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**Online Instructor's
Manual**
to accompany

Communicating in the Workplace

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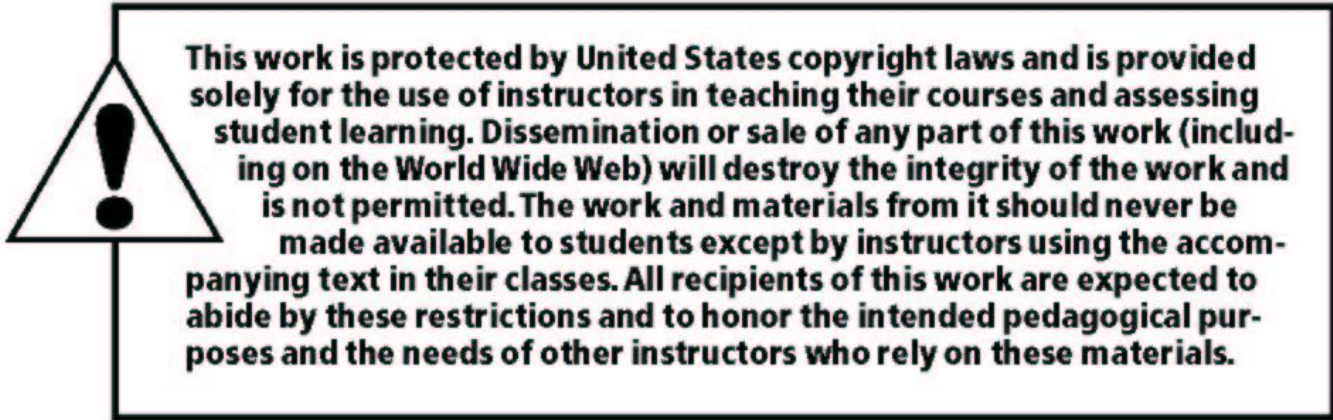
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INTRODUCTION

Communicating in the Workplace has been written to provide students with essential communication competencies through a practical, experiential approach based on the needs of employers and employees alike. Principles and skills of communication are presented in a style that students can master and apply. Community college students who are preparing for careers in business and industry, health care, service, or technology fields need the skills presented in this text to be successful in their personal and professional lives.

The goals of this text will be met when students see the relevancy of these communication skills in the world of work. In addition, the occupational context in which the skills are presented offers a comfortable setting to practice these skills so that students gain the confidence to use them outside the classroom.

The text is divided into fifteen chapters that cover the following topic areas:

- Communication Concepts
- Perception
- Cultural Diversity
- Language
- Listening and Responding
- Interpersonal Relationship Skills
- Conflict Resolution
- Teamwork
- Preparing the Informative Presentation
- Organizing Informative Outlines
- Verbal and Visual Supports
- Gathering Information
- Delivering Presentations
- Persuasive Speaking
- Interviewing Skills

All of the fifteen chapters also follow a format that includes learning objectives, chapter content, review questions, key terms and concepts, web activities, assignments, and case studies.

The learning objectives sections provide an overview of the topics being addressed; the chapter content sections develop specific skills and techniques students can use to improve their communication proficiency; the review question sections allow students to determine their understanding of the chapter content; the key terms and concepts sections highlight important information for quick reference; web activities, assignments and case studies offer a variety of exercises for practical application of the skills learned.

This instructor's manual contains the following resources:

- Sample course outline
- Answer keys

COURSE OUTLINE for *Communicating in the Workplace*

Based on a 16-week semester

Week	Activity
	<ol style="list-style-type: none">1. Read Chapter 1: Communication Concepts; Answer Review Questions<ol style="list-style-type: none">a. Assignment #1.1—Communication Process Modelb. Assignment #1.2—Feedback Exercisec. Assignment #1.3—Communication Tips Presentation or Assignment #1.4—Personal Experience Talkd. Assignment #1.5—Communication Self-Assessmente. Assignment #1.6—Case Study2. Read Chapter 2: Perception; Answer Review Questions<ol style="list-style-type: none">a. Assignment #2.1—Self Perception Exerciseb. Assignment #2.2—Perception of Self Exercisec. Assignment #2.3—Fact-Opinion Confusion Exercised. Assignment #2.4—Perception Checking Skillse. Assignment #2.5—Learning Conversationsf. Assignment #2.6—Critical Media Literacy3. Read Chapter 3: Cultural Diversity; Answer Review Questions<ol style="list-style-type: none">a. Assignment #3.1—Intercultural Personality Profileb. Assignment #3.2—Intercultural Show and Tellc. Assignment #3.3—Making Intercultural Contact: Article Search or Assignment #3.4—Making Intercultural Contact: Interviewd. Assignment #3.5—Disrupting Bias and Discrimination4. Read Chapter 4: Language; Answer Review Questions<ol style="list-style-type: none">a. Assignment #4.1—Figurative Languageb. Assignment #4.2—Connotation in Languagec. Assignment #4.3—Specific versus General Languaged. Assignment #4.4—Abstraction Ladderse. Assignment #4.5—Nonverbal Charadesf. Assignment #4.6—Nonverbal Intercultural Differencesg. Assignment #4.7—Nonverbal Communication Article Review5. Read Chapter 9: Preparing the Informative Presentation; Answer Review Questions<ol style="list-style-type: none">a. Assignment #9.1—Brainstorming Topicsb. Assignment #9.2—Map Your Topicc. Assignment #9.3—Audience Analysis -d. Assignment #9.4—Specific Purpose Statementse. Assignment #9.5—Writing Central Ideasf. Assignment #9.6—The Informative Speech

6. Read Chapter 10: Organizing Informative Outlines AND Read Chapter 11: Verbal and Visual Supports; Answer Review Questions
 - a. Assignment #10.1—Develop Main Points
 - b. Assignment #10.2—Scrambled Outlines
 - c. Assignment #10.3—Group Practice Outlines
 - d. Assignment #10.4—Informative Outline Draft
 - e. Assignment #11.1—Recognizing Supports
 - f. Assignment #11.2—One Point Speech
 - g. Assignment #11.3—Persuasive Ad Exercise
7. Read Chapter 12: Gathering Information AND Read Chapter 13: Delivering Presentations; Answer Review Questions
 - a. Assignment #12.1—Find Your Sources
 - b. Assignment #12.2—Evaluate Your Information
 - c. Assignment #12.3—Make Your Reference Page
 - d. Assignment #13.1—Reduce Speaker Anxiety
 - e. Assignment #13.2—Famous Speech Analysis
 - f. Assignment #13.3—Videotape Rehearsal
8. Informative Speech Presentations and Mid-Term Exam
9. Read Chapter 5: Listening and Responding; Answer Review Questions
 - a. Assignment #5.1—Listening Self-Assessment
 - b. Assignment #5.2—Listening Skills Test
 - c. Assignment #5.3—Listening Reports
 - d. Assignment #5.4—Response Styles Questionnaire
 - e. Assignment #5.5—Response Styles Practice
 - f. Assignment #5.6—Case Study
10. Read Chapter 6: Interpersonal Relationship Skills; Answer Review Questions
 - a. Assignment # 6.1—Behavior Descriptions
 - b. Assignment # 6.2—Feeling Messages
 - c. Assignment # 6.3—Consequence Statements
 - d. Assignment # 6.4—Request Statements
 - e. Assignment # 6.5—Four-Part Assertion Message Identification Self-Assessment
 - f. Assignment # 6.6—Four-Part Assertion Messages Practice
 - g. Assignment # 6.7—When to Use Four-Part Assertion Messages
11. Read Chapter 7: Conflict Resolution; Answer Review Questions
 - a. Assignment #7.1—Determine Conflict Styles
 - b. Assignment #7.2—Managing Conflict Self-Assessment

- c. Assignment #7.3—Managing Conflict Self-Assessment Scoring
- d. Assignment #7.4—Make a Prediction
- e. Assignment #7.5—Conflict Role Playing
- f. Assignment #7.6—Responding to Criticism

12. Read Chapter 14: Persuasive Speaking; Answer Review Questions

- a. Assignment #14.1—Ad Analysis
- b. Assignment #14.2—Logical Fallacy Identification
- c. Assignment #14.3—Practice Outlines
- d. Assignment #14.4—Persuasive Speech Analysis
- e. Assignment #14.5—The Persuasive Speech

13. Read Chapter 8: Teamwork and Collaboration; Answer Review Questions

- a. Assignment #8.1—Participation Style Self-Analysis
- b. Assignment #8.2—Self-Analysis of Teamwork
- c. Assignment #8.3—A Problem Solving Exercise
- d. Assignment #8.4—Interview a Work Team or
Assignment #8.5—Team Article Review

14. Persuasive Speech Presentations

15. Read Chapter 15: Interviewing Skills; Answer Review Questions

- a. Assignment #15.1—Employment Interview Assignment
- b. Assignment #15.2—Applicant's Plan Sheet
- c. Assignment #15.3—Interviewer's Plan Sheet
- d. Assignment #15.4—Interview Report Form

16. Final Exam

Chapter 1 Answer Key

Review Questions

1. Briefly explain three specific situations where communication skills will be important in your future occupation.

Answers may vary but should include three occupational situations and the importance of the communication.

2. Your text states that the goal of effective communication is to achieve “shared understanding.” Explain what shared understanding means. Provide three suggestions that you think would make this goal more likely to occur between senders and receivers.

Answers may vary but should include an explanation of a shared understanding and three suggestions that make this goal more attainable.

3. The section “Communication Process Model” mentions that when communicating, you function as a “transceiver.” Describe two situations where you were a transceiver, both sending and receiving messages simultaneously.

Answers may vary but should include two situations with a description of the student’s role as sender and receiver.

4. Communication occurs within a context. Describe the physical, functional, relational, and cultural context of an interaction you recently had with someone else.

Answers may vary but should include four contexts with an example for each for the interactions that the student recently had.

5. Give some recent examples of messages you have sent to others at each of the following levels:
 - a. Small Talk
 - b. Information Talk
 - c. Opinions Talk
 - d. Feelings Talk

Answers may vary but should include all four levels with specific examples for each.

6. Find a short article from a magazine, newspaper, or Internet site that illustrates the relationship between communication and ethics. Provide a brief summary of the article.

Answers may vary but should include a summary showing the relationship between communication and ethics.

7. Describe one of the barriers discussed in Chapter 1 that you have some difficulty with. What makes this barrier especially troublesome for you? List two steps you think you could take to minimize this barrier.

Answers may vary but should include one barrier and two steps to overcome that barrier.

8. Brainstorm a list of at least three advantages and three disadvantages of communication technology.

Answers may vary but should include a list of 3 advantages and 3 disadvantages of technology.

Chapter 2 Answer Key

Review Questions

1. Provide at least two examples of different points of view you have had with someone else. What do you think caused these different viewpoints? How did you deal with them?

Answers may vary but should include two examples, causes, and methods of dealing with the differences.

2. After reading this chapter, what does perception mean to you? How does perception affect your communication?

Answers may vary but should include a definition and an explanation.

3. Explain, in your own words, the difference between objective and subjective reality. Why would this distinction be important for someone to know?

Answers may vary but should include a contrast of the two realities and the importance of the differences.

4. Complete the following statement: The idea that every aspect of people's identities including their gender, race, ethnicity, etc., influences their perceptions suggests that _____.

Answers may vary.

5. List and describe the elements of the perception model (Figure 2.2).

List should include the following: Prior Knowledge, Prior Experiences, Psychological State.

6. List the three processes people use to make sense of the world around them.

Lists should include three of the following: selective attention, self-fulfilling prophecy, the halo effect, attribution error, and projection.

7. Explain the differences between facts and opinions.

Statements of Fact	Statements of Opinion
1. Are based on observable sensory data. Observations report only what you can see, hear, taste, touch, or smell.	1. Go beyond what has been observed.

2. Are only about the past or the present, never the future.	2. Are about the past, present or future.
3. Are objective and devoid of any interpretations, conclusions, or assumptions about what has been observed	3. Include interpretations, conclusions, or assumptions about what has been observed and are, consequently, subjective.

8. What is a perception check? When would you use perception checking? Why would it be an important skill to have?

Perception checks, sometimes called impression checks, are responses to someone's verbal or nonverbal communication that share an impression of the person's message in an open-minded, non-evaluative way and that invite a response from the person.

Use and importance responses may vary.

9. Share a time when you had a learning conversation with someone. How did it go? What worked? What didn't work?

Answers may vary but should include a narrative with assessment.

10. How would the five questions for thinking critically about what appears in the media benefit you?

Answers may vary but should include discussion of the following:

- Who created this message?
- What creative techniques were used to attract my attention?
- How might other people understand this message differently than I do?
- What values, lifestyles, and points of view are being represented in, or omitted from, this message?
- Why is this message being sent?