? (request for clarification)*

## **Ch. 4 - Understanding, Navigating, and Managing our Identities**

### **Your Identity**

- Physical - appearance and athletic abilities
- Social - competence in relationships
- Academic - intellectual qualities
- Emotional - qualities regarding feelings

### **Multiple Identities with Collective Dimensions**

- We share parts of our identities with groups:
  - Gender identities
  - Ethnic and racial identities
  - Religious identities
  - Linguistic and cultural identities
  - Regional and national identities

### **Multinational Studies by Hofstede**

- 1. Power Distance - extent to which we believe those in power should look and act powerful
- 2. Uncertainty Avoidance - how much we accept and need rules, bureaucracy, clear delineation of responsibilities
- 3. Individual Collectivism - extent to which we see individuals as primary resource for decision making and problem solving
- 4. Achievement Nurturance - extent to which we value stereotypically masculine traits vs. stereotypically feminine traits

### **Experimenting with Online Identities**

- Sometimes online identities reflect our ideal selves
- Sometimes our online identities reflect our historical selves - the persons we once were but no longer may be
- We run the risk of losing trust and credibility when others discover exaggerations or misrepresentations

### **Implications of Experimentation**

- We internalize behaviours, which leads us to manifest the same personalities in offline as in online lives; this can be good or bad
- We depend on others to validate our identities, but they are validating a pseudo version of us if we are not authentic

### **Rokeach - Belief System**

- Identified way in which credible threats to belief systems can destroy self-identity
- Demonstrates that some beliefs are more important than others to us

### **Impression Management**

- Impression management is the way we create impressions in the eyes of others
  - Occurs in varied contexts (friendships, family, romantic, and professional)
  - Reflects largely unconscious and natural part of everyday interactions
  - Takes situations and occasions into account
  - Involves conscious or unconscious monitoring of how others respond to us

### **High Self Monitors**

- Pay attention to the opinions of others
  - Alter their behaviours to fit the situation
  - Are likely to be the person you want them to be
  - Are harder to read or predict because they assume different roles
  - Can influence people to follow their lead
  - Make good managers

### **Low Self Monitors**

- Do not pay much attention to how others perceive them.
  - Rely on their own values to guide behaviour
  - Expect you to take them as they are
  - Don't try to manage perceptions
  - Behave in the same way across different contexts
  - Make good researchers and project members

### **Strategies for Managing Impressions**

- Self Promotion
  - Emphasizes competencies, abilities, or accomplishments
  - Emerge from desire to be respected, admired, and seen as likeable and knowledgeable
- Integration Strategies
  - Show extreme concern with being liked by others
  - Rely on compliments, flatter, and other behaviours aimed at getting favourable responses from others
- Exemplification Strategies

- Attempt to gain respect by displaying sincerity, devotion, and responsibility
- Take forms such as arriving early or staying late at work, appearing busy at all times, or going to the office on weekends
- May look hypocritical or manipulative
- Supplication Strategies
  - Attempt to get sympathy and attention by presenting oneself as in need of help
  - Emphasize newness to a job or organization or reason for doing badly at some task
  - Attempt to evade work by playing dumb or appearing incompetent
- Intimidation Strategies
  - Try to provoke unease in others
  - Display little to no concern with being liked
  - Show desire to establish control

### **Theories Related to Online Impression Management**

- Social Presence - extent to which we sense another's presence in an online interaction
- Social Information Processing - how we process information in collaborative settings like social media
- Hyper-personal - use of online cues to construct idealized views of another person

## **Ch. 5 - Listening**

- **Steps in the process of listening:**
  1. Selecting - cocktail party effect (focusing on a single conversation in a noisy room)
  2. Understanding - context, inference, and cognitive complexity
  3. Remembering - value of doodling
  4. Responding - role of verbal and nonverbal

### **Why Listening Matters**

- Listening affects the development and maintenance of personal relationships
- Communication breakdown is the primary reason marriages fail
- Supportive listening builds trust among health care providers, patients, and clients

### **Barriers to Effective Listening**

- Information overload and multi-tasking
- Listening from your own perspective
- Taking away from the other person's perspective (evaluating, shifting the focus, advising, interpreting)
- Listening defensively (causes us to respond defensively)
- Hearing what we expect to hear

### **Empathetic Listening**

- Supportive and intuitive
- Accepting
- Sensing and feeling with the speaker
- Non-evaluative and non-directive

## **Ch. 6 - Communicating Verbally**

### **Characteristics of Language**

- *Language is Symbolic*
  - Symbol (word) - something that stands for something else
  - Referent (thing) - object or idea to which as symbol refers
  - Thought (meaning) - mental image that we associate with a symbol and its referent
  
- Denotative (dictionary) meaning
- Connotative (personal) meaning - Spiders are scary
  
- *Language is Rule Bound*
  - Syntactic Rules - rules governing how we arrange words and punctuation or other symbols
  - Semantic Rules - rules concerning the agreed-upon and shared meanings of words, which can vary over time, across cultures, and according to personal experience (Beaver tail - pastry or body part of an animal)
  - Pragmatic Rules - rules that take context into account in arriving at meaning
    - Meaning depends on *who* is involved, *what* the message is about, *when* and *where* the interaction is occurring, and *why* the discussion is taking place
  
- *Language is Culture Bound*
  - Some words only exist in one culture
  - Some say that language determines how we see the world
  
- *Language is dynamic*
  - Language evolves and changes over time

### **Language Allows us to Construct and Name Our World**

- Until we have a label (or name) for something, we cannot talk about it or address it

### **Convergence**

- Refers to language practices that unite us (language and gestures that only insiders understand)

### **Divergence**

- Refers to language practices that emphasize differences (teenage slang)

### **Barrier of Effective Verbal Communication**

- *Bafflegab*
  - Refers to language that is wordy, often overly ornate, and generally incomprehensible
- *Equivocality*
  - Refers to the possibility for words to have more than one meaning
  - Concrete Language: you can experience the referents for concrete words with your five sense
  - Abstract Language: You cannot touch, see, taste, hear, or feel the referents for abstract words
  - Relative Language: A relative word does not just have one definition; it depends on the context

- *Euphemism*: an expression meant to be less disturbing or offensive than the word or phrase it replaces
  - “Mature” for older adult
  - “Pre-owned vehicles” for used cars
- *Doublespeak*: Language that deliberately misleads and disguises the true meaning of words
  - “Non-operative personnel” for dead soldiers
  - “Servicing the targets” for killing the enemy

## **Ch. 7 - Communicating Nonverbally**

- Replacing or substituting for verbal messages (*Emblems*)
  - Nonverbal cues that replace the verbal with nonverbal messages; culture and context bound (nodding head, applauding, thumbs up)
- Complementing, repeating, and accenting verbal messages (*Illustrators*)
  - Illustrators complement, repeat, or add emphasis to verbal messages (smiling warmly when saying “I love you”)
  - Illustrators have no meaning on their own
- Regulating interaction (*Regulators*)
  - Nonverbal cues that control and manage the flow of communication between people (raising hand to say “Wait until I finish”)
  - Take the place of spoken requests or demands
- Relieving tension and satisfying bodily needs (*Adaptors*)
  - Gestures designed to satisfy some need (adjusting clothes, shifting position, twisting stand of hair)
  - Adaptors may convey information, which may be meaningful or meaningless
- Conveying emotion (*Affect Displays*)
  - Nonverbal carries 93% of emotional content of messages
  - Touch carries much emotional content

### **Making First Impressions**

- We overvalue first impressions
- See physically attractive people as more likeable, confident, and emotionally stable
- We place more importance on agreeableness than any other personality trait

### **Violating Expectations**

- When people violate our expectations, our perceptions of them can change in a positive or negative direction

### **Making Connections through Immediacy**

- Immediacy behaviours decrease physical and psychological distance between communicators and increase feelings of closeness and liking
- We display immediacy when we lean toward the other person, make eye contact, nod warmly, or smile
- Immediacy influences likability

## **Six Facial Expressions that Appear Across Cultures**

- Anger
- Disgust
- Fear
- Happiness
- Sadness
- Surprise

## **Functions of Eye Contact**

- Show interest
- Convey understanding or confusion
- Express emotion
- Signal sexual interest
- Demonstrate respect
- Regulate conversation

## **Paralanguage**

- Elements of speech that we do not recognize as language, including intonation, tone, pitch, speech rate, volume, and hesitations

## **Role of Silence**

- To comfort; give space for listening; punish; show defiance, fear, or reluctance to take a stand on an issue; or add drama, weight, and impact to a statement

## **Reactions to Silence**

- Discomfort in talk-oriented cultures

## **Nonverbal Leakage**

- Unconscious body movements that give unintended information
  - Posture changes, repetitive toe or finger tapping, muscle twitches
- Most frequent source of leakage is feet and legs, followed by hands (less controlled and regulated than face)

## **Proxemics**

- How people perceive and use personal space and distance

## **Chronemics**

- How people perceive, structure, value, and react to time
  - *Monochronic Cultures* - cultures that view time as rigidly linear and rely heavily on clocks and schedules
  - *Polychronic Cultures* - cultures that view time as elastic and believe events will happen when they are meant to happen

## **Sociopetal Settings**

- Physical settings that bring people together

## **Sociofugal Settings**

- Physical settings that push people apart

## **Ch. 8 - Building and Maintaining Relationships**

### **Social Capital**

- A resource based on interpersonal connections that can be converted into economic and other benefits
- *Bonding Social Capital* - benefits that result from close relationships with parents, children, and other family members
- *Bridging Social Capital* - benefits that result from connections with friends and close associates
- *Linking Social Capital* - benefits that result from relationships with people in positions of power who are outside of our usual network

### **Reasons for Forming Relationships: Needs Theory (FIRO)**

- *Need for Inclusion* - need to be connected to other people
  - *Ideal Personal Characteristics* - individual who has the ability to enjoy being with others or being alone
  - *Over-social Characteristics* - individual who has tendency to work extra hard to seek attention and interactions with others
  - *Under-social Characteristics* - individual who has tendency to avoid interaction with others
- *Need for Control* - need to influence our relationships, decisions, and activities and to let others influence us
  - Individual alternates between exercising control and allowing others to exercise control
  - Individual feels comfortable leading at times and following others at times
  - A healthy aspect of control is setting relationship boundaries - physical, emotional, or other
- *Need for Affection* - need to feel liked by others, which will lead to greater level of openness in interactions
  - *Ideal Personal Type* - individual who wants to be liked but feels comfortable in situations that may result in dislike
  - *Under-personal Type* - individual who feels undervalued and seeks to avoid close relationships
  - *Over-personal Type* - *individual who seeks to establish close relationships with everyone, regardless of whether others show interest*

### **Stages of Romantic Relationships**

- *Coming Together*
  - 1. Initiating
    - Notice the other and form a first impression
    - Talk about superficial topics
    - Try to gather information about the person to decide whether you want to pursue them
  - 2. Experimenting
    - Look for common ground by sharing information on school, hobbies, work, etc.
  - 3. Intensifying
    - Spend more time together in shared activities
    - Increase physical contact
    - Share more personal information
  - 4. Integrating
    - Become a social unit in the eyes of others
    - Get invited as a couple
    - Think of things as shared property

- 5. Bonding
  - Communicate the status of your relationship in a more formal and public way (move in together, get engaged/married)
  - Trust that the other will accept your real self
- *Coming Apart*
  - 1. Differentiating
    - May experience a decrease in physical contact
    - Use words such as “I”, and “Me” instead of “We” and “Ours”
    - Experience a shift toward individual identities
  - 2. Circumscribing
    - Communicate less
    - Talk revolves around safe and impersonal topics
    - Share fewer problems
  - 3. Stagnating
    - Spend less time together
    - Relationship becomes shallow
    - Lack of interest becomes more obvious
  - 4. Avoiding
    - Ignore or avoid the person altogether
    - May be specifically polite or hostile
  - 5. Terminating
    - You or your partner decides to end the relationship
    - Division of property

### **Turning Points**

- Markers often signal a turning point in the relationship (first kiss, first fight, first trip)

### **What Predicts Relationship Failure?**

- *Criticism* - attack upon personality or character of another
- *Contempt* - insults and other forms of disrespect
- *Defensiveness* - reaction based on perception that you are the victim
- *Stonewalling* - withdrawing and disengaging from the conflict instead of addressing the problem

### **Social Penetration Theory**

- Says that closeness in relationships comes from sharing information about ourselves. As we share personal information, we build intimacy
- *Breadth* - the number of conversational topics that allow you to reveal aspects of yourself (hobbies, career ambitions, health, sports played)
- *Depth* - the amount of information available on any topic (superficial information about a hobby or intimate information about a fear of losing your scholarship)

## **Ch. 8 - Emotional Intelligence and Success in the Workplace**

### **Linguistic Intelligence**

- “Word smart”
- Learn best through lectures, taking notes, writing essays

**Logical-mathematical Intelligence**

- “Number smart”
- Learn best through numbers or logic

**Visual-spatial Intelligence**

- “Picture smart”
- Learn best through pictures and visuals

**Bodily-kinesthetic Intelligence**

- “Body smart”
- Learn best through a physical experience

**Musical Intelligence**

- “Music smart”
- Learn best through music

**Naturalist Intelligence**

- “Nature smart”
- Learn best through an experience in the natural world

**Existential Intelligence**

- Sensitivity to and capacity to tackle deep questions about human existence

**Interpersonal Intelligence**

- “People smart”
- Learn best through social experience

**Intrapersonal Intelligence**

- “Self smart”
- Capacity to be aware and in tune with inner feelings, values, beliefs and thinking processes; learn best through self reflection

**Five Major Points by Daniel Goleman**

- Self-awareness
- Empathy
- Motivation
- Managing emotions
- Social skills

**Ch. 9 - Managing Conflict and Practicing Civility****Sources of Conflict**

- Differences in beliefs, attitudes, and values
  - Age, race, ethnicity, language, religion, etc.
- Personality differences
- Poor communication
- Stressful situations

## **Types of Conflict**

- *Overt Conflict* - conflict involving open disagreement, where parties use metalanguage to discuss their problems and issues
- *Covert Conflict* - Hidden conflict, not always known to both parties, where one displays passive-aggressive behaviour instead of addressing the issues directly

## **Stages of Conflict**

- *Act 1*
  - Conflict exculpates and issues multiple
  - Rhetoric becomes accusatory and sometimes threatening
  - Parties generalize about the behaviours of others ("You're always late")
  - Actions may follow when threats don't work
  - Parties pull others into the conflict
- *Act 2*
  - If reached, Act 2 is the transition stage
  - Parties in conflict have lost hope of winning and run out of steam to continue the fight
  - Parties grudgingly accept the need for compromise or collaboration
- *Act 3*
  - If reached, Act 3 becomes measure of closure
  - The parties in conflict move toward settlement
  - The conflict de-escalates
  - They brainstorm to find ways to build momentum
  - Look for bigger goal

## **Five Sources of Power**

- *Reward Power*
  - Ability to give or withhold benefits
  - Potential to increase or decrease attractiveness, depending on whether rewards are given or withheld
- *Coercive Power*
  - Ability to make demands, threats, or punish those who don't accept ideas or positions
  - Decreased attractiveness of party who uses coercive power
- *Legitimate Power*
  - Power that derives from formal position, accepted authority, or status in network
  - Decreases in attractiveness of party who uses it outside of assigned areas of responsibility
- *Referent Power*
  - Refers to personal attractiveness of party to other people
  - Carries possibility for "halo" effect to occur, where party with strong referent power can exercise influence in more than one area
- *Expert or Information Power*
  - Comes from access to specialized knowledge or information

## **Coping Styles**

- *Competing* - aiming to win at expense of the other
- *Accommodating* - giving in, even in situations where you disagree
- *Avoiding* - refusing to deal with a conflict
- *Compromising* - meeting in the middle or splitting the difference
- *Collaborating* - looking to an agreement that will meet the needs of, and satisfy, both or all parties to a conflict

### **Outcomes of Conflict**

- *Functional Conflict* - disagreements with productive or beneficial outcomes, characterized by a supportive and empathetic communication climate
- *Dysfunctional Conflict* - disagreements with unproductive or destructive outcomes, characterized by tension, stress, hostility, and distrust

### **Obstacles to Resolving Conflicts**

- Lack of motivation (Whatever, do what you like. I don't care)
- Incomplete or insufficient information (The statistics I've seen look different from those you are citing"
- Emotional Reactions (We will both go down the rat hole but I am going to make sure that you go down first and a little bit further than I"

### **Defensive Communication**

- Occurs when people perceive a threat to their emotional well-being

### **Supportive Communication**

- Reduces defensiveness and demonstrates respect for the feelings of the other person

### **Evaluation vs. Description**

- *Evaluation* - statements that imply judgements
  - "You're not taking any responsibility", "I approve"
- *Description* - statements that focus on facts and/or use "I" rather than "you" language
  - "This report does not include current statistics" rather than "This report is really bad"

### **Control vs. Problem Orientation**

- *Control* - attempts to impose point of view on another, with emphasis on being right
  - "If you want to go in that direction on this project, you can do it on your own. I'm not putting my name on it."
  - *Problem Orientation* - invited collaboration and focuses on finding solutions that will satisfy both or all parties
    - "Let's talk it over. I'm sure we can find an approach that works for both of us."

### **Strategy vs. Spontaneity**

- *Strategy* - communication with underlying and often manipulative purpose
  - "What are you doing after work?" (intending to ask a favour)
- *Spontaneity* - communicating openly and honestly
  - "Can you help me with that paper I've got to finish?"

### **Neutrality vs. Empathy**

- *Neutrality* - appearing indifferent, as if you don't care about the topic, or by extension, the person
  - "May as well get over it. We all have problems."
- *Empathy* - showing concern for the ideas and feelings of other person
  - "I understand how upset you must feel."

### **Superiority vs. Equality**

- *Superiority* - communicating in a way that implies you are more intelligent, experiences, or capable than the other
  - “Yeah, I believed the same way before I became manager. You’ll see.”
- *Equality* - communicating in a way that treats the person as equal
  - “I had a different experience, but that doesn't mean it will be the same for you.”

### **Certainty vs. Provisionalism**

- *Certainty* - statements that imply there is only one correct approach or answer
  - “This is what you need to do.”
- *Provisionalism* - statements that imply flexibility and openness to alternative approaches
  - “It is possible that...”

## **Ch. 10 - Group Decision Making: Leadership**

### **Organizational Memberships**

- Range from primary work groups (associated with position and organizational chart) to project-specific ones
- Involve growing number of interactions in virtual space

### **Increasing Emphasis on Teamwork**

- Problem solving
- Planning new business strategy, product, or venture
- Writing mission or mandate statements or strategic plans

### **How Leaders Arise**

- Leaders can be appointed, chosen, or emergent
- By merging leadership, we mean leadership that emerges, by process of elimination, from a leaderless group

### **Approaches to Studying Leadership**

- *Trait*
  - Personality-based approach, idea that leader are born
  - Largely discredited
- *Functional*
  - Sees leadership as series of functions or duties performed by leader
  - Includes motivating, assigning tasks, coordinating meetings, maintaining positive climate, satisfying needs of group
- *Situational*
  - Sees leadership style as dependent on situation: no one style is right all the time
  - Identifies three dominant styles used by leaders: authoritarian, democratic, laissez-faire (least effective)
  - Argues that groups prefer authoritarian leadership in uncertain and stressful times, and democratic in times of prosperity and peace
- *Emergent*
  - Sees leader as the one standing after the group has rejected all other contenders
  - Believes that emergent leaders display both task skills and people skills

- First to be eliminated from contention are the silent members, then overly talkative members, then those who fail to display clarity or who appear meek and unwilling to accept credit for ideas
- *Transformational*
  - Sees true leaders are visionaries and mentors, who challenge existing ways of thinking and move the organization toward a shared vision
  - Places emphasis on approaches to problem solving

## **Ch. 10 - Group Decision Making: Process**

### **Six Steps in Problem Solving**

- **1. *Define and Analyze the Problem***
  - Frame the problem in the form of an open-ended question
  - Look at the history, its causes, and its effects
  - Obtain sufficient information to understand the problem
- **2. *Establish Criteria for Solutions***
  - Solutions should be ones that concerned parties can accept
  - Solutions should be cost effective
  - Solutions should not cause physical or psychological harm
  - Solutions should not cause new problems
  - Solutions should be practical, capable of being implemented
- **3. *Identify Possible Solutions***
  - *Brainstorming*
    - Sharing ideas through group discussion
    - Focuses on quantity over quality
    - Less effective in involving “free riders” and “social loafers”
  - *Brainwriting*
    - Sharing ideas on paper
    - Enables immediate response on the part of participants
    - Allows participants to build on the ideas of others
  - *Nominal Group*
    - Group members work independently at first then take turns sharing their ideas
    - Requires all members to participate - no “free riders” or “social loafers”
  - *Brainsketching*
    - Involves sketching ideas on giant notepads, followed by sharing with others
    - Results in highly creative and varied solutions
  - *Mind Mapping*
    - Uses a single word or idea placed at the centre of a [piece of paper to stimulate more ideas
    - Involves outward radiation of images
  - *Synetics*
    - Uses metaphors and analogies to make the strange familiar and the familiar strange

- *Fantasy Chaining*
  - Involves group creation of a story based on a fantastic theme
  - Takes group on an imagined trip
- *Crowdsourcing*
  - Invite large groups of internet users to generate and share ideas on their products and services
  - Compensates contributors with money or recognition
- *Delphi Panels*
  - Structured method of decision making that engages panels of experts in multiple rounds of problem solving or forecasting
  - Looks for specialists or generalists (person must have experience in the field)
  - Focuses in problem-solving on expertise, prior experience with a problem, facts, logic, reasoning
- *Quality Circles*
  - Group of employees who meet regularly to identify, discuss, and try to solve work-related issues
  - Meetings focuses on solving day-to-day problems related to work of lower-level employees
- *Focus Groups*
  - Group interview with a central purpose
  - Aimed at learning the views of employees, clients, or other publics
- **4. Choosing the Best Solution**
  - Conflict may arise at the decision stage
  - Avoidance of conflict can lead to a poor decision
- **5. Implementing the Decision**
  - The major factor influencing implementation is commitment
  - Commitment comes with active participation in the group process, feeling that your comments are valued, and feeling that you have a role to play in arriving at the decision
- **6. Evaluating What Worked**
  - Following implementation, organizations need to know what worked and what did not work
  - Need to learn from their failures