Essentials of Business Communication 12th edition Guffey Solutions Manual

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End of Chapter Solutions

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Chapter 01: Thriving in a Digital, Social, and Mobile Workplace

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Chapter Review

1. What will the workplace of the future look like, and what skills does the labor force need to adapt to rapid change and uncertainty? (L.O. 1)
   Answer:
   Technologies in many disciplines are rapidly evolving and transforming how we work and communicate. A renowned economist, the World Economic Forum's co-founder Klaus Schwab, has described the age we are entering as the Fourth Industrial Revolution. Robots, automation, and artificial intelligence (AI) are already radically reshaping and even destroying some occupations. Many tasks formerly performed by humans can be executed by machines. Experts estimate that close to half of all present jobs will disappear in the next decade, although new jobs are likely to emerge. Employers say that they need a well-trained workforce with a broad range of skills, including superior interpersonal skills, also called emotional intelligence, such as communication, teamwork, and punctuality but also logical reasoning and critical-thinking skills.

2. What does it mean that the office of the future is mobile and always on? (L.O. 1)
   Answer:
   In a global economy in which corporations own far-flung operations around the world, a networked, information-driven workforce never goes off duty. The 24/7 workplace operates around the clock, with managers, staff, and teams always staying connected to share information when needed, wherever they may be, and address issues when they arise.

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3. List six trends in the information age workplace that can pose a challenge for business communicators. (L.O. 1)
   Answer:
   a. Disruptive technologies and social media
   b. Remote work and 24/7/365 availability
   c. Collaboration and teams, whether on-site, hybrid, or fully virtual
   d. Flattened management layers
   e. Global competition and cultural diversity at home
   f. Emphasis on ethics

4. List bad habits and distractions that can act as barriers to effective listening. (L.O. 2)
   Answer:
   a. Physical barriers
   b. Psychological barriers
   c. Language problems
   d. Nonverbal distractions
   e. Thought speed
   f. Faking attention
   g. Grandstanding

5. List eight techniques for improving your listening skills. Be prepared to discuss each. (L.O. 2)
   Answer:
   a. Stop talking.
   b. Control the listening environment.
   c. Adopt an empathetic attitude.
   d. Distinguish between facts and opinions.
   e. Capitalize on lag time.
   f. Listen for and validate feelings.
   g. Take selective notes.
   h. Provide encouraging feedback.

6. Explain nonverbal communication and its components. What do we believe more when they seem to clash—words or nonverbal cues? (L.O. 3)
   Answer:
   Nonverbal communication includes all unwritten and unspoken messages, whether intended or not. Eye contact, facial expression, gestures, and posture convey meaning without a single syllable being spoken. In addition to nonverbal messages transmitted by the body, three external elements convey information in the communication process: time, space, and territory. Furthermore, our personal appearance and the eye appeal of business documents we send can have either a positive or a negative effect on the receiver.

   Nonverbal cues generally speak louder than the words uttered at the same time. In ambiguous situations when verbal and nonverbal messaging seems contradictory, humans resolve such clashes by trusting the nonverbal message over the words expressed.

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7. What did communication theorist Paul Watzlawick mean when he said that we cannot not communicate? Are the nonverbal signals we are sending easy to read? (L.O. 3)
   Answer:
   Psychologist and philosopher Paul Watzlawick claimed that we cannot not communicate. In other words, it's impossible to not communicate. This means that every behavior is sending a message even if we don't use words. The eyes, face, and body convey meaning without words. Successful communicators recognize the power of nonverbal messages. Cues broadcast by body language might be helpful in understanding the feelings and attitudes of senders. Be careful, however, before attaching specific meanings to gestures or actions because behavior and its interpretations strongly depend on context, one's cultural background, and other factors.

8. What is culture, and what are five key dimensions that can be used to describe it? (L.O. 4)
   Answer:
   Culture may be defined as the complex system of values, traits, morals, and customs shared by a society, region, or country. Culture is a powerful operating force that molds the way we think, behave, and communicate. The five dimensions that can be used to describe cultures are context, individualism, time orientation, power distance, and communication style.

9. List at least five techniques to successfully communicate with intercultural audiences orally and at least five tips for written messages. Be prepared to explain each. (L.O. 5)
   Answer:
   Successful oral communication with intercultural audiences:
   a. Use simple English.
   b. Speak slowly and enunciate clearly
   c. Etc.
   d. Etc.

10. List five recommendations for communicating successfully in a diverse and inclusive workplace. Be prepared to discuss each. (L.O. 5)
    Answer:
    a. Seek training.
    b. Consider the value of difference.
    c. Learn about your cultural self.
    d. Make fewer assumptions.
    e. Build on similarities.

CRITICAL THINKING

11. Reflect on the comments about communication made by business tycoons and billionaire investors Richard Branson and Warren Buffett. You will find them in the Office Insider features at the beginning of this chapter. What lessons can you glean from the two quotations? (L.O. 1)
    Answer:

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Students are frequently inspired and motivated by the examples of prominent businesspeople. Warren Buffett and Richard Branson are much admired not only for their business acumen but also for their philanthropy—and in Branson's case also for an exciting lifestyle. Therefore, their take on the importance of communication may impress students and carry great weight.

Branson suggests that communication is essential (makes the world go round). He also says that communication enables us to connect, learn, and grow. By implication, he addresses critical thinking as well as the ability to read between the lines and grasping that which remains unsaid. These skills speak to emotional intelligence such as being able to read other people.

Buffett says that superior communication skills allow us to convey and amplify our accomplishments (i.e., results in life will be magnified). In keeping with his reputation for modesty, Buffett confesses that his most treasured credential is a Dale Carnegie diploma earned in a public-speaking course he took as a young man in 1952. His pride in the simple diploma underscores the importance he ascribes to communication skills. He also makes the point that to be a persuasive, even visionary, leader, one must be able to communicate well.

NOTE: This question could be fashioned into a limited research assignment asking students to seek specific information about these individuals. The two business tycoons could not be more different. Richard Branson owns a private island in the Caribbean, where he hobnobs with the world's rich and famous. He could be characterized by the cliché works hard, plays hard. Warren Buffett, on the other hand, eschews flashy displays of wealth; he lives a comparatively quiet life in a modest walk-up in Omaha, Nebraska, where he has resided for decades.

Students could be asked to share what they learned about the reputations and communication styles of these two individuals (and other famous businesspeople, e.g., Sheryl Sandberg, Marissa Mayer, or Oprah) in an e-mail or an oral presentation.

12. Do you think executives and managers spend more time listening than do workers? Why? (L.O. 2)

Answer:

Before they can make decisions, executives must listen to feedback from supervisors, specialists, and others. They must also listen to their bosses—boards of directors and owners—as well as to customers, especially when handling serious complaints. Minds are like parachutes; they work well only when open. All three levels of workers should have good listening skills; but because the decisions coming from executives may be more critical, their listening skills should perhaps be most highly developed.

13. What arguments could you give for or against the idea that body language is a science with principles that can be interpreted accurately by specialists? (L.O. 3)

Answer:

Although few would argue that body language does send silent messages, no scientific principles have evolved explaining exactly what those messages mean. Most researchers agree that nonverbal cues contain much information, but specifically what those cues mean is unknown. In *Nonverbal Communication,* authors Hickson and Stacks wrote, "The nonverbal message by itself may be ambiguous; in almost every instance it needs the verbal message to complete the process of communication"

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[Madison, WI: WCB Brown & Benchmark, 1993, 8]. Julius Fast, author of the precedent-setting *Body Language*, stated that "nonverbal language is partly instinctive, partly taught, and partly imitative" [New York: Pocket Books, 1970, 14]. But it is not a science with principles that always hold true.

14. When Procter & Gamble launched its Pampers brand in Japan, the diaper package confused and disturbed customers. As in the United States, the package featured the picture of a stork delivering a baby. Why were Japanese parents perturbed? It turns out that the myth of a stork carrying babies to expectant parents is unknown in Japan. Instead, according to Japanese lore, giant floating peaches deliver offspring.[i] Can you explain what may have caused the intercultural blunder? How could Procter & Gamble have avoided it? (L.O. 4, 5)

    Answer:

    Procter & Gamble's misstep shows a lack of preparation on the part of a multinational corporation that should have done its homework before assuming that American cultural norms equally apply in Japan. Although this mistake most certainly was unintended, it suggests ethnocentric views. A simple way to prevent it would have been to test the packaging with Japanese audiences before launching Pampers in the Japanese market.

15. You know that it's not acceptable to make ethnic jokes, least of all in the workplace, but a colleague of yours keeps invoking the worst ethnic and racial stereotypes. How do you respond? Do you remain silent and change the subject, or do you speak up? What other options do you have in dealing with such a coworker? Consider whether your answer would change if the offender were your boss. [L.O. 5]

    Answer:

    Answers will vary. Students will probably realize that they will have to choose their battles wisely; in other words, sometimes they may want to signal to the bigot that they disagree. However, in some situations silence or a change of topic may be the most opportune strategy, especially when dealing with superiors. Power relationships may influence the response in such situations, yet most students would likely prefer to work in environments that are inclusive and welcoming, not racist, and would try their best to find businesses in which such behavior is frowned upon and explicitly disparaged by the organizations' policies.

Activities and Cases

1.1 First Things First: Introductions (L.O. 1)

Communication Technology
E-Mail
Social Media

Your instructor wants to know more about you, your motivation for taking this course, your career goals, and your writing skills.

Your Task. Send an e-mail or write a memo of introduction to your instructor. See Chapter 5 for formats and tips on preparing e-mails. In your message include the following:

a. Your reasons for taking this class
b. Your career plans and goals (both temporary and long term)
c. A brief description of your employment, if any, and your favorite activities

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d. An evaluation and discussion of your current communication skills, including your strengths and areas that need improvement

Alternatively, your instructor may ask you to create a profile within a learning-management system (e.g., Blackboard, Canvas, Moodle, or Brightspace) to introduce yourself to your classmates as well. Your instructor may challenge you to compose your introduction in 140–280 or fewer characters (see Chapter 5 for tips on writing tweets and other microblogging messages). As an option, your instructor may ask you to create a brief business-like video introduction.

Instructor Note:
This e-mail or memo is an excellent way to assess students' skills and, at the same time, get to know them. Don't grade this assignment, but be sure to write a friendly comment on all submissions or send encouraging e-mail replies to demonstrate that you have an interest in them as students and as individuals. You may want to use the profile function in your institution's learning-management system (LMS) to have students create professional profiles covering the information requested or additional information you may want to gather. This assignment may be revisited later in the term to practice professional online presence (e.g., in a LinkedIn profile) when you cover employment communication. Alternatively, you may want to try introductions by simulated tweet in 140–280 characters or fewer. These messages—delivered by e-mail or posted to your LMS—might include a tiny URL taking the recipient to a profile, website, or other virtual location, and a hashtag. More information about using LinkedIn is provided in Chapter 13.

1.2 Small-Group Presentation: Introducing Teammates (L.O. 1, 2)

Team
Teamwork is the lifeblood of many business organizations today. To help you develop coveted speaking, listening, and teamwork skills, your instructor may assign team projects. One of the first jobs in any team is selecting members and becoming acquainted.

Your Task. Your instructor will divide your class into small groups or teams. At your instructor's direction, either (a) interview another group member and introduce that person to the group or (b) introduce yourself to the group. Think of this as an informal interview for a team assignment or a job. You may want to prepare notes from which to speak. Your introduction should include information such as the following:

a. Where did you grow up?
b. What work and extracurricular activities have you engaged in?
c. What are your interests and talents? What are you good at doing?
d. What have you achieved?
e. How involved and familiar are you with communication technology and social media?
f. What are your professional and personal goals? Where do you expect to be five years from now?
g. Name one thing about you that others might not guess when they first meet you.

To develop listening skills, team members should practice the listening techniques discussed in this chapter and take brief notes when other students are presenting. Teams should be prepared to discuss three important facts as well as remember details about each speaker.

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In virtual classes, you may form groups in the forum or discussion board of your course management system. Your instructor may assign other means by which you can introduce one or more teammates.

Instructor Note:

Decide whether you wish each student to (a) interview a group member and introduce that person to the group or (b) introduce himself or herself to the class. Class size may help you decide. Encourage students to consider this a casual introduction. However, it is a good opportunity for students to not only learn about each other but also start to develop the skill of speaking in front of a group.

This informal oral assignment induces students to become aware of their employability skills. You could make it more structured by asking them to record in writing the information they learn in the interview to create a short biographical sketch. The main purpose of this assignment is to encourage students to start thinking about presenting themselves well on professional social media platforms such as LinkedIn and in other forums of public opinion. If students are not on LinkedIn yet, impress upon them that it's about time they created an account! Many students are now urged to join LinkedIn in high school.

Alternatively, expanding the task under (a)—interview another group member and introduce that person to the group—you could ask students to write a short professional biographical blurb after their interview of a group member. After feedback to ensure that the bio is correct, the writer could discuss with the partner or the whole group whether the bio would be attractive to employers looking for communication skills and other employability skills as presented in this chapter.

In virtual classes, you could create a forum or discussion board thread on your learning-management system for this activity. You could randomly assign groups, the members of which would then exchange information about each other.

1.3 Facing Serious Screen Time (L.O. 1, 3, 4)

Communication Technology
E-Mail
Social Media
Team
Web

Are you a *digital native*? If you were born after 1985, you do not remember a time without computer technology and cell phones in wide use. People born in the 1990s have only known a society that depends on the Internet and mobile technology.

Very likely you live, learn, work, play, network, and shop in the digital world. Even if you are not crazy about the latest gadgets and gizmos, your daily life depends on technology. Your smartphone, smart TV, gaming console, and other electronics wouldn't exist without it and are increasingly networked.

To prepare for this assignment, reflect on your Internet, social media, and other technology use. First establish useful criteria—for example, categories such as consumer electronics, social networking sites, preferred modes of communication with friends and family, and so forth. Within each category, list the technology or application you use most frequently. For instance, for social media networks and messaging, indicate your use of

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Instagram, YouTube, Facebook, Messenger, WhatsApp, Twitter, Snapchat, LinkedIn, and more. Estimate how often you access these sites per day, and indicate the tools you use (e.g., smartphone, tablet, laptop). How much do you text every day?

Your Task. Create at least three categories of communication technology and record your responses in writing. Then compare your three lists within a group of five classmates or in assigned teams. Share your results individually or in teams, either verbally or in writing. Your instructor may ask you to summarize your observations about how plugged in you and your classmates are in a post on a discussion board or in an e-mail.

Note: Users of newer Apple devices can monitor their digital habits with Screen Time; Digital Wellbeing is the equivalent for Android devices. Research shows that teens average 7 hours 22 minutes on screen media a day, not counting using screens for school or homework.[ii] How has the COVID-19 pandemic changed your media use? Have your parents ever "digitally grounded" you, that is, limited your screen use?

Instructor Note:

Findings will vary. Your students may represent many age groups. The generalization that young people today are digital natives and as such must all be extremely tech savvy may not apply equally to all students, not even the millennials among them. Taking stock of students' social media and technology use can be important for getting to know the class and its members' preparedness. Assign the inventory activity to small groups or collect written responses from individuals if you fear that students might hesitate to admit that they do not fit the stereotype of the hyperconnected contemporary and do not own the latest electronics, particularly given that gadgets tend to be expensive. You may also want to ask about attitudes: how important are smartphones and staying connected with friends via text, chat, Facebook or Instagram to the students? Do they see any disadvantages in being connected nonstop?

Screen Time and Digital Wellbeing are helpful apps in establishing totals per day. However, the statistics don't provide a nuanced picture of mobile technology use. Time spent looking up reference tools and reading, for example, may be less harmful than time spent binge watching, texting, and posting on social media. Recent studies claim that American adults spend more than ten hours daily interacting with their smart devices. They may be setting a poor example for their kids.

The COVID-19 pandemic, with its work from home and home schooling, has made the dependence on digital tools even more apparent and urgent. Students are likely to report that their screen time has skyrocketed. A 2018 Pew Research survey found that teens themselves worry about their long hours interacting with screens. Consider asking students about this. An age-diverse class might shine a more nuanced light on media use.

1.4 Interpersonal Skills: Are You a People Person? (L.O. 1)

When hiring future workers, employers look for technical skills, which are those we learn such as mastery of software applications or accountancy procedures. However, as we have seen in this chapter, businesses are desperate for job candidates equipped with interpersonal skills; some recruiters value interpersonal skills even more than technical skills. Recall that these interpersonal skills include strengths such as communication, social skills, and other psychological assets a person possesses. Studies have divided interpersonal skills into four categories:

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- Thinking and problem solving
- Oral and written communication
- Personal qualities and work ethic
- Social skills and teamwork

Your Task. Using the four categories to guide you, identify your own interpersonal skills, paying attention to those attributes you think a potential employer would value. Prepare lists of at least four items in each of the four categories. For example, as evidence of problem solving, you might list a specific workplace or student problem you recognized and solved. You will want to weave these words and phrases into cover letters and résumés, which are covered in Chapter 13.

Instructor Note:

Your students should submit a list of four categories of interpersonal skills. Encourage them to frame statements that will be useful when they prepare a résumé later in the course. For example, under "Thinking and problem solving," a student might write, *Learned new spreadsheet program and prepared cost projection for remodeling office*, or *Learn new software applications quickly and with little training.*

1.5 Listening Skills Self-Assessment (L.O. 2)

Web

By completing a brief quiz on your Student Companion site, you can test whether your listening skills are excellent or may need work.

Your Task. Take *Dr. Guffey's Listening Quiz* at **www.cengage.com.** What two listening behaviors do you think you need to work on the most?

Instructor Note:

This quiz focuses on good listening techniques as presented in the textbook. Although some of the answers are obvious, an interactive quiz presents an alternative learning mode that can pique student interest and reinforce good habits.

1.6 Listening Habits Survey: How Good a Listener Are You? (L.O. 3)

Team

"The simple fact is that nobody ever learned anything by listening to themselves speak," believes Richard Branson, billionaire businessman and founder of the Virgin Group.[iii] Psychologists say that listening is an act of connection. Even if we can't touch or see others, we feel connected hearing their voices. In relationships, listening is an act of love, we are told.[iv]

In business, assertiveness and strong opinions tend to rule and drown out other voices. Leaders wishing to exude decisiveness speak more than they listen and are not even aware of their domineering behavior. Yet researchers note that active, empathic listening is key to being successful in teams and in leadership roles. They advise businesspeople to examine their bad habits, validate opinions of others, verify what is being said, watch for speakers' nonverbal cues, and control their own reactions and body language.[v]

How do you measure up? Do you know how good your listening skills are? Try this self-assessment:[vi]

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Score yourself on each question as 1 (the statement is not true for me at all), 2 (I mildly disagree), 3 (I partly agree and partly disagree with the statement), 4 (I mildly agree), or 5 (the statement is totally true for me).

___ 1. I prefer talking to listening to what others may say.

___ 2. It mostly doesn't occur to me to ask questions.

___ 3. When others are talking, I'm often thinking about what I'll say next.

___ 4. The main point of talking is to impress people, or at least to entertain them.

___ 5. My perspective is usually right, so if others disagree, I convince them to see it my way.

___ 6. It bothers me when people get their facts wrong.

___ 7. It's important to point out when people are wrong about something.

___ 8. Most people are boring, so I usually do most of the talking.

___ 9. When my body tries to talk to me with pain or other discomforts, I tune my body out.

___ Total score

Your Task. Record your score. Your instructor will share the interpretation of the results with you. Did you score high or low? Try the following experiment at home with your loved ones: Select an object, a "listening stick" or a "listening stone," that will indicate turn-taking. Only the person in possession of the listening object will be allowed to speak. Not until the speaker is ready to give up the stick or stone can another person talk. Is it difficult for you to remain silent until you get your hands on the listening object? Are you truly present during the conversation? Do you listen without waiting impatiently to speak? Share your observations in class. The instructor may ask you to submit your findings and/or report in writing. What could you do to further improve your listening skills?

Instructor Note:

Share the explanation of the scores with the students:

The meaning of your listening habits score

The higher your score, the lower your listening skills. The closer your score is to 45, the highest possible score, the more strongly you probably need a skills upgrade. By contrast, the lower your score is, the better your listening skills.

- *A score below 20 would be on the high end, indicating strong listening skills.*
- *A score of 25 would be toward the top of normal.*
- *A score above 25 indicates significant room for improvement.*
- *A score of 35 or above would likely indicate significant listening deficits.*

[Heitler, S. (2011, November). The art of listening: How open are your ears? *Psychology Today.*]

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The listening stick is a tool executive coach Amy Jen Su is using to break her clients' bad habits by making the business leaders more mindful. She says that better listening is a conscious choice, a mindset. She believes that self-awareness is a crucial first step [Stibitz, S. (2015, January 30). How to really listen to your employees. *Harvard Business Review*]. Students may find the listening stick or stone to be an unnatural constraint or even a gimmick, but the object only serves to drive home the point that some of us tend to dominate the conversation while our conversation partners may be silenced in the process. In addition to the best practices for more effective listening presented in this book, students could be asked to look for reputable articles or posts that offer advice on improving listening skills. Presenting oral or written summaries, the students could review the tips the sources provide.

1.7 Becoming a Better Listener With TED (L.O. 2)
Communication Technology
E-Mail
Social Media
Team

Reading this chapter, did you wonder how much you are able retain from a conversation—50 percent? Twenty-five percent without notes?

TED Talks are opportunities to learn from the best minds in tech, entertainment, and design. With this assignment you can practice listening and retention. Julian Treasure is one of several authorities on active, conscious listening, silence, quiet, and noise in our hectic lives.

Your Task. Choose any one of Treasure's five popular TED Talks on YouTube or the TED site. Find a quiet space free from distractions. Turn off your notifications to avoid interruptions. Watch Julian Treasure's entire talk attentively without taking notes. After it ends, jot down what you recall from the presentation. Alone or with teammates, review your notes. Watch the TED talk again to establish what important points you may have left out. In class or on your learning-management platform, chat about your observations. Estimate how much you remembered from the talk. Discuss your insights from Treasure's presentation. Share his recommendations, and comment on your ability to recall his main points. You may be asked to summarize your findings in a memo or a social media post. Other experts could be assigned for this activity.

Instructor Note:

This assignment is plagiarism-resistant and invites students to explore their listening skills. As an alternative to Julian Treasure's interesting TED Talks, students could be asked to test their recall by using one of the award-winning author's blog posts. To provide additional options, you could ask students to view the TED talk by Alex Doman, an expert in the practical application of sound and listening, who has co-written *Healing at the Speed of Sound*, a book on "how we can use music and silence to become more efficient, productive, relaxed, and healthy."

Another passionate advocate for silence and mindful listening is MIT professor Sherry Turkle, whose TED Talk is entertaining and informative. In her book *Alone Together,* Turkle argues that we form infinite shallow relationships online but remain without

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deep connection with the people around us. Journalist Kate Murphy, author of *You're Not Listening: What You're Missing and Why It Matters* has given an engaging interview on The Chris Evans Breakfast Show, also available on YouTube; Murphy has written opinion pieces in *The New York Times* and other publications that could be used for this listening and retention exercise. Another intriguing TED Talk is Susan Cain's presentation based on her bestseller *Quiet: The Power of Introverts in a World That Can't Stop Talking*.

A search on YouTube or the TED portal reveals numerous other TED Talks on silence and listening. Most experts agree that active listening is in short supply and even waning—paradoxically, it seems, on account of mobile communication technology and social media. At the same time, these authorities in the field believe that people can be trained to become better listeners. They provide tips on how to improve listening skills.

1.8 Deciphering Nonverbal Cues: Is It a Cinch? (L.O. 3)

Can body language be accurately interpreted? Take eye contact. Many people think that avoiding eye contact means a person is lying, but nonverbal language expert Steven Keyl explains that depending on context, eye contact can be ambiguous. For example, shy or nervous people may avert their eyes. In some cultures, locking eyes with an authority figure is viewed as disrespectful. Paradoxically, brazen liars tend to engage in more eye contact than normal to *appear* truthful. Too much eye contact, therefore, might raise suspicions.[vii] Prolonged eye contact, i.e., staring, can seem threatening or it can indicate romantic interest.

Your Task. What attitudes do the following nonverbal signals suggest to you? Do these nonverbal signals always mean the same thing? What part does context play in your interpretations?

a. Leaning back in a chair, figure four leg cross, hands cupping the back of the head

b. Bowed posture, twiddling thumbs

c. Steepled hands, sprawling sitting position

d. Rubbing hand through hair

e. Chin up, forehead back, looking down one's nose

f. Wringing hands, tugging ears

g. Twitching, sweating

h. Fidgeting, darting eyes

Instructor Note:

These body movements do not necessarily mean the same thing when used by different individuals. Remember that to a certain degree nonverbal communication can be culture or subculture specific, and context always plays a major role in the interpretation of this type of communication. Students may have other interpretations, but these body movements can be construed to mean the following:

a. Leaning back in the chair, figure four leg cross, hands cupping the back of the head: confident, dominant, arrogant

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b. Bowed posture, twiddling thumbs: bored, impatient
c. Steepled hands, sprawling sitting position: contemplative or relaxed
d. Rubbing hand through hair: frustrated or nervous
e. Chin up, forehead back, looking down one's nose: feeling superior, being skeptical
f. Wringing hands, tugging ears: upset or nervous
g. Twitching, sweating: anxious, fearful
h. Fidgeting, darting eyes: nervous, fearful, impatient

1.9 Nonverbal Communication: Casual Attire at Work (L.O. 3)

Communication Technology
E-Mail
Social Media
Team
Web

Although many employers allow casual attire, not all employers and customers are happy with the results. To learn more about the implementation, acceptance, and effects of casual-dress programs, select one of the following activities, all of which involve some form of interviewing.

Your Task. a. In teams, gather information from human resources directors to determine which companies allow casual or dress-down days, how often, and under what conditions. The information may be collected by personal interviews, e-mail, telephone, or instant messaging.

b. In teams, conduct inquiring-reporter interviews. Ask individuals in the community how they react to casual dress in the workplace. Develop a set of standard interview questions.

Compare and contrast the effects of business-dress standards on such factors as the projected image of the company, the nature of the interactions with customers and with fellow employees, the morale of employees, and the productivity of employees. What generalizations can you draw from your findings?

Instructor Note:

This activity can be expanded into an informational report topic. A variation on this activity relies on student experiences. In virtual settings, instead of conducting interviews in the community, students can conduct a forum discussion among their peers who work, asking them to comment on casual-dress policies in the jobs or internships they have had.

1.10 Nonverbal Communication Around the World (L.O. 3, 4)

Intercultural
Web

Whenever people communicate, gestures play an important role. Because culture shapes the meaning of gestures, miscommunication and misunderstanding can easily result in international situations.

Your Task. Use the Internet to research the meanings of selected gestures. Make a list of ten gestures (other than those discussed in the text) that have different meanings in different countries. Consider the fingertip kiss, nose thumb, eyelid pull, nose tap, head shake, and other gestures. How are the meanings different in other countries? Can you name neutral symbols that have changed meaning because they were appropriated by a

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certain political group (think the index-finger-thumb pinch—the OK sign)? Which gestures that are innocent in the United States are considered vulgar and offensive in other countries?

Instructor Note:

Students should be able to find several gestures and their meanings discussed on various websites. Here is one example: "The fingertip kiss, in which the tips of the thumb and fingers are kissed and quickly moved forward away from the face, is a sign of affection and may be used as a greeting in Sicily and Portugal. The fingertip kiss is not used often in Italy and the British Isles, but it is common in France, Germany, Greece, and Spain to signify praise" [See Martin, J., & Chaney, L. 2006. *Global business etiquette*. Westport, CT: Praeger, 53].

An example for a changing meaning of a gesture, a narrowing, is the OK or A-OK sign. The formerly neutral finger-thumb pinch has recently become associated with white supremacy. The Anti-Defamation League has placed the OK hand sign on its list of hate symbols [OK hand sign added to list of hate symbols. (2019, September 27). *BBC News*]. Although the far-right has appropriated the traditional gesture, context matters, as is true for most nonverbal cues. In the United States, the gesture still mainly signifies that everything is all right.

However, in Brazil the same OK sign is considered vulgar and offensive. So is the fingers-crossed sign in Vietnam. The "V" for victory in World War II became the peace sign during protests worldwide. Yet in parts of the British Commonwealth, the outward-facing V sign is the equivalent of giving someone the finger; similarly, the thumbs-up gesture in the Middle East, Iran, Iraq, Afghanistan, and other countries is considered obscene [Anderson, D., Stuart, M., Abadi, M., & Gal, S. (2019, January 5). 5 everyday hand gestures that can get you in serious trouble outside the US. *Business Insider*].

This is why hitchhikers who extend their arm in a closed-fist, thumbs-up gesture in the United States and most of Europe should abandon this gesture when traveling to the Middle East. In that region hitchhikers extend their arm with the open palm pointing to the ground approximately at a 45-degree angle.

1.11 Intercultural Communication: Watching Those Corporate Clichés (L.O. 4)
Intercultural

The language of business is rife with jargon and clichés—once-fashionable idiomatic expressions that become stale and lose meaning. They sound particularly murky to the uninitiated.

Your Task. Translate the annoying buzzwords into plain English.[viii] Assume that you are explaining them to nonnative speakers of English.

a. low-hanging fruit What work and extracurricular activities have you engaged in?
b. circle back
c. move the needle
d. bite the bullet
e. at the end of the day
f. think outside the box
g. peel back (the layers of) the onion
h. par for the course

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i. throw someone under the bus

Instructor Note:

a. in sales, prospects who are easy to persuade, “ripe for the picking”
b. discuss an issue at a later time
c. make a difference; have a measurable impact
d. make a tough decision; take a difficult step
e. ultimately; finally; all things considered
f. think differently; stretch your imagination
g. take a close look; carefully examine
h. normal and expected; a common occurrence
i. betray or blame someone else

1.12 Intercultural Communication: Analyzing Cultural Stereotypes (L.O. 4, 5)

Intercultural
Team
Web

Almost all of us at some point in our lives are subject to stereotyping by others, whether we are immigrants, communities of color, women, members of certain professions, or Americans abroad. Negative stereotypes sting. However, even presumably positive stereotypes can offend or embarrass because they deny people’s individuality and uniqueness. If we remain open to new experiences, we won’t be limited by rigid, stereotypical perceptions of other cultures.

Your Task. Think about a nation or culture about which you have only a hazy idea. Jot down a few key traits that come to mind. For example, you may not know much about the Netherlands and the Dutch people. You can probably think of gouda cheese, wooden clogs, Heineken beer, tulips, and windmills. Anything else? Then consider a culture with which you are very familiar, whether it is yours or that of a country you visited or studied. In one column, write down a few stereotypical perceptions that are positive. Then, in another column, record negative stereotypes you associate with that culture. Share your notes with your team or the whole class, as the instructor may direct. How do you respond to others’ descriptions of your culture? Which stereotypes irk you and why? For a quick fact check and overview at the end of this exercise, google the *CIA World Factbook* or *BBC News Country Profiles.*

Instructor Note:

This activity drives home the limiting, hurtful nature of stereotypes, even presumably positive ones. Very few people are comfortable representing an entire culture or subculture, although others may perceive and designate them as “ambassadors” of their cultures or countries of origin. Students may find some stereotypes flattering, but most will recognize that they are ambivalent at best.

Few Jewish students, for example, would enjoy being called “good with money” because it’s an old antisemitic trope couched in seemingly positive language. Likewise, being seen as a “Latin lover” is a mixed blessing, and not all Asians are studious and nerdy. Students should also recognize that we may be amused by positive and even negative stereotypes leveled at others, but we may react with less humor once the barbs of prejudice are pointed at us.

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1.13 Learning From Epic Intercultural Fails (L.O. 4, 5)

Intercultural

As business organizations become increasingly global in their structure and marketing, they face communication problems resulting from cultural misunderstandings. They also must deal with culture clashes and radically different values around the world.

Your Task. Based on what you have learned in this chapter, describe several broad principles that could be applied in helping the individuals involved understand what went wrong in the following events. What suggestions could you make for remedying the problems?

a. Social media leaders are not immune to intercultural missteps that go viral. Twitter CEO Jack Dorsey landed in hot water in India for posing with a group of female activists and holding a controversial sign. The slogan "Smash Brahminical Patriarchy" caused outrage because it is calling for the dismantling of the Hindu caste system and male dominance with it. Many Twitter users called it hate speech and were furious. Twitter publicly apologized but then reaped criticism for caving in to the ruling class and silencing marginalized voices.
b. When Susan Kramer served as the British transportation minister, she faced embarrassment after presenting the mayor of Taipei, Taiwan, Ko Wen-je, with a watch—a taboo in Chinese culture. Ko remarked to reporters that he would "sell it to a scrap dealer" because a watch would be useless to him. *Giving a clock* and *attending an old person's funeral* sound very similar in Chinese.[ix]
c. During a state dinner for a delegation from Singapore visiting the government of the Czech Republic, the conversation turned to the tasty main course they were eating. One of the Czech hosts explained to the inquiring foreign guests that they were enjoying a Czech specialty, rabbit, known for its light white meat. The Singaporeans' faces mirrored shock, embarrassment, and irritation. As inconspicuously as possible, they put down their silverware. Only later did the Czech hosts learn that rabbit is a pet in Singapore much like the house cat in European or North American households.[x]
d. More than half of Japanese hotels do not allow guests with tattoos in their *onsens*, or hot spring bathing facilities. Some operators do, but only if the guests cover up their body art. In Japan tattoos are associated with organized crime. The bans were put in place to keep yakuza gangsters out and to prevent complaints from Japanese guests. A controversy erupted when a Māori woman (a member of the Indigenous Polynesian People from New Zealand) was barred from a public bath in Hokkaido for her traditional face tattoos.[xi] Critics of the restrictive Japanese policies pointed out the pervasive presence of tattoos in many Western countries.

Instructor Note:

a. As a visitor in India, Jack Dorsey should have stayed out of the touchy subject of the Hindu caste system in his public appearances. His company can institute equality-friendly policies, but taking a public stand is risky and unseemly. Imagine foreign visitors publicly endorsing a side in a raging, polarizing debate in the United States. Such involvement by outsiders is mostly unwelcome.
b. In this situation, cultural insensitivity plays out on both sides. Susan Kramer should have known or been told by her staff that the gift of a watch—even a

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precious House of Lords timepiece—is a no-no in Chinese culture because it suggests death. However, the mayor of Taipei should have been more gracious instead of embarrassing his British guest by bluntly and publicly dismissing the present.

c. The chief of protocol on the Czech side should have done his or her homework. Eager to show off the host country's specialty—rabbit—the Czech hosts ignored the visitors' customs and dietary habits. Food and eating rituals are important cultural markers, and respecting them ensures harmonious relations. The lack of preparation and poor choice of dish for the banquet could be interpreted by the guests as insensitive, uncaring, and offensive.

d. This is a typical dilemma of tourism when very different cultural values collide. Japan is a popular travel destination. The number of foreign visitors has risen from 4 million to 31 million over the past 20 years. A sizable number of these tourists would not want to miss the famous Japanese baths, but chances are that many of them sport body art. Some onsen operators apparently are not familiar with the role tattoos play in other cultures, be they ancient and tribal like Ta moko, practiced by the Māori, or a relatively recent trend in Western societies. People from many countries voiced their displeasure on social media, claiming discrimination and threatening to boycott Japan. Some Japanese defended the bans arguing that only a blanket ban would prevent yakuza gangsters from invading the baths [56% of hotels in Japan bar visitors with tattoos from bathing facilities. (2015, October 22). Japan Today].

1.14 Intercultural Missteps and Bias Amplified on Social Media (L.O. 4, 5)

Intercultural
Social Media

Once a gaffe blows up on social media, it is difficult to contain. Consider the worst, most embarrassing intercultural mistake or bigotry incident, and then imagine it amplified a thousandfold or millionfold for everyone to see. What follows is a list of diversity and inclusion blunders as well as awkward social media slip-ups with intercultural implications.[xii]

Your Task. Consider the gravity of each offense; then, individually or in groups, discuss each for its take-away, the lesson to be learned from it.

a. In a case of awful timing, WW, formerly Weight Watchers, released a New Year's campaign #ThisIsMyWW on Twitter just as the United States launched a targeted drone strike that killed Iran's top general, Qasem Soleimani in Iraq, causing international consternation. Thus, WW's promoted trend campaign clashed with the unfortunate trending hashtag WWIII (for World War III). The company immediately pulled its campaign and Twitter helped by removing the promoted trend within one hour of its launch. Even so, more than 870,000 people would belabor the topic over the course of three days on Twitter alone.[xiii]

b. Papa John's pizza company forced out its founder and CEO, John Schnatter, after he had used a racial slur and made other racially tinged comments during a conference call with executives and the company's advertising agency. Predictably, his remarks made it onto social media, and Papa John's sales dropped 10.5 percent in the following weeks.

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c. Two African American men were arrested at a Philadelphia Starbucks, the victims of apparent racial bias. The two men were waiting for an associate and asked to use the restroom without making a purchase. The situation escalated, and police were called. Social media blew up with negative tweets. Starbucks' brand perception among customers plummeted to its lowest in ten years. Starbucks closed 8,000 U.S. stores for sensitivity training.

Instructor Note

a. Advertising experts recommend that organizations imagine worst-case scenarios before each launch to anticipate Internet memes and trolls who thrive on negativity. Social media listening tools help ensure that if a crisis breaks, keywords can trigger alerts based on those hypothetical scenarios. WW pulled the plug on the ill-fated promotion right away. The company signaled that it knows what is happening in the world and it cares [Schneider, E. (2020, January 10). 4 lessons from WW's unfortunate promoted tweet that ran while WWIII was trending: How to be nimble when the unexpected happens. *Adweek*].
Lesson: Although global events cannot be foreseen, social media launches require monitoring 24/7. Businesses must pay attention to developments around the world to allow swift and decisive action.

b. b. The brand recovered rapidly from the scandal. Its advertising campaigns no longer featured the ousted founder but instead had authentic Papa John's employees describe what they liked the most about their brand.
Lesson: The actions of one person don't need to affect the entire business, even if it's named after the culprit, as is the case here. The brand recovered; it benefited from its dedicated and decisive management team that felt let down but wanted to overcome the scandal.

c. A global company cannot control everything that its employees may do or say. However, Starbucks took responsibility and acted swiftly to contain the damage. The CEO apologized on television and in written statements. He also apologized to the two men who were arrested. Although costly, the daylong antibias training paid off for Starbucks, which continued publicizing its other, more positive news. Within one quarter after the incident, the brand achieved a 4 percent increase in U.S. sales.
Lesson: Own the mistake; get ahead of the social media storm; apologize; make amends and show you are trying to remedy the problem.

1.15 Intercultural Communication: Fired for Being French? (L.O. 4, 5)

E-Mail
Intercultural
Team

Guillaume Rey was dismissed from his Vancouver restaurant job after warnings that he was being "combative and aggressive" toward other staff. When he reduced a fellow server to tears over a disagreement, he was let go for violating workplace policy. The Milestones restaurant admitted that Rey was professional and friendly with guests and often served as shift lead. The waiter filed a complaint with British Columbia's Human Rights Tribunal. He alleged discrimination and claimed that French culture "tends to be more direct and expressive." He insisted he was let go for having acquired high standards in France along with a "direct, honest and professional personality."

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An employment consultant in British Columbia agrees that most French-speaking people from Europe tend to be direct, whereas Canadians are steeped in a non-conflict culture, particularly on the job. A French expatriate living in London believes that many French dislike chitchat such as talking about the weather. They get to the point. Talking or even smiling at strangers strikes them as intrusive, she says.[xiv]

Your Task. Critically analyze the scenario in small teams or as a class. If your instructor directs, write a discussion forum post or an e-mail evaluating the intercultural encounter. Consider questions such as the following to get to the bottom the controversy:

What is the fundamental conflict here? Was Guillaume Rey a competent waiter? Do you find his claims and his defense credible? Does his official complaint have merit? Did the restaurant act reasonably? In how far is the incident an intercultural one? Is it the result of a cultural misunderstanding?

Instructor Note:

As funny as the situation may seem at first glance, underlying it is a culture clash. It is true that many Europeans are raised to be much blunter and more direct than is customary in North America. In the hospitality industry, workers bend over backwards to please guests. Not so in France, where people aren't used to smiling at strangers or making small talk. Interestingly, Guillaume Rey is an excellent waiter who interacts with his tables very well. He is often the shift lead. His perceived rudeness seems to be directed at his colleagues.

Rey's main argument is not credible. The fact is that he was very rude to a coworker, whom he made cry. Also, he had been warned previously to improve his interactions with staff. The restaurant fired him for cause, not on a whim. His allegations of discrimination against him because he is French sound farfetched, even though the Tribunal in British Columbia must hear his official complaint.

Grammar/Mechanics Checkup – 1

These checkups are designed to improve your grammar and mechanics skills, which include punctuation, spelling, capitalization, and number use. The checkups systematically review all sections of the Grammar/Mechanics Handbook. Answers are provided at the bottom of the page. You will find a set of alternate Bonus Grammar/Mechanics Checkups with immediate feedback at www.cengage.com. These Bonus Grammar/Mechanics Checkups use different content but parallel the items that appear in the textbook. Use them to reinforce your learning.

Nouns

Review Sections 1.02–1.06 in the Grammar/Mechanics Handbook. Then select the correct form to complete each of the following statements. Record the appropriate Grammar/Mechanics section to illustrate the principle involved. When you finish, compare your responses with those at the bottom of the page. If your answers differ, study carefully the principles shown in parentheses.

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EXAMPLE

The delivery driver arrived in the afternoon and unloaded the (a) box's, (b) boxes.

Answer: b (1.05b)

1. In Spanish Buenos Aires means good air, but the beautiful capital of Argentina is among the ten most polluted big (a) *citys*, (b) *cities*.
   Answer: b (1.05e)
2. The (a) *CPAs* (b) *CPA's* we hired to do our taxes work tirelessly during tax season.
   Answer: a (1.05g)
3. The two freshly minted (a) *attornies*, (b) *attorneys* lost their case although they had mounted a masterful defense.
   Answer: b (1.05d)
4. Are you available to coach basketball on (a) *Mondays*, (b) *Monday's*?
   Answer: a (1.05a)
5. (a) *Turkies*, (b) *Turkeys* bred rapidly in factory farms can barely walk.
   Answer: b (1.05d)
6. The Garzas and the (a) *Ramirez's*, (b) *Ramirezes* prefer to take the whole family to the park instead of the beach.
   Answer: b (1.05b)
7. The United States Environmental Protection Agency was established in the (a) *1970's*, (b) *1970s*.
   Answer: b (1.05g)
8. (a) *Mothers-in-law*, (b) *Mother-in-laws* don't deserve the negative reputation attributed to them in popular culture.
   Answer: a (1.05f)
9. Iron (a) *benchs,* (b) *benches* are not comfortable without cushions, but they last a long time.
   Answer: b (1.05b)
10. The IRS requested copies of all documents showing the company's assets and (a) *liabilitys*, (b) *liabilities*.
    Answer: b (1.05e)
11. The department decided to send the newlyweds a large bouquet of (a) *peonys*, (b) *peonies*, their favorite flowers.
    Answer: b (1.05a)
12. With Google Earth you can visit any mountains and (a) *valleys* (b) *vallies* on this planet.
    Answer: a (1.05d)
13. Credit (a) *inquirys*, (b) *inquiries* help banks determine whether to grant loans to applicants.
    Answer: b (1.05e)
14. When it's sunny and I'm outside, I can't tell the difference between (a) *i's and l's*, (b) *i's and l's* on my tablet.
    Answer: a (1.05h)
15. My sister-in-law joined several (a) *woman*, (b) *women* in her circle who were inspired by Greta Thunberg to fight against climate change.
    Answer: b (1.05c)

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EDITING CHALLENGE – 1

Every chapter provides an editing exercise to fine-tune your grammar and mechanics skills. These are the skills that employers frequently find lacking in employees. In this e-mail look for errors in proofreading, grammar, spelling, punctuation, capitalization, word use, and number form. Study the guidelines in the Grammar/Mechanics Handbook in Appendix D, including the lists of Confusing Words and Frequently Misspelled Words.

Your Task. Edit the following by (a) inserting corrections in your textbook or on a photocopy using the proofreading marks in Appendix C or (b) downloading the message from www.cengage.com and correcting at your computer. Hint: You should make about 30 edits. Your instructor may ask you to use Track Changes in MS Word as you edit. See the Communication Workshop in Chapter 4 for more information about using Track Changes.

To: Shannon Heymans <sheymans@siriussales.com>

From: René Xanthopoulos <rxanthopoulos@siriussales.com>

Subject: Suggestions as Your Work From Home

Hi, Shannon,

Congratulations! I'm happy for you that you were granted permission to work remotely for the foreseeable future, here are some tips on how to be productive working from home.

- **Establish a defined workspace.** Creating a dedicated workspace sends a clear message to others in your house hold that you are doing work.
- **Respond to e-mail and texts.** Check your e-mail and other messages at least 3 times a day. Answer all message promply, and send copys of relevant messages to the appropriate office staff.
- **Transmit all work orders to Parker.** Parker will analyze each weeks activitys and update all sales assignments and inventorys.
- **Prepare an end of week report.** Send a summery of your weeks work to me indicating the major accounts you managed.

If you any questions about these tips do let me know as soon as possible. Please shoot e-mails to any staff member. When you need clarification on a project, or if you just want to keep us updated.

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We will continue to hold once a week staff meetings on Friday's at 9 a.m. in the morning. Join us for 1 or 2 of these meeting. The next one is on Friday June 9th.

You're sure to enjoy working from home Shannon. Following these basic guideline should help you complete your work efficintly and provide the office with adequate communication.

Best wishes,

René
Director, Personnel | Sirius Sales| byoung@siriussales.com | 909-848-9043

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Edited Copy:

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- **Transmit all work orders to Parker.** Parker will analyze each week's activities and update all sales assignments and inventories.
- **Prepare an end-of-week report.** Send a summary of your week's work to me indicating the major accounts you managed.

If you have any questions about these tips, do let me know as soon as possible. Please shoot e-mails to any staff member when you need clarification on a project, or if you just want to keep us updated.

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René

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COMMUNICATION WORKSHOP

Communication Workshop: Technology
Letting LinkedIn Help You Land a Job

Where are the jobs? The COVID-19 pandemic upended one of the best job markets in decades. The resulting economic slump has led to greater competition for fewer positions. Without traditional face-to-face networking with contacts whom job seekers know, LinkedIn and other online job search tools have become even more critical places where to find and be found. Even before the pandemic, polls revealed that more than 95 percent of recruiters use LinkedIn regularly to locate and vet job candidates.

Although it has significantly fewer monthly active users than Facebook, LinkedIn is the go-to professional social networking site. One reason for its popularity is the 20 million companies and 20 million job openings listed there. Other social media platforms, such as Facebook, Twitter, and Glassdoor, as well as popular job boards, are additional job-search tools you can literally manage in the palm of your hand. All are also available as mobile apps. LinkedIn is an excellent place for any job seeker to learn what is available, what qualifications are necessary, and what salaries are being offered. If you haven't done so already, you will need to develop an effective, professional LinkedIn profile sooner or later.

Career Application. It is never too soon to explore potential career opportunities. Assume that you are about to graduate, and you are now looking for a job. At the direction of your instructor, study online job advertisements in your field. What's available? How much is the salary? What are the requirements?

Your Task

- **Visit LinkedIn.** If you haven't created a profile yet, sign up to conduct your search. Once you're signed in, click the Jobs icon on top of the browser page or on the bottom of the mobile app.
- **Study the opening page.** Once you have joined LinkedIn and created at least a first basic profile, your search results will be relevant to the information you have provided in it.
- **Select keyword, category, city, and state.** Decide whether you want to search by a job title (such as nurse, accountant, project manager) or a category (such as Accounting/Finance, Administrative/Clerical, Advertising/Marketing). Enter your keyword job title or select a category—or do both. Enter a city, state, or region. Click Search.
- **Study the job listings.** Click the links to read more about the job openings.
- **Explore popular job boards.** Try Indeed, the No. 1 job site, offering millions of job listings gathered from company job postings and career sites. Other big boards are CareerBuilder, Monster, and CollegeRecruiter. These sites allow you to search by location and type of job. Become familiar with the sites' search tools, and look for jobs in your field.
- **Select the best ads.** In your targeted career field and desired geographical area, select the three best ads and save or print them out.
- **Analyze the skills required.** How often do the ads you viewed mention communication, teamwork, computer skills, or professionalism? What tasks do the ads mention? What

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is the salary range identified in these ads for the positions they feature? Tip: Glassdoor offers an insider's look at many companies and positions. Because posts are anonymous, you will find confidential salary data. Your instructor may ask you to submit your findings and/or report to the class.

Communication Workshops (such as the one on this page) provide insight into special business communication topics and skills not discussed in the chapters. Topics include ethics, technology, career skills, and collaboration. Each workshop includes a career application to extend your learning and help you develop skills relevant to the workshop topic.

Instructor Note:
This first Communication Workshop encourages students to visit LinkedIn and potentially similar social media networks and job boards, such as Indeed or CareerBuilder. The goal is to motivate students early in the semester to recognize the value of this course in developing the communication skills that many job placement advertisements require.

Students should become familiar with using Internet job-search tools, LinkedIn in particular. This activity takes them through the steps of locating positions in their career fields. They should find three advertisements and save or print them. They should analyze the skills required, tasks to be performed, and salary ranges for the listed jobs. You may ask them to discuss these findings in groups or submit them in a report.

Alternatively, student teams could be asked to examine other popular job boards, such as CollegeRecruiter and Monster. Besides the largest professional networking site, LinkedIn, Glassdoor is potentially eye-opening as it offers accurate salary estimates and anonymous reviews from within organizations, written by current or former employees.

Because students sometimes need gentle nudging to go beyond what is assigned, direct them to LinkedIn's Learning icon, and Monster's Resumes, Jobs, and Career Resources links, which offer a wealth of job-related information. A simple Google search yields links to websites and news articles that also provide job-seeking advice.

Incidentally, according to digital marketing agency Omnicore, the most coveted interpersonal skill requested on LinkedIn is creativity; among technical skills, blockchain and cloud computing expertise top the employers' wish lists [Aslam, S. (2021, January 6). Linkedin by the numbers: Stats, demographics & fun facts. Omnicore].

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