

# Professional Interpersonal Communication Standards

Eller College of Management, Business Communication Program

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CRITERIA	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Purpose</li> <li>• Context</li> <li>• Frame</li> <li>• Strategic approach</li> </ul>	<b>Logic and Reasoning</b> <ul style="list-style-type: none"> <li>• Logical units of discourse</li> <li>• Claim or assertion</li> <li>• Supporting evidence</li> <li>• Information sharing</li> </ul>	<b>Structural Coherence</b> <ul style="list-style-type: none"> <li>• Coherent “whole”</li> <li>• Fluency</li> <li>• Internal logic</li> <li>• Team unity &amp; integrity</li> <li>• Language use</li> </ul>	<b>Information Design</b> <ul style="list-style-type: none"> <li>• Image management</li> <li>• Professionalism</li> <li>• Delivery</li> </ul>	<b>Error interference</b> <ul style="list-style-type: none"> <li>• Disruptive errors</li> <li>• Credibility errors</li> <li>• Etiquette errors</li> <li>• Accent errors</li> </ul>
<b>Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates <b>leadership</b> through understanding of audience, purpose, and context; framing problem/project and strategic approach; and the ability to:               <ol style="list-style-type: none"> <li>1. <b>run effective meetings</b> with a clear statement of purpose that encompasses the higher view with an articulated position and understanding of task (i.e. decision, information gathering);</li> <li>2. <b>successfully manage relationships</b> with other team members, superiors, and subordinates;</li> <li>3. <b>listen empathically</b> and respond accordingly to the needs of group and individuals;</li> <li>4. <b>encourage divergent viewpoints</b> while maintaining articulated group strategies.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>exceptional</b> logic and reasoning by               <ol style="list-style-type: none"> <li>1. <b>successfully anticipating</b> multiple team communication styles and flexing accordingly;</li> <li>2. providing <b>thought leadership</b> and support through <b>claims/assertions</b> that are logically sound, clear, credible, valid, and substantiated;</li> <li>3. <b>supporting team</b> efforts with information and data that are accurate, concrete, explicit, relevant (to claims and team interests), well- explained, varied, and engaging;</li> <li>4. <b>readily sharing information</b> as appropriate with team members; not withholding information.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>mastery</b> of fluency and coherence through               <ol style="list-style-type: none"> <li>1. the <b>thoughtful</b> and <b>complete</b> communication of ideas;</li> <li>2. <b>well-structured</b> and <b>guided discussions and meetings</b> that anticipate team needs and provide &amp; structure;</li> <li>3. <b>appropriate support</b> for team (listening, data, conflict management, resolution);</li> <li>4. <b>accountability and reliability</b> in all forms of team communication;</li> <li>5. language that is <b>precise, concise, fluid and well-articulated.</b></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>expertise</b> of information design through               <ol style="list-style-type: none"> <li>1. <b>optimal</b> personal presentation &amp; etiquette (polished, poised, professional);</li> <li>2. <b>sophisticated</b> and professional interpersonal communication;</li> <li>3. <b>professional</b> virtual image management;</li> <li>4. <b>exceptional</b> professionalism in written correspondence;</li> <li>5. <b>ethical</b> and <b>authentic</b> behavior.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>No etiquette or credibility errors.</b> Although minimal disruptive or accent errors may be present, no error interference.</li> </ul> <p>Sophisticated interpersonal skills earmark this individual as fluid and professional.</p>

CRITERIA	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Audience</li> <li>Purpose</li> <li>Context</li> <li>Frame</li> <li>Strategic approach</li> </ul>	<b>Logic and Reasoning</b> <ul style="list-style-type: none"> <li>Logical units of discourse</li> <li>Claim or assertion</li> <li>Supporting evidence</li> <li>Information sharing</li> </ul>	<b>Structural Coherence</b> <ul style="list-style-type: none"> <li>Coherent “whole”</li> <li>Fluency</li> <li>Internal logic</li> <li>Team unity &amp; integrity</li> <li>Language use</li> </ul>	<b>Information Design</b> <ul style="list-style-type: none"> <li>Image management</li> <li>Professionalism</li> <li>Delivery</li> </ul>	<b>Error interference</b> <ul style="list-style-type: none"> <li>Disruptive errors</li> <li>Credibility errors</li> <li>Etiquette errors</li> <li>Accent errors</li> </ul>
<b>Meets Expectations</b>	<ul style="list-style-type: none"> <li>Demonstrates <b>clear</b> understanding of lateral and peer leadership through understanding of audience, purpose, and context; framing problem/project and strategic approach; and the ability to:               <ol style="list-style-type: none"> <li><b>participate mindfully in meetings</b> with a clear statement of purpose);</li> <li><b>manage relationships</b> with other team members, superiors, and subordinates;</li> <li><b>resolve conflict</b>;</li> <li><b>listen well</b> and respond to the needs of group;</li> <li><b>encourage divergent viewpoints</b>.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>clear</b> logic and reasoning by               <ol style="list-style-type: none"> <li><b>understanding own communication style</b> and flexing accordingly to others needs;</li> <li>providing <b>team support</b> through <b>claims/assertions</b> that are logically sound, clear, credible, valid, and substantiated;</li> <li><b>supporting team</b> with information and data that are accurate, concrete, explicit, and relevant;</li> <li><b>sharing information</b>.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>appropriate</b> fluency and coherence through               <ol style="list-style-type: none"> <li><b>thorough and complete</b> communication of ideas;</li> <li><b>ability to</b> anticipate team needs and help keep team functioning;</li> <li><b>appropriate support</b> for team (listening, data, conflict management, resolution);</li> <li><b>accountability and reliability</b> in all forms of team communication;</li> <li>language that is <b>appropriate</b> and professional.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>professionalism</b> of information design through               <ol style="list-style-type: none"> <li><b>appropriate</b> personal presentation &amp; etiquette (polished, poised, professional);</li> <li><b>adequate</b> interpersonal communication skills;</li> <li>virtual image management;</li> <li><b>professionalism</b> in written correspondence;</li> <li><b>ethical</b> behavior.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><b>Minor etiquette or credibility errors.</b> Although minimal disruptive or accent errors may be present, no major error interference.</li> </ul> <p>Appropriate interpersonal skills earmark this individual as emerging professional.</p>

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<b>Does Not Meet Expectations</b>	<ul style="list-style-type: none"> <li>Demonstrates <b>rudimentary</b> knowledge of lateral and peer leadership through poor understanding of audience, purpose, context, and framing through:               <ol style="list-style-type: none"> <li><b>erratic</b> or <b>unreliable</b> team participation;</li> <li><b>poorly managed relationships</b> with other team members, superiors, and subordinates (dominates, bullies, withdraws);</li> <li><b>poor</b> listening skills;</li> <li>creates <b>conflict</b> and will not address resolution.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>poor</b> logic and reasoning through               <ol style="list-style-type: none"> <li><b>failure</b> to understanding own communication style and flex according to others needs;</li> <li>presents <b>unsubstantiated</b>, invalid, or unclear <b>claims/assertions</b>;</li> <li><b>provides team</b> with unreliable information and data that are inaccurate, and irrelevant;</li> <li><b>willfully withholds</b> or <b>distorts information</b> to disrupt effective team decision making.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>lack</b> of fluency and coherence through               <ol style="list-style-type: none"> <li><b>disjointed</b> or incomplete communication of ideas;</li> <li><b>inability</b> to anticipate team needs and help keep team functioning;</li> <li><b>disruptive behavior</b> interfering with team processes (steers team off course, fails to track information accurately);</li> <li><b>poor</b> communication (frequently needs to repeat ideas to be understood).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>ineffective</b> information design through               <ol style="list-style-type: none"> <li><b>inappropriate</b> personal presentation &amp; etiquette;</li> <li><b>poor</b> interpersonal communication skills;</li> <li>no virtual image management;</li> <li><b>unprofessional</b> written correspondence;</li> <li><b>unethical</b> behavior.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><b>Errors damage message comprehension and writer credibility.</b></li> </ul> <p>Individual needs substantial coaching before entering professional arena.</p>

## **Error Interference Definition**

**Disruptive Errors:** Disruptive errors can be recognized in the inability to understand audience or context. Disruptive errors are grievous and damage credibility: severe group dynamics, breach of trust, high levels of conflict, and egregious behavior fall into this category.

**Credibility Errors:** Credibility errors can be recognized in inconsistent performance and the inability to follow-through with team members. Accountability items such as submitted assignments, meeting attendance, and quality of work all effect credibility, and ultimately team performance.

**Etiquette Errors:** Etiquette errors violate group norms and agreed upon practices. These can be simple (talking on your cell phone while in team meetings or surfing the net while conducting group research). They an also manifest when the individual transgresses upon group values (keeping meetings short; punctuality; appropriate tone; respect.) These types of errors are easily overlooked at first, but accumulatively have a toxic effect on group efficacy.

**Accent Errors:** Commonly found in the writing of non-native speakers – (which are nearly impossible for non-native speakers to correct in the short term) – these are often overlooked and ignored by team members in the initial phases of group formation while team members acculturate themselves. Once these become “excuses” for lack of team participation, team members aren’t as forgiving and tend to view these as credibility errors.