

BUSINESS
Communication:
PROCESS & PRODUCT

2ND EDITION

S **TUDY GUIDE**

Mary Ellen Guffey

BUSINESS *Communication:* PROCESS & PRODUCT 2ND EDITION

STUDY GUIDE

Mary Ellen Guffey
LOS ANGELES PIERCE COLLEGE



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PREFACE

This Study Guide will be an important resource to you for many reasons. Its exercises supplement and reinforce the concepts presented in Guffey's *Business Communication: Process and Product*. With the help of this guide, you can try out your knowledge of the chapter concepts and practice its principles. You'll also be able to preview sample test questions.

Employment Interview Kit. In the second edition of this Study Guide we've added an Employment Interview Kit to supplement Chapter 16, Employment Communication. In this kit you'll learn how to ace a job interview. The kit includes tips for fighting fear and for sending positive nonverbal messages. Most important are the lists of commonly asked interview questions (and some answers!) as well as questions for you to ask.

Each Study Guide chapter contains similar elements to help you master course content and expand your communication skills.

- **Chapter review of key concepts.** A variety of questions (including fill-in, multiple-choice, true-false, and matching) outline key chapter concepts. These questions include page references in the textbook so that you can easily confirm answers and review your responses.

- **Career track spelling.** Because in any career you will be judged by your communication skills—including your ability to spell—you have an opportunity to hone those skills in regular exercises. Chapter 1 reviews useful spelling guidelines, and each subsequent chapter includes a self-checked exercise. The complete list of spelling words, from which most of the words are taken, appears in Appendix A.

- **Career track vocabulary.** A wide vocabulary enables you to express your ideas clearly. To expand your word power, each chapter includes 15 challenging vocabulary words, along with 5 or 6 confusing words for you to master. Appendix A contains the complete list and definitions of confusing words.

- **Competent Language Usage Essentials (C.L.U.E.).** Each chapter concentrates on a few guidelines that review English grammar, punctuation, and usage. Particular attention is given to troublesome concepts on which business communicators sometimes stumble. C.L.U.E. review exercises and Super C.L.U.E. (cumulative) reviews help you master these guidelines.

- **Career track application and critical thinking.** In chapters that teach letter-, memo-, and report-writing, you will be given a realistic assignment that applies your learning. Critical thinking questions help you analyze the assignment and organize your response. After preparing a document, you can turn to the solutions in Appendix B and compare your response with the key to see how you stack up. Naturally, you'll want to complete your application exercise before examining the key.

We designed this self-checked Study Guide to help you master chapter concepts and to expand your communication skills. Like the textbook, it contains many visual elements to enhance its readability and interest.

Begin by reading and studying the textbook chapter. Then complete the Study Guide chapter review questions and check your answers. Reread any sections in the textbook that caused you trouble. Finally, complete the remaining Study Guide exercises and check those responses. I am convinced that your careful efforts will be rewarded with skills that will pay big dividends for you and your career.

Mary Ellen Guffey

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Chapter 1

Communicating in the New World of Work

CHAPTER REVIEW

Understanding key concepts and terms from each chapter is an important part of your success in this course. Each chapter of this study guide will include one or more exercises (matching, true-false, fill-in) giving you the chance to review what you learned and **discover** what you didn't. Read and study each chapter carefully before attempting these exercises.

From Chapter 1 identify the meanings of the following key terms. Some of the terms are common words, but their meanings may be special in this context. Select a term from Column B to match its definition in Column A. The first answer is provided for you! Each term is used only once.

DISCOVER!



what you know . . .
and what you don't . . .

Column A

- b 1. Transmission of information and meaning
- 2. Converting an idea into words or gestures
- 3. Miscommunication resulting when individuals
have different meanings for words
- 4. Translating a message from symbols into meaning
- 5. Verbal or nonverbal response flowing back to sender
- 6. Combination of your experiences, education, culture,
expectations, attitudes, and personality through
which messages are filtered
- 7. Person originating a message
- 8. Medium that physically transmits a message
(letter, telephone, fax, etc.)
- 9. Anything that disrupts the communication process
- 10. Informal communication channel within organizations

Column B

- a. noise
- b. communication
- c. encoding
- d. grapevine
- e. sender
- f. filtering
- g. decoding
- h. channel
- i. frame of reference
- j. feedback
- k. bypassing
- l. horizontal
communication

Indicate whether the following statements are true or false by using T or F.

- _____ 11. To survive in a competitive global economy, businesses have been expanding their management hierarchies and adding layers of management. (Obj. 1, p. 6)
- _____ 12. Both oral and written communication provide useful, immediate feedback to a communicator. (Obj. 5, p. 18)
- _____ 13. Informal channels of communication follow an organization's hierarchy of command. (Obj. 6, p. 21)
- _____ 14. Management can reduce the negative effects of the grapevine by providing ample information through formal channels. (Obj. 6, p. 27)
- _____ 15. Planning for feedback is an effective way to overcome some communication barriers. (Obj. 4, p. 16)
- _____ 16. Successfully decoding a message is impossible because no two people share the same life experiences. (Obj. 2, p. 12)
- _____ 17. Organizations communicate externally with customers, suppliers, government agencies, and the public. (Obj. 4, p. 18)
- _____ 18. A report describing progress that has been made converting to new equipment on a company's assembly line would flow downward. (Obj. 6, p. 22)
- _____ 19. Messages that enable individuals to coordinate tasks, share information, solve problems, and resolve conflict usually flow upward in the organization. (Obj. 6, p. 22)
- _____ 20. Increasing the layers in an organization's structure improves communication. (Obj. 8, p. 27)

- 21. The key ingredient needed by business to create wealth in the future will be
 - a. capital.
 - b. raw materials.
 - c. knowledge.
 - d. physical labor. (Obj. 1, p. 6)

- 22. As employees move up the career ladder,
 - a. technical skills become more important than oral and written communication skills.
 - b. ability to use a computer becomes more important than technical skills.
 - c. ability to use a computer becomes more important than oral and written communication skills.
 - d. oral and written skills become more important than technical skills. (Obj. 1, p. 9)



- 23. Estimates indicate that 95 percent of all new jobs will be in
 - a. manufacturing.
 - b. service or information industries.
 - c. agriculture.
 - d. computer-related industries. (Obj. 1, p. 6-7)

24. The most useful feedback is
 - a. evaluative.
 - b. critical.
 - c. descriptive.
 - d. judgmental. (Obj. 2, p. 13)
25. The three basic functions of organizational communication are to
 - a. inform, entertain, and/or explain.
 - b. inform, persuade, and/or promote goodwill.
 - c. inform, persuade, and/or explain.
 - d. inform, instruct, and/or entertain. (Obj. 5, p. 14, p. 16)
26. List five steps in the communication process. (Obj. 2, pp. 10)
27. Name six barriers to interpersonal communication. (Obj. 3, pp. 13-15)
28. Describe five ways to overcome interpersonal communication barriers. (Obj. 4, pp. 15-16)
29. List six barriers to organizational communication. (Obj. 7, pp. 23-25)
30. Name five ways to overcome organizational communication barriers. (Obj. 8, pp. 26-27)

Now that you've reviewed the chapter concepts, check your responses at the end of this chapter. For any items that you miss, reread the relevant material in the chapter to be sure you understand the basic concept.

Check your answers now!





CAREER TRACK SPELLING

In any professional or business career you will be judged by your communication skills, including your spelling. Business managers in one study revealed that they had significantly less confidence in employees who could not spell. One executive explained, "Poor spelling . . . can be a reflection of poor basic habits, training, intelligence, and diligence."

To reflect well on yourself and to possess the best communication skills possible, you'll probably need to strengthen your spelling. Although spellcheck programs solve many spelling problems at the computer, such software cannot be with you every moment of your life. Away from your computer you must spell correctly also. Even at the computer such programs do not detect all errors. The wrong word spelled correctly (such as *their* for *there*) will not be detected by a spellcheck program.

Here's a brief spelling pretest to help you assess your present skills. Write the correct spelling for each word and then check your answers on page 10.

- | | | | |
|---------------|-------|------------------|-------|
| 1. calandar | _____ | 5. endispensable | _____ |
| 2. concensis | _____ | 6. knowlegible | _____ |
| 3. defandent | _____ | 7. pirmenant | _____ |
| 4. eksagerate | _____ | 8. rekemendation | _____ |

Three Approaches to Improving Spelling

If your spelling pretest was disappointing, you are certainly not alone. Luckily, spelling is a skill that can be developed, just as adding, subtracting, typing, and other skills can be developed. Most of us, though, need to work at it to improve. Good spellers are not born with those skills. They must study. Here are three techniques that have met with varying degrees of success:

- **Rules or guidelines.** The spelling of English words is consistent enough to justify the formulation of a few spelling rules, perhaps more appropriately called guidelines, since the generalizations in questions are not invariably applicable. Such guidelines are, in other words, helpful but do not always hold true.
- **Mnemonics.** Another approach to improving one's ability to spell involves the use of mnemonics or memory devices. For example, the word *principle* might be associated with the word *rule*, to form in the mind of the speller a link between meaning and the spelling of *principle*. To spell *capitol*, one might think of the *dome* of the capitol building and focus on the *o*'s in both words. The use of mnemonics can be an effective device for the improvement of spelling *only* if the speller makes a real effort to develop the necessary memory hooks.
- **Rote learning.** A third approach to the improvement of spelling centers on memorization. The word is studied by the speller until it can be readily reproduced in the mind's eye.

The 1-2-3 Spelling Plan

Proficiency in spelling, of course, is not attained without concentrated effort. Here's a plan to follow in studying a list of spelling words:

- Is a spelling guideline applicable? If so, select the appropriate guidelines and study the word in relation to that guideline.
- If no guideline applies, can a memory device be created to aid in the recall of the word?
- If neither a guideline nor a memory device will work, the word must be memorized. Look at the word carefully. Pronounce it. Write it or repeat it until you can visualize all its letters in your mind's eye.

Spelling Guides

Guide 1: Write *i* before *e* except after *c* and when it sounds like *a*, as in *neighbor* and *weigh*.

<u><i>i</i> before <i>e</i></u>	<u>Except after <i>c</i></u>	<u>Sounds like <i>a</i></u>
achieve	grief	ceiling
belief	ingredient	conceive
believe	mischief	deceive
convenient	piece	perceive
<i>Exceptions:</i> caffeine, either, height, neither, seize		

Guide 2: For most words ending in an *e*, the final *e* is dropped when the word is joined to a suffix beginning with a vowel (such as *ing*, *able*, or *al*). The final *e* is retained when a suffix beginning with a consonant (such as *ment*, *less*, *ly*, or *ful*) is joined to such a word.

<u>Final <i>e</i> dropped</u>	<u>Final <i>e</i> retained</u>
believe, believing	arrange, arrangement
care, caring	require, requirement
hope, hoping	hope, hopeless
desire, desirable	like, likely
move, movable	definite, definitely
<i>Exceptions:</i> acknowledgment, argument, judgment, ninth, truly, wholly	

Guide 3: When *able* or *ous* is added to words ending in *ce* or *ge*, the final *e* is retained if the *c* or *g* is pronounced softly (as in *change* or *peace*).

advantage, advantageous	change, changeable
courage, courageous	service, serviceable
outrage, outrageous	manage, manageable

Guide 4: Words ending in a y that is preceded by a consonant normally change the y to i before all suffixes except those beginning with an i.

Y preceded by consonant;
change y to i
 accompany, accompaniment
 company, companies
 industry, industrious
 secretary, secretaries
 carry, carriage
 try, tried
 empty, emptiness

Y preceded by vowel;
do not change y to i
 annoy, annoying, annoyance
 attorney, attorneys

Do not change y to i when adding ing
 accompany, accompanying
 apply, applying
 study, studying

Guide 5: If one-syllable words or two-syllable words accented on the second syllable end in a single consonant preceded by a single vowel, the final consonant is doubled before the addition of a suffix beginning with a vowel.

One-syllable words
 can, canned
 drop, dropped
 get, getting
 plan, planned
 slip, slipped

Two-syllable words
 acquit, acquitting, acquittal
 admit, admitted, admitting
 commit, committed, committing
 occur, occurrence, occurred
 prefer, preferring (BUT *preference* has no double r because the accent shifts to the first syllable)

Guide 6: In adding prefixes or suffixes, retain all the letters in the root word. For example, when the prefix *mis* is added to the word *spell*, a double letter results (*misspell*). Don't be tempted to drop it.

Prefix + Root word
 dis satisfied = dissatisfied
 ir relevant = irrelevant
 il literate = illiterate
 un necessary = unnecessary

Root word + Suffix
 accidental ly = accidentally
 incidental ly = incidentally
 clean ness = cleanness
 even ness = evenness

On the other hand, do not supply additional letters when adding prefixes to root words.

Prefix + Root word
 dis appoint = disappoint
 dis satisfied = dissatisfied
 mis take = mistake

Guide 7: Pronounce words carefully so that all their syllables can be heard. Note the following words and letters that are sometimes omitted.

February
 congratulation
 governument

quantity
 representative
 surprise

Spelling Challenge

Every study guide chapter will include a spelling challenge. Many of the words come from the list of 160 frequently misspelled words in Appendix A of this study guide. The pretest words were from this same list. Make it your goal to master those words (and more) by the end of this course. In the following groups identify misspelled words and write correct versions in the spaces provided. More than one misspelled word may appear in a group. Write *C* if all are correct.

- | | | | | |
|----------------|----------------|-------------|---------------|-------|
| 1. achieve | decieve | definitly | courageous | _____ |
| 2. attornies | likely | manageable | applying | _____ |
| 3. unnecessary | suprise | freight | represenative | _____ |
| 4. accidently | writting | preference | slipped | _____ |
| 5. piece | height | advantagous | desireable | _____ |
| 6. companys | seize | ingredient | hopeless | _____ |
| 7. convenient | changeable | industrious | applying | _____ |
| 8. February | congradulation | irelevant | occurrence | _____ |
| 9. planned | occured | goverment | requirement | _____ |
| 10. biege | believing | servicable | valleys | _____ |

Now check your answers with the solutions at the end of this chapter. If you're like most business writers, some words cause you more trouble than others. A good way to conquer your own spelling monsters is to make a special list of them and practice frequently.



My Spelling Monsters

List each troublesome word. Be sure to spell it correctly. Then, write it four or more times. Review this page often to help you vanquish these spelling demons.

CAREER TRACK VOCABULARY

Expressing ideas clearly requires an extensive and precise vocabulary. To help you expand your career vocabulary, every study guide chapter presents carefully selected words. Some of these words will become part of your reading vocabulary; others will become part of your speaking and writing vocabulary.

Use your dictionary to define the following words. Then select the best definition in Column B to match the word in Column A.

Column A	Column B
_____ 1. abut	a. pardon, vindicate
_____ 2. accrue	b. pacify, calm
_____ 3. acquit	c. clever, skillful
_____ 4. adroit	d. touch, adjoin
_____ 5. allay	e. deposition, written avowal
_____ 6. affidavit	f. accumulate, amass

Choose the best meaning for the following underlined words.

- _____ 7. Good business acumen, a superior product, and efficient service all contribute to an entrepreneur's success.
a. partners b. accountants c. knowledge
- _____ 8. Boxer George Foreman is popular in TV commercials because of his affable nature.
a. unfriendly b. pleasant c. acrimonious
- _____ 9. Tabloid headlines allude to sensational news, but their stories are more bizarre than newsworthy.
a. refer b. inflate c. repudiate
- _____ 10. Working conditions will ameliorate when we move from these cramped quarters into a suite of offices.
a. brighten b. decline c. improve
- _____ 11. In a clever analogy, the Canadian prime minister said that living next to the United States was like sleeping with an elephant: when it rolls over you know it.
a. distinction b. comparison c. divergence
- _____ 12. His will specified that each of his grandchildren would receive an annuity.
a. bond b. stock certificate c. annual payment
- _____ 13. Real estate has traditionally been a good investment; the recent slump is an anomaly.
a. exception b. surprise c. interlude
- _____ 14. Voter apathy caused a low turnout at the polls.
a. anger b. indifference c. despair

Because words like *accede* and *exceed*, on the next page, sound or look alike, they create much confusion. In each chapter you will be reviewing a small group of these confusing words. The complete list is located in Appendix A of this study guide and also in Appendix A of Guffey's *Business Communication: Process and Product*. Study the confusing words on the next page and then insert your choices in the following exercise.

accede: to agree or consent
exceed: over a limit

advice: suggestion, opinion
advise: to counsel or recommend

adverse: unfavorable, antagonistic
averse: unwilling, opposed to

15. Because of _____ economic circumstances, profits are slipping.
16. Please take my _____ and reduce your investment in gold.
17. If the union will _____ to the demands of management, production may resume.
18. Although she was generally _____ to buying anything on credit, she had to borrow to purchase a home.
19. The realtor found it difficult to _____ the quiet client.
20. These last two transactions will cause you to _____ your credit account limit.

Now look back over the 20 vocabulary words in this chapter. Select 5 new words that you would like to own. To "own" a word, you must be able to use it correctly in a sentence. Double-check the meanings of your selections in a dictionary. Then write a sentence for each of your words.

SOLUTIONS

Chapter Review

- | | |
|--|---|
| 1. b | 16. F Decoding may be difficult, but it is not impossible. |
| 2. c | 17. T |
| 3. k | 18. F Such a report would flow upward from employees to management. |
| 4. g | 19. T |
| 5. j | 20. F Increasing layers of management fails to improve communication. |
| 6. i | |
| 7. e | |
| 8. h | |
| 9. a | |
| 10. d | |
| 11. F Businesses are flattening management hierarchies and delayering. | 21. c |
| 12. F Written communication does not provide immediate feedback. | 22. d |
| 13. F Only formal channels of communication follow the hierarchy of command. | 23. b |
| 14. T | 24. c |
| 15. T | 25. b |