Chapter Overview

Chapter 10 provides an overview of the key personal traits, interpersonal skills, and elements of teamwork that facilitate job success.

BUILD BACKGROUND
Discuss with students how people living longer, traveling more often, and communicating more easily affect the workforce. There has never been a more diverse workplace or marketplace. Inform students that it is important for workers to receive training to handle the changing environment.

EXPLORE THE PHOTO
Market Talk  Lead a discussion about interpersonal skills. According to students, what are good interpersonal skills? Have them give examples from their experiences, touching on relationships with people of different ages, genders, cultures, and other backgrounds.
Quick Think  Students might talk to others who conduct business in that country or contact someone in the embassy. Ask students to describe the qualities of three people who they think demonstrate good interpersonal skills.

REVIEW THE OBJECTIVES
Recognize the personal traits necessary for ethical action in the workplace. Honesty, respect, fairness and equity
Identify important interpersonal skills. A positive self-image, understanding the rules of acceptable behavior, and awareness of the different cultural, religious, and socioeconomic backgrounds of those with whom you work
Perform effectively in diverse environments. Learning about others’ interests and experiences helps you understand them better. Good workplace relationships are based on mutual understanding.
Manage conflict by using appropriate negotiation skills. Negotiation involves two communication skills: listening, and speaking.
Discuss how to receive and handle customer complaints. Listen, take the customer aside, repeat, get help, and establish a plan.
Identify skills needed to be a good team member and provide leadership. Make the team’s goals your top priority. Listen actively and offer suggestions. Build positive group dynamics with team members. Continue to communicate with team members outside meetings. Follow up on assignments. Work to resolve conflicts among team members. Respect the members of your team. Try to inspire others to get involved.
Name six aspects of successful teamwork. Training, team planning, team goals, assigning roles, agreements, and shared responsibility/shared leadership.
DECA Events These acronyms represent DECA competitive events that involve concepts in this chapter:

AAM*  BMDM*  FMML  RFSM  TSE
ACT  BSM*  HLM  RMS*
ADC  FMDM  HMDM  SEM
ASM*  FML*  MMS  SMDM
BLMDM  FMMD  QSRM  TMDM

Performance Indicators The performance indicators represent key skills and knowledge. Relating them to the concepts explained in this chapter is your key to success in DECA competitive events. Keep this in mind as you read, and write notes when you find material that helps you master a key skill. In these DECA competitive events, you should follow these performance indicators:

- Develop cultural sensitivity
- Foster positive working relationships
- Participate as a team member
- Handle difficult customers
- Handle customer/client complaints
- Set personal goals

The events with an asterisk also include:

- Use appropriate assertiveness
- Maintain positive attitude
- Demonstrate interest and enthusiasm
- Demonstrate responsible behavior
- Demonstrate honesty and integrity
- Demonstrate initiative
- Demonstrate ethical work habits
- Demonstrate self-control
- Demonstrate problem-solving skills
- Demonstrate orderly and systematic behavior
- Explain the use of feedback for personal growth

For the Teacher

TeacherWorks™ Plus
Interactive Chalkboard
ExamView® Assessment Suite
Fast File Unit 10

For the Student

Marketing Essentials Online Edition
Student Activity Workbook
Marketing Math Workbook
Marketing Research Project Workbook
School-to-Career Activity Workbook
Competitive Events Workbook
Business Reader with Case Studies
Interactive Student Edition
Student Resources at glencoe.com

DECA Events

AAM: Apparel and Accessories Marketing Series
ADC: Advertising Campaign Event
ASM: Automotive Services Marketing Series
BSM: Business Services Marketing Series
EMDM: E-Commerce Management Team Decision Making Event
FMAL: Food Marketing Series, AL
FMDM: Financial Analysis Management Team Decision Making Event
FMML: Food Marketing Series, ML
FSRM: Full Service Restaurant Management Series
HMDM: Hospitality Services Management Team Decision Making Event
HRR: Hospitality and Recreation Marketing Research Event
MMS: Marketing Management Series
QSRM: Quick Serve Restaurant Management Series
RFSM: Restaurant and Food Service Management Series
RMS: Retail Merchandising Series
SEM: Sports and Entertainment Marketing Series
SMDM: Sports and Entertainment Marketing Management Team Decision Making Event
TMDM: Travel and Tourism Marketing Management Team Decision Making Event
TSE: Technical Sales Event

Discuss the performance indicators for the DECA events listed, so that students understand how to demonstrate their understanding.

The event acronyms stand for:
Personal Strengths and Interpersonal Skills

READING GUIDE

BEFORE YOU READ

Connect List five ways your interpersonal skills have helped you form relationships.

OBJECTIVES

- Recognize the personal traits necessary for ethical action in the workplace
- Identify important interpersonal skills
- Perform effectively in diverse environments
- Manage conflicts by using appropriate negotiation skills

KEY TERMS

- self-esteem
- initiative
- time management
- assertiveness
- flexibility
- ethics
- equity
- negotiation
- empathy

THE MAIN IDEA

Self-development and interpersonal skills are essential to handling work situations effectively among diverse people.

GRAPHIC ORGANIZER

Draw this chart to list personality traits and interpersonal skills.

ACADEMIC STANDARDS

English Language Arts
NCTE 3 Apply strategies to interpret texts.

Science
NSTA Content Standard F Science in Personal and Social Perspectives: personal and community health

Building Good Relationships

Successfully interacting with others and developing good human relations depends on many factors. A positive self-image, understanding the rules of acceptable behavior, and awareness of the different cultural, religious, and socioeconomic backgrounds are some of these factors.

Evaluate Yourself

Make a list of personal traits you need for building relationships.

NCLB connects academic correlations to book content.
Self-Esteem and Self-Awareness

Self-awareness is how you perceive yourself. Self-esteem is how you perceive your worth or value as a person. It is one of the basic building blocks of successfully interacting with others. Having self-esteem is important because it allows you to believe in yourself and improves your attitude at work.

How do you demonstrate self-esteem in the workplace? When you value yourself and know how you would like to be treated, it allows you to treat others the same way—with respect, friendliness, and patience. Another way you show self-esteem is in your work habits and grooming. Dressing appropriately and behaving in a confident yet courteous way shows that you respect yourself and your work. Arriving at work on time shows that you respect yourself and your work. Setting goals for your career and personal development is an aspect of self-awareness and self-esteem. You cannot get anywhere if you do not know where you are headed.

Creativity

Creativity is the ability to use the imagination to invent. Creativity is used in marketing to think of new products and to develop new ways to present products. It also allows you to find new ways of doing your job. Creativity can help you analyze problems from a new and fresh perspective.

Time Management

Time management means budgeting your time to accomplish tasks on a certain schedule. Time management principles involve establishing goals, setting deadlines, allocating enough time for each task, tackling the most difficult task first, and being realistic. In order to be effective in your work, you must be able to use time wisely. Managing time well is an example of responsible behavior. To manage your time, follow these guidelines:

1. Make a list of the tasks you need to complete.
2. Determine which task is most important considering the time frame you have.
3. Continue to rank the tasks.
4. Create a schedule based on your list.

When you are working on one task, do not let yourself worry about another one. You may, however, be able to work on more than one job at a time. Managing multiple tasks at once is called multitasking.

Self-Control

People who exercise self-control take careful, measured steps and do not act on impulse or emotion. Self-control in the workplace allows you to stop and analyze a situation before reacting to it. This is important when handling conflict. Self-control and orderly behavior inspire confidence in customers and in coworkers. People who cannot control themselves tend to be perceived as overly emotional, irresponsible, inattentive, and uninterested in the customer. They are not likely to be taken seriously.

Initiative and Responsibility

Initiative means taking action and doing what needs to be done without being asked. If you come up with a new idea, initiative allows you to act on it. Initiative shows enthusiasm.

Accepting responsibility means being willing to be held accountable for your actions. After taking the initiative to begin a job, you must accept responsibility for completing it. Employers and customers value responsible employees because they fulfill their promises.

Positive Attitude

Your attitude is your mental outlook, which shapes the way you view people and situations. People with a positive attitude welcome a difficult assignment as a challenge. They look for something positive even when they experience setbacks. They also accept constructive criticism as a way to improve.
**Continued**

**R** Reading Strategy

**Guided Practice**

**Explain** Preview the following words by reading them in context. Ask students to explain what each word means and use it in a sentence.

- **anxiety**
  the state of being uneasy, apprehensive, or worried about what may happen
- **mechanism**
  the working parts of a larger system
- **hormone**
  an organic or synthetic substance that triggers a specific effect in the body

**D** Develop Concepts

**Guided Practice**

**Stress Management** Inform students that many companies offer employees massage therapy, yoga, and other forms of stress relief. Such activities can cost considerable time and money. Ask students to give reasons why a company might be willing to accept the cost. Healthy and happy workers are more productive, and these stress-relieving incentives may increase company loyalty.

**Demonstrate** Lead students through a relaxation technique such as deep breathing or visualizing.

**Explain** Point out to the class that pressure is not always bad. Tell students that pressure situations should be looked at as challenges, and that they can be occasions to succeed and learn. Ask them to share examples of how pressure contributed to success from their own lives.

**Stress Relief**
Researchers who have studied stress agree that three main elements help prevent stress: regular exercise, a balanced diet, and enough sleep. They also suggest engaging in recreation, making reasonable compromises, and accepting what you cannot change. When you are dealing with stress away from work, try getting a massage or watching a television program or movie. Getting involved in activities you enjoy, such as sports, reading, or listening to music, is a good way to relieve stress. Helping someone in need can help relieve stress by putting things in perspective.

**Assertiveness**

**Assertiveness** is standing up for what you believe. People will respect you if you can be assertive without being pushy or aggressive. Show confidence and speak with authority.

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**PHOTO GUIDE • CREATIVE SOLUTIONS**

**Discussion** Lead a discussion about creativity on the job. Ask students if they think creativity is something that employers can look for when they hire people or if it is a skill that can be acquired. Have students explain their answers.

**Caption Answer** Creativity can be used to develop approaches, ideas, and slogans that are new, clever, and catchy. It can also help in problem solving.

**Follow Up** Ask students why individuals might be reluctant to be creative at work. Answers might include that they might be afraid to fail or be criticized. Ask students what they think about this type of working environment.
For example, suppose you are working with a client who ridicules your opinion. In a very professional and respectful way, you should reassert your contribution. Be sure to point out its strengths in a clear and precise manner. Offer credible support for any claim that you make; valid evidence will put you in a strong position to influence others. Assertiveness is a skill that takes time to learn. Confidence in being assertive comes with experience.

Flexibility

Flexibility allows you to adapt to changing circumstances. A flexible person can learn from others, accept criticism, and grow. To develop flexibility, listen with an open mind. Be willing to try new approaches.

As you will see in the next section, flexibility will help you be a productive team member. Businesses value employees with this trait because flexibility enables a business to move forward and adapt to changing markets.

Ethics in the 21st-Century Workplace

Ethics are the basic values and moral principles that guide the behavior of individuals and groups. In most cultures, ethical behavior includes honesty, integrity, and a sense of fair play. Ethical behavior also means treating all people with respect. People who practice ethical behavior usually gain the trust of coworkers and clients.

Honesty

Honesty in the workplace is an important part of ethical behavior. It includes telling the truth, maintaining confidentiality, and not spreading gossip. Respect for company property and making an effort to prevent theft are other aspects of workplace honesty. Honesty is the basis for trust, which is essential to a good business relationship.

Respect

The number-one rule when speaking to business clients or customers is to show respect. That applies to interactions with

Doing the Right Thing

Charlene has been working as a cashier at Johnson Drugs for six months. She loves her job. She gets along well with her supervisor and coworkers, but she has not made friends with any of them yet.

A new employee, Simone, has been very friendly with Charlene. Charlene likes Simone and the fact that she now has a friend at work, but Charlene often hears Simone making fun of a coworker. It seems wrong to Charlene, but she is not sure what to do about it. Simone seems to be doing a good job otherwise.

What’s Right?

Charlene does not want to confront Simone and risk losing her friendship. When Charlene considers telling her supervisor, she feels she would be tattling on Simone and perhaps getting her in trouble. Still, just keeping quiet does not feel good, either. Going to work is not very much fun anymore.

THINKING ETHICALLY

What is the right thing for Charlene to do in this situation? How can she deal with the situation in a way that is fair to Simone and her other coworkers? How would you handle a similar situation?

@ Online Action!

Go to the Marketing Essentials OLC through glencoe.com to find a project on interpersonal skills in the workplace.

A MATTER OF ETHICS

Discussion

Lead a discussion on this topic by asking students to give examples of ethical dilemmas faced at work or at school.

THINKING ETHICALLY

Answer: Students might suggest that Charlene confront Simone in a friendly way to try to resolve the matter and then talk to a supervisor if Simone refuses to change her behavior.

For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.

Follow Up

Have the class compile a list of ways for Charlene to react to Simone’s actions. Role-play with the students different options, and ask them to compare the strengths and weaknesses of each option.

Develop Concepts

Assertiveness Ask the class to contrast assertiveness with aggression, having students share their personal experiences with each of them.

Assertiveness is standing up for what you believe; aggression is being hostile. Experiences will vary.

Extend Let students know that being assertive does not mean being perfect. It is just as important for individuals to admit when they are wrong as it is for them to stand up for what they believe is right.

Skill Practice

Drawing Conclusions

Modern Workplace Ethics Inform students that ethics are a hot topic in the workplace. Point out the 1989 Exxon oil spill, the 2001 financial scandal at Enron, and textile manufacturers’ use of overseas sweatshops as examples of unethical or damaging situations affecting a company’s profile. Have students research those cases or find their own examples of recent unethical situations and how companies have acted to regain the public’s esteem. Have them compare those large-scale cases to more personal ones that an individual worker might face. Ask: What can one learn from such events?

Critical Thinking

Guided Practice

Explain Ask students what consumers can do to affect a company’s unethical practices. Answers may include asking the company to change its practices, boycotting its goods or services, and publicizing unethical or illegal acts.
Develop Concepts

Managing Conflict  Reinforce with students that negotiation requires listening and speaking skills. Have students recall and name some elements of listening for meaning and speaking well. Possible answers include giving verbal feedback and enumerating the speaker’s points.

Model  Role play with students the proper tone of negotiation. Give students negative statements such as “You really messed up the order” and have them come up with alternative positive phrasings of the statements. Example: “Next time, let’s double check the order before sending it.”

Clarify  Talk to students about negative and positive reinforcement. Ask: To which do they react better and why? What cases can they make for using different reinforcement?

coworkers as well. You demonstrate respect by listening with an open mind to the other person’s point of view, then addressing any differences of opinion with courtesy and tact. This is especially important if there is a disagreement or conflict, for instance, when handling a customer complaint. While it may not always be easy to be courteous and pleasant, you must practice showing respect to others.

Fairness and Equity
People expect to be treated the way others are treated. Equity means that everyone has equal rights and opportunities. Never give special privileges to an employee for reasons that are unrelated to his or her work performance. Sometimes a business establishes standards to maintain fairness. Equality is also protected through both federal and state laws. Such standards and laws can prevent discrimination in procedures such as hiring and firing. For example, employment laws forbid discrimination due to gender, age, religion, or national origin. Federal laws include the Americans with Disabilities Act of 1990, which protects qualified individuals with disabilities from discrimination. If an employee believes that he or she has been the victim of discrimination, the employee can file a complaint with the United States Equal Employment Opportunity Commission (EEOC).

Avoiding Stereotypes
It is important to become aware of prejudices we may have and to eliminate them. Learning about others’ interests and experiences helps you understand them better. Interests often reflect values. Experiences shape how we think and view the world. With this understanding, you will find it easier to understand others, and they will be much more likely to understand you. Good workplace relationships and success in marketing are based on mutual understanding.

Managing Conflict
Like stress, conflict in the workplace can be productive or counterproductive. Counterproductive conflict can cause lost time and resources as well as a decrease in efficiency. Productive conflict can energize a person, group, or organization. However, successfully managing conflict requires understanding, skill, knowledge, and experience.

Conflict and Negotiation
Companies can help prevent conflict by creating an atmosphere in which all employees are accepted despite their differences in beliefs, values, backgrounds, or experiences. However, no company can completely prevent conflict in the workplace. When conflicts arise, they must be negotiated.

Negotiation  is the process of working with the parties in conflict to find a resolution. Negotiating requires a willingness to work together. The key to any successful

**PHOTO GUIDE** • NEGOTIATING CONFLICTS

Discussion  Lead a discussion about negotiating conflict resolution. Ask: Can a conflict be resolved if all sides are not willing to work together?

Caption Answer  The key to negotiation is a willingness to work together.

Follow Up  Ask students to think of cases of conflict resolution from their history class. What can they learn from these conflicts and their resolutions? (Examples will vary, but may include treaties between warring countries. Students may state that forcing resolution upon parties does not settle conflicts.)
negotiation is clear communication. As you learned in Chapter 8, there are four basic skills involved in the communication process: listening, reading, speaking, and writing. Negotiation involves two of these communication skills: listening and speaking.

**Speaking**
The first step in negotiation is defining as clearly as possible the problem as each person sees it. Facts and feelings must be presented from each individual’s perspective. This usually goes more smoothly when “I statements” are used. For example, avoid the aggressive tone in “You make me mad when you. . . .” Instead, say “I become upset when you. . . .” Instead of saying “Your description of the problem is confusing,” say “I am confused about what the problem is.” Placing blame should be avoided because it puts people on the

**Case Study**

**Coming to an Agreement**

Herb Cohen is a successful negotiator who has worked for U.S. government agencies, famous sports figures, and large corporations. He has written several best-selling books on negotiation. The most recent is titled Negotiate This! By Caring, But Not T-H-A-T Much. It highlights skills Cohen used to help settle an NFL strike and as a consultant during the 1980 Iran hostage crisis. These skills can be applied to issues that arise in everyday life and in the workplace.

Imagine that your mom wants you to wash the dishes. You ask if you can play basketball first, while it is still light outside. That is negotiating! You both win. You play ball and the dishes get washed, too. You probably both feel good about the outcome, an important result of successful negotiation. Negotiating is not about getting your own way, but about coming to agreement.

**The Negotiating Process**
Cohen emphasizes the importance of caring about your position, but not so much that it prevents you from compromising. Be clear about what you are willing to give up, and what you are not. It is important to make concessions—to give in a little—early in the process. Cohen cautions people not to assume they know what is important to the other person. If you assumed that your mom would be satisfied only if you did the dishes right away, you might not ask if you could play ball first. Thus, you would lose out as a result.

**Think Strategically**
Suppose you and a friend are planning to spend Saturday afternoon together. Each of you wants to see a movie, but no movies in your neighborhood appeal to both of you. How can you use negotiation skills to decide what to do?

**Online Action!**
Go to the Marketing Essentials OLC through glencoe.com to find a project on negotiations.

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**CONCEPTS**
Ask students to list the four guidelines for managing time well.

1. Make a list of the tasks you need to complete.
2. Determine which task is most important considering the timeframe you have.
3. Continue to rank the tasks.
4. Create a schedule based on your list.

**KEY TERMS**
Have students form small groups, review key terms, and write scenarios that illustrate them.

**INDEPENDENT REVIEW**

1. Assign and review Chapter 10 activities in the Student Activity Workbook.
2. Assign and review Chapter 10 activities in the Marketing Math Workbook.
3. Assign and review Chapter 10 activities in the BusinessWeek Reader with Case Studies.

**SECTION 10.1**

**AFTER YOU READ**

Have students complete the Section 10.1 After You Read section review.

**ONLINE STUDY TOOLS**

Have students go to the Marketing Essentials OLC through glencoe.com for the Section 10.1 practice test.
CULMINATING ACTIVITIES

1. Emphasize to students the importance of empathy in marketing. Let them know that unless they understand their market, they cannot communicate effectively with potential clients. Ask students to think of ways to better understand their markets and to choose one way, then create a short presentation explaining their choice. Answers will vary; student choices may include spending time with members of the market, conducting focus groups, or hiring consultants.

2. Ask students to recall and provide answers to the following questions:
   - What are some positive effects of stress?
     Stress can energize, motivate, and excite us.
   - What are the six simple techniques for negotiating conflict resolution?
     1. Show respect.
     2. Recognize and define the problem.
     3. Seek a variety of solutions.
     4. Collaborate.
     5. Be reliable.
     6. Preserve the relationship.

SECTION 10.1

CLOSING ACTIVITIES

Key Terms and Concepts

1. Five personality traits that help to develop good working relationships include the following: self-esteem and self-awareness, positive attitude, initiative and responsibility, self-control, and creativity.

2. Ethics are the basic values and moral principles that guide the behavior of individuals and groups. Four ways to apply them include honesty, respect, integrity, and a sense of fair play.

3. The two key communication skills necessary to resolve conflict are speaking and listening.

4. Algebra: Using Symbols

   You can represent and analyze mathematical situations and structures using algebraic symbols.

   1. To solve this problem, let “s” stand for the total savings over 12 months.
   2. Write and solve an equation using the information from the problem:

   \[ s = 585 \times 0.10 \times 64 \times 12 \]

   For help, go to the Math Appendix located at the back of this book.

   3. Find answers at the Marketing Essentials OLC through glencoe.com.
Interpersonal Skills in Marketing

Good working relationships between employees and customers or clients depend on the interpersonal skills of the employees. As an employee, you should be familiar with your company’s basic procedures in responding to customers. Know when to refer the customer to a manager or when a question involves information that your department does not have.
Addressing Customers’ Concerns
To respond promptly and intelligently to customer concerns, you need to be familiar with company procedures. You should know how to handle the following situations:

- **Requests and questions** You will need to learn the proper procedures for handling customer requests and questions. You will also need to know what you should say to customers if you cannot answer their questions yourself.
- **Directions** You will need to be able to give clear and concise directions to your store or office.
- **Management’s role** You will need to know under what circumstances a manager should be called to talk to a customer.
- **Business policies** You will need to be able to explain business policies to customers. These may include return or exchange procedures and the company policy on checks or credit cards.

**Addressing Customers’ Complaints**
Most customers never let the company or store know they have a complaint. Only four to eight percent of customers who have a concern or complaint share their problem with the firm.

If a customer brings you a concern, you have an opportunity to learn something that may improve service. You may also prevent damage to the firm and stop the problem from recurring.

Complaints cover a range of issues. Some are genuine errors on the part of the firm, such as a faulty item or a bad service experience. Others stem from misunderstandings, such as poorly written directions on a product’s package. The customer may suggest how the firm can improve its service. Your company should develop a procedure to follow when dealing with customer complaints. If not, follow these guidelines:

- **Listen** First, listen completely and openly to the customer’s complaint so that you are sure you understand it.
- **Take the customer aside** If the customer is talking loudly, try to take him or her aside—if possible, into a separate room. A sales counter or desk can seem like a barrier. Standing side by side in a quiet place may ease the tension.
- **Repeat** When appropriate, repeat the facts of the complaint to show that you understand. If you can explain what caused the problem for the customer, state it clearly. Do not place blame on anyone.
- **Get help** If you feel you need assistance from a supervisor, let the customer know this and seek assistance promptly.
- **Establish a plan** Try to reach an agreement with the customer about the next course of action. Suggest only action that is consistent with the company’s policy. Then be absolutely certain to follow through on the action agreed upon.

**Teamwork**
A team is a group of people who work together to achieve a common goal. **Teamwork** is work done by a group of people to achieve a common goal.

Teamwork is becoming increasingly important in the business world. According to football coach Vince Lombardi, “Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.” The following are six aspects of teamwork. (See Figure 10.1 on page 228.)

**Training**
To be an effective team member, you must have training for all the tasks you will perform. You have probably heard of cross-training in sports. **Cross-training** means preparing to do many different activities.

On the job, people are cross-trained for many tasks on a team. This gives the team flexibility and diverse strengths. Work becomes more enjoyable when you know you will not be doing the same activity every day.

**Team Planning**
Before you start working on a project, make a plan as a team. Team planning involves setting...
goals, assigning roles, making agreements, sharing responsibility, and communicating.

### Team Goals
Team members must be involved in defining a goal in order to feel committed to it. This results in greater company loyalty and stronger team spirit.

Members should reach a consensus about goals. A consensus is a decision to which each member agrees. Therefore, all team members must be allowed to state their opinions. The final agreement may require team members to make a compromise. Being flexible as an individual helps you learn to compromise as a team member.

### Assigning Roles
Team projects often work more smoothly if the team appoints a leader who coordinates tasks.

each person on the team needs to know which part of the process he or she is responsible for each day. Members are usually assigned tasks based on their skills and experience.

### Agreements
An agreement is a specific commitment that each member makes to the group. When team members make agreements, the team becomes more cohesive and stronger. A team’s agreements must be consistent with its goals.

It is important that each team member feel connected to the company’s goals as well as to the team’s goals. Team loyalty and positive peer pressure help to encourage people to keep their agreements.

### Shared Responsibility and Shared Leadership
Shared responsibility and shared leadership mean that each member must feel responsible for the whole team’s efforts. Shared leadership also allows all team members to perform some management functions.

### Feedback
When giving feedback, make sure you are respectful. If you are overly critical, the feedback

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### Skill Practice
**Independent Practice**

**L1** Ask students to describe the costs for an online boutique to send an e-mail newsletter.

Costs may include the purchasing of a mailing list and fees of a mass-mailing service.

**L2** Ask students if a mailing list of 50,000 e-mail addresses costs $1,000 and a company charges $25 to send 1,000 e-mails, what is the total cost?

$2,250; $1,000 + (50,000 * $25 / 1,000) = $1,250; $1,000 + $1,250 = $2,250

**L3** If the business expects 2 percent of the e-mails to respond with an average order of $15, would buying and sending an e-mail newsletter be worth it?

50,000 * .02 * $15 = $15,000. Yes.

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### Online Activity

**E-Mail Marketing**

Ask students to research the costs of buying and sending e-mail lists. Have them make a list of factors to study when considering such an activity.
TEACH CONTINUED

**D Develop Concepts**

**Guided Practice**

**Explain** Have students describe the teamwork they see at a local restaurant. Have students break down the process of serving a customer into tasks that are completed by different individuals. Ask students to infer and explain how the failure of any one team member can slow or damage the entire process. Have students share their responses in class. For example, a dishwasher can ruin the customer's dining experience by leaving a stain on a cup.

**ASSESS**

**CONCEPTS**
Ask students to list the customer concerns a worker should be able to handle. Requests and questions, directions, management’s role, and business policies.

**KEY TERMS**
In small groups, have students review key terms, their spellings, and definitions.

**RETEACH**

**INDEPENDENT REVIEW**

**L1** Assign and review Chapter 10 activities in the Student Activity Workbook.

**L2** Assign and review Chapter 10 activities in the Marketing Math Workbook.

**L3** Assign and review Chapter 10 activities in the BusinessWeek Reader with Case Studies.

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**SECTION 10.2**

**CONCEPTS**
Ask students to list the customer concerns a worker should be able to handle. Requests and questions, directions, management’s role, and business policies.

**KEY TERMS**
In small groups, have students review key terms, their spellings, and definitions.

**TRAINING**
Individual members of a team need to keep up with the team. This means having the necessary skills to do your job and staying current with the best practices in your field.

**TEAM PLANNING**
Teams are usually assigned projects. Planning how to carry out those projects is the team’s responsibility. Teams often include individuals with different strengths; for instance, an advertising team may include an illustrator, a copywriter, a production coordinator, and a marketing specialist.

**TEAM GOALS**
The team sets goals. For an advertising team, that might mean completing a new ad or an entire advertising campaign by a certain date. Team goals must be aligned with the goals of the company.

**DELEGATION/AGREEMENTS**
Members of the team are assigned different tasks, depending on their skills. Each team member agrees to complete the assigned task. On an advertising team, the graphic artist lays out graphics on a computer, the copywriter develops slogans and copy, and the production coordinator works with outside vendors.

**SHARED RESPONSIBILITY/LEADERSHIP**
Everyone on the team shares responsibility for achieving the team’s goal. Members of the team usually select a manager, or owner, to keep track of schedules and handle any difficulties that come up.

For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.
will not serve its purpose. Instead, it will alienate the team member being evaluated.

**Leadership Skills**

One definition of leadership is helping members of a group achieve their goals. Leaders need self-confidence and a willingness to take the initiative. They need creativity to solve new or unusual problems. Leaders need problem-solving, social judgment, and communication skills. Problem-solving skills include being able to define the problem, gather information, analyze the problem, and generate plans for a solution. Good leaders understand people and social systems and are able to motivate others to work together. **Conflict** resolution helps members of a group work together. Leaders need to communicate their vision to others and be sensitive to motivations and needs.

### Being a Valuable Team Member

What makes a person a good team member? The following list describes valuable attitudes and actions.

- Make the team’s goals your top priority.
- Listen actively and offer suggestions.
- Build positive group dynamics with team members.
- Continue to communicate with team members outside meetings.
- Follow up on assignments.
- Work to resolve conflicts among team members.
- Respect the members of your team.
- Try to inspire others to get involved.

Continue to think creatively and present your ideas with enthusiasm.

**Key Terms and Concepts**

1. Define teamwork and explain how it applies to the business world.
2. What personal strengths and interpersonal skills are required of a good leader?
3. What personal traits and interpersonal skills make a person a good team member?

**Academic Skills**

4. Your business has decided to start recycling paper products. In exchange, the recycling company will donate 20 boxes of new paper each year to your business. You currently order 150 boxes of paper per year, at $50 per box. If you start recycling with the company, how much money will you save each year?

5. Research the economic benefits of teamwork in business. Does teamwork increase productivity? How are employees and customers affected?

**Social Studies/Economics**

5. Research the economic benefits of teamwork in business. Does teamwork increase productivity? How are employees and customers affected?

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**Problem Solving: Process**

Monitor and reflect on the process of mathematical problem solving.

- The problem tells you how many boxes of paper they will save by recycling, and the cost of one box.

For help, go to the Math Appendix located at the back of this book.

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**Math**

4. $1,000; 20 \times $50 = $1,000

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**Social Studies/Economics**

5. Research the economic benefits of teamwork in business. Does teamwork increase productivity? How are employees and customers affected?
**CARSON LEDFORD PEARCE, APR, CCC**

**OWNER**

**TECHNOLOGY PLUS SALES AND SERVICE**

**What do you do at work?**

I started the company with myself as the only employee and tried to cover all aspects of the business from service provider to bookkeeping. Now with five full-time employees, I focus mainly on sales and customer service. I still maintain a hands-on role, spending about 20 percent of my time in the field providing service to the customer.

**What skills are most important to you?**

In the beginning when I was the only employee, my technical skills in electronics were the most valuable. The ability to understand the products I serviced and be able to repair them was a must. As my role in the company has changed, I have found my people skills to be more valuable than any other. The most important part of that process is being able to communicate with the customer in a manner that does not confuse them. I believe that good, constant communication with the customer throughout a project is the key to quality solutions.

**What is your key to success?**

Customer service! Customer service! Customer service! The willingness to provide a quality and affordable service to the customer has been what sets us apart from our competition. We utilize technology, not hide behind it, which allows us to respond quickly to customers’ needs. We always return calls promptly to our customers.

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**INTERPERSONAL SKILLS**

School and extracurricular activities such as team sports, clubs, work, and internships are some of the many places and situations in which you can practice and learn how to relate to and communicate with others. Being able to communicate with others is key to developing the teamwork and customer service skills that are essential to many jobs.

**Primary Source**

Ask students to go to the *Marketing Essentials* OLC through glencoe.com and find Chapter 10 resources. Ask them to click on the link for the American Marketing Association’s marketing dictionary and the read definitions of the terms related to interpersonal skills they find.

**THINKING CRITICALLY**

Give a brief description of the training vendors might provide. Suggest that it may entail more role-playing and practicing than a typical classroom education.

**Test-Taking Strategies**

Ask students to consider what the team goal of a class is. Ask: Is it to do well on tests or to learn information? Have students compare the two goals and determine what their benefits are. Tell students that knowing the goals of a class is key to succeeding on tests.
FOCUS on KEY POINTS

SECTION 10.1

- Good interpersonal skills are necessary for building effective working relationships with coworkers and clients.
- Personality traits such as assertiveness and creativity can help people work effectively with others.
- Ethical behavior in today’s workplace involves demonstrating respect for people of diverse backgrounds.
- Conflict negotiation requires good communication skills.

SECTION 10.2

- Teamwork means a group of people work together toward a goal.
- Understanding the team goals, the roles assigned to individual team members, and shared responsibilities will help make you a valuable team member.

REVIEW VOCABULARY

1. On a sheet of paper, use each of these key terms and academic vocabulary words in a written sentence.

   **Key Terms**
   - self-esteem (p. 219)
   - initiative (p. 219)
   - time management (p. 219)
   - assertiveness (p. 220)
   - flexibility (p. 221)
   - ethics (p. 221)
   - equity (p. 222)
   - negotiation (p. 222)
   - empathy (p. 224)
   - team (p. 226)
   - cross-training (p. 226)
   - consensus (p. 227)
   - agreement (p. 227)

   **Academic Vocabulary**
   - perceive (p. 219)
   - demonstrate (p. 219)
   - achieve (p. 229)
   - conflict (p. 229)

2. Which personality traits discussed in the text do you feel you need to work on to become a better friend and coworker? (10.1)

3. Explain the importance of initiative to good working relationships. (10.1)

4. How will asking about others’ interests and experiences help to prevent bias? (10.1)

5. What is the one thing that a team must do before it can begin its work? (10.2)

6. How can sharing responsibility and leadership be helpful in achieving team goals? (10.2)

7. What are five conventions that can help teams overcome obstacles? (10.2)

8. In business describe a team. (10.2)

9. Why is it important to know business policies? (10.2)

10. What is a consensus? (10.2)

11. Name three aspects of being a good team member. (10.2)

Chapter 10 — Interpersonal Skills 231
12. **Workplace Skills**

Responses might suggest addressing all three employees generally, and giving positive reinforcement to the good worker while he or she is away from the other two.

13. **Technology Applications**

One-page reports should demonstrate an understanding of stress management and relaxation techniques, negotiating conflict resolution, or gender equity. Internet sources should be listed.

14. **Math Practice**

Cross-Training with Math

Math is a basic skill for team members. Your boss asks you to determine how much will be discounted from the price of a color printer that has a list price of $1,799 and a discount of 12 percent. What answer would you give her?

**CONCEPT** Problem Solving: Process

You can solve this problem in a variety of ways. Using a calculator or paper and pencil, you could multiply the list price by 12 percent. Or, in your head, you could mentally figure 10 percent and 1 percent of the list price: ($179.90 and $17.99). Rounding up, add $180 and $18, and add another $18 to get $216. Then subtract 12 cents.

For help, go to the Math Appendix located at the back of this book.

15. **English Language Arts**

Understanding Text Organization

Have students skim the chapter and identify paragraphs or sentences with these organizational patterns: statement followed by an example; cause-and-effect; explanation of a process; and definition of a term.

16. **How Can Business Benefit from Stress Management?**

Assume that you work for a shipping company that gets very busy during the holiday season. A month before the company expects its heaviest traffic, your boss calls a meeting and asks for suggestions on how best to handle the increased business. Prepare a short, one-page paper recommending that the human resources department offer a course in stress management. Explain your recommendation.

17. **Use Time Management Principles**

Imagine that you are an event planner. You have been given the job of planning a marketing career fair to be held at a large convention center. The event is scheduled for November 6 and 7, which is six weeks away.

**Activity** Use time management principles to create a schedule for planning a marketing career fair to be held six weeks from today. Present the schedule to your class using presentation software.
20. Etiquette
Etiquette guides should demonstrate an understanding of and a tolerance for cultural customs and beliefs that differ from those of the United States.

MINI-QUIZ
Read these sentences to the students and have them volunteer the missing word(s).

1. ___ means budgeting your time to accomplish tasks on a certain schedule. (Time management)

2. Stress is a reaction to ____. (outside pressure)

3. The Americans With Disabilities Act of 1990 protects qualified individuals with disabilities from _____. (discrimination)

For an expanded chapter quiz, go to Chapter 10 in the TeacherWorks™ Plus DVD and to Chapter 10 in the ExamView® Assessment Suite.

DECA Advisors Corner
This chapter lends itself to any of DECA’s competitive events. By selecting an Individual Series Event, you can help students demonstrate their interpersonal skills in handling problems from customer relations to employee conflict resolution. DECA’s team events require students to develop team abilities and the ability to interact with business professionals.