Business Communication Essentials 7th edition Bovee Solutions Manual

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CHAPTER 2: COLLABORATION, INTERPERSONAL COMMUNICATION, AND BUSINESS ETIQUETTE

CHAPTER SUMMARY

Building on material presented in Chapter 1, this chapter focuses on improving interpersonal skills that are critical in business. Students learn about the advantages and disadvantages of teamwork and collaborative writing. This chapter's focus on interpersonal communication within teams addresses how to prepare for and conduct an effective meeting, and how to effectively use meeting technologies. The chapter explains the various types of listening, the listening process, and sound strategies for improving students' listening skills. Students are introduced to six categories of nonverbal communication: facial expressions, gesture and posture, vocal characteristics, personal appearance, touch, and the use of time and space. Students are also presented with suggestions for improving their nonverbal communication skills. The importance of business etiquette is stressed, and four key areas in which good etiquette is essential are identified.

CHAPTER OUTLINE

Communicating Effectively in Teams
- Advantages and Disadvantages of Teams
- Characteristics of Effective Teams

Collaborating on Communication Efforts
- Guidelines for Collaborative Writing
- Technologies for Collaborative Writing
- Giving—and Responding to—Constructive Feedback

Making Your Meetings More Productive
- Preparing for Meetings
- Conducting and Contributing to Efficient Meetings
- Putting Meeting Results to Productive Use
- Using Meeting Technologies

Improving Your Listening Skills
- Recognizing Various Types of Listening
- Understanding the Listening Process
- Overcoming Barriers to Effective Listening

Improving Your Nonverbal Communication Skills

Developing Your Business Etiquette
- Business Etiquette in the Workplace
- Business Etiquette in Social Settings
- Business Etiquette Online
- Business Etiquette Using Mobile Devices

Chapter Review and Activities

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TEACHING NOTES

Communicating Effectively in Teams

Collaboration—working together as a team to meet complex challenges—has become a core job responsibility. Employers expect collaboration in work activities, and the productivity and quality of collaborative efforts depend heavily on communication skills.

A team is a unit of two or more people who share a mission and the responsibility for working to achieve their goal.

The advantages of successful teamwork include:

- Increased information and knowledge
- Increased diversity of views
- Increased acceptance of a solution
- Higher performance levels

Teams need to be aware of and work to counter the following potential disadvantages:

- Groupthink—when peer pressure causes team members to withhold contrary or unpopular opinions and go along with decisions they don't really believe in
- Hidden agendas—when private motives affect group interaction
- Cost—coordinating group activities, schedules, etc. can be quite costly

The most effective teams share the following characteristics:

- Understand their purpose.
- Communicate openly and honestly.
- Build consensus.
- Think creatively.
- Stay focused.
- Resolve conflict.

Collaborating on Communication Efforts

Teams are often expected to collaborate on reports, websites, presentations, and other communication projects. These guidelines will help teams work together successfully:

- Select collaborators carefully.
- Agree on project goals before you start.
- Give your team time to bond before diving in.
- Clarify individual responsibilities.
- Establish clear processes.
- Avoid writing as a group.
- Make sure tools and techniques are ready and compatible across the team.
- Check to see how things are going along the way.

Technology provides a variety of collaboration tools that allow team members to work together. Collaboration tools include group review and commenting features, content management systems, wikis, and dedicated collaboration platforms.

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Collaboration systems:

- Content management system
- Wiki
- Shared workspaces

Mobile collaboration systems can now do virtually everything computer-based systems can do. Mobility allows people to collaboration on the go, from wherever they happen to be. An important aspect of mobile collaboration and mobile communication in general is unified communication, which integrates such capabilities as voice and video calling, voice and video conferencing, instant messaging, and real-time collaboration software into a single system.

Constructive feedback, sometimes called *constructive criticism,* focuses on the process and outcomes of communication, not on the people involved. In contrast, *destructive* feedback delivers criticism with no effort to stimulate improvement

Making Your Meetings More Productive

Well-run meetings can help companies solve problems, develop ideas, and identify opportunities. But meetings can also consume lots of time and money, so don't hold a meeting if some other form of communication (like an email) will serve the same purpose.

Preparing for meetings requires:

- Clarifying your purpose
- Selecting participants
- Choosing the venue and time
- Setting and sharing the agenda

An effective leader contributes to the success of a meeting by:

- Keeping the meeting on track
- Following agreed-upon rules
- Encouraging participation
- Participating actively
- Using mobile devices respectfully
- Closing the meeting effectively

After the meeting, action steps and key decisions made should be communicated to all who are affected but couldn't attend. Participants should receive a copy of the minutes as soon as possible after a meeting.

With advances in technology, virtual teams and meetings are becoming more popular. IM and teleconferencing are the simplest forms, while videoconferencing allows attendees to see and hear each other, and telepresence enables realistic meetings that can almost make geographically dispersed people feel like they are in the same room.

Online meetings can save a lot of time and money, but they require extra planning and management steps.

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Improving Your Listening Skills

Effective listening strengthens organizational relationships, alerts the organization to opportunities for innovation, and allows the organization to manage growing diversity both in the workforce and in the customers it serves.

The goal of *content* listening is to understand and retain the information in the speaker's message.

The goal of *critical* listening is to understand and evaluate the meaning of the logic of the speaker's message, including the:

- Logic of the argument
- Strength of the evidence
- Validity of the conclusions
- Implications of the message for you and your organization
- Speaker's intentions and motives
- Omission of any important or relevant points

The goal of *empathic* listening is to understand the speaker's feelings, needs, and wants so that you can appreciate his or her point of view, regardless of whether you share that perspective.

No matter what mode of listening listeners are using, they should always try to engage in *active* listening and make a conscious effort to turn off their own filters and biases to truly hear and understand what the other party is saying.

Most of us listen at or below a 25 percent efficiency rate, remember only about half of what's said during a 10-minute conversation, and forget half of that within 48 hours.

The listening process involves five steps:

- Receiving—physically hearing and acknowledging the message
- Decoding—assigning meaning to sounds
- Remembering—storing information for future processing before acting on it
- Evaluating—applying critical thinking skills to the speaker's message
- Responding—reacting to the message

Good listeners recognize and overcome barriers such as selective listening—allowing your mind to wander while others are speaking. We think faster than people speak. Most people process information at up to 500 words per minute; yet, most people speak at a rate of 120 to 150 words per minute.

Overcoming interpretation barriers can be difficult because you may not even be aware of them. *Selective perception* leads listeners to mold messages to fit their own conceptual frameworks. Listeners sometimes make up their minds before fully hearing the speaker's message, or they engage in *defensive listening*—protecting their egos by tuning out anything that doesn't confirm their beliefs or their view of themselves.

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Improving Your Nonverbal Communication Skills

Nonverbal communication is the process of sending and receiving information, both intentionally and unintentionally, without using written or spoken language. Nonverbal skills are important when you both enter the workforce and when you advance in your career.

Nonverbal communication can strengthen a verbal message, weaken a verbal message, or replace words entirely.

Nonverbal communication can be grouped into six general categories:

- Facial expressions
- Gesture and posture
- Vocal characteristics
- Personal appearance
- Touch
- Time and space

Developing Your Business Etiquette

Etiquette is now considered a vital business skill and is important for getting along with team members and while in public.

Proper etiquette in the workplace helps you appear polished, professional, and confident. Proper etiquette also helps you put others at ease so they are comfortable enough to do business with you.

Factors that influence etiquette in the workplace include:

- Your personal appearance
- Your personal grooming
- Your smile
- Your phone skills
  - Be conscious of how your voice sounds.
  - Be courteous when you call someone.
  - Convey a positive, profession attitude when answering phone.
  - End calls with courtesy and clarity.
  - Use your own voicemail features to help callers.
  - Be considerate when leaving voicemail messages.

Business Etiquette in Social Settings: As you represent your company when you are in public, follow these steps:

- Make sure your appearance and actions are appropriate to the situation.
- Get to know the customs of the culture when you meet new people.
- When introducing yourself, include a brief description of your role in the company.
- When introducing two people, speak both their first and last names clearly and offer some information about each person to ease them into a conversation.
- Introduce the lower-ranking person to the senior-ranking person.
- When you've been introduced to someone, repeat that person's name as soon as possible.

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Business is often conducted over meals. Remembering these steps will help you be more effective in these situations:

- Choose foods that are easy to eat.
- If appropriate, order an alcoholic beverage only at the end of the meal.
- Do not discuss politics, religion, or any other topic likely to stir up emotions during dinner.

Business Etiquette Online: Using electronic media effectively requires knowing the basics of good etiquette. To represent your company well online, follow these tips:

- Avoid personal attacks.
- Stay focused on the original topic.
- Don't present opinions as facts; support facts with evidence.
- Follow basic expectations of spelling, punctuation, and capitalization.
- Use virus protection and keep it up to date.
- Ask if this is a good time for an IM chat.
- Watch your language and keep your emotions under control.
- Avoid multitasking while using IM or other tools.
- Never assume you have privacy.
- Don't use "reply all" in e-mail unless everyone can benefit from your reply.
- Don't waste others' time with sloppy, confusing, or incomplete messages.
- Respect boundaries of time and virtual space.
- Be careful of online commenting mechanisms.

Business Etiquette using Mobile Devices:

- Don't select obnoxious ringtones.
- Don't talk loudly in open offices or public places.
- Don't make unnecessary personal calls during work hours.
- Don't use your phone camera to take someone's picture without permission.
- Don't make calls from restrooms or other inappropriate places.
- Don't text during a meal or when someone is talking to you.
- Don't allow incoming calls to interrupt meetings or discussions.

Virtual assistants, such as the Siri voice recognition system in Apple iPhones, raise another new etiquette dilemma. These systems may be convenient for users, but they can create distractions and annoyances for other people.[i] As with other public behaviors, think about the effect you have on others before using these technologies.

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OVERCOMING DIFFICULTIES STUDENTS OFTEN FACE

Some members of your class will have limited experience working in teams designed specifically to make decisions. Include team assignments related to the chapter to help them improve team communication skills. A number of the Apply Your Knowledge exercises can be completed using teams. The fifth Practice Your Skills activity offers students the opportunity to analyze an agenda for a meeting. A brief review of parliamentary procedure can also be tied to the meeting agenda exercise since students may have some misconceptions of what is and is not correct parliamentary procedure.

Students will all be able to cite examples of meetings that accomplished nothing other than wasting the participants' time; however, they may not know what could have been done to turn things around so that the goals of the meeting could be accomplished. Not every student will recognize that all the attendees may need to take some responsibility for an ineffective meeting. If possible, have students observe a meeting of a group or team known for its efficiency and effectiveness. Have students discuss the responsibilities of both participants and leaders.

Many students may think they are good listeners. Convincing them that each of us can benefit from polishing our listening skills may be a challenge. You might also wish to read a passage in a text and ask students to summarize it or answer questions related to it. This activity helps students understand that most of us listen at a 25 percent efficiency rate. You could also give students a set of instructions orally and ask students to follow those instructions (e.g., tell students to draw a three inch triangle in the upper right corner of the paper, a one inch square in the center, a circle in the lower right corner of the paper, and a star in the lower left corner). After you've given students time to follow the instructions, invite them to share their interpretations of your instructions; this exercise also illustrates that we are not all good listeners all the time.

Before students identify ways to improve their listening skills, have them review the bad listener habits in the textbook. You may also want to have students complete the listening skills self-assessment (Practice Your Skills 2-16), which asks them to track their listening skills improvements over a number of days.

To begin a discussion of nonverbal communication, have students complete the analysis of body language activity at the end of the chapter (Practice Your Skills 2-18). Some class members may think that they always interpret nonverbal communication correctly. Ask students to observe a short film clip (with no audio) and take notes about the nonverbal communication, and then have students share their observations with the rest of the class. This activity helps students understand that nonverbal communication can mean different things to different people. Provide some examples of different meanings for various gestures in different cultures. Invite class members who have spent extensive time in another culture to share examples of different interpretations of nonverbal messages.

The concept of vocal characteristics, use of space, and use of time as components of nonverbal communication may be new or even difficult for some students to grasp, so be sure to provide examples during the nonverbal communication discussion. Examples from different cultures will enhance student understanding. To further enhance their understanding of these items as components of nonverbal communication, you may want your students to conduct secondary research to find examples of how different cultures interpret the use of space and time.

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SUGGESTED CLASSROOM EXERCISES

1. *Planning Effective Meeting Agendas.* Assign students to work in teams of two or three. Tell students they must plan the agenda for the monthly meeting of the accounting club (or let students choose a particular student organization). They may wish to examine the agenda illustrated in Figure 2.2. Using the agendas the teams prepare, discuss the need for successful meetings, the part an agenda can play, when participants should receive the agenda, and other responsibilities of the meeting leader and individual attendees.

2. *Listening for Facts.* Ask a student to stand and provide some personal background information about him or herself. Or, if you prefer, you may wish to give some background about yourself. Plan to talk for approximately 2 minutes. Ask students to write down the facts the speaker shared about him or herself. Have students compare answers; point out any incorrect restatements of fact to emphasize that effective listening is hard work and that we all have room for improvement.

3. *Analyzing Listening Skills*. Have students complete the Listening Skills Self-Assessment (Practice Your Skills 2-16). Ask them to identify one area in which they note room for improvement and to plan a strategy for improving that particular listening skill. You could also ask students to document their efforts to improve that skill over 21 days—the time needed to break a habit.

4. *Emphasizing Various Meanings of Nonverbal Communication.* The Public Broadcasting System's website features compelling examples of how political candidates are able to manipulate messages using nonverbal communication components discussed in this chapter. As a class or individually, visit the following link and watch the original commercial, the commercial for the candidate, and the commercial against the candidate:
http://www.pbs.org/30secondcandidate/tricks_of_the_trade/.
After watching all three spots, discuss the impact of nonverbal communication on a message.

5. *Developing Effective Handshakes.* As students enter the classroom, shake hands with each one. Have each student shake hands with another member of the class. Direct the students to write a brief phrase describing the handshake. Next, have the students repeat the activity by shaking hands with at least five other classmates. Review effective and ineffective handshake characteristics, such as the firm business handshake, the "limp fish" handshake, the "two- or three-fingered claw" handshake, and the "power" handshake. Discuss why an effective business handshake is an important nonverbal skill to develop. Also discuss who should shake hands and when in the business environment. Students typically enjoy this activity, and it provides an interesting way to emphasize that both men and women need to develop firm business handshakes. You may want students to repeat their handshakes at the end of the discussion and evaluate whether they note any differences. This activity can also segue into a discussion of different forms of business greetings in other cultures.

6. *Researching Nonverbal Communication Components.* Assign students to work in teams of two or three. Assign each team one of the following nonverbal communication components to research: facial expression (including eye contact), gesture and posture, vocal characteristics, personal appearance, touching behavior, and use of time and space. You may also want the teams to research intercultural aspects of these components. Ask each team to share their findings in class. This should stimulate some interesting class discussion about nonverbal communication.

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7. *Nonverbal Communication and Color.* Assign students to work in teams of two or three. Ask students to research nonverbal responses to colors. Discuss how various colors project a definite message. You might even extend your discussion to various situations where it would be appropriate to avoid or select certain colors, including:

- Résumés
- Job interviews
- Speaking engagements
- Sales presentations

TEST YOUR KNOWLEDGE

2-1. The six characteristics of effective teams include: understanding their purpose, communicating openly and honestly, building consensus, thinking creatively, staying focused, and resolving conflict. (LO 2.1; AACSB Tag: Written and oral communication)

2-2. An agenda makes meetings more successful in several ways. People who will be presenting information need to know what is expected of them, nonpresenters need to know what will be presented so they can prepare questions, and everyone needs to know how long the meeting will last. In addition, the agenda is an important tool for guiding the progress of the meeting. (LO 2.3; AACSB Tag: Written and oral communication)

2-3. To be a good listener, adapt the way you listen to suit the situation. In some business situations, you are just looking to understand and retain information, which is the primary goal of content listening. In others, you may need to evaluate the logic of the argument, strength of evidence, validity of conclusions, implications for you and your group, the speaker's intentions and motives, and whether any information was omitted. This is particularly true in situations where you are on the lookout for bias in the message. All this is encompassed in critical listening. When your main goal is to understand the speaker's point of view, regardless of whether you share his or her perspective, you are engaging in emphatic listening. Don't jump in with advice or judge, just let the speaker know you appreciate and understand the situation. (LO 2.4; AACSB Tag: Written and oral communication)

2-4. An individual can communicate nonverbally through facial expressions, gestures and postures, vocal characteristics, personal appearance, touch, and the use of time and space. (LO 2.5; AACSB Tag: Written and oral communication)

2-5. Your mobile phone habits reflect your business etiquette by showing how much consideration and respect you have for others around you. Selecting obnoxious ringtones, talking loudly in public or right near another person, and taking calls while in a meeting or conversation with others are all behaviors that demonstrate a lack of respect for others. (LO 2.6; AACSB Tag: Written and oral communication)

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APPLY YOUR KNOWLEDGE

2-6. Answers will vary, but students should recognize the opportunity to turn the conflict into a constructive means for bringing important issues into the open, increasing the involvement of other team members, and generating creative ideas for solving a problem. (LO 2.1; AACSB Tag: Written and oral communication)

2-7. Students should list remarks that take the boss's point of view into consideration and that avoid any confrontational or accusatory statements. Students should draw on what they've learned about message receptivity to phrase everything in a tone and style that will make their comments easy for any boss to hear and accept. (LO 2.2; AACSB Tag: Written and oral communication)

2-8. Students should acknowledge the employees' feelings, but explain that at work they are not the customer. The customer's level of informality does not mean that employees should follow suit. It's important to dress appropriately to convey a sense of confidence and professionalism. It's not a question of mindlessly conforming or surrendering your individuality; it's a question of showing respect for an organizational culture that is bigger than you. (LO 2.6; AACSB Tag: Written and oral communication)

2-9. This exercise asks students to focus on two issues: the importance of mobile device etiquette and conducting meetings. One effective way to explain this policy is to focus on the importance of mobile device consideration, and how using a device while a co-worker is speaking shows a lack of respect for the co-worker and the time and effort put into their presentation. Students should also decide on the channel for addressing these concerns: Does a meeting need to be held or will an employee memo suffice? If a meeting is to be held, will it be informational or decision making? Who should attend? What will the agenda look like? (LO 2.6; AACSB Tag: Written and oral communication)

PRACTICE YOUR SKILLS

2-10. In the presentation, students should discuss challenges such as how to ensure that employees present a positive image of the organization through the messages they send. The exercise provides a good opportunity to analyze how the team negotiated the process of developing the presentation and agreeing upon content, organization, and other aspects. (LO 2.1; AACSB Tag: Written and oral communication)

2-11. In addition to providing an opportunity for collaboration, this exercise encourages students to take an audience-centered approach to a topic with which they are likely to be very familiar. The greatest challenge is likely to be putting aside all of the landmarks and other characteristics of the campus that they take for granted. (LO 2.2; AACSB Tag: Written and oral communication)

2-12. Encourage students to implement the guidelines for effective collaborative writing listed in the chapter. At least one team is likely to attempt writing as a group. If so, having them describe the experience is a helpful way for everyone in the class to gain a better understanding of the challenges associated with attempting to do so. (LO 2.2; AACSB Tag: Written and oral communication)

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2-13. Students should examine the sample agenda in Figure 2.2 and then reorganize and reword the information provided in the exercise to create a well-organized agenda. Here's one suggested agenda:

AGENDA
Budget Committee Meeting
December 12, 2015, 9:30 a.m.

Conference Room 3

I. Call to Order
II. Approval of Minutes from Previous Meeting
III. Director Reports
  A. Greentree Site Director's Report on Cost Overruns
  B. Finance Director's Report on Quarterly Revenues and Expenses
IV. New Business
  A. Discussion of Cost Overrun Issues
  B. Discussion of Additional Quarterly Budget Issues
  C. Presentation of Divisional Budget
V. Announcements
VI. Adjournment

(LO 2.3; AACSB Tag: Written and oral communication)

2-14. This exercise gives students the opportunity to practice listening, observe nonverbal cues, and critique a group in action in an actual setting. To answer the questions, students will have to pay careful attention to a number of things occurring at the meeting. The purpose of comparing notes with a partner is to show students that a person's own background and listening skills influence the type and content of the notes taken. What is obvious to one person may be worth noting to another. Similarly, poor listeners tend to have superficial notes. (LO 2.3; AACSB Tag: Written and oral communication)

2-15. Students should try to be as inclusive as possible without making the situation unreasonably uncomfortable. Consider two options: 1) They might ask the speech-impaired person to team up with one or more other employees and let that team report as a unit; or 2) they might provide an alternative way for this person to communicate during meetings, such as overhead slides or flip charts. Most importantly, since this communication challenge surely exists outside formal meetings, students may suggest working closely with the person to explore ways to help him or her contribute to the department's work flow. (LO 2.3; AACSB Tag: Written and oral communication)

2-16. The objective here is to stimulate self-analysis. The following list of traits of ineffective listeners should spark discussion:

- Listening passively
- Taking no notes or ineffective notes
- Issues with eye contact
- Allowing one's mind to wander
- Failing to paraphrase

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- Failing to give nonverbal feedback
- Interrupting
- Assuming they already know everything that's important to know

(LO 2.4; AACSB Tag: Written and oral communication)

2-17. This assessment provides students with information about their empathic listening skills. If you choose to discuss the results of the self-assessments in class, be sure to ask students to identify instances of selective listening, prejudgment, and selective perception. (LO 2.4; AACSB Tag: Written and oral communication)

2-18. Students will discuss how nonverbal messages need not be human gestures, as nonverbal cues also include the appearance of written messages. Students will consider how the quality of letters and other written messages are often judged first by overall appearance. You may want to refer students to Appendix A for a discussion of the importance of formatting business documents. (LO 2.5; AACSB Tag: Written and oral communication)

2-19. Many of these movements can be interpreted several ways, but the exercise leads students to think more clearly about how nonverbal cues influence their communication attempts. Particularly, the list should give students more insight into how they can learn from watching their audience while speaking. They might interpret the movements as follows:

a. May indicate nervousness, discomfort with what's being said, or boredom
b. Usually a nervous reaction, or lack of interest
c. Conveys a lack of respect—for the speaker and for oneself
d. Skepticism, doubt, disbelief, or in some cases, an exaggerated negative commentary on a speaker's message, perhaps as a display for the benefit of others
e. Lack of confidence, shyness, weakness

Students may also elaborate with a general discussion of the ways in which such nonverbal cues sometimes reinforce a speaker's words and meaning, and how they sometimes offer conflicting and therefore confusing signals. Students might also mention that our response to nonverbal cues is often unconscious; that is, we interpret them almost as automatically as we express them. Thus, differing cultural norms of nonverbal behavior can easily cloud communication. (LO 2.5; AACSB Tag: Written and oral communication)

2-20. This exercise encourages students to practice planning and making actual phone calls that could be helpful to them. Students should leave a simple, clear message that explains the request for the delayed move that includes the student's contact number during the weekend. (LO 2.6; AACSB Tag: Written and oral communication)

2-21. Students should express their understanding of etiquette and its importance in the workplace—including social functions associated with work. As students complete this exercise, they should remember to focus on conveying the positive outcomes of practicing proper etiquette and how those outcomes affect not only the company, but their own careers as well. (LO 2.6; AACSB Tag: Written and oral communication)

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EXPAND YOUR SKILLS

Critique the Professionals: In completing this exercise, students should cite specific suggestions, concepts, and guidelines from the chapter in their evaluations. Encourage students to comment on what they view as the primary purpose of the posts on each of the pages they select, and to determine whether or not they believe the celebrities themselves actually authored them. If they do not, they could discuss the potential risks celebrities face in having their publicist (or another employee) manage their Facebook page. In addition, the exercise also offers an opportunity to discuss the advantages and disadvantages of Facebook as a medium for professional communication. (LO 2.1; AACSB Tag: Written and oral communication)

Sharpen Your Career Skills Online: This exercise calls upon students to use Bovée and Thill's Business Communication Web Search to research information on an essential skill related to teamwork, collaborative writing, listening, nonverbal communication, or business etiquette. Students will summarize the content of this source in an email to the instructor. The summary should clearly and effectively convey the information that was learned. (LO 2.1, 2.5, 2.6: AACSB Tag: Written and oral communication)

IMPROVE YOUR GRAMMAR, MECHANICS, AND USAGE

Level 1: Self-Assessment—Pronouns

2-22. ___whom___ To which retailer will you send your merchandise? (AACSB Tag: Written and oral communication)

2-23. ___them___ Have you given John and Nancy a list of parts? (AACSB Tag: Written and oral communication)

2-24. ___It / them___ The main office sent the invoice to Mr. and Mrs. Litvak on December 5. (AACSB Tag: Written and oral communication)

2-25. ___its___ The company settled the company's accounts before the end of the year. (AACSB Tag: Written and oral communication)

2-26. ___whose___ Which person's umbrella is this? (AACSB Tag: Written and oral communication)

2-27. The sales staff is preparing guidelines for ___its___ (their, its) clients. (AACSB Tag: Written and oral communication)

2-28. Few of the sales representatives turn in ___their___ (their, its) reports on time. (AACSB Tag: Written and oral communication)

2-29. The board of directors has chosen ___its___ (their, its) officers. (AACSB Tag: Written and oral communication)

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2-30. Gomez and Archer have told __their__ (his, their) clients about the new program. (AACSB Tag: Written and oral communication)

2-31. Each manager plans to expand __his or her__ (his, their, his or her) sphere of control next year. (AACSB Tag: Written and oral communication)

2-32. Has everyone supplied __his or her__ (his, their, his or her) Social Security number? (AACSB Tag: Written and oral communication)

2-33. After giving every employee __a__ (his, their, a) raise, George told __them__ (them, they, all) about the increased workload. (AACSB Tag: Written and oral communication)

2-34. Bob and Tim have opposite ideas about how to achieve company goals. __Who__ (Who, Whom) do you think will win the debate? (AACSB Tag: Written and oral communication)

2-35. City Securities has just announced __whom__ (who, whom) it will hire as CEO. (AACSB Tag: Written and oral communication)

2-36. Either of the new products would readily find __its__ (their, its) niche in the marketplace. (AACSB Tag: Written and oral communication)

Level 2: Workplace Applications

2-37. Anita Doig from Data Providers will outline the company's data interpretations as they relate to industry trends; additionally, Ms. Doig will comment on how the data should be used. (AACSB Tag: Written and oral communication)

2-38. We have received your order for 2,000 Mylar bags; please note that orders of fewer than 5,000 bags get only a 20 percent discount. (AACSB Tag: Written and oral communication)

2-39. Just between you and me, the new "customer-centric" philosophy seems confusing. (AACSB Tag: Written and oral communication)

2-40. Podcasting effectively distributes messages to a widespread audience, but you must pay close attention to the demands of an audio medium. (AACSB Tag: Written and oral communication)

2-41. Among the specialties of Product Marketers International are promotional efforts for clients, including presence on the Internet, radio, and television. (AACSB Tag: Written and oral communication)

2-42. The introduction to this report includes an overview of a typical marketing plan, to give you an idea of what such a plan contains. (AACSB Tag: Written and oral communication)

2-43. Subsidiary rights sales can be a discrete source of income and complement your overall sales. (AACSB Tag: Written and oral communication)

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2-44. Special events ranging from author breakfasts and luncheons, to awards programs and receptions, offer a great way to make industry contacts. (AACSB Tag: Written and oral communication)

2-45. We will show you how to meet not only the challenges of information-rich material but also the challenges of electronic distance learning. [*Or:* We will show you how to meet the challenges of not only information-rich material but also electronic distance learning.] (AACSB Tag: Written and oral communication)

2-46. To cite just one problem, the reason that the market is in such a state of confusion is the appalling lack of standards, whether for hardware, software, or metadata. (AACSB Tag: Written and oral communication)

2-47. Two leading business consultants, Doug Smith and Carla McNeil, will share their insights on how specialty stores can effectively compete in a world of corporate superstores. (AACSB Tag: Written and oral communication)

2-48. One of the big questions we need to address is "How does buying affect inventory levels"? (AACSB Tag: Written and oral communication)

2-49. The closing of many industry digital entities has greatly affected the perception of e-books as a viable platform. (AACSB Tag: Written and oral communication)

2-50. A competent, motivated, enthusiastic staff can be a manager's most important asset in a competitive marketplace. (AACSB Tag: Written and oral communication)

2-51. Come by the Technology Lounge, where you can log on to computers, plug into laptops, and check out demos of sponsors' websites. (AACSB Tag: Written and oral communication)

Level 3: Document Critique

Each line of the original example is followed by a version with suggested revisions:

Marketing Pro's: Are You're Messages Truthful and non-Deceptive?!
Marketing Pros: Are Your Messages Truthful and Non-Deceptive?

In the United States, the FTC (federal Trade Commission) has the authority
In the United States, the Federal Trade Commission (FTC) has the authority

to impose penalty against advertisers whom violate Federal Standards for
to impose penalties against advertisers who violate federal standards for

truthful advertising. The FTC considers a message to be deceptive, if they
truthful advertising. The FTC considers a message to be deceptive if it

include statements that are likely to mis-lead reasonable customers and
includes statements that are likely to mislead reasonable customers and

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the statements are an important part of the purchasing decision. A failures to
the statements are an important part of the purchasing decision. A failure to

include important information are also considered deceptive. Also, the FTC
include important information is also considered deceptive. Also, the FTC

also looks at so-called *"implied claims,?"* Claims you don't explicitly make but
also looks at so-called "implied claims:" claims you do not explicitly make but

that can be inferred from what you do or don't say.
that can be inferred from what you do or do not say.

(AACSB Tag: Written and oral communication)

[i] Nick Wingfield, "Oh, for the Good Old Days of Rude Cellphone Gabbers," *New York Times*, 2 December 2011, www.nytimes.com.

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