BCOM 11th edition Lehman Solutions Manual

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Instructor Manual

Lehman/DuFrene/Walker, *BCOM* 11e, 9780357901243; Chapter 1: Establishing a Framework for Business Communication

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Purpose and Perspective of the Chapter

The purpose of this chapter is to define communication. People communicate for three basic purposes: to inform, to persuade, and to entertain. However, in the professional workplace, some of these purposes have greater importance. Informing and persuading are common purposes of communication in the workplace. In addition, establishing and maintaining our credibility and positive relationships with others are also important purposes in an organizational setting.

What is communication? Communication is the process of exchanging and interpreting information and meaning between or among individuals through a system of symbols, signs, and behavior. In ideal situations, the goal is to reach mutual understanding.

Chapter Objectives

The following objectives are addressed in this chapter:

1-1 Define communication and describe the value of communication in business.
1-2 Explain the communication process model and the ultimate objective of the communication process.
1-3 Discuss how information flows in an organization.
1-4 Explain how legal and ethical constraints, diversity challenges, changing technology, and team environment act as contextual forces that influence the process of business communication.

Complete List of Chapter Activities and Assessments

The following table organizes activities and assessments by objective, so that you can see how all this content relates to objectives and make decisions about which content you would like to emphasize in your class based on your objectives. For additional guidance, refer to the Teaching Online Guide.

Chapter Objective	Activity/Assessment	Source (i.e., PPT slide, Workbook)	Duration
N/A	Icebreaker	PowerPoint Slide 2	5–10 mins.
1-3	Knowledge Check 1	PowerPoint Slide 14	5–10 mins.

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1-4	Knowledge Check 2	PowerPoint Slide 28	5–10 mins.
N/A	Grammar and Mechanics Pre-Course Diagnostic*	MindTap Learning Path Course Orientation and Grammar and Mechanics Diagnostic Folder	N/A
N/A	Grammar and Mechanics Tutorials*	MindTap Learning Path Course Orientation and Grammar and Mechanics Diagnostic Folder	N/A
N/A	Grammar and Mechanics Check-Up Activities*	MindTap Learning Path Course Orientation and Grammar and Mechanics Diagnostic Folder	N/A
Chapters 1–2	Why Does Workplace Communication Matter to Me? (Part 01 Communication Foundations)**	MindTap Learning Path Part 1 Folder	10 mins.
1-1–1-4	Learn It: Chapter 01 Establishing a Framework for Business Communication	MindTap Learning Path Chapter 1 Folder	35–45 mins.
1-1–1-4	Apply It: Assignment: Chapter 01 Establishing a Framework for Business Communication	MindTap Learning Path Chapter 1 Folder	35–45 mins.
1-1–1-4	Practice Quiz: Chapter 01 Establishing a Framework for Business Communication	MindTap Learning Path Chapter 1 Folder	25–30 mins.

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N/A	Aplia Writing Tutorial***	MindTap Learning Path Additional Resources (Appendices, Writing Tutorial, and Model Documents) Folder	N/A

* These activities appear before the student will begin the course.

** This activity appears at the beginning of Part 1.

***This activity appears toward the end of the full learning path.

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KEY TERMS

Chronemics: the study of how a culture perceives time and its use.

Context: a situation or setting in which communication occurs

Diversity skills: the ability to communicate effectively with people of all genders, ages, cultures, and underrepresented groups

Downward communication: a type of communication that flows from supervisor to employee, from policy makers to operating personnel, or from top to bottom on the organizational chart

Ethics: the principles of right and wrong that guide one in making decisions that consider the impact of one's actions on others as well as on the decision maker

Ethnocentrism: the assumption that one's own cultural norms are the right way to do things

External messages: messages directed to recipients outside the organization

Formal communication network: a network of communication flow typified by the formal organizational chart; dictated by the technical, political, and economic environment of the organization

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Horizontal (or lateral) communication: interactions between organizational units on the same hierarchical level

Informal communication network: a network of communication flow that continuously develops as people interact within the formal system to accommodate their social and psychological needs

Interferences: also called barriers; numerous factors that hinder the communication process

Internal messages: messages intended for recipients within the organization

Organizational communication: the movement of information within the company structure

Proxemics: the study of cultural space requirements

Stakeholders: people inside and outside the organization who are affected by decisions

Stereotypes: mental pictures that one group forms of the main characteristics of another group, creating preformed ideas of what people in this group are like

Synergy: a situation in which the whole is greater than the sum of the parts

Team: a small number of people with complementary skills who work together for a common purpose

Telecommuting: also called teleworking; working at home or other remote locations and sending and receiving work from the company office electronically

Upward communication: a type of communication that is generally a response to requests from supervisors

Virtual team: three or more people who collaborate from different physical locations, perform interdependent tasks, have shared responsibility for the outcome of the work, and rely on some form of technology to communicate with one another

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WHAT'S NEW IN THIS CHAPTER

The following elements are improvements in this chapter from the previous edition:

- New diversity examples
- New section on diversity skills
- COVID-19 impact on business communication examples
- Social media key term removed
  Updated key term definition for diversity skills

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CHAPTER OUTLINE

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. Value of Communication (LO 1-1, PPT Slides 4-5)

a. Communication is the process of exchanging and interpreting information and meaning through symbols, signs, and behavior to reach mutual understanding.
b. Managers spend 60 percent to 80 percent of their time involved in communication including:
    - Listening and contributing to decision making and problem solving
    - Writing messages
    - Presenting information and persuasive messages
    - Explaining and clarifying
    - Coordinating
    - Evaluating and counseling
    - Promoting products, services, and image
c. **Discussion Activity 1: 10 minutes total.** Give examples of the types of communication managers use.
    - *Answer:* The three purposes of communication are to inform, to persuade, and to entertain. Communication activities in which managers are engaged include attending meetings and writing reports related to strategic plans and company policy; presenting

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information to large and small groups; explaining and clarifying management procedures and work assignments; coordinating the work of various employees, departments, and other work groups; evaluating and counseling employees; and promoting the company's products/services and image.

II. The Communication Process (LO 1-2, PPT Slides 6-8)

a. An effective communicator anticipates possible breakdowns in the communication process—the unlimited ways the message can be misunderstood.

- **Figure 1.1: The Transactional Process Model of Communication.** These seemingly simple steps represent a very complex process.
  - Communication is complete only when the message has been understood as it was intended at its destination.
  - Although it is not always readily available (as in written communication), feedback normally provides senders with information about the effectiveness of their messages.
  - Our ability to understand one another draws upon shared or similar experience.

b. **Group Activity: 10 minutes total.**

- Have a regular sheet of paper for each member of the class. Ask them to shut their eyes and follow the instructions given. No one is to peek or to ask questions. Ask students to fold the paper in half and tear off a small piece in the lower right-hand corner. Tell them to fold it in half again and tear off the upper left-hand corner. Have them fold it in half one more time and tear off the upper-right hand corner. Tell them to open their eyes and see if anyone has a page that looks like the instructors. Discuss why there are differences, ambiguity in whether the page is held landscape or portrait when folding, how the lack of questions and feedback led to different interpretations, and so forth.
- Ask a student to leave the classroom and make a paper airplane from a single piece of paper or build a model with building blocks. Ask another student to study the design of the airplane. Tell the class that the student will give them instructions for making something from a piece of paper. Vary the activity by having the student create a simple origami object (e.g., paper cup). Ask the student to give the instructions to the class, giving only verbal instructions (no nonverbal cues) and answering no questions from the class.

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III. Communicating within Organizations (LO 1-3, PPT Slides 9-13)

a. Organizations must create an environment that energizes and encourages employees to accomplish tasks by promotion genuine openness and effective communication
   - **Interferences:** also called barriers; numerous factors that hinder the communication process.
   - **Organizational communication**: the movement of information within the company structure.

b. Communication Flow in Organizations
   - **Formal communication network:** a network of communication flow typified by the formal organizational chart; dictated by the technical, political, and economic environment of the organization.
   - **Informal communication network**: a network of communication flow that continuously develops as people interact within the formal system to accommodate their social and psychological needs.

c. Directions of Communication Flow
   - **Downward communication:** a type of communication that flows from supervisor to employee, from policy makers to operating personnel, or from top to bottom on the organizational chart.
   - **Figure 1.2: Flow of Information Within an Organization**
     - The direction in which communication flows in an organization can be downward, upward, or horizontal, as shown in Figure 1.2.
   - **Upward communication:** a type of communication that is generally a response to requests from supervisors.
   - **Horizontal (or lateral) communication:** interactions between organizational units on the same hierarchical level.

d. **Discussion Activity 2: 10 minutes total.** Discuss the directions of communication flow within organizations—upward, downward, and laterally (vertically or horizontally as you view an organizational chart). Describe the efforts of organizational managers to exercise control and effective coordination.

e. Levels of Communication
   - Communication can involve sending messages to both large and small audiences
     - **Internal messages:** messages intended for recipients within the organization.
     - **External messages:** messages directed to recipients outside the organization.
   - **Exhibit 1.1: Levels of Communication**
     - Exhibit 1.1 depicts the five audience levels.

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f. **Knowledge Check 1: 5-10 minutes** (PPT Slide 14) Communication that flows from policy makers to operating personnel is known as _____.

A. external communication
B. downward communication
C. horizontal communication
D. upward communication

- *Answer*: B—downward communication. Communication that flows from supervisor to employee, from policy makers to operating personnel, or from top to bottom on the organizational chart is called downward communication.

IV. Contextual Forces Influencing Business Communication (LO 1-4, PPT Slides 15-27)

a. Introduction
- **Context:** a situation or setting in which communication occurs.
- **Exhibit 1.2: Factors Influencing Business Communication**
  - Four important contextual forces influence the communication process today and help determine and define the nature of communication that should occur as shown in Exhibit 1.2.

b. Legal and Ethical Constraints
- Legal and ethical constraints act as contextual forces on communication because they set boundaries.
- Unethical behavior has far-reaching consequences
  - **Stakeholders:** people inside and outside the organization who are affected by decisions.
- The Foundation for Legal and Ethical Behavior
  - **Ethics:** the principles of right and wrong that guide one in making decisions that consider the impact of one's actions on others as well as on the decision maker.
- Causes of Illegal and Unethical Behavior
  - Understanding the major causes of illegal and unethical behavior in the workplace will help a person become sensitive to signals of escalating pressure to compromise personal values.

c. **Discussion Activity 3: 10 minutes total.** What are some common causes of unethical behavior in the workplace?
- *Answer:* The common causes of unethical behavior in the workplace are (a)excessive emphasis on profits, (b) misplaced corporate loyalty, (c) obsession with personal advancement, (d) expectation of not getting caught, (e) unethical tone set by top management, (f) uncertainty about

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whether an action is wrong, and (g) unwillingness to take an ethical stand.

d. Framework for Analyzing Ethical Dilemmas
   - **Figure 1.3: Four Dimensions of Business Behavior**
     - Figure 1.3 shows the four conclusions you might reach when considering the advisability of a particular behavior.
   - **Ethical Dilemmas Activity: 10 minutes total.** Discuss the ethical issues in the "Ethical Dilemmas . . ." section. Explore how morals and values dictate action. Discuss how compromises in personal values can affect a person's value system.

e. Diversity Challenges
   - Diversity in the workplace is another force influencing communication.
   - When addressing cultural differences, successful communication must often span barriers of language and differing worldviews resulting from societal and religious beliefs and practices.
   - Communication Opportunities and Challenges in Diversity
     - **Diversity skills:** the ability to communicate effectively with people of all genders, ages, cultures, and underrepresented groups.
     - Cultural awareness and belonging reinforce the primary goals of diversity skills to help each individual feel respected, valued, and treated fairly. This provides the foundation for a more inclusive work environment.
   - Culture and Communication
     - People learn patterns of behavior from their culture.
   - Barriers to Intercultural Communication
     - **Ethnocentrism:** the assumption that one's own cultural norms are the right way to do things.
     - **Stereotypes:** mental pictures that one group forms of the main characteristics of another group, creating preformed ideas of what people in this group are like.
     - **Chronemics:** the study of how a culture perceives time and its use.
     - **Proxemics:** the study of cultural space requirements.
   - Developing Cultural Intelligence
   - One way to improve the ability to communicate with those from other cultures is to develop *cultural intelligence*.
     - Cultural intelligence is "a person's capability to adapt as they interact with others from different cultural regions.
   - One way to communicate with those from other cultures is to develop *cultural intelligence*.
     - Cultural intelligence is the capability to adapt when interacting with others from different cultural regions.

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- **Figure 1.1: Global Leadership Competency Model** and **Exhibit 1.3: Levels of Global Communication Competence.**
  - The global literacy competence (GLC) model offers a road map to begin the conceptualization of the stages of cultural intelligence development (refer to Figure 1.4 and Exhibit 1.3).

f. Changing Technology

- Electronic tools create opportunities that range from new kinds of communications to improving the quality of the messages themselves.
  - **Telecommuting:** also called teleworking; working at home or other remote locations and sending and receiving work from the company office electronically.
- **Polling Question: 10 minutes total.** The COVID-19 pandemic pushed companies to adopt new behaviors like working from home. Is telecommuting a behavior that is likely to stick well beyond the pandemic? Explain your answer.
  - *Answer:* A 2021 study found that about 20 to 25 percent of the workforce in advanced economies could work from home between 3 and 5 days a week. This represents four to five times more remote work than before the pandemic and could prompt a large change in the geography of work as individuals and companies shift out of large cities into suburbs and small cities.

g. Team Environment

- Teams are seen help firms remain competitive globally.
- Decentralized decision making enables teams to communicate in a peer-to-peer fashion, and new technologies give employees the ability to communicate easily and openly with those inside and outside the firm.
- Work Team Defined
  - **Synergy:** a situation in which the whole is greater than the sum of the parts.
- Communication Differences in Work Teams
  - **Figure 1.5: Group Interaction**
    - All affected parties should be kept informed as projects progress (refer to Figure 1.5 for questions to ask to improve group communication).
  - **Exhibit 1.4: Characteristics of Defensive and Supportive Communication Climates**
    - A description of the type of talk that can produce a defensive or supportive communication climate.
- Maximizing Work Team Effectiveness

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    - The self-directed work team can become the basic organizational building block to best ensure success in dynamic global competition.
- Virtual Teams
    - **Virtual team:** three or more people who collaborate from different physical locations, perform interdependent tasks, have shared responsibility for the outcome of the work, and rely on some form of technology to communicate with one another.
- **Knowledge Check 2: 5-10 minutes total.** (PPT Slide 28) Synergy is related to which of the four main factors influencing business communication today?
    A. Legal and ethical constraints
    B. Changing technology
    C. Diversity challenges
    D. Team environment
- *Answer*: D—Team environment. A key element in team success is the concept of synergy, defined as a situation in which the whole is greater than the sum of the parts. Teams provide a depth of expertise that is unavailable at the individual level.

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Additional Discussion Questions

The following are discussion questions that do not appear in the text, PPTs, or courseware (if courseware exists) – they are for you to use as you wish. You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. What are the three purposes for which people communicate? What percentage of a manager's time is spent communicating? Give examples of the types of communication managers use.
    - Answer: The three purposes of communication are to inform, to persuade, and to entertain. Managers spend approximately 60 to 80 percent of their time involved in some form of communication, including attending meetings, writing reports, presenting information to groups, explaining and clarifying procedures and work assignments, evaluating and counseling employees, and promoting company products, services, and image. Communication activities in which managers are typically engaged include attending meetings and writing reports related to strategic plans and company policy; presenting information to large and small groups;

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explaining and clarifying management procedures and work assignments; coordinating the work of various employees, departments, and other work groups; evaluating and counseling employees; and promoting the company's products/services and image.

2. Describe the elements of the Transactional Process Model of Communication, the various parts and how interference or barriers impede communication.
   - Answer: The Transactional Process Model of Communication includes the following:
     - The sender who creates or encodes a message;
     - The message sent to the receiver (includes choices of medium and message channel);
     - The receiver who receives and decodes the message;
     - Sometimes both parties attempt to communicate simultaneously, as in face-to-face communication;
     - Interferences or barriers may hinder the communication process.
3. How is the formal flow of communication different from the informal flow of communication?
   - Answer: The formal flow follows obvious organizational lines. The informal flow is sometimes referred to as the grapevine because it does not follow predictable lines of flow.

4. What is the difference between intrapersonal and interpersonal communication?
   - Answer: Intrapersonal is person processes information; interpersonal communication occurs between or among people. Interpersonal refers to the communication that occurs between two people

5. What are some common causes of unethical behavior in the workplace?
   - Answer: The common causes of unethical behavior in the workplace are (a) excessive emphasis on profits, (b) misplaced corporate loyalty, (c) obsession with personal advancement,(d) expectation of not getting caught(e) unethical tone set by top management, (f) uncertainty about whether an action is wrong, and (g) unwillingness to take an ethical stand.

6. Describe several intercultural communication barriers and how they might be overcome.
   - Answer: Intercultural barriers include stereotypes, differences in the interpretation of time, differing personal space requirements, body

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language, translation limitations, and lack of language training. Strategies for overcoming these barriers include learning about the other person's culture, having patience with yourself and and the other person and getting help in the form of resources needed.

7. What aspect of cultural diversity do you feel will impact you most in your career: international, intercultural, intergenerational, or gender? Explain your answer, including how you plan to deal with the challenge.
   - Answers will vary, but student responses should focus on one of the four listed here, using concepts from the chapter to defend their answers. For example, if intergenerational issues arise, students could talk with relatives about how to communicate more effectively.

8. Describe several ways that communication technology can assist individuals and organizations.
   - Answer: Communication technology can assist individuals and organizations in collecting and analyzing data, shaping messages to be clearer and more effective, and communicating quickly and efficiently over long distances.

9. What legal and ethical concerns are raised over the use of technology?
   - Answer: Concerns raised over the use of technology include information ownership issues, access to information issues, and threats to privacy.

10. How does communication in work teams differ from that of traditional organizations?
    - Answer: Communication in work teams differs from that in traditional organizations in that communication patterns are different; trust is a primary factor; open meetings are the norm; shared leadership exists; and listening, problem solving, conflict resolution, and negotiation are important factors

11. Why has communication been identified as perhaps the single most important aspect of teamwork?
    - Answer: Communication has been identified as perhaps the most important aspect of team work because open lines of communication are essential to increasing interaction between employees and management as well as horizontally among team members, with other teams, and with supervisors.

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Additional Activities and Assignments

The following are activities and assignments developed by Cengage but not included in the text, PPTs, or courseware (if courseware exists) – they are for you to use if you wish.

1. **Shadowing a Manager's Communication Activities:** Shadow a business manager for a day. Keep a log of their communication activities for the time period you are observing. Divide the communication activities into the following categories: (1) attending meetings, (2) presenting information to groups, (3) explaining procedures and work assignments, (4) coordinating the work of various employees and departments, (5) evaluating and counseling employees, (6) promoting the company's products/services and image, and (7) other activities. Calculate the percentage of time spent in each activity. Be prepared to share your results with the class.

2. **Clocking Your Own Communication Activities:** Prepare a record of your listening, speaking, reading, and writing activities and time spent in each during the hours of 8 a.m. to 5 p.m. for the next two days. You should attempt to record the time spent doing each activity for each one-hour time block in such a way that you obtain a total time for each activity. Be prepared to share your distribution with the class.

   This activity illustrates the enormous amount of time we spend communicating and how that time is distributed among various communication activities. A student's time distribution of communication activities may reinforce studies showing that a manager's time is distributed as follows: listening, 45 percent; speaking, 30 percent; reading, 15 percent; and writing, 10 percent.

3. **Communication Barriers:** In groups of three, develop a list of 10 to 12 annoying habits of yours or of others that create barriers (verbal and nonverbal) to effective communication. Classify each according to the portion of the communication process it affects. For each, give at least one suggestion for improvement.

   The lists will probably include items related to interrupting the speaker, ignoring the speaker, not looking at the speaker, fidgeting, exercising poor personal habits of cleanliness and mannerisms, passing the buck, getting too far ahead of the speaker, and failing to provide feedback.

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4. **Organizational Communication Flows:** Draw an organizational chart to depict the formal system of communication within an organization with which you are familiar. How is the informal system different from the organization chart? How are the five levels of communication achieved in the organization? Be prepared to discuss these points in class.

   Divide students into groups of four to five and instruct them to discuss each student's analysis of the external and internal communication system of an organization. Then as a group, students should attempt to predict management's reactions to the recommendations. A group leader could be asked to present a brief report to the class.

5. **Identifying Ethical Dilemmas:** Using an online index, locate a current newspaper or magazine article that describes an illegal or unethical act by a business organization or its employee(s). Choose an incident as closely related as possible to your intended profession. Be prepared to share details of the incident in an informal presentation to the class.

   Selected incidents will vary; the summary may include a reference citation, an overview, discussion of major points, and an application section that summarizes the contribution of the article to individuals or the profession

6. **Diversity Challenges:** Conduct an online search to locate examples of intercultural communication mistakes made by U.S. companies doing business in another country. How can an organization improve its diversity awareness to avoid such problems? Be prepared to share your ideas with the class.

   This assignment encourages students to explore current new ideas and analyze diversity issues. Articles might focus on problems in marketing campaigns, contract negotiations, etc. Improving diversity awareness involves researching the appropriate culture and determining ways to communicate effectively.

7. **Technology's Impact on Communication:** In pairs, read and discuss an article from a current magazine or journal about how technology is affecting communication. Send your instructor a brief email message discussing the major theme of the article. Include a complete bibliographic entry so the instructor can locate the article.

   The primary purpose of this assignment is to get students online and familiar with course email practices. Students should be able to complete the assignment outside of class and without instructor assistance. The

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bibliography citation provides application of knowledge that will be developed further in Chapter 9 and on the Style Cards. If you are following the sequence of chapters in the text, students will not yet have been exposed to concepts related to message impact, such as adaptation and strategy. Consequently, evaluation of this assignment should not focus heavily on such factors. Depending on the editing capabilities of your email system, you may grade spelling, grammatical content, and basic formatting.

8. **Exploring Use of Teams in the Workplace:** Using the internet, locate an article that describes how a company or organization is using teams in its operation. Write a one-page abstract of the article.

   Located articles will vary; the abstracts should focus on how teams are being used in that particular organization. Evaluate for clarity, completeness, and conciseness.

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