Communicating at Work ISE 14th edition Adler Test Bank

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- CHAPTER 1
  Communicating at Work

Guide to Implementation

Connect Assets

SmartBook with AI Reader is an adaptive e-reader that personalizes learning to each student, identifying knowledge gaps and focusing study time where it's needed most. The AI Reader deepens understanding of assigned concepts, making study sessions more productive and preparation more effective. For instructors, real-time insights reveal where students excel or need support, helping you teach smarter and drive stronger outcomes.

Application-Based Activities: Prepare students for the real world with Application-Based Activities (ABA) in Connect. These highly interactive, assignable exercises boost engagement and provide a safe space to apply concepts learned to real-world, course-specific problems. Each ABA involves the application of multiple concepts, providing the ability to synthesize information and use critical-thinking skills to solve realistic scenarios. The link to the ABA Implementation Guide will work when logged into Connect.

Video Capture Powered by GoReact is the market-leading software for easily creating, assigning, and completing video-based assignments.
Video Capture Powered by GoReact helps students hone their presentation and oral communication skills. GoReact's new AI Assistant tool enhances analytics and feedback capabilities while saving you valuable time. Fully integrated into Connect for Business Communication, it provides real-time feedback while allowing students to refine their skills more efficiently.

GoReact SAES Page
GoReact Instructor User Guide
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Question Bank: Connect includes a comprehensive question bank, including a test bank, and extensive McGraw Hill author created exercise bank allowing the instructor to create auto-graded homework and assessments with multiple problem types and randomized question order. Details are provided later in this document about the specific assets available for this chapter.

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Changes to the Edition

The following changes have been made to Chapter 1:

- A new Case Study highlights the consequences of unprofessional group texting behavior.
- A discussion of organizational disconnectedness helps students analyze inclusion issues related to hybrid and remote work settings.
- Two new key terms—*conversational AI* and *generative AI*—kick off a broader discussion of how to ethically implement AI in business contexts.
- A new Skill Builder activity helps students cultivate communication networks.
- Chief meteorologist Albert Ramon shares tips on professional networking in A Professional Perspective feature.

In addition, the Connect exercises for this edition have been completely refreshed.

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Chapter Summary

This chapter stresses the importance of communication for entering and advancing in a career. It establishes the central role of communication skills and principles in the inventory of competencies students need in the workplace.

The chapter lays the groundwork for understanding the nature of communication. Communication is unavoidable, strategic, and irreversible; it must be understood in context; it involves instrumental, relational, and identity goals; and it is not a panacea. Each communication context is a unique combination of factors.

Communicators can become more effective by recognizing the role that each of the communication model elements (sender, encoding, message, channel, receiver, decoding, noise, feedback) plays in the process of building shared meaning. Readers are alerted to the impact of noise (environmental, physiological, and psychological). Channel characteristics are discussed, enabling readers to make informed choices.

Formal (upward, downward, and horizontal) and informal networks or organizational communication are introduced, with tips for using each to effectively manage our professional identities. The importance of personal networking is also discussed. Several approaches to examining the ethics of communication are presented.

The chapter concludes with a discussion of the ethical dimensions of communication. Behaving ethically is not always easy because communicators often face a conflict between what they believe to be right and what is practical. The text suggests that when faced with a decision about how to communicate ethically, people should try to ponder the situation from several viewpoints before proceeding, including the utilitarian approach, the rights approach, the fairness or justice approach, the common-good approach, and the virtue approach. The text also suggests using professional ethics and the publicity test.

Advances in communication technology also require ethical consideration. Currently, many companies are grappling with how to effectively and ethically incorporate artificial intelligence (AI) into their business communication practices. The text lists four guiding principles that the International Association of Business Communicators has created for the use of AI.

While emphasizing that communication is not a panacea for all business and professional concerns, this chapter heightens awareness of the many choices and channels available to communicators, and it spurs appreciation for the implications and consequences of those choices. The goal is to encourage students to become more astute analyzers of the communication process and to become more aware of their own and others' choices while communicating in various business environments.

Each ensuing chapter builds on ideas introduced here. The instructor can reinforce this groundwork by referring back to Chapter 1 concepts as they are expanded on throughout the rest of the text.

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Resource Guide

The opening page of each chapter in *Communicating at Work* lists desired learning outcomes. The Resource Guide will assist you in locating activities and resources from the text and Instructor's Manual that are relevant to each objective.

Learning Objective	**Resources**
	Journaling Exercise
01-01: Explain the role of communication in career success, providing examples to support your claims. **Key terms:** organizational disconnectedness	**In the text:** Activities: 1, 2 Career Tip: Recovering from a Communication Blunder **Activities in this Instructor's Manual:** Discussion Launchers: 1–2 Classroom Activities: 1. Students' Hopes, Concerns, and Expectations for the Course 2. Communication in Your Local Job Market 3. Communication Is Unavoidable 4. Communication Is Irreversible Written Application Exercise: 1. Communication in Your Own Life
01-02: Apply the key principles of communication, knowledge of the basic elements of the communication model, and considerations of effective communication channel use to a specific situation, showing how each one affects the outcome of the interaction. **Key terms:** asynchronous communication, channel, decoding, encoding, feedback, identity management, instrumental communication, message, noise, receiver, relational communication, sender, synchronous communication	**In the text:** Activities: 3 Case Study: Employee Fired for Group Chat Complaints Technology Tip: The Virtues of Going Offline **Activities in this Instructor's Manual:** Discussion Launchers: 5–8 Classroom Activities: 5. Formulating Communication Models 6. The Communication Model 7. Choosing the Optimal Communication Channel Written Application Exercises: 2. Case Activity: Model of Communication

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01-03: Describe how formal and informal communication networks operate in a given situation in your career field; then create a strategic plan of personal networking to accomplish your goals within an organization. **Key terms:** communication networks, downward communication, formal communication networks, gatekeeper, horizontal (lateral) communication, informal communication networks, networking, organizational charts, upward communication; Voice of Employee (VoE)	**In the text:** Activities: 4–5 Career Tip: Getting Recognized by Your Bosses Career Tip: Your Elevator Speech Technology Tip: Using LinkedIn Effectively A Professional Perspective: Albert Ramon, Chief Meteorologist Culture at Work: *Guanxi*: Networking Chinese Style **Activities in this Instructor's Manual:** Discussion Launchers: 9–13 Classroom Activities: 8. Understanding Communication Flow 9. Effective Upward and Downward Communication 10. Formal Networks 11. Functions of Downward Communication 12. Analyzing Your Choice of Networks Written Application Exercises: 3. Formal Communication Flow
01-04: Apply the concepts of ethical communication discussed here to one or more ethically challenging situations. **Key terms:** conversational AI, generative AI	**In the text:** Activities: 6 Ethical Challenge: Ethical Communication Choices **Activities in this Instructor's Manual:** Discussion Launchers: 14 Classroom Activities: 13. Ethical Dimensions of Communication 14. Ethical Dilemmas in Organizations Written Application Exercises: 4. Case Activity: Ethical Dimensions of Communication

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Personal Reflection for Individual Journaling Assignment

Before reading this chapter, write down what communication means to you. After reading the chapter, reread your initial response. In what ways was your description similar to the characteristics pointed out in the text? In what ways did your description differ? How could your new knowledge about the process of communication help you become a better communicator?

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Discussion Launchers

1. From your own work experience, add to the reasons given in the text for the importance of communication in the workplace. (LO 01-01)
2. In this course, you will be studying several communication skills such as listening, giving clear instructions, interviewing, writing reports, participating in groups, and delivering presentations. Select a career or hobby that interests you, and explain which of these communication skills would be most important to your success in that area. (LO 01-01)
3. Choose one of the principles of communication explained in the text. Provide three examples that illustrate this principle. How could you apply your knowledge of this principle in a future interaction to prevent or reduce misunderstanding? (LO 01-02)
4. One of the first models of communication was based on the telegraph. Known as the linear model of communication, it represented the communication process as: Sender–Message–Receiver. Compare and contrast this model to the model presented in your text. How accurate is each of these models as an illustration of the communication process? (LO 01-02)
5. Does meaning reside in words, in people, or in the interactions that take place among people? Use the communication model from the text to justify your answer. (LO 01-02)
6. What are some of the advantages and disadvantages of relying solely on oral communication to send your ideas? What are some of the advantages and disadvantages of relying solely on written communication? (LO 01-02)
7. Recall instances you've witnessed of inappropriate or rude use of mobile phones or voice mail. Identify the consequences of each example. What can be done to educate the public about appropriate usage? (LO 01-02)
8. "New technology ensures better communication in the workplace." Take a stand on this statement, and use examples to bolster your position. (LO 01-02)
9. As a new employee, why is it especially important to be able to identify your organization's conventional (formal) communication networks? (LO 01-03)
10. Describe an effective and an ineffective use of downward communication you have experienced in an organization. Why was the communication effective or ineffective? What was the outcome? What improvements would you suggest? (LO 01-03)
11. Upward communication in many organizations is neither open nor frank. Have you (or someone you know) ever distorted a message to your superiors? Why did you (or your acquaintance) distort the information? Would the distortion be considered ethical in light of any of the ethical principles you read about in this chapter? Explain your answer. (LO 01-03)
12. Can you think of situations in which there are clear advantages to using only the formal or informal networks in an organization? Can you think of situations in which using both is preferable? (LO 01-03)
13. Describe situations when communication goals would be better met by using informal networks *before* formal ones, and other situations when goals would be better met by using

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informal networks *after* formal ones. What difference does the chronological context make? What is the impact of each message when the order is switched? (For example, is there a difference between asking for a raise in person and then following up with a letter versus asking in a letter and then following up with a personal request?) (LO 01-03)

14. Think of a "white lie" you have told. Why did you tell the lie? After reading the section on ethical challenges in this chapter, do you believe the lie was justified? What guidelines would you use for deciding when lying can be justified? (LO 01-04)

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Classroom Activities

1. Students' Hopes, Concerns, and Expectations for the Course (LO 01-01)

Objective: The purpose of this activity is to discuss students' hopes, concerns, expectations, and/or goals for the course that might serve as a guide or checklist for their progress during the semester.

Procedure: First, have students write down several communication goals they would like to accomplish as a result of completing this course and several expectations they have of the course. (Provide some 5″ × 8″ note cards for their use.) Be sure to tell the students *not* to write their names on the cards, and then collect them.

Class Discussion: Spend some time on each goal or purpose and the reasons why it is important. Relate these goals to your goals as the instructor and to the goals outlined in the textbook. Point out where your goals and the students' goals are similar and where they are different. In the next class, you might want to point out any modifications you made to your goals as a result of student input. Throughout the semester, you can call attention to student goals as they relate to each chapter or project.

Variation: This activity could be done with the nominal group technique, with each group giving you five to six goals and expectations. This provides for individual input, student discussion, and an introduction to NGT, which will be taught in Chapter 8.

2. Communication in Your Local Job Market (LO 01-01)

Objective: The purpose of this activity is to allow students to apply information on the importance of communication in the workplace to the current trends in one's own locale. Further, students should be able to identify the various types of skills that are associated with enhanced communication.

Procedure: Have students bring in the classified ads from your local (or nearest metropolitan area) newspaper or screenshots of online ads. In class, divide students into small groups or pairs. Have students scan ads and keep track of the number of ads scanned and the number that ask specifically for communication skills. They can make a quick graph, like one of the following:

Number of Ads Scanned	Number Requesting Communication Skills	%

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Number of Ads Scanned	Number Requiring Communication Skills by That Name	Number that Used Other Words That Connote Communication Skills	Type of Field

After about 10−15 min, tally up the totals from each group and compare the results with information in the text.

Variation: Ask students to bring to class descriptions of their current jobs or jobs they are or will be interested in applying for. (You can have several descriptions on hand that represent a variety of career areas that you obtained from local businesses or from job placement services on campus.)

Class Discussion: After completing this activity, class discussion could focus on the value placed on communication skills and students' ability to identify the variety of skills associated with enhanced communication.

- Can you identify any trends?
- Are there specific items unique to your region of the country?
- What types of new or unfamiliar terminology do you see?
- How many jobs emphasize communication skills?
- What types of jobs seem to emphasize communication skills?
- Which communication skills are stressed?

3. Communication Is Unavoidable (LO 01-02)

Objective: This activity reinforces the impact of communication behaviors in professional settings.

Procedure: Divide students into small groups. Ask each group to take out a piece of paper. Instruct them as follows: "Fold the paper to create three columns (i.e., two vertical creases). In the first (left) column, list six examples of communication behaviors you have witnessed that unintentionally left a negative impression on others in a workplace setting. Describe the behavior in concrete, observable words. Do *not* include your interpretation of the behavior. Skip a few spaces between each example."

After the groups have completed their lists, have them exchange papers with another group. For each example, the new group will write their interpretation of the behavior in the middle column. Exchange papers again. In the third (right) column, the third group will write an alternative interpretation of the original behavior.

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Class Discussion: In round-robin fashion, ask each group to share a behavior and two possible interpretations. Groups may wish to enact the behaviors. After each interpretation, elicit from the class possible alternative interpretations. Encourage students not to jump to conclusions when interpreting others' behaviors. Elicit reasons why any communication behavior does not have a single clearly identifiable meaning. Tie the discussion to the communication model. Discuss ways we can become more aware of our own unintended messages.

4. Communication Is Irreversible (LO 01-02)

Objective: This activity reinforces the impact of communication behaviors in professional settings.

Procedure: Divide the class into groups. Instruct students within each group to share examples from their experience of excellent and/or ineffective business and professional communication. As a group, discuss the lessons they learned from each experience. You may wish to read a couple of examples to get students thinking:

- "I once had a professor who was blind. After 1 day of class, he had memorized the names of all 30 students, and he could recognize them by voice and their position in the classroom. This experience reminded me how it's possible to do almost anything with enough focus and that I have no business complaining when things get a little hard for me. It also reminded me how much people like being remembered by name. Now I try to apply that lesson to people I meet."

- "I work at a local golf course. After being there for almost a year and getting lots of good feedback from our customers, I asked my boss for a small raise. He replied, "Are you kidding? I could train a monkey to do your job." Even though I knew the comment wasn't fair, it hurt. I hope I remember never to toss off thoughtless comments without thinking about their potential to hurt others. The experience also taught me a lesson about how *not* to manage employees!"

Class Discussion: Ask each group to summarize their favorite example for the class. After each example, discuss how these lessons in effective or ineffective communication can be useful for all students. Point out the irreversible nature of these communication acts. The ways we communicate may be remembered and talked about for years!

5. Formulating Communication Models (LO 01-02)

Objective: After completing this activity, students should be able to (1) identify various models that are used to describe the communication process and (2) discuss the relationships that exist among models developed by other class members.

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Procedure: Place students into groups and assign them the task of drawing their own model of communication. Although students will have examined the model presented in the text, they still should be able to develop their own. If you wish, provide the class with several examples to get them started. Once they are finished, have each group pick a representative to describe its model to the rest of the class.

Class Discussion: Class discussion could center on the similarities and differences among student models and those described in the text.

- What are the relationships among the models that each group has created?
- What are the similarities and differences that exist among the various models?
- If we were to develop a model as an entire class, which elements would we keep from the various models, and which ones would we leave out?

6. The Communication Model (LO 01-02)

Objective: The purpose of this activity is to familiarize students with the elements of the communication model and to help them understand how this model applies to their daily interactions.

Procedure: Distribute a placard to each student on which you have printed the name of an element from the communication model (sender, encoding, message, channel, receiver, decoding, feedback, environmental noise, physiological noise, psychological noise).

Ask students to form groups so that each group contains all the elements of the model. Each group will then create a skit that (1) describes the process that occurs as the message flows from sender to receiver; (2) explains how meaning is affected by individual perceptions, noise, and channel; and (3) examines how feedback functions throughout the process.

The best skits will identify a specific sender, receiver, message, channel, and type of noise, and will explain how each element affects the message. For this reason, it's helpful to encourage students to base their skits on a situation they have recently participated in. For less mature students, you could supply a specific message and situation for each group to enact.

Class Discussion: After each skit, ask the class for suggestions for improving the communication. For example, could the message be encoded more clearly? How could the noise be reduced? How might a different channel affect the message?

7. Choosing the Optimal Communication Channel (LO 01-02)

Objective: Students will become more aware of effective and ineffective uses of communication channels in the workplace.

Procedure: Briefly explain to students the concept of media richness theory. Rich media (e.g., face-to-face; teleconferencing; telephone) are those that provide a variety of

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communication cues. Lean media (e.g., e-mail, memo, bulletin board) provide few communication cues. Rich media are preferred when messages are nonroutine (unexpected, urgent, very important, or complex). Lean media should be used for routine (predictable, noncomplex) messages. If a rich channel is used for routine messages, there will be an information glut. It's a waste of resources. If a lean channel is used for a nonroutine message, there will be an information gap. This can lead to confusion and/or resentment.

Draw the following chart on the board. Elicit examples from students that illustrate appropriate and inappropriate uses of rich and lean communication channels.

	Noncomplex Messages	**Complex Messages**
Rich channels	Too much information	Effective communication+
Lean channels	Effective communication	Not enough information

Adapted from Lengel, R. H., & Daft, R. (1998). The selection of communication media as an executive skill. *The Academy of Management Executive*, *II* (3), 126.

8. Understanding Communication Flow (LO 01-03)

Objective: This activity helps students tease out some of the confusions they may have regarding communication flow.

Procedure: Ask each student to write out three questions they have about how communication flow applies in real workplaces. To encourage divergent thinking, you could read some of the sample questions listed below.

Defining the direction of communication flow:

- Do we decide if communication is upward or downward because of job titles or because of tone of voice?
- Can downward communication be supportive?
- Can upward communication be disconfirming?
- Is horizontal communication always respectful?

Distinguishing formal from informal communication

- Do we decide if communication is formal or informal based on the location, the activity, the topic, clothing style, tone of voice, or other?
- Where and when does informal communication occur?
- Can informal communication take place in the office during work hours?

Using communication in the workplace

- Is informal communication constructive or destructive to work quality?
- If my friend gets promoted so she becomes my supervisor, how does that change the way we talk during work? Does it change the way we talk after work?
- Why should we study communication flow? How can it help us?

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Class Discussion: Collect the questions. Read them out loud one at a time, inviting the class to suggest answers. Guide them to a clearer understanding of these concepts.

9. Effective Upward and Downward Communication (LO 01-03)

Objective: Students will understand differences in language style and word choice used in upward versus downward communication.

Procedure: Summarize for the class the article titled "E-mail language tips off hierarchy affects" (available at https://www.sciencedaily.com/releases/2012/02/120214121734.htm). As you read the article, have students list examples of typical phrases used in upward communication and those used in downward communication.

Class Discussion: Follow up by discussing the findings. You may wish to ask questions such as:

- What differences did you notice between the language used in upward and downward communication?
- What type of instrumental goals does each type of language seem to convey?
- Think of your own upward and downward communication, in jobs you may have held, or in the classroom. Has the upward and downward communication you've experienced shown similar characteristics?
- Can you think of some workplaces where there might not be distinct differences between the language of upward and downward communication?

10. Formal Networks (LO 01-03)

Objective: After completing this activity, students should be able to better identify formal communication networks in organizations. Additionally, they should be able to distinguish communication characteristics that are representative of the various types of formal networks.

Procedure: Copy for the class some organizational charts from local organizations. To access a variety of organizational charts, you may ask students to bring in charts from campus or other organizations they belong to or places they work (some organizations may not allow their charts to be shared). Using information in the chapter, ask students to identify the type of information that flows through each of these formal networks. Illustrate the principle by displaying an organizational chart of your college.

Students are often amazed when they see an organizational chart for their own school. Some students are unaware of who answers to whom in athletics, student activities, or their own major area of study.

Class Discussion: After students have studied the chart and asked their questions, ask them to speculate on the path that certain information could take.

- What kind of information is communicated at and among various levels on the chart?

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- What types of channels are used to communicate at and among various levels on the chart?
- How does an organization direct the type of information that occurs at each level?

11. Functions of Downward Communication (LO 01-03)

Objective: This activity helps students develop an understanding of the functions of downward, upward, and horizontal communication in real organizations.

Procedure: Divide the class into groups. Assign each group the task of contacting several people who work as supervisors or managers in various organizations. Students should ask the supervisors to give examples of the kinds of information they communicate with their subordinates. They should then compile a list of examples and classify them according to the types of downward communication listed in Table 1-2 in the text.

Class Discussion: After students have assembled and categorized their lists, discuss the following questions:

- Which types of downward communication were mentioned most frequently?
- Did you collect any examples that you had trouble classifying? If so, what were they?
- Are there any types of downward communication listed in Table 1-2 that you didn't get examples for? If so, come up with some examples of your own.
- In what ways might the types of communication vary according to the type of organization?

Variations: Assign the class to investigate upward and/or horizontal communication flow.

12. Analyzing Your Choice of Networks (LO 01-03)

Objective: The purpose of this activity is to allow students to predict and analyze the choices they would make about using formal and informal communication networks in an organization.

Procedure: Have students consider your college or university as the organization. Ask them to consider which networks they would use for each of the following situations, and why:

As a student:

a. You want to appeal a grade that you believe was unfair.
b. You want to find the best chemistry teacher.
c. You want to let an instructor know that you will miss the first week of class.

As an instructor (employee of the college):

a. You have a student who is appealing a grade and you want to know the best way to handle the situation.
b. You want to take a class in another department and want to find the best instructor.
c. You rarely miss class, but your daughter is graduating out of state, and you will miss

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the last week of class before finals.

Class Discussion: Compare and contrast the formal and informal networks available to each type of individual in each situation.

- What factors influence your choices?
- In what situations would you choose only formal networks? Informal networks?
- In what situations would you choose both formal and informal networks?

13. Ethical Dimensions of Communication (LO 01-04)

Objective: This activity presents students with an opportunity to evaluate actions in light of various ethical perspectives. Students will become more familiar with various ethical perspectives by comparing analyses. This will reinforce the knowledge that no single perspective is always the best to use. Finally, students will generate a guideline for deciding which ethical perspective(s) to apply in various types of situations.

Procedure: Divide the class into groups. Ask each group to select one of the following situations or to describe a situation from their own lived experience in which ethics may have been compromised.

- Alexi sees a coworker falsify her time sheet. Alexi doesn't tell the manager because she's worried that her coworker would find out who "tattled" and would get her back in some way.
- Raúl starts his own lawn care business. When he fills out his income tax form, he does not report several payments that were made to him in cash.
- Brenda is the treasurer on the Board of Directors for a Homeowners Association. Brenda takes several road trips for her own benefit. On each trip, she purchases an item for the association's use. In truth, the item could have been bought closer to home. Brenda then writes herself a check from association funds to reimburse herself for mileage expenses.
- Stuart recently received his driver's license. He is backing out of a crowded parking lot and accidentally dings a parked car, causing a dent that is a little unsightly but not too serious. No one is in sight. Stu drives off, thinking, "Boy, am I lucky no one saw that."
- Duane needs a suit for an important ceremony he has to attend, but he is struggling to pay tuition and feels he can't afford to rent one or to buy one. Instead, he purchases a suit, wears it for the event, and then returns it to the store the next day and gets his money back.
- Sigi asks her older sister Heather to tell their mom that Sigi is not at home doing her homework because she is attending the Youth Night activities at church. Actually, Sigi has gone to see a graphic movie that Mom disapproves of. Trying to be a good sister, Heather goes along with this. Later, a friend reveals to Mom that Sigi was not at church.

Ask the groups to analyze their chosen situation from the perspective of three different

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ethical principles from this chapter. From the view of each perspective, would the actions taken be considered ethical or not? Each group should be prepared to justify their answers. Each group should also write down a few sentences they could say to the person in the scenario to help them make a principled decision when faced with a conflict between what they believe is right versus what is practical.

Class Discussion: Ask groups to summarize their analyses to the entire class and to share the advice they have written to the person in the scenario. Ask the class to recommend which of the ethical principles they would find most helpful (and why) in making decisions about their own behavior.

14. Ethical Dilemmas in Organizations (LO 01-04)

Objective: This activity presents students with an opportunity to evaluate real case studies in light of various ethical perspectives. Students will become more familiar with various ethical perspectives by comparing analyses. This will reinforce the knowledge that no single perspective is always the best to use. Finally, students will generate a guideline for deciding which ethical perspective(s) to apply in various types of situations.

Procedure: Select one of the actual case studies from the IGE Ethical Fitness Seminar. Present the case study to the class.

Class Discussion: Analyze the dilemma from the perspective of three different ethical principles from this chapter. What action would each perspective suggest? Which of the perspectives do they find most helpful in guiding them to a principled decision when faced with a conflict between what they believe is right versus what is practical.

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Written Application Exercises

1. Communication in Your Own Life

A. Read the section of your text titled "Communication and Career Success" and the list in Table 1-1 Top Qualities/Skills Employers Seek on a Candidate's Résumé.

B. Browse through the Table of Contents of your text.
   1. Select a topic that interests you.
   2. Use the Table of Contents, the glossary, and the index to locate material in your text about that topic. For example, if you chose "Relational Listening," you will find this phrase cross-referenced in the Table of Contents, the glossary, and the index.

C. Summarize what you learned as you browsed the text to read about your chosen topic. How can this effective communication skill benefit you in your career (and/or personal life)? How will you go about applying what you've learned? Include at least one very specific example.

2. Case Activity: Model of Communication

To complete this exercise, choose one of the cases below *or* use a communication scenario from your own life. For this exercise, you will submit a completed table plus a paragraph.

Review the communication model, as explained in your text. Use the table that comes after the three cases to assess the communication elements from the case you have chosen or from a communication scenario in your own life. After you complete the table, write a paragraph describing in your own words what "communication is a process" means. Submit both the completed table and the paragraph to your instructor.

CASE 2.1: The Nursing Report

While doing clinical rotations at the hospital, we would record a report regarding our patients just before we left duty. When the next RN would come on, they would play the recording. We would record information such as their current status, level of consciousness, what medications were given and which ones are due. It would get confusing to me at times while listening to the recordings. I found it helpful to listen to the entire message first, and then to listen to it again while taking notes. I would also pause the recording if I needed extra time. It was very helpful when the previous nurse didn't ramble and was able to talk about one patient at a time.

CASE 2.2: Student E-mail

You are a professor of an online public speaking class that requires students to upload videos of their speeches. At the end of the second week, several days after the first video was due, you receive the following e-mail from a student enrolled in your class:

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<<hey teacher now i can get in the page the you gave us ,,the other day that you help us me and Bob. well now i tryed to put a video into the page but it wont let me do it.. its taking foverer if just keeps donwloading. what whould i do??>>

CASE 2.3: No Shared Enthusiasm

Last week I started my first nursing internship. I was really excited, because as soon as I complete these hours, I'll graduate from nursing school. But I was also nervous, because finally the time had come to rely on myself making critical decisions. My mom is a nurse, so I knew she would understand how I felt. I called her on my way to my first shift. She reassured me that everything was going to be okay. She said to call after my shift was over to tell her all about it. After my thirteen-hour night-shift was over, I called her. There was no answer. At first, I didn't mind much because I was exhausted. I slept for a couple hours. Then I called her again. Still no answer. Instead I received a text, "That is great your shift went well" and that was all it said. I could not help but get upset inside because I thought she would have had a little more interest in it than that. I texted back, "That is a little rude that you can't even answer the phone and listen to all the cool things I experienced." Then I got the phone call I thought I had been waiting for. What a shock. She told me that my grandma had been in a car accident. My grandma was okay, thankfully. Then I realized I had jumped to conclusions and overreacted, so I felt guilty inside.

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DATA TABLE FOR APPLICATION EXERCISE 2:

Element of Communication Model	**Specific Example**	**Did This Element Hinder Shared Communication? If so, How?**	**How Could This Element Be Modified to Improve Shared Meaning?**
Message (as encoded by sender)			
Message (as decoded by receiver)			
Channel (how was the message sent)			
Environmental Noise			
Physical Noise			
Psychological Noise			
Feedback			

3. Formal Communication Flow

Contact two or three people who work as supervisors or managers in various organizations. Ask the supervisors to give examples of the kinds of information they communicate with their subordinates (downward communication), with their upper level managers (upward communication), and with their peers (horizontal communication).

After you gather this information, use the three tables below to classify these types of information as downward, upward, or horizontal communication. For each, suggest characteristics that might make each message effective or ineffective. Complete at least three of the five rows for each direction of communication. One example is completed for you.

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Part 1: Downward Communication Flow

Function of Message	**Example**	**What Might Make This Message Effective?**	**What Might Make This Message Ineffective?**
Job instructions			
Job rationale	Why management will be changing our billing process again.	If management provides an honest reason that employees can relate to.	If management gives a fake reason, when we know there's another reason behind it that management wants to hide.
Feedback			
Indoctrination			

Part 2: Upward Communication Flow

Function of Message	**Example**	**What Might Make This Message Effective?**	**What Might Make This Message Ineffective?**
What subordinates are doing			
Unsolved work problems			
Suggestions for improvement			
How Subordinates feel about each other and the job			

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Part 3: Horizontal Communication Flow

Function of Message	**Example**	**What Might Make This Message Effective?**	**What Might Make This Message Ineffective?**
Coordinating tasks			
Solving problems			
Sharing information			
Resolving conflicts			
Building rapport (harmony)			

4. Case Activity: Ethical Dimensions of Communication

To complete this exercise, choose one of the cases below *or* use a communication scenario from your own life. For this exercise, you will submit a completed table plus a paragraph.

Review the ethical dimensions of communication as explained in your textbook. Use the table below to assess *one* communication scenario *three* times (i.e., from *three* differing ethical views [dimensions]). This ability to view an interaction from more than one perspective will help you improve your "other-orientation," a skill that is critical for effective communication. You may assess one of the case studies below or a communication scenario in your own life.

After you complete the table below, write a paragraph explaining which ethical dimension you find *most* useful for this situation and which you find *least* useful, and why. Submit both the completed table and the paragraph to your instructor. Scroll down below the blank data table to view an example that has already been completed.

CASES FOR APPLICATION EXERCISE 4:

CASE 1: The Time Clock.
At my workplace, one day I noticed two coworkers (I'll call them Amy and Beth) leaving without clocking out. A few hours later, I saw them come back with takeout food from a local restaurant, go into the break room, eat their lunch, and reemerge about an hour and a half later. This went on for several weeks. I began to note the dates and times in a notebook. While these two were gone, the rest of us had a lot more work to do. Some important calls

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were missed.

CASE 2: The Spaceman
I stated a few times in a report that I was giving in front of a class, when talking about astronauts, the term "spaceman." I received a good grade on my report; however, I was pulled aside by the male teacher and was informed that "spaceman" wasn't the correct term to use. He said that the term could be considered demeaning to our female astronauts. "Astronaut" or "spaceperson" was a better term to use. I didn't really think about sexist terms like that because I had heard it said so many times by people that I looked up to that it didn't enter into my mind that what I was saying could be offensive. That got me thinking. The next week, the guitar player in my band used an offensive term about a classmate. With my new knowledge of the power of words, this bothered me.

CASE 3: The "Borrowed" Shirt
I had a really great date for the school dance. I was excited to go. But the dance was a dress-up occasion. I looked through my closet and couldn't find a good shirt I liked. I looked in my wallet and couldn't find much cash…only enough to buy groceries for the week. I already owed my brother $60, so I couldn't ask him for a loan.

The day of the dance, I went to Walmart and used the rest of my cash to buy a shirt I really liked. I wore it to the dance. I felt good, and I had a good time. But I was still short of cash, so, the next day, I went back to Walmart and returned the shirt. I hadn't really sweat in it, so it was just like new. Walmart will never know the difference. Besides, those fat cat managers who run those big stores have plenty of money to spare.

BLANK TABLE FOR YOUR USE:

Data Table—Situation Analysis Using Ethical Dimensions of Communication

Ethical Guideline	**Meaning of This Guideline—in Your Own Words**	**Your Ethical Words**

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EXAMPLE OF A COMPLETED DATA TABLE AND EXPLANATION FOR APPLICATION EXERCISE 4 (don't use this example; use a different scenario):

Sample Ethics Scenario: *You work in the Human Relations Department of a large company. Your CEO has informed you that the firm is about to deliver a huge number of totally unexpected layoff notices. She admonishes you that your job will be in jeopardy if you tell anyone about these layoffs ahead of time. You know that one of your coworkers is signing a purchase agreement tomorrow on an expensive home with a large mortgage payment. You would like to warn him that he might be losing his paycheck soon, but you are afraid.*

Sample Data Table—Situation Analysis Using Ethical Dimensions of Communication

Ethical Guideline	**Meaning of This Guideline—in Your Own Words**	**Your Ethical Words**
Rights Approach	"Never tell a lie" is an absolute principle.	"My boss told me not to tell anyone, but I can't lie to you, even if it's a lie of omission. Our firm is having a lot of layoffs next month, so maybe you should wait until we hear more."
Fairness Approach	Don't favor one group (such as managers) over another (such as lower level employees).	Talk to my boss: "I know these layoffs are confidential, but I think we should warn some of the employees ahead of time, to give them some time to adjust."
Professional Ethic	In business, employees are expected to keep confidential information secret.	Ask my boss: "Does this information have to be strictly confidential?" If the answer is yes, and there is a good reason, then I am obliged not to say anything.

Sample Explanatory Paragraph for Ethics Analysis:
In this situation, I would prefer to use the Fairness Approach to decision-making. I don't know if my boss would buy off on it, but at least I could try. It's least likely that I would use the Rights Approach, because then I might jeopardize my job. I could be the next person on the chopping block. That wouldn't help any of us. From this exercise, I learned how helpful it can be to think about situations from several viewpoints before I decide what to do. There isn't just one right or one wrong. Also, I learned not to be too judgmental of other peoples' ethics. It's not easy, but I'm learning to sort of see where they're coming from. This ties in with what the text taught us about "decoding" a message. Each person might attach a different meaning and value judgment to a statement.

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Suggested Answers for the Chapter Activities (End-of-Chapter Exercises)

1. Invitation to Insight

Student answers will vary depending on what they recorded in their log. Some guidelines follow:

a. Student answers should specify how much time in the three days they spent communicating.
b. Student answers should list each person they communicated with and specify whether the communication was downward, upward, or horizontal.
c. Student answers will vary but will likely include face-to-face conversations, texting, and possibly e-mail or cell phone conversations.
d. The levels of satisfaction will vary. One should be recorded for each person the student communicated with.
e. Student answers about where they want to improve will vary. Award extra points if they provide reasons for their answers.

2. Invitation to Insight

Student answers will vary depending on the specifics of their experience. To make sure they diagnose the problem thoroughly, they should answer each of the questions a through h, giving reasons for their examples. For the parts of the communication process they identify as contributing to the problem, they should propose a remedy and explain why it would help.

3. Invitation to Insight

Student answers will vary depending on the results of their interviews. Check that all the communication examples are upward communication and that they contain details about the types of information conveyed. Answers should also explain how the organization encourages or discourages accurate upward communication.

4. Skill Builder

Student answers will vary depending on their career plans. A complete assignment will consist of 1) a list of companies the student might wish to work for, 2) a list of company employees holding various positions who might be able to supply information about working for the organization, and 3) a copy of the message sent to one of those people. The message should be brief, courteous, and clearly state the student's interest in the company and recipient's position and their desire for professional advice.

5. Skill Builder

Student answers about context with vary. Possible answers about appropriate channels follow:

a. Most students will choose a face-to-face meeting for this situation because of the

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sensitive nature of the message and the high possibility of misunderstandings arising if a lean channel is chosen. Alternate choices would be telephone calls or videoconferencing.

b. Students may choose e-mail for such a routine message. E-mail provides the opportunity to give more detail than instant messaging or text messaging.
c. Many students will choose face-to-face communication to teach a complicated task because it allows the student to ask questions and receive instant responses. Some might point out that, in this situation, a combination of face-to-face training and a written document for later reference is the ideal choice.
d. Students may specify an e-mail or a written letter for this type of message because either allows for sufficient detail to explain the reasons for the claim, and both these channels are usually seen as requiring a reply.
e. Students might choose an e-mail, a text message, or a voice mail to send a reminder that will hopefully trigger action by the boss. Neither synchronous communication nor a rich channel is required.
f. The choice of channel may depend on the relationship. If the customer is someone the sender has frequent personal interactions with, a face-to-face meeting or telephone call might be most appropriate. If the relationship is a long-distance one or one without a lot of history, a letter or e-mail might be sufficient.
g. Many students will suggest that a face-to-face meeting is the most appropriate channel because its richness will help the employee to communicate enthusiasm for the job and the desire to grow. Astute students may note that it would be a good idea to first communicate the desire for a meeting through e-mail, texting, or a phone call to convey respect for the boss's time.

6. Invitation to Insight

Student answers will vary. They should demonstrate an accurate understanding of the seven approaches described in the chapter—utilitarian, rights, fairness or justice, common-good, virtue, professional ethic, and publicity test—and give sound reasons for their choice of which approach or approached they would have chosen.

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Connect Exercises Supporting This Chapter

1. Grouping: The Communication Model

Activity Summary: This activity is important because, no matter what the setting is or how many people are involved, all communication consists of the same elements. Understanding those elements can help explain what happens when one person tries to express an idea to others. It can also offer clues about why some of these attempts succeed and others fail. The goal of this exercise is to demonstrate students' understanding of the parts of the communication model.
Type: Grouping
Learning Objective: 01-02 Apply the key principles of communication, knowledge of the basic elements of the communication model, and considerations of effective communication channel use to a specific situation, showing how each one affects the outcome of the interaction.
Difficulty Level: 1 Easy
Blooms: Remember
Business Competency: Knowledge Application
Follow-Up Activity: Have students discuss this activity in small groups. Circulate around the room, asking questions to encourage the exchange of information. Choose one group to give a summary of their discussion to the rest of the class and elicit feedback.

2. Grouping: Flows of Communication at Work

Activity Summary: This activity is important because, in every organization, communication can flow either upward, downward, or horizontally—and the audience for and direction of your communication will affect how formal your message needs to be. The goal of this activity is for students to demonstrate their understanding of the main directions in which organizational communication can flow.
Type: Grouping
Learning Objective: 01-03 Describe how formal and informal communication networks operate in a given situation in your career field, then create a strategic plan of personal networking to accomplish your goals within an organization.
Difficulty Level: 1 Easy
Blooms: Remember
Business Competency: Knowledge Application
Follow-Up Activity: Have students discuss this activity in small groups. Circulate around the room, asking questions to encourage the exchange of information. Choose one group to give a summary of their discussion to the rest of the class and elicit feedback.

3. Strategic Case: Sundown Bakery, The Role of Communication in Success

Activity Summary: This activity is important because it explicitly points to communication problems and their causes within an expanding business. The goal of this activity is for students to understand that effective communication skills are crucial in *any* business setting.
Type: Case Analysis

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Learning Objectives:
01-01 Explain the role of communication in career success, providing examples to support your claims.
01-02 Apply the key principles of communication, knowledge of the basic elements of the communication model, and considerations of effective communication channel use to a specific situation, showing how each one affects the outcome of the interaction.
01-03 Describe how formal and informal communication networks operate in a given situation in your career field, then create a strategic plan of personal networking to accomplish your goals within an organization.
01-04 Apply the concepts of ethical communication discussed here to one or more ethically challenging situations.
Difficulty Level: 1 Easy, 2 Medium, 3 Hard
Blooms: Understand, Analyze, Apply, Remember
Business Competency: Knowledge Application
Follow-Up Activity: Have students discuss this case and the follow-up questions in small groups. Circulate around the room, asking questions to encourage the exchange of information. Choose one group to give a summary of their discussion to the rest of the class and elicit feedback.

4. Ethical Challenge: To Leak or Not to Leak

Activity Summary: This activity is important because behaving ethically is not always easy. On a personal level, students are likely to face conflicts between what they believe is right and what is practical. The goal of this activity is for students to demonstrate their understanding of the ethical perspectives that can help them make such decisions.
Type: Case Analysis
Learning Objective: 01-04 Apply the concepts of ethical communication discussed here to one or more ethically challenging situations.
Difficulty Level: 3 Hard
Blooms: Apply
Business Competency: Knowledge Application
Follow-Up Activity: Have students discuss this case and the follow-up questions in small groups. Circulate around the room, asking questions to encourage the exchange of information. Choose one group to give a summary of their discussion to the rest of the class and elicit feedback.

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