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Correct answers located at the end of the chapter.

TRUE/FALSE - Write 'T' if the statement is true and 'F' if the statement is false.

1) Poor communication has a negative effect on career progression but has little effect on the morale of employees.
   - ◎ true
   - ◎ false

2) Researchers have found that poor communication often erodes customer loyalty.
   - ◎ true
   - ◎ false

3) It is now more important for employees to have visual literacy than verbal literacy.
   - ◎ true
   - ◎ false

4) Poor communication negatively affects big businesses, but not small businesses.
   - ◎ true
   - ◎ false

5) The term *social intelligence* refers to the ability of people to quickly assess the emotions of those around them and adapt their tone, words, and gestures accordingly.
   - ◎ true
   - ◎ false

6) The ability to interact with data, see patterns in data, make data-based decisions, and use data to design for desired outcomes is known as artificial intelligence.
   - ◎ true
   - ◎ false

7) The widespread use of the internet has increased companies' attention to social responsibility.
   - ◎ true
   - ◎ false

8) When two employees of a business communicate in order to complete a project, they are engaging in internal-operational communication.
   - ◎ true
   - ◎ false

9) Personal communication interferes with productivity and should be prohibited in the workplace.
   - ◎ true
   - ◎ false

10) The most formal structure of an organization is the traditional hierarchy.
   - ◎ true
   - ◎ false

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11) Darius, a CEO, sends an email to Anja, a project manager, asking for a progress update on one of the company's latest projects. This an example of external-operational communication.
- ◎ true
- ◎ false

12) The kind of communication a business does is independent of the nature of the business.
- ◎ true
- ◎ false

13) It is much more difficult for outsiders to break into a multicultural organization than one that is culturally homogenous.
- ◎ true
- ◎ false

14) The workplace context is complex, often presenting a person with many ways to handle a situation.
- ◎ true
- ◎ false

15) Internal audiences as well as external ones can occupy different professional roles and therefore favor different kinds of content and language.
- ◎ true
- ◎ false

16) Even if your dialog with someone has ended, the practice of assessing the results of your communication decisions will still help you develop stronger skills to use for meeting future challenges.
- ◎ true
- ◎ false

17) Solving a communication problem should be a linear process, with no backtracking.
- ◎ true
- ◎ false

18) Most workplace communications are not isolated events; instead, they take place in the context of related communications.
- ◎ true
- ◎ false

19) Any communication between two businesspeople affects their relationship.
- ◎ true
- ◎ false

20) Defining the problem is generally the first step in the problem-solving approach to workplace communication.
- ◎ true
- ◎ false

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MULTIPLE CHOICE - Choose the one alternative that best completes the statement or answers the question.

21) Which of the following is an accurate comparison between email and new media?
   A) Email came into existence during the late 1970s; new media began in the late 1980s.
   B) Email has mostly replaced phone calls; new media has mostly replaced memos.
   C) Both email and new media are often used in place of face-to-face conversations.
   D) Both email and new media rely heavily on the use of simulations.
   E) Email has revolutionized business communication more than new media has.

22) What is one of the ways the advent of new media has impacted organizations?
   A) It has increased the need for employees who have social intelligence.
   B) It has increased the reliance on traditional modes of communication.
   C) It has lessened the need to pay attention to nonverbal cues in communication.
   D) It has decreased the amount of collaboration employees do on projects.
   E) It has reduced the need for cross-cultural competency in organizations.

23) Identify the impact of new media on communication.
   A) New media have increased rigidity in thinking and reduced people's problem-solving skills.
   B) New media have decreased the average social intelligence of people at work.
   C) New media have made it easier to tap the intelligence of people outside an organization.
   D) New media have reduced the need for cross-cultural competency.
   E) New media have used artificial intelligence to reduce the number of decisions made by front-line employees.

24) Part of having_____ means understanding that businesspeople from other countries may have very different attitudes about punctuality and efficiency.
   A) artificial intelligence
   B) interpretive skill
   C) cross-cultural competency
   D) computational thinking
   E) business etiquette

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25) Which of the following is a current challenge for business communicators?
A) growing need to move away from communicating in genres
B) decreased availability of workers from diverse backgrounds
C) increased need for employees with media literacy
D) increased rejection of new media by younger workers
E) decreased access to ideas from outside the organization

26) What set of behaviors is an employee expected to follow when interacting in social situations?
A) business etiquette
B) formal communication
C) heuristics
D) cross-cultural competency
E) interpretive skills

27) Social intelligence is best defined as the ability of people to
A) choose the right medium to deliver your message most effectively.
B) quickly assess the emotions of those around them and adapt their words, tone, and gestures accordingly.
C) interact with data, see patterns in data, make data-based decisions, and use data to design for desired outcomes.
D) use their communications and actions to take a stand on social issues.
E) observe proper business etiquette with both internal and external audiences.

28) Which of the following is most likely to require interpersonal skills?
A) working overtime
B) writing notes about a meeting
C) understanding how a new product works
D) analyzing a progress report
E) working on a team

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29) Heidi is an energy drink salesperson. When selling her firm's drinks in the United States, she emphasizes how they will give consumers the extra edge they need to get ahead in life. However, when selling them in China, she instead emphasizes how consumers will be better able to meet their family and work responsibilities. By doing this, Heidi demonstrates
    A) cross-cultural competency.
    B) ethical reasoning.
    C) computational thinking.
    D) visual literacy.
    E) corporate social responsibility.

30) Which of the following statements about ethnic diversity in the workplace is true?
    A) Older generations in the workplace are more diverse than younger generations.
    B) U.S. workers have grown less ethnically diverse.
    C) The youngest generation in the workplace has the most ethnic diversity.
    D) Ethnic diversity in the workplace makes employees less culturally aware.
    E) Workplace ethnic diversity reduces an organization's ability to solve problems creatively.

31) Which of the following examples demonstrates the appropriate use of business etiquette?
    A) Dan ignores Madhuri's request for a day off for an important religious holiday.
    B) Miranda assumes that William is highly skilled at using Excel.
    C) Jamal yells at his sales team in an effort to motivate them.
    D) Marco interrupts his coworker as she explains why their report is late.
    E) Sonam listens carefully to Corey's complaint about his workload.

32) Which example demonstrates computational thinking?
    A) By analyzing market research data, Charisse determines that her company needs to improve public relations.
    B) After reading the comments in his company's suggestion box, Sven realizes his employees are overworked.
    C) During the meeting, Laura can tell by her manager's gestures that he is feeling stressed.
    D) Lia creates complex visuals to accompany her quarterly report to her manager.
    E) Luigi uses his presentation to manipulate people into accepting his viewpoint regarding social responsibility.

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33) Chuanmei surveys her company's customers to learn more about their opinions of the company and its products. She then uses that data to provide recommendations to the company's design and marketing teams. What is Chuanmei using as she collects and analyzes the data to make recommendations?
A) computational thinking
B) visual literacy
C) cultural awareness
D) artificial intelligence
E) corporate social responsibility

34) Management researchers often define a problem as
A) a situation that requires you to backtrack several times in order to solve it.
B) a gap between someone's present situation and where that person wants to be.
C) something that requires more computational thinking than interpretive skills.
D) a situation that has a well-defined obstacle.
E) an obstacle that requires many types of skills to overcome.

35) Which is the best example of cross-cultural competency?
A) Jeff learns to tolerate his coworker's different attitude about punctuality.
B) Yasmina is skilled at creating and conducting customer surveys.
C) Tao asks questions to draw out the assumptions underlying coworkers' actions.
D) Jean-Pierre tries to persuade people into accepting his viewpoint regarding new projects.
E) Selina is proficient at constructing and interpreting financial reports.

36) The widespread use of the internet has
A) led employees to expect written communication to be inviting and easy to read.
B) reduced the spread of overtly negative information about organizations.
C) increased the likelihood of culturally similar people working together on a global team.
D) made organizations less accountable to society and removed them from public scrutiny.
E) made it easier for business executives to make quick, formulaic management decisions.

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37) Which of the following is included in internal-operational communication?
A) a business's communication with its customers
B) a business's communication with its suppliers
C) the orders and instructions that supervisors give to their employees
D) the instructions that the supervisors of a business give to its vendors
E) a business's communication with government agencies

38) Which of the following examples involves an internal audience for a business communication?
A) The state's legislators do not act upon the CEO's request for lower business taxes.
B) The company gives a 10 percent discount to loyal customers.
C) Most of the company's employees find the CEO's presentation motivational.
D) Two coworkers talk casually while competing on the company bowling team.
E) The CEO talks about the company's scandal to media reporters.

39) The sales director at TechSolutions sends an email to the company's four salespeople, asking them to send their monthly activity reports. This is an example of
A) internal-operational communication.
B) external-operational communication.
C) personal communication.
D) grapevine communication.
E) internal-external communication.

40) Which example depicts internal-operational communication?
A) an email written by a consumer to customer service
B) a decal on the company's delivery van advertising the company's website
C) an order form submitted to an organization's supplier for raw materials
D) a post on a businessperson's personal Facebook page
E) a memo from the company president to the sales director regarding sales targets

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41) Which of the following statements about external-operational communication is true?
A) It includes the ongoing discussions that the senior management undertakes to determine the goals and processes of the business.
B) It includes all of the business's efforts at selling, from sales letters and emails to ads, tradeshow displays, and customer visits.
C) It includes the orders and instructions that supervisors give employees, as well as written and oral exchanges among employees about work matters.
D) It includes the informal discussions that take place in the break room or other places where employees gather.
E) It includes the messages that employees exchange during the workday with relatives and friends outside the organization.

42) Shireen, the social media manager for a clothing designer, posts a picture on the company's Instagram account that previews styles from the new spring collection.. This form of communication can best be categorized as
A) internal-operational communication.
B) external-operational communication.
C) personal communication.
D) informal communication.
E) problem-solving communication.

43) Which of the following is an example of external-operational communication?
A) a training session conducted by a member of the information technology team to show employees how to use a new database
B) a videoconference discussion among members of a project team who all work at different regional offices
C) a television advertisement for business internet services
D) a report provided to senior management by the sales manager
E) a memo from human resources to employees reminding them that they must attend a conference at an outside location

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44) Which of the following demonstrates informal communication?
A) Board members have a discussion about the future course of the organization.
B) Two employees have a coffee break conversation regarding the progress of their project.
C) An employee tells the department manager that a coworker is having a negative influence on the team.
D) A story about an employee's marriage difficulties is passed along from one coworker to another.
E) Employees write messages to their team members regarding project-related issues.

45) Communication with an external audience should be undertaken with careful attention to both content and tone because
A) employees can end up making mistakes if these communications are not clear.
B) these communications often take the form of memos, which need to precise and formal.
C) external audiences tend to have low literacy.
D) such messages can be regarded as public relations messages, conveying a certain image of the company.
E) communicating with external audiences is more important than communicating with internal audiences.

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46) Which of the following statements about personal communication is true?
A) Personal communication is an official part of a business's operations.
B) Personal communication should be discouraged as it is often counterproductive to the organization's goals.
C) Personal communication is usually regulated by the formal network.
D) Communication with external parties may include elements of personal communication.
E) The attitudes of the employees and those with whom they communicate are rarely influenced by personal communication.

47) Which of the following best exemplifies personal communication?
A) a training session during which Maria's team learns about the company's new project management software
B) an email confirming a customer's skincare order has been shipped by Organic Botanics
C) a note to Bruno, a stockist, thanking him for the New Year's card he sent
D) a project proposal written by April and given to her manager for review
E) a team meeting to discuss plans for the company's annual retreat

48) The_____ is the way the various components of a company fit together.
A) personal communication network
B) organizational structure
C) supply chain
D) regulatory network
E) organizational context

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49) A property management company requires the managers of each of its apartment complexes to send an occupancy report to the CEO's executive assistant every Monday morning. This is an example of
A) an informal network.
B) a genre.
C) heuristics.
D) new media.
E) a recursive process.

50) Which of the following is true about the organizational structure of a company?
A) It controls the upward movement of information rather than the lateral movement.
B) It usually becomes flatter as companies become larger.
C) It includes relationships among people both inside and outside the company.
D) It includes only formal types of communication.
E) It involves a work pattern that is influenced by typical lines of communication.

51) Which is the best example of a genre?
A) a memo about a one-time bonus after a very profitable year
B) an improvised sales pitch to a potential customer
C) a phone call between managers to discuss an employer transfer
D) gossip exchanged over lunch in the break room
E) a weekly project status report to the department head

52) A hierarchical organization is best defined as
A) a structure in which employees report to both functional bosses and project supervisors.
B) a structure with few levels of authority and reporting.
C) a collection of the simple, well-defined communication streams within an organization.
D) a rigid chain of command with clear boundaries for responsibility and restricted lines of communication.
E) the network used by an organization to communicate with its core business partners.

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53) In a(n)_____ structure, employees report to both functional bosses and project supervisors.
A) organic
B) hierarchical
C) matrix
D) genre
E) external

54) Which of the following statements about business culture within an organization is true?
A) An organization's culture is usually independent of the industry in which it operates.
B) How structured an organization is often determines the formality of its culture.
C) Simpler organizations typically have cultures that require more communication than complex organizations do.
D) Since communication technology has become common, the geographic dispersion of an organization has little impact on its culture.
E) The culture of a homogeneous organization requires more adaptation to participants' values than that of a multicultural organization.

55) Which of the following statements about organizational culture is true?
A) The concept of organizational or corporate culture was popularized in the early 1930s.
B) A company's organizational culture is determined almost entirely by management.
C) The focus on organizational culture by management consultants and theorists has drastically decreased over time.
D) The official organizational culture of a company is almost always identical to its actual organizational culture.
E) Organizational culture refers to an organization's customary, but often unstated, ways of perceiving and doing things.

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56) Which of the following statements about the *actual* organizational culture of a company is true?
A) It is usually the same as the organizational culture promoted by the leaders at the top.
B) It is a dynamic, living realm of meaning constructed through communications at the topmost level of the company.
C) It is defined by the company's mission statement.
D) It is announced through formal communications by the management of the company.
E) It is a medium constructed daily through infinite behaviors and communications at all levels of the organization.

57) Which of the following is an example of the larger context affecting an attempt to communicate?
A) the fact that the communicators have known each other for five years
B) the communicator's job in accounting
C) the communicator's MBA
D) the increasing use of the singular *they* as a gender-neutral pronoun
E) the organization represented by the communicators

58) Which of the following statements about ill-defined problems is true?
A) Ill-defined problems can be solved by applying the right formula.
B) A well-run business encounters few ill-defined problems.
C) Ill-defined problems always have a negative impact on companies.
D) Solving ill-defined problems requires analytical skill and good judgment.
E) Ill-defined problems have unique and perfect solutions.

59) Which of the following is an accurate statement about heuristics?
A) Heuristics are always based on a trial-and-error approach.
B) Heuristics make little use of previous scenarios.
C) Heuristics provide a set of rules that can be applied to all problems.
D) Heuristics help prevent a person from treating each problem as brand new.
E) Heuristics are used mainly by people who are new to problem-solving in the workplace.

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60) Which of the following is true about contexts for communication?
A) Communication can be influenced by the communicators' professional roles.
B) The communicators' personal contexts rarely influence their communication.
C) The largest context in which business communication takes place is the organizational context.
D) The organizational context influences external communication, but it has little influence on internal communication.
E) Customs and cultures have less effect on business communication than many people expect.

61) Cho grew up in a large family in Seattle, while Ernesto is an only child who grew up in rural New Mexico. This information contrasts Cho's and Ernesto's_____ contexts.
A) organizational
B) formal
C) informal
D) personal
E) professional

62) Which of the following best exemplifies a personal context influencing business communication?
A) Because of Medpace Inc.'s hierarchical structure, employees are expected to use a formal style when communicating with high-ranking executives.
B) Jose, a freelance software trainer, prefers to use technical jargon when communicating with vendors.
C) Paula, a fashion designer, writes a fashion blog that gives her opinions about current trends.
D) Jason, upset because he recently broke up with his girlfriend, writes a rude email to a coworker.
E) Gemini Inc.'s employees often discuss their private lives before work and during breaks.

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63) Which of the following best exemplifies a communicator's professional context influencing communication?
A) As the public relations manager, Trina is always aware that she is representing her company.
B) Kwame, an optimistic person, likes to put an inspirational quote at the end of his email messages.
C) Morgan, an architect, prefers to communicate ideas visually.
D) Melissa refuses to apologize to her subordinate after yelling at him in public.
E) Trevor often uses social media sites at work because his company's products are marketed to young adults.

64) Which example demonstrates the evaluate-the-options step in the problem-solving approach to communication?
A) Charles chooses to delay his email to an employee until after his vacation.
B) Pedro wants his office assistant to have a clearer understanding of the company's product flow.
C) Trung decides to use colorful graphics to better convey his presentation to the company's board.
D) Cynthia judges whether passing out flyers is an effective way to promote her start-up business.
E) Bernard realizes many employees fail to criticize his company for fear of losing their jobs.

65) According to the problem-solving approach to communication, once the primary sender of a message has generated options, the next step is to
A) evaluate the options.
B) interpret the message.
C) compose the message.
D) send the message.
E) build the solution.

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66) If you have decided to give your message verbally, during the_____ stage in the process of communication, you will design any visuals you might need.
A) build-the-solution
B) deliver-the-solution
C) evaluate-the-options
D) generate-the-options
E) define-the-solution

67) Quik Print prides itself on efficient, speedy service, and it expects the same from its supply chain. When one of Quik Print's paper suppliers takes a week to answer a query about an open order, Malik, the purchasing manager, begins to look for a different source. This example demonstrates how an audience's response to a message is influenced by
A) the organizational context of the sender.
B) the organizational context of the audience.
C) the professional context of the sender.
D) the professional context of the audience.
E) the personal context of the audience.

68) Which of the following questions is asked during the evaluate-the-options stage of the communication process?
A) Should you combine the main message with other messages?
B) What structure should you use for the content?
C) What prior knowledge can you apply to this situation?
D) What medium will be used to deliver your message?
E) Are there any timing considerations related to delivering your message?

69) For a sales presentation, Pedro decides to use an informal tone that makes use of tasteful humor. What step of the problem-solving approach to communication is Pedro working on?
A) define the problem
B) generate the options
C) evaluate the options
D) deliver the solution
E) build the solution

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70) Sonya is the head of human resources at her company. In the company guidelines, the dress code section states that business casual is the preferred style of wear. However, Sonya notices that employees are wearing everything from business suits to T-shirts and sweatpants. She realizes that the dress code has not been effectively communicated. What step of the problem-solving approach to communication is Sonya involved in?

A) generate options
B) define the problem
C) build the solution
D) evaluate the options
E) deliver the solution

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

71) Define the term "new media," and describe how new media have affected business communication.

72) Explain the main categories of business communication. Give an example of each.

73) Jeri works for a company with a hierarchical structure, while Florian works for a company with an organic structure. What are some of the ways the structure of Jeri's company differs from the structure of Florian's company?

74) Define what a genre is in business communication, and give three examples.

75) Describe the various factors that affect the type of culture that a business has.

76) What is brand activism? Construct a brief scenario in which a company uses this approach.

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77) Create a business scenario involving communicators from two different countries, and give a brief account of the different contexts that would need to be considered for effective communication to occur.

78) How does a communicator's particular contexts influence the act of communication?

79) Explain why solving a communication problem is often a recursive process.

80) What are the steps of the problem-solving approach to workplace communication?

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Answer Key

Test name: Chapter 01

1) FALSE
2) TRUE
3) FALSE
4) FALSE
5) TRUE
6) FALSE
7) TRUE
8) TRUE
9) FALSE
10) TRUE
11) FALSE
12) FALSE
13) FALSE
14) TRUE
15) TRUE
16) TRUE
17) FALSE
18) TRUE
19) TRUE
20) TRUE
21) C
22) A
23) C
24) C
25) C
26) A
27) B
28) E
29) A
30) C
31) E
32) A
33) A
34) B
35) A
36) A
37) C
38) C
39) A
40) E
41) B
42) B
43) C
44) D
45) D
46) D
47) C
48) B
49) B
50) E
51) E
52) D
53) C
54) B
55) E
56) E
57) D
58) D
59) D
60) A
61) D
62) D
63) C
64) D
65) A
66) A
67) B
68) D
69) E
70) B
71) Short Answer
72) Short Answer
73) Short Answer
74) Short Answer
75) Short Answer
76) Short Answer
77) Short Answer

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78) Short Answer
79) Short Answer
80) Short Answer

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Part I: Chapter-by-Chapter Lecture Notes & Exercises

Chapter 1: Solving Communication Problems in the Workplace

Teaching Suggestions

Much of the information you will cover at the beginning of the semester is routine—introduction of yourself, office hours, course requirements, operating policies, and other business. In addition, you will probably want to introduce the subject matter of the course. Chapter 1 contains such an introduction, so you may want to start by summarizing its contents and adding illustrations from your knowledge and experience. Your overall goals should be to convince the students that workplace communication is important in business and to their personal advancement in business; to alert them to current challenges facing business communicators; to convey basic facts about the business-communication environment; and to bring out that business communication, as a problem-solving activity, requires analysis, creativity, and judgment (there are no magic formulas).

If you want to add some interest to this first meeting, try assigning a message to be written in class (but not for a grade). Make the problem a difficult one—a refusal or other bad-news situation requiring tactful handling. Without instructions on such problems, most of the students will write messages that are flawed. Save these messages until you cover this problem in the course and then give the messages back. When the students see their early writing specimens and compare them with their current work, they'll see the progress they have made. Also, the exercise is good for a few laughs, especially if you have some students read their original messages aloud to the class.

Another idea is to present a sample message (perhaps one from a real business) and, going over each part in detail, discuss the many decisions that went into the writing of the message. For example, the writer had to decide first even whether or not to write; then the writer needed to decide what genre (or form) of message this would be, how formal to make it, how to address the reader, what to say, how to organize the contents, where to put the paragraph breaks, which wording would be best in each place, and so on. This exercise reinforces the key point that good business communication is good decision making—as well as the point that preparing any message of importance will require time, care, and revision.

Still another possibility is the "message makeover" exercise. Present a poorly written message from a real organization, with identifying details removed. A negative message is often the most relatable and entertaining to students. (One option is a memo announcing layoffs.) This also gives you the opportunity to discuss the importance of choosing the correct medium for the message. Ask students what problems they find with the tone, writing style, and information included and how they would improve these.

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Then present a well-written revision, explaining that this is the kind of writing they'll learn how to do in this course. This exercise helps students become aware of how much they already know about identifying good versus bad writing, and also how much they stand to learn from the course.

Connect provides instructors with a variety of ways to customize courses, create assignments, determine grading policies, and receive student work. One of the tools Connect offers is the ability to select and add interactive assignments to your course. Explanations of these assignments and how they support the learning objectives have been integrated into the relevant topics in this instructor's manual.

The following McGraw-Hill tools are also available to support your business communication instruction:

NEW SmartBook 2.0 personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on topics that need the most attention. With SmartBook 2.0, learning is more productive and takes the guess work out of what to study in a no-fail environment. The result, students are better prepared for class and coursework. For instructors, SmartBook 2.0 tracks student progress and provides insights that guide teaching strategies and advanced instruction focused on a more dynamic class experience.

NEW Video Capture powered by GoReact embedded in Connect makes it simple for students to record presentations and practice their oral communication skills essential in the business world. GoReact streamlines instructors' ability to provide personalized skill coaching anywhere students should demonstrate their learning. GoReact allows instructors to easily provide feedback, assign grades, and also share recordings with other students in cases where they evaluate their peers.

NEW Writing Assignment Plus tool delivers a learning experience that improves students' written communication skills and conceptual understanding with every assignment. Assign, monitor, and provide feedback on writing more efficiently and grade assignments within McGraw-Hill Connect®. Writing Assignment Plus gives you time-saving tools with a just-in-time basic writing and originality checker.

Learning Objectives

LO1-1 Explain the importance of skillful communication to you and to your employer.
LO1-2 Explain the ways in which communication in the workplace is a form of problem solving.
LO1-3 Describe the communication skills that are needed in today's workplace.
LO1-4 Define professionalism and its importance to communication in the workplace.
LO1-5 Describe the three main categories of business communication.
LO1-6 Define organizational structure and describe its influence on the organization's communication.
LO1-7 Define organizational culture and describe the main factors that influence an organization's culture.
LO1-8 Describe the contexts for each act of communication in the workplace.
LO1-9 Describe the steps of a problem-solving approach to business communication.

Key Terms

problem solving

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reactive problem solving
proactive problem solving
ill-defined problems
well-defined problems
heuristics
verbal literacy
visual literacy
interpersonal skills
big data
artificial intelligence (AI)
computational thinking
interpretive skills
digital media
social intelligence
cross-cultural competency
corporate social responsibility (CSR)
brand activism
ESG
professionalism
business etiquette
internal-operational communication
external-operational communication
personal communication
grapevine
organizational structure
genres
organizational culture
larger communication context
communicators' relationship
filters
organizational contexts
professional contexts
personal contexts
intertextual context
recursive process

Text Summary & Lecture Outline

Slides 1-1, 1-2, 1-3

This chapter puts workplace communication in context. It explains the importance of business communication skills, describes large and small factors that affect workplace communication, identifies the main types of communication, and describes the problem-solving approach that is essential to effective communication in organizations.

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Problem-Solving Challenge

Students should consider the problem presented— being asked as a new hire to join a task force to find the best internal communication solution for an environmental services firm to keep all employees engaged and informed. Let students brainstorm a list of potential answers to the question: What will you need to know about workplace communicating in business to do a good job on this team? Have them compare these answers with a list they create after they have worked through this chapter. What did they learn?

The Role of Communication in the Workplace

Slides 1-4, 1-5

Communication is important to you and to the organization you will work for. For you, good communication skills can lead to advancement.

Your performance will be judged largely by your ability to communicate. The higher you advance, the greater your need for communication skills will be.

For the organization for which you will work, communicating is important because it is a major part of the work of the business. Communication is essential for organized activity. Much of the work done involves the processing of information.

Unfortunately, many businesspeople do not communicate well. You might share highly publicized communication blunders that companies have made, or ask students to share stories they may have about how good or poor communication in a company had a significant result, either for a particular communicator or for a company in general.

Multiple surveys have found that communication skills are highly prized in job applicants (see the Communication Matters box, “Take It from Today’s Executives: What You Can Do Is Even More Important Than What You Know” for more information), along with such related traits as an ability to work in a team, use critical thinking skills, analyze and interpret data, and apply what they know to workplace problems in a real-world setting. You can also ask the class in what ways they think the coronavirus pandemic and the workplace changes it led to may have changed what employers now seek in a job candidate.

Ask students: Look at the “Preparedness Gap” column in the Communication Matters feature. Ask students to note where today’s job applicants have been rated as having the largest and smallest gaps by employers. Then ask them to reflect on what might have led to these gaps and how they might address the main areas of weakness.

(Note: For online courses, you can create assignments via Connect in which students can respond to questions posed during class.)

Slides 1-6, 1-7, 1-8

Business Communication as Problem Solving

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Almost no workplace problem can be solved without communication. But communication itself—figuring out what to say or write, and how—is a form of problem solving. This means that, for most situations, the business communicator will need to take a unique set of circumstances into account and generate a unique solution that will achieve the desired business goals. Slide 1-6 demonstrates how a routine scenario can require a problem-solving approach. You may ask students to consider what type of questions they may ask in response to a customer complaint.

Two Types of Communication Problems

You can take this opportunity to explain the difference between ***well-defined problem***s (with a clear, definite answer) and **ill-defined problems** (containing unknown or unpredictable characteristics). You can show students Exhibit 1-1 or Slide 1-7. Have students provide some examples of well-defined and ill-defined communication problems. During discussion, emphasize the strategic nature of problem solving: It requires planning and making good choices.

Problem Solving

Most significant workplace communication problems are ill-defined—because they involve dealing with people, who are complex and unique. To solve these problems requires developing a solution through analysis, research, thinking, and planning.

You might ask your class how it's possible that, when there's no single "correct" answer to any business communication problem, it's still possible to say that some solutions are better than others. If you're not lucky enough to have a savvy student who "gets" this, you can make the point by showing them different handlings of a simple business situation and discussing what makes some better than others.

This book aims to equip students with several **heuristics**, tools to think with, to help them meet any communication challenge. Good problem solvers rely on guidelines, models, common scenarios, and other aids to help them apply tested strategies to new problems.

Slide 1-9

Test Your Decision-Making Skills

Let the students consider the scenario presented on the slide: Two employees have reported sexual harassment, but no formal policy is in place. As Director of HR, you need to announce a new sexual harassment policy. What would be the best medium for this message? What features of the context—for example, the number of males and females in the company, their rank of employment, the type of business the company is, the culture of the company, the way employees are used to receiving important message—could influence the choice of medium?

You may want to use Exhibit 1-7 to help the students determine their answers—that is, before they start to consider structure and content, you can steer them through a process that includes brainstorming and defining the problem, generating options and considering the possible audiences of the message, and considering what prior knowledge and context should be considered before crafting the message. Once they have moved through these steps, instructors can allow them to evaluate options by

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discussing the structure and medium of a policy message and identifying the style and tone features of a formal communication of this type.

Slide 1-10

Types of Communication Skills

The scenario presented on this slide will help students consider how to use communication skills to work successfully together with partners of very different backgrounds. This discussion is a good lead-in to the types of communication skills discussed in the chapter. Exhibit 1-2, "Communication-Related Skills for Today's Workplace," offers a summary of the types of communication skills needed to success in the workplace. In response to this scenario, you may look for students to offer discussion about the types of interpersonal/collaboration skills that would be important for these colleagues to work together. Cultural awareness and cross-cultural competency are also essential for success communicating across cultures. Students may identify that social intelligence may be more difficult for these colleagues, but developing the skills mentioned above will help.

Slides 1-11, 1-12

Communication Skills: A Breakdown

Ask students to explain and give examples of how each of the following skill areas is involved in communication.

Verbal literacy: The greater your vocabulary and familiarity with language, and the stronger your knowledge of grammar and mechanics, the better you will be able to communicate with a variety of people.

Visual literacy: Thanks to the internet, readers are now used to graphics-rich content that is inviting and easy to read. Studies have shown that visually enhanced text produces more effective learning than text alone.

Interpersonal/collaboration skills: Of particular interest to employers these days is employees' ability to work on a team. (As the chapter notes, respondents to the latest survey conducted by the American Association of Colleges and Universities ranked this trait first in terms desirability, and respondents to the latest survey conducted by the National Association of Colleges and Employers ranked it third.)

Analytical ability: Ask students what kind of thinking is especially valued by employers for processing data. How might AI factor into the skills they will need? Besides interpreting data, what other interpretive skills are useful in figuring out business solutions? Technology has become capable of generating big data as well as enabling artificial intelligence—but these developments have created the need for more sophisticated analysis than traditional processors can handle. This is where human analysis and decision making skills will be vital.

Digital literacy/social intelligence: All the forms of communication that comprise what is known as digital media require employees with social intelligence. Ask students to talk about the analogy of the organization as a brain with employees as sensors. What kinds of things do employees have to be aware of?

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Cultural awareness/cross-cultural competency: Different kinds of diversity, both within the US and around the world, impact the workplace and business communication in different ways.

Ethical awareness: Ethical scandals have hurt many businesses, and social responsibility has become a buzzword and marketing strategy for many companies. Let students discuss the reasons companies need to provide new transparency regarding their business practices. What are the pros and cons of this situation? How does this play out in the individual worker's performance? What impact does that have on the workplace as a whole? Slide 1-12 focuses more on ethical awareness.

More questions for discussion:

Expanded media literacy: How are apps, platforms like Skype and Zoom, posts on X and other microblogs, social networking, and virtual meetings changing business? How are telecommuting situations, where your first meeting takes place over email and you never meet in person, changing business interaction? How does this change "the stakes" of your first email and subsequent emails? Is it really possible to form a professional relationship over email? Have you ever experienced a business relationship like this? Was it successful? How would you prepare for an online interview vs. an in-person one?

Increased globalism and diversity: Diversity can happen on many levels. Consider the differences between a Baby Boomer who has been in a business for decades and a Millennial who was recently hired into a similar position as the older employee. Does growing up with technology give the Millennial an advantage in the workplace? Why or why not? How might being a digital native affect that person's view of doing business in the world? What might these two employees be able to gain from one another?

Increased need for strong analytical skills: Your book mentions that many work tasks now require "the ability to determine the deeper meaning or significance of what is being expressed" and that "high-value work . . . has an imaginative component." Do you agree? Can you recall a project at work where you were required to add value through deep thinking and imagination, even if it was analyzing and presenting a simple report?

Connect Exercise 1-1: Preparing for Success in the Workplace (Grouping)

Summary: Today's workplace requires employees to have many different skills. In this activity, students will evaluate advice from various sources to determine whether the statements are useful for achieving success in future employment. Students' understanding of employer expectations will be tested.

Learning Objectives: 1-01, 1-02, 1-03, 1-04

Topic Tags: Criteria for Effective Business Communications; Skills Used by Effective Communicators; Trends in Business Communication

Difficulty: Easy

AACSB: Reflective Thinking

Bloom's: Understand

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Follow-Up Activity: Students could be asked to correct any "bad advice" with helpful suggestions for achieving success in the workplace, and offer their reasoning for those suggestions.

Slides 1-12, 1-13

Ethical Awareness: A Recipe for Better Companies?

Students can take one of these quotes from the text and discuss its merits and ramifications. How true is the statement? What's the evidence? What's your experience tell you? If the statement is true, what does that mean for businesses? What does it mean for workers? If you think the statement is true, consider anomalies in the marketplace that seem to give a contrary result—for instance, some companies have seemingly dishonest practices and yet still are thriving. How is that possible? Can you give an example?

Corporate Social Responsibility, ESG, and Brand Activism

The internet and social media, coupled with an increase in consumers' ethical and environmental awareness, have increased the need for companies to demonstrate their efforts to operate in a socially responsible way. Have students discuss examples of companies that are doing this successfully, in their view, as well as examples of times when companies' claims along these lines have not been convincing or when companies have experienced a backlash for not being socially conscious enough. (You may want to select specific companies' websites for student to compare.)

Students can also read the Communication Matters box "CSR and Brand Activism: Not Just Empty Talk" and discuss the advantages and disadvantages of corporate social responsibility and CEO activism. Some questions for students include the following: Should CEOs take a public stand on divisive social issues? What are some recent incidents of corporations or CEOs expressing opinions on a social or moral issue? Why do you think the company made the decision to get involved? What was the result? Do you agree or disagree with their actions?

Slides 1-14, 1-15, 1-16

Professionalism 101

Professionalism comes into play in every business interaction. Remind students that professionalism is the set of behaviors that's expected of them as an employee when they're in social situations, whether with colleagues, superiors, or such outsiders as partners and customers.

Students can look at the Communication Matters box titled "How to Spot a Professional" and see how many other behaviors they can add to that list.

You Make the Call

Ask students to consider the "You Make the Call" question. What effect did the unprofessional behavior they witness have on their opinion of the person who committed it? The organization (if any) that person represented?

How Professional Is This Email?

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Have students study the slide and share what they think about the level of professionalism presented in that message. Remind them not to judge the actions of the person being addressed, but to judge the text and tone of the email itself.

Let students discuss the possible factors that influence their assessment of this email. What about this email is professional? What qualities, if any, seem less professional? Just from reading this email, what conclusions would you draw about the nature of the working relationship between these two people?

Let students rework the email in two different ways (you could divide the class into two groups for this exercise): 1) rewrite the email in a much more professional tone; 2) rewrite the email in a less professional, friend-to-friend tone.

The Business Communication Environment

Slides 1-17, 1-18, 1-19, 1-20

Main Categories of Business Communication

Despite all the changes we've seen in the last 25 years or so, most communications in business still fall into one of three basic categories.

Internal-operational communication is all the communication that occurs in conducting work within the business. It is the work done to carry out the operating plan (the business's plan for doing whatever it was formed to do).

It takes many forms—orders and instructions from superiors; oral exchanges between workers; written reports, emails, messaging platforms, memos, proposals . . . and the list goes on.

Much of it is conducted through the business's computer network. (Here you can call attention to the intranet example provided and discuss other contemporary communication media that businesses are using internally.)

Slide 1-19 asks students to consider the style of internal-operational communication. Let them offer adjectives to describe what they think is appropriate to this type of communication. You may ask them to give examples from experiences they have had. The style of internal-operational communication is conversational and pleasant without being too chummy. Internal-operational communication is also professional without being stiff. Another style can be appropriate depending on the communication situation—for example, a chat with a co-worker can be more casual, while a report to your boss can be more formal. But, as explained in Chapter 1, internal messages should not lapse into profanity, goofiness, or poor grammar.

External-operational communication is all the communicating businesses do with people and groups outside the business. Because businesses are dependent on outside people and groups, external-operational communication is necessary for success (see Exhibit 1-4 on slide 1-20).

This category includes direct selling (sales presentations, advertising, public relations activities, mailings), social media marketing, correspondence with other businesses, and communication with

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external parties such as community representatives, nonprofit and/or government organizations, and more.

Nowadays, much of this communicating is technology assisted. Ask students what types of computer-assisted messages businesses are sending out these days, besides email, and for what purposes.

Personal communication is the exchange of information and feelings among the workers. Remind students that this is an important type of communication in the workplace as it can help employees build relationships.

People will talk when they come together. Much of this talk is personal. But explain to students that this communicating can affect the workers' attitudes—and thus their job performance.

Slide 1-21

You Make the Call

Too much or too little personal communication, or the wrong type, can adversely affect productivity. Ask students to discuss the types of personal communication that went/go on in a workplace they are familiar with. Bring out the benefits and drawbacks, and see if you can draw some conclusions about how much and what kind of personal communication is appropriate in a workplace or develop rules of thumb for personal communication in business.

Connect Exercise 1-4 (a–e): Training the Biased Mind (Manager's Hot Seat Video Case)

Summary: As business communicators, students will need to be able to draw on a variety of related skills. They'll also need to be able to behave and communicate professionally and to decide when and how to use each major type of business communication. This activity (which includes five questions based on the provided video case) asks students to apply what they've learned about these topics.

1-4-a

Learning Objective: 1-03, 1-04

Topic Tags: Skills Used by Effective Communicators; Professional Presence

Difficulty: Easy

AACSB: Reflective Thinking

Bloom's: Apply

1-4-b

Learning Objective: 1-03, 1-04, 1-05

Topic Tags: Skills Used by Effective Communicators; Categories of Business Communication

Difficulty: Medium

AACSB: Communication

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Bloom's: Analyze

1-4-c

Learning Objective: 1-03, 1-04

Topic Tags: Skills Used by Effective Communicators

Difficulty: Hard

AACSB: Analytical Thinking

Bloom's: Analyze

1-4-d

Learning Objective: 1-03

Topic Tags: Skills Used by Effective Communicators

Difficulty: Easy

AACSB: Analytical Thinking

Bloom's: Understand

1-4-e

Learning Objective: 1-05

Topic Tags: Categories of Business Communication

Difficulty: Medium

AACSB: Communication

Bloom's: Remember

Follow-Up Activity: Students could be asked to discuss how to engage in personal communication on the job while also being professional. What are some guidelines or boundaries that could help them make good communication decisions in such cases?

Slide 1-22

Organizational Structure

The structure of an organization affects communication in a number of ways. The distribution of authority, the allocation of responsibilities, and the lines of communication all contribute to the organization's structure.

Referencing Exhibit 1-5, you can explain that the most formal structure is that of the traditional **hierarchy**, or bureaucratic organization. Formal structures have a rigid chain of command, clear boundaries for each person's responsibilities, and highly restricted lines of communication.

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At the other end of the spectrum is the organic or **flat structure,** which has few levels of authority and reporting, loose boundaries around the different employees' responsibilities, and open channels of interaction among the employees.

In between are many different configurations, the most common of which is the **matrix structure**, in which employees report not only to their functional bosses (e.g., finance VP or IT director) but also to a project supervisor.

It would be good to introduce students to the notion of **genre** or stable forms of communication within organizations. This is discussed further in Chapter 4, but it would be good to note that the way a message is composed and sent is often shaped by the expectations of those within an organization, which are heavily influenced by the organization' structure.

Slide 1-23

What's the Organizational Culture?

What is organizational culture? People coming together in an organization and spending many hours a day there form a social world with its own goals, values, behaviors, and idiosyncrasies. Learning a workplace's culture is essential to successful communication in that environment.

Look at the following list of characteristics that help us understand organizational culture. Have students discuss what some of these might tell them about a company's culture, structure, or other factors. What would they expect or what conclusions might they make about communication within that company based on each of these factors?

- The purpose of the organization.
- The customers or clients whom they serve or with whom they do business.
- The organization's size and structure.
- The geographical and physical characteristics of the organization.
- How diverse the organization is.
- The values and management style of the organization's leaders.

These characteristics are translated to day-to-day workplace operations and communication in many different ways. You can relay that if the company culture is formal—for example, you need to set up an appointment to see the CEO, rather than dropping by their office—you can probably assume that the communication will be formal as well (perhaps having strict communication channels you must follow and not as much access to information). If the CEO is wearing jeans when you meet—now common in many industries, especially if the company is a start-up—you'll probably find that the company has an informal and conversational writing style, particularly internally and possibly externally.

For discussion, you can draw on students' own experiences as employees and consumers to help them understand the significance of these factors. Compare students' experiences working for large and small companies and companies in different industries. Get them to volunteer stories about the organizational

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culture of places where they've worked or shopped and to discuss how the culture probably influenced, and was influenced by, the company's communication practices.

You can reiterate that, as the chapter says, such official representations of a company's values as their mission and vision statements and their websites and other branding materials can give you a good picture of the culture the company would like to have, or be perceived as having. But the "unofficial culture"—what the employees really believe and what they're really doing/saying behind closed doors—is typically considered the true culture. When the company-sanctioned culture and the unofficial culture are aligned, you often have success. When they aren't, the company struggles more. You may ask students if they've ever worked for an organization where the official culture was different from the unofficial culture.

You may also want to ask students what they feel are "tip-offs" to a company's culture. Invite them to share their experiences with the characteristics provided in the Communication Matters feature titled "How to Scope out an Organization's Culture" or offer new characteristics to describe places in which they have worked or are working.

You can also share the following signs of an organization's culture recognized by researchers:

What kind of stories does the company tell about its past—the living history? What a culture chooses to share says a lot about its values.

- **D**o they have certain "heroes" that they elevate (or even make fun of in a friendly way) because they've had such an impact on the success of the company? This says a lot about the professional contributions the company values.
- Do they have rituals? Burgers or happy hours on Friday? Battle of the bands every year? Community clean-up day? When the company gives employees tickets to events are they tickets to NASCAR or tickets to the ATP? This says a lot about the type of culture it is.
- Does the team seem like a cohesive group with shared values or are they "doing their own thing" and confused about where the company is going?

Connect Exercise 1-2 (a–e): Learning to Communicate in a New Job (Case Analysis)

Summary: To be an effective communicator, students need to be aware of the "big picture" in which communication takes place. This activity (which includes five questions based on the provided case) tests students' understanding of communication environments.

1-2-a

Learning Objective: 1-05

Topic Tags: Categories of Business Communication

Difficulty: Easy

AACSB: Communication

Bloom's: Apply

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1-2-b

Learning Objective: 1-06

Topic Tags: Organizational Culture and Communication Networks

Difficulty: Medium

AACSB: Communication

Bloom's: Analyze

1-2-c

Learning Objective: 1-06, 1-07

Topic Tags: The Role of Conventions in Business Communications

Difficulty: Medium

AACSB: Knowledge Application

Bloom's: Apply

1-2-d

Learning Objective: 1-06, 1-07

Topic Tags: Organizational Culture and Communication Networks

Difficulty: Medium

AACSB: Knowledge Application

Bloom's: Understand

1-2-e

Learning Objective: 1-06, 1-07

Topic Tags: Organizational Culture and Communication Networks

Difficulty: Medium

AACSB: Knowledge Application

Bloom's: Apply

Follow-Up Activity: Based on the information provided in the activity, students could be asked to create two versions of Sean's email message to all employees about how to request computer help—an ineffective version and an effective version.

The Business Communication Process

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Slides 1-24, 1-25, 1-26, 1-27, 1-28

Workplace communication brings many elements into play, in terms of both process and contexts. Exhibit 1-6 in Chapter 1 shows how these elements relate to each other.

As the model shows, the business communication process involves two communicators trying to solve a particular problem. For the purpose of solving the problem, the communicators occupy the same sphere, which can be defined as their relationship. The sphere of their mutual relationship occurs within the larger socioeconomic historical context.

It is important to point out that texts composed in professional settings draw on--and are shaped by--other texts in a variety of ways. This may include other documents or communication exchanges, collaboration with colleagues, or organizational professional communication practices (e.g., templates, practices, traditions).

You can also point out that the communication process represented here is likely to be one exchange in a larger problem-solving process, in which the two communicators work together to achieve business-related goals through ongoing conversations.

The Context for Business Communication

Now we'll take a closer look at the contexts in which business communication takes place.

The larger context includes the general business-economic climate; the language, values, and customs of the surrounding culture; and events and trends that are going on during the time of the communication exchange.

The relationship of the communicators also forms an important context for communication. Although communication may be about moving information from point A to point B, it is also about interactions between human beings. Perhaps the strongest influencing factors are the particular contexts that comprise the relationship of the two communicators.

The contexts for each communicator must also be considered in order to create successful communication. The organizational context—that is, the type and culture of the communicators' organizations--will shape the participants' communication choices. The professional roles they play within their organizations will also influence how they communicate, as well as how they interpret others' communication. Finally, their personal contexts, as defined by all the factors that contribute to make them who they are, will influence their communication.

As the text says, communication is not simply about moving information from point A to point B. Anyone who neglects the specific contexts in which communication takes place is likely doomed to be an unsuccessful communicator. Factoring these multiple contexts into communication decisions is a large part of treating business communication as a problem-solving process.

Role Play

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Let students role-play the situation as described in the slide. Then discuss the different kinds of communications that occurred and what contexts were influencing those different interactions. (Encourage online students to role-play this situation with a friend and then report on the results.)

The Communication Process Itself

Now take a look at the actual communication process, as represented in the model. As you go through the steps, you can point out that while these are in chronological order, the sender may need to revisit an earlier step before moving forward. (For example, when students are preparing a message, they may decide, even as late as when they're drafting, that they need to rethink an earlier decision.) You can also point out that the main goal of the message is for the recipient to interpret the message the way the sender intended and to respond in the desired way. If that goal isn't achieved, the communication has been, at least partially, unsuccessful.

To review, you may ask students to consider the "You Make the Call" question ("Think about a recent communication situation that you handled that didn't go well. Where did your problem-solving process go wrong?"). Encourage students to consider all parts of the process and identify where and how they may have misunderstood the communication problem.

Solving Problems in Business Communication

The communication process you just reviewed is based on a larger problem-solving model, shown in this slide. In other words, the communication process should be based on a problem-solving approach, which typically includes these steps (Exhibit 1-7):

- Define the Problem
- Generate Options
- Evaluate the Options
- Build the Solution
- Deliver the Solution

One way to reinforce these steps is to ask students to think of the questions that communicators may need to ask in order to find an effective solution to their communication problem. You can ask students to revisit the You Make the Call scenarios in Chapter 1 and identify questions that the communicator needs to ask in order to effectively solve the problem.

Another fun exercise for illustrating this process in action is to divide the class up into two opposing teams. Team 1 must recommend a surprising change to the syllabus to Team 2. Team 2 then has to follow the process of responding to this recommendation as laid out in this model. Do they agree? Will they propose a different recommendation and argue their case? Will they respond at all? If the class is large, you may break it up into smaller competing groups. (You can also write this as an assignment where a student must recommend and argue for a change to the syllabus and present that argument to you, the instructor.)

Connect Exercises 1-3: The Business Communication Process (Grouping)

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Summary: Business communication is a problem-solving activity, and in this click-and-drag exercise, students will review their understanding of the stages of the business communication process by considering brief scenarios and deciding which parts of the communication process these scenarios best illustrate.

Learning Objectives: 1-08, 1-09

Topic Tags: Problem Solving and Business Communication; The Communication Process

Difficulty: Medium

AACSB: Communication

Bloom's: Understand

Follow-Up Activity: Instruct students to choose three of the given scenarios and decide what would be the next steps in the communication process for the people in those scenarios.

Slide 1-29

Business Communication: The Bottom Line

The last slide suggests the three key features of business communication: it's about sharing information, it's about building relationships, and it's about solving workplace problems. This would be a good opportunity to emphasize that all business communication is crafted around audience with common goals in mind.

Chapter 1 Activities and Exercises

Power Charge Your Professionalism: Use the Right Word

Select the word that completes each sentence below. The choices are pairs of words that are sometimes confused. You'll find these and other misused words listed in Reference Chapter A. To be sure you use them accurately, consult a dictionary.

1. The performance of our stock will (**affect**/~~effect~~) our shareholders' willingness to continue investing in our company.
2. The company features (**its**/~~it's~~/~~its'~~) logo in the top-left corner of every webpage.
3. Jeanette knew she had to raise more (**capital**/~~capitol~~) before starting her new business.
4. We will be conducting interviews on (~~cite~~/~~sight~~/**site**) next Thursday.
5. Jorge and Mira work well together because their skills are (~~complimentary~~/**complementary**).
6. The CEO asked for everyone's (**cooperation**/~~corporation~~) as we moved through the software conversion.

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7. Guests always receive (**deferential**/~~differential~~) treatment when they visit our company.
8. Good team members do not (**desert**/~~dessert~~) their teams just because the work isn't going well.

Choosing the right word is important because…

Using the wrong word can confuse readers or even make them completely misunderstand your meaning.

Using the wrong word can make you appear to be poorly education and/or careless, neither of which is an impression you want to convey.

Critical-Thinking Questions

1. **Why do you think employers value transferable skills more highly now than in the past? What changes in business over the last 20 years or so might account for this change? (LO1-1)**

Changing technology and an increasingly connected global marketplace means that employees need to be more adaptable and able to interact with a broader range of people and tools. Employees can be trained fairly easily on new equipment or software—it's much harder to train people to be good communicators, to have good judgment, and to solve problems with critical and creative thinking.

2. **"If there's no definitive solution, then all ways of handling a workplace communication problem are equally good." Using the discussion of communication problem solving in this chapter, explain why this statement is false. (LO1-2)**

True, there are no guarantees that even the best-planned, most carefully designed message will succeed. But one that is not well thought out and well executed will almost certainly fail.

3. **Find an example of artificial intelligence that is currently being used or developed. In what ways is human help needed to make this technology work successfully? (LO1-2, LO1-3)**

According to experts, any processes that can't be completely automated will still need humans to make decisions based on the information and results that artificial intelligence provides. The tasks that humans will need to perform to use AI successfully include the following: the "ability to imagine new ways of solving problems"; communication that requires more than data transfer; comprehension of the bigger picture; the ability to use good judgment in cases where sufficient data can't be collected; the ability to "tap into the human condition" to use humor and empathy, creativity, courage, conviction, ethical reasoning, emotions, and integrity, as well as "taste, vision, and the ability to inspire." Student responses should include specific or general reference to these human functions.

4. **Look ahead a few years and imagine yourself in a job that you would love. What kinds of situations might arise that would require reactive communication on your part? In what ways might you communicate proactively to help your organization perform better? (LO1-2)**

Each example should be evaluated by its merits.

5. **In what ways is imagination important in workplace communication? (LO1-2, L1-O3)**

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Any act of communication will require the ability to imagine how the recipient is likely to respond to different communication choices. Students should also consider the creativity aspect of the business communication process in their response. Each student's answer should be evaluated on its merits.

6. **Think of a time when insufficient verbal skills on the part of someone in the workplace or in the public sphere led to a negative result. What kind of wording mistake did this person make, and what kind of damage did it cause? (LO1-O3)**

Each student's answer should be evaluated on its merits.

7. **Think of or find an example of a time when someone used a visual effectively to make a point. Why does the visual work so much better than words, or words alone? (LO1-3)**

Each student's answer should be evaluated on its merits, but should include reference to the fact that visuals are critical to conveying information, that research shows 80 to 85 percent of perception is mediated through vision, and that visually enhanced text has been proven to generate more effective learning than text alone.

8. **Think back through your work history and any team projects you've been on, and identify someone who, in your opinion, was a great team player. What qualities and skills made this person skillful at working with others? (LO1-3)**

Each student's answer should be evaluated on its merits but should include some of the skills mentioned in this chapter.

9. **To get a feel for the importance of media literacy on the part of business communicators, make a list of all the information technologies (devices, media platforms, and applications) that you've used over the last two years. What kind of knowledge is required to be able to use these technologies well? (LO1-3)**

Each answer should be evaluated on its own merits. The answer to the question could include such concepts as problem solving and social intelligence.

10. **"People need to leave their cultures and values at the door when they come to work and just focus on their jobs." Discuss the possible merits and flaws of this attitude. (LO1-3)**

The main flaw of this attitude is that business communication is still human communication, and humans cannot divorce themselves entirely from their cultures and values when they walk through the company door. Another flaw is that many employers value an employee's ability to evaluate problems in light of their cross-cultural competency—they want employees who are able to understand and communicate with people from different cultural backgrounds. However, it's important and worthwhile for employees to remember that their words and actions will be perceived as a reflection of their company. So, though they cannot "leave their cultures and values at the door," they will need to be able to assess in what ways their personal values do or do not line up with those of their employer, and remember that the business environment is not the place for them to broadcast their own opinions with no limits.

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11. **Being professional involves far more than coming to work on time each day. What are some other kinds of professional behavior that you've seen? In what ways should workplace communication, even casual comments, be professional? (LO1-4)**

Each answer should be evaluated on its own merits. The answer to the question could include an understanding that professional language, even in casual conversation, does not include profanity, goofiness, or poor grammar.

12. **How might people's definition of "professional behavior" depend on which industry or type of company they're in? (LO1-4)**

The part of professional behavior that is concerned with business etiquette will change somewhat depending on the industry. What is considered good manners, suitable conversation topics, and appropriate attire can vary from one kind of workplace to another. But professional behavior also refers to the concept of being "responsible, conscientious, and cooperative in every area of your work"—values that will remain fairly consistent across industries.

13. **"Never mix business with personal matters—it just leads to damaged relationships, poor business decisions, or both." In what ways might this be a fair statement? In what ways is it unwise advice? (LO1-5)**

The statement has merit in that getting too personally involved with a business associate can lead one either to neglect the business goals or to risk damaging the personal relationship in the interest of business. Furthermore, divulging personal information within such a relationship can sometimes be damaging professionally. Developing a personal relationship just to exploit it for business reasons is also not ethical. On the other hand, even in business contexts, people are still people. They cannot leave their humanness at the door—and, arguably, business would not be rewarding and worthwhile if they could. The good business communicator always remembers that communication is a human activity and takes care to foster goodwill between the communicators.

14. **Look again at the three types of organizational structures displayed in Exhibit 1-5. What would be the advantages and disadvantages of each?) (LO1-6)**

Students may mention that flat organizations may have more efficient communication, but they can lack a clear chain of command. Also, these are often smaller organizations with less clear role definitions and processes. Hierarchical organizations often have roles, processes, and communicative conventions that are well-defined and clear. However, they may have much more rigid communicative and decision-making structures, which can mean it takes more time for processes. Matrix organizations have the ability to bring together different functional areas (e.g., marketing and engineering) so they are great for collaboration, but sometimes roles are ill-defined and different prior knowledge can complicate communication.

15. **Describe the lines of communication in an organization, division, or department with which you are familiar (preferably a simple one). In what ways do you think the organization's structure has determined who communicates with whom? Do you think these lines of**

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communication are successfully meeting the needs of the organization or do you think they need changing? (LO1-6)

Each example should be evaluated on its merits.

16. **As noted in this chapter, companies develop specific forms of communication, or genres, that enable them to get their work done. In a place where you have worked or in another organization you have been a member of, what were the main forms of communication with the employees or members? To what extent were these uniquely adapted to the needs of the organization? (LO1-6)**

Each answer should be evaluated on its merits.

17. **Think of a place where you've worked or an organization you know well. How would you describe its culture? What role did the main factors that influence organizational culture play in creating this particular culture? (LO1-7)**

Each example should be evaluated on its merits.

18. **Think of a recent transaction you had with a businessperson or with a staff person at your school. Describe the contexts of your communication, from the larger context (business-economic, sociocultural, and historical) down to the personal (to the extent you know them). How did these likely influence the outcome of your communication? (LO1-8)**

To get students thinking, you might invite those who have tried to argue a parking ticket or library fine or to resolve a registration or payment problem to reflect on the contexts that helped determine the nature and outcome of the communication.

19. **Using this chapter's discussion of communication, explain how two people reading or hearing the same message can have very different responses. (LO1-8)**

The explanations should note that our specific contexts give us different mental filters (storehouses of experience, knowledge, biases, and priorities). Thus, when two people interpret a message through their unique filters, the meanings given the message are likely to differ. For example, assume that John has worked for companies in which the human resources department was poorly run, while Bill has seen firsthand that well-run HR departments can make important contributions to the morale and bottom line of a company. Their responses to a message announcing an additional hire in the HR department would differ sharply.

20. **Think of a current trend relating to social/political issues. In what ways is this trend likely affecting organizations' communications? (LO1-8)**

Each example should be evaluated by its merits.

21. **Let's say that you would like to ask your boss for funding to attend an online workshop that costs $79. What communication options come to mind? What criteria would you use to decide which one to choose? (LO1-9)**

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Deciding on a message channel is an important step in the problem-solving process. Communicators should consider the audience (here a boss) and evaluate the different options for submitting this request. Some important considerations include organization conventions (How is this information usually conveyed?), audience awareness (What does my audience expect from the form and content of this type of message? What will maximize the chance that my message is read? What is an appropriate style for my audience?), and context (What method of communication will ensure timely receipt and reading? Should this message be combined with any other messages?)

20. **A news outlet recently featured a story about a boss who sent his employees a message saying that they should not use personal devices, including their cell phones, at work. In what ways might this poorly thought-out communication backfire? What might have been a better solution to the problem the boss was trying to solve. (LO1-9)**

Each answer should be evaluated on its merits but should include a discussion of the communication situation from several angles. Responses can include a discussion of the communicators' relationship and their other particular contexts. These may include the organizational context (company culture and expectations), the professional context (the specific demands of the profession), the personal context (the experiences and perspectives of all communicators), or the intertextual context (how the communication will influence and be influenced by other communications). How might any of these contexts make it important that the employees be allowed to use their cell phones?

Skill-Building Exercises

1. **Interview a successful professional in an area of business you're interested in to find out how they feel about the importance of communication skills. See how this person defines such skills and their importance. Ask for a positive and a negative example of a time when communication influenced a significant outcome for them or their organization. (LO1-1)**

Each answer should be evaluated on its merits. It would be good for students to ask about the communication environment/process that exists at the interviewee's company.

2. **You purchased two pairs of expensive shoes (or substitute another product) about six months ago at a specialty store located 20 miles from where you live. One of the pairs needed to be ordered from the manufacturer because the store did not have the color you wanted. The manager told you that he would call you when that pair came in, but three months passed, and you heard nothing. So you called the store and left a message. The manager called you back to say that those shoes wouldn't be available for another three months and asked if you wanted to wait for them. You said yes—but then four more months passed, with no word from him. You called again and left a message, but, so far, no one has called you back. Use Exhibit 1-7 to help you decide how to use communication to solve this problem. Explain which communication solution you think would be best and why. (LO1-2, LO1-8, LO1-9)**

Each student should use critical thinking to consider what questions need to be asked to get at the heart of this problem. Are there cultural differences that make the store manager avoid talking on the phone? What are the lines of communication like at the store? Since the phone calls have not achieved the desired effect, one could surmise that a letter might also provide similar unsuccessful results. In this

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case, a personal visit might be necessary in order to make your desires clearly known and to impress upon the management what you expect to happen. You could also exchange further information, write down the manager's name, and get the name of the owner of the store. Often just collecting such information in an obvious way will communicate the seriousness of your position and result in more attentive service.

3. **Find and research an artificial intelligence technology that is common in the workplace. In what ways is it claimed to improve performance? Efficiency? What are some possible problems that individuals and teams may encounter when adopting this type of AI technology? (LO1-3)**

Each answer should be evaluated on its merits.

4. **Choose a certain country's general culture or one of its regional cultures, or a regional culture in your own country (one different from your own), and find out what values and traits the people in this culture are generally known for. Consult several sources, and, if possible, speak with someone in the group you choose. How might working or doing business with a person from this group pose certain challenges and require you to adapt your own values and communication style? (LO1-3)**

The main things to encourage in this exercise are use of details and honesty. Help students realize that there may be a downside to working with those unlike themselves—but that the gains are usually greater.

5. **Using the internet, find a company that has a corporate social responsibility or ESG program and study what the company's website says about that program. What kind of image as a corporate citizen is the company trying to project, and how? How convincing is this effort, in your opinion, and why? (LO1-3)**

The public face of almost any major company will have some kind of corporate responsibility dimension. Look for evidence in the students' responses that they have tried to analyze and assess the bases on which the company claims (explicitly or implicitly) to be a good citizen. You might ask students to attach or share sample web pages from the company to support their observations.

6. **Find an instance of brand activism on the internet or social media, analyze it, and assess it. What cause is the organization supporting? What makes its support "activism"? Did the organization choose an appropriate cause to support? How big a risk do you think the organization took in weighing in publicly on this issue? Do you think the benefits of this activism outweighed or are outweighing the costs? (LO1-3)**

Consider each student's answer on its merits. A good answer will look beyond the issue itself to focus on the implications for the CEO, brand, employees, and customers.

7. **Customers, potential customers, and the general public aren't the only ones putting pressure on companies to do better on their ESG activities: shareholders, too, are using their influence to shape companies' behavior. Do some research on "shareholder (or investor) activism" to be**

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able to explain what it is and discuss some recent examples. What kind of backlash has this caused, and why? (LO1-3)

Consider each student's answer on its merits.

8. **Analyze the website of Game Day Communications (http://www.gamedaypr.com/), a PR firm in Cincinnati, OH. What kind of structure and culture would you say this company has? Now look at the website of another Cincinnati PR firm, Vehr Communications (https://vehrcommunications.com/). How do its structure and culture seem to differ from those of Game Day? What factors do you think account for the differences? (LO1-6, LO1-7)**

Consider each students' answer on its merits. A good analysis may include some of the following points: Game Day Communication is a small PR company that seems to have a relatively flat organization. The employees listed on the "Team Roster" page have roles that do not indicate a distinct hierarchy. There is a CEO, but otherwise, one would be hard pressed to figure out the hierarchical structure from this page. Employee photos include fun candid shots of employees not in a traditional formal work environment, which indicates that this company has a much more laid-back culture than most. Their founder is a former ESPN anchor, and this fact seems to have strongly shaped the company, as its work is primarily focused on sports and entertainment. The website is organized into sections using sports metaphors such as "Team Roster" and "GDC Fast Break," which contributes to the informal effect.

Vehr Communications seems to be a slightly larger PR firm. According to the "Team" section, Vehr Communications seems to have a more hierarchical structure with more traditional roles (e.g., CEO, Vice President, Senior Account Executive, Account Executive). Their "Work" section highlights their work for large organizations including corporations (Cabela's, Tiffany), banks (Fifth Third Bank), colleges (Xavier University), and well-established non-profits in the Cincinnati area (United Way of Greater Cincinnati, Cincinnati Zoo, Cincinnati Art Museum). Vehr has much less diversity represented in their employees than Game Day. Also worth noting is the fact that Vehr employee photos are much more traditionally professional: Employees are dressed in business casual and are in office settings.

9. **Imagine it is your first day in a new internship. What types of things would you look for to help you understand the communication conventions of that organization? What might help you determine the right level of formality to use in an email to your colleagues? Your manager? Customers? (LO1-7)**

Consider each student's answer on its merits.

10. **What do you think would be the most professional and effective way to handle the following situations? (LO1-4, LO1-5, LO1-8, LO1-9)**
    a. **You're the lead student employee of your school's technology help desk. Each day, you field questions from faculty, staff, and students about their email account, the internet, and other tech topics. The volume of calls and emails is high, so you're worn pretty thin by the end of your shift each day. Today, late in the day, you get an email from a faculty member expressing interest in having her students design a tutorial to help faculty and students learn one of the school's tech tools better and asking which IT person would be best to contact about this idea. You have no idea. How do you answer?**

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Consider each student's answer on its merits. A good answer will include a polite explanation of the student employee's position and also some questions to clarify the skills the person is looking for. The person could point out that their current role does not allow much time to assess the skills of the other employees, but if the faculty member could reply with more specifics about what role they will want the IT person to take, what software/systems will need to be known, and what outcomes they expect, then that information would be helpful in talking with the team (and any supervisors) to select the best person for the task.

b. You're the chair of the employee volunteerism committee at your workplace. After three years in this role, you're ready to step down. At your latest meeting, one of the committee members eagerly volunteered to be the next chair. The thing is, this person actually hasn't done much of the work, and you suspect that he wants the job just to make himself look good to the company's leaders. You didn't say anything right then, but now the HR director, in whose area this committee falls, has come to your desk to ask if the person who wants the job should be appointed to it. What do you say? How do you say it?

Consider each student's answer on its merits. Some students might suggest a bold response—just being honest about their opinions of the person. However, the assessment of the potential chair's motives cannot necessarily be verified. A better response might be to stick to the facts: Explain that the potential chair has not been present for much of the work of the committee and therefore may not understand the time commitment and responsibilities involved. One might also recommend that the HR director go over the job description with the candidate to be sure they understand and agree to all of the position's responsibilities.

c. You recently served on a team that prepared an important proposal for your company. During the presentation of the proposal to management, one of your teammates indicated that she had done most of the work, when in fact she had done very little compared to you. Do you say or do anything in response or just let it slide?

Students may suggest a few possible approaches here. One could be to confront the person directly and suggest they apologize to the team for taking the credit. But that could result in strained relations and more bad feelings, especially if the person won't agree. One could be to simply ignore the behavior, but that could also result in strained relations—particularly if others on the team are irritated with their coworker. Another proactive response could be to send out an email memo to the team, thanking each member for the specific work they did, and copy management on that memo. That corrects the misinformation in a trackable yet understated way, and does not directly contradict the other teammate's words.

d. You've had a long, successful relationship with the supplier of some of the materials that your company uses in its products. The company is reliable, and the quality of their products is solid. But the sales rep you usually dealt with at this company was recently replaced by someone who isn't very pleasant. She seems to regard each phone call or email from you as an annoyance and is quick to become defensive when you call any little issue to her attention. What, if anything, would you do about this situation?

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Students' answers should include acknowledgment of the skills needed to deal with this problem. First, the employee needs to consider the sales rep as a member of their team in these negotiations—the two of them need to work well together in order to complete their transactions in an effective manner. The employee will need to use their interpretive skills and social intelligence to consider the other person's point of view; for example, the sales rep has been put into a new position and may feel pressure to prove herself in this new role, or perhaps management is putting pressure on the sales reps to handle deals more quickly. The employee should not stop pointing out issues or asking questions—their first responsibility is to make sure the company gets the materials it needs. But the employee could call the sales rep to touch base, acknowledge the new business relationship, and ask what the employee could do to help with these transactions or whether the sales rep has a preferred way of being notified about issues or questions that may arise.

11. **Find an online article in the business press or general news about a recent incident involving a company—for example, a merger or acquisition, a scandal or crisis, or the launching of a new product. What kind of communication challenges might this event have posed for the company, both internally and externally? What kinds of messages probably needed to be written, and for whom? (LO1-5, LO1-9)**

This is a relatively easy research project that can get students thinking about the communication efforts—and challenges—involved in running a business.

12. **Find an online article from a reputable source (or a series of social media posts) that criticizes how a company's leadership handled the communication involved in a recent incident—for example, a large layoff of employees or an incident involving racial or gender bias. In the writer's/writers' view, what was objectionable about the communication? What parts of the leadership's communication problem-solving process went wrong? (LO1-3, LO1-9)**

Consider each student's answer on its merits.

Problem-Solver to the Rescue: Arranging a Consultant's Visit

When critiquing and/or rewriting the message, students should use Exhibit 1-7, "Planning Your Communication Strategy: A Problem-Solving Approach," to inform their answer. Not all questions in the exhibit apply to this specific scenario, but the problem-solving heuristic will provide them with a starting point to understand the questions they will need to consider in this scenario. You may want to tell students to select questions that apply to this situation. Also, you may want to explain to students that they might need to make some inferences about what the sender and receiver know and the context of the message.

Teachers are encouraged to have students critique the message, rewrite it, or both. Below is a summary of the key points students will need to consider in their critique and one example of how students may rewrite the message.

Critique:

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While this message seems like it is communication between two individuals, it is actually much more complicated. One of Jeff's major problems is that he fails to realize that the message he is sending is situated within a larger sociocultural and organizational context. Instead of a message between two individuals, Jeff needs to understand that this message is an official message from the human resources department of a company to an esteemed job candidate, an accomplished medical professional. Thus, anything he writes should represent the company appropriately, consider the secondary audiences within the company, and treat the recipient with due respect.

The following sections describe more specific breakdowns in his problem-solving process.

Defining the Problem

Jeff did not think enough about why he needed to communicate—to deliver complete and clear details to Dr. Harmon and to present himself and his company in a positive light. Jeff does not seem to have leveraged *prior knowledge*. It seems that human resources for a company would have sent this type of routine message to job candidates before. Even if Jeff is new to the company, he probably has access to previous emails sent to candidates or possibly a template to use. His first step should have been to look for previous examples of visit itineraries that had been emailed to candidates to ensure that he knew every facet of the situation. Jeff's problem/situation, then, is that he has to create a thorough, somewhat formal message to his audience that tells her everything she needs to know and represents the company well.

Generating Options

Jeff does not seem to have clearly identified his *main goal*: to deliver clear, thorough information to his audience(s). The original email lacked details about the travel and itinerary that would be useful to the candidate. For example, the names of meeting attendees and locations of meetings are of use to a job candidate, as they will want to know where they will be and who will be in the meeting. Including this information would allow the candidate to better prepare for the meetings. With today's technology, Dr. Harmon might want to do an online search to learn more about the people she will be meeting with (and those people would expect her to do so). Finally, Jeff does not provide the details that his reader needs to feel comfortable and confident about getting to the interview. If Dr. Harmon worries about the interview, she may not be as focused as she could be on making it a success.

Jeff did evidently consider another important goal for this message: to create a positive relationship between himself and Dr. Harmon. But, as discussed further below, his efforts to achieve this goal are undermined by his inappropriate informality. Plus, he does not do a good job of considering and representing his *secondary audiences*. Those who participate in the interview are depending on Jeff to get Dr. Harmon to the interview smoothly and on time. In addition, the secondary audiences are depending on Jeff to get them off on the right foot with Dr. Harmon. If she thinks the message is disorganized, incomplete, and unprofessional, she may wonder if this is how others at the company operate as well. Also, like Dr. Harmon, key internal people in the company will need all the visit details.

Evaluating Options

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Not including the right level of detail is potentially dangerous because it can get the interview off to a poor start. The same goes for not formatting the details readably. Jeff doesn't seem to have asked himself what *structure* would be best for this type of message. Making information accessible is critical in an email like this. To achieve greater clarity, Jeff should have done a better job of formatting his email to draw attention to important points.

Jeff's original message does not clearly choose the best *message strategy* for this message. It would be useful to include a summary of the itinerary in the email (see revision). It would also be useful in a situation like this to attach an agenda with contact information and other details that may not be included in the email summary.

Building the Solution

Jeff's message needs to include details about travel, a schedule for the meeting, and the names of the people Dr. Harmon will meet during the day. Jeff also needs to include people in the message who will also need to know the schedule for the day.

In addition, the original email doesn't demonstrate a close attention to *style* and *tone.* In a situation regarding a visit by a high-level professional, a more formal tone is appropriate. This would include greeting the candidate with the title "Dr." and using more formal language.

Attachments, headings, and short paragraphs would be helpful in making the message easy to comprehend, and, given the genre and medium, Dr. Harmon will expect to be able to quickly find the information she'll need. Hyperlinks might also be useful in connecting her directly to additional information.

Finally, the message also needs proofreading: It contains a wrong-word error ("grate" instead of "great"). Messages to external individuals or groups require an extra level of attention to detail because, as mentioned above, the quality of the written message reflects on the organization.

Delivering the Solution

Dr. Harmon needs to receive the information early enough to allow her time to prepare for the interview. Combining this message with an agenda will be helpful, too. Because this is an email, the writer can attach a "read receipt" to the email. (Instructors: Students many not know what a "read receipt" is, but this would be an opportunity for them to learn.) Jeff could also request a reply.

Rewrite:

The sample rewrite below demonstrates effective use of the steps in communication problem-solving.

To: Sally Harmon <sharmon@biomed.org>
From: Jeff Saluda <Jeff.Saluda@hcsn.com>
Cc: Janice Johnson <Janice.johnson@hcsn.com>; Elias Mendez <elias.mendez@hcsn.com>
Re: Itinerary for Your Upcoming Visit

Dear Dr. Harmon:

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We are looking forward to your arrival this week to interview for the position with our Consulting Team on May 6. I have been working closely with Janice Johnson, Director of Human Resources, and Dr. Elias Mendez, Head of Consulting, to coordinate the details of your visit, and I have copied them on this message. Below you will find a summary of the itinerary for your trip and, attached, a detailed agenda, including contact information.

Flights: I've reserved your flights to and from Chicago based on your time preferences. You are scheduled to leave Minneapolis on May 6 on the 6:45 a.m. flight and arrive here in Chicago at 8:15 a.m. Your return fight will leave Chicago at 6:10 p.m. that day and arrive in Minneapolis at 7:40 p.m. We book all company-related trips through American Express Global Travel, so you will receive a detailed travel itinerary from them shortly.

Arrival Transfer to Office: Corporate Shuttle will be picking you up at your gate upon your arrival. Just call (781) 555-4333, and the driver will text you details of the pickup. For your reference, our address is 2012 Riverside Plaza. When you arrive at our building, please check in at the security desk, and the attendant will direct you to our office.

Meeting Schedule for Wednesday, May 6:

10:00 a.m. (Conference Room 1): Brief welcome and refreshments with Janice Johnson, Director of Human Resources.

10:30 a.m. (Conference Room 1): Meeting with Dr. Elias Mendez, Janice Johnson, and Vice President of Operations Kara Larson to discuss their roles and operations.

11:00 a.m. (Production Level Lounge): Meeting with Leo Warner and Paige Hampstead, members of our Uninsured Product Development team, to get a sense of our new and developing medical-care facility solutions.

12:00 p.m. (Office Café): Lunch with Janice Johnson and Jeff Saluda.

1:00 p.m. (Consulting Lounge): Meeting with several members of the Consulting team to learn more about our clients and their needs.

2:00 p.m.: Brief tour of the office concluding in the Human Resources offices for a meeting with Janice Johnson about employment at Safety Net.

3:00 p.m.: Conclusion of the meetings.

Departure/Transfer to the Airport: Return to O'Hare via Corporate Shuttle (pickup at 3:30 p.m. in front of the building)

Please reply to confirm that you have received this email. I am happy to answer any questions you may have. We look forward to meeting with you.

Best,

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These changes address the key issues noted in the critique:

- **In the revision, you'll notice a more formal greeting and introduction, which creates a tone more appropriate to the official nature of the message and the visitor's respected credentials.**
- **Information has been added to answer all of the reader's likely questions about her travel.**
- **The meeting agenda is divided into readable parts, and bold is used to draw attention to important headings. Also, the message indicates that a formal, detailed itinerary is attached to the email.**
- **The revised version has the addition of the Human Resources Director and Head of Consulting in the "cc" line of the email. This will keep them up to date on the itinerary of the visit and help ensure that things run smoothly.**
- **In the revision, the message includes a final line asking for a reply to the email as a way to confirm that he has achieved his main goal.**

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