Chapter 1

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |
| --- | --- |
| 1. | Claims that people can get by without writing are flawed.    True    False |

|  |  |
| --- | --- |
| 2. | The increase in technology-aided communication channels at the workplace has rendered written messages irrelevant.    True    False |

|  |  |
| --- | --- |
| 3. | Secretaries do all the writing for managers.    True    False |

|  |  |
| --- | --- |
| 4. | Entry-level professional or managerial job does not require one to write e-mail messages or paper documents.    True    False |

|  |  |
| --- | --- |
| 5. | Business communication does not differ in any significant way from other school writing.    True    False |

|  |  |
| --- | --- |
| 6. | The audiences for business communication include people both inside and outside the organization.    True    False |

|  |  |
| --- | --- |
| 7. | Business communication follows the traditional essay form, with a thesis statement up front, paragraphs of evidence, and a final concluding paragraph.    True    False |

|  |  |
| --- | --- |
| 8. | Businesspeople are more likely to skim your documents than read them thoroughly.    True    False |

|  |  |
| --- | --- |
| 9. | The style for business communication is formal, not friendly.    True    False |

|  |  |
| --- | --- |
| 10. | Effective managers use a fairly wide range of media and strategies to communicate in the workplace.    True    False |

|  |  |
| --- | --- |
| 11. | Internal audiences refer to both superiors as well as peers within an organization.    True    False |

|  |  |
| --- | --- |
| 12. | Most companies use the grapevine to communicate important messages to employees because it is considered to be a reliable and powerful communication channel.    True    False |

|  |  |
| --- | --- |
| 13. | When you build goodwill through organizational messages, you create a good image of yourself and of your organization.    True    False |

|  |  |
| --- | --- |
| 14. | All organizational messages have a single basic purpose, to motivate.    True    False |

|  |  |
| --- | --- |
| 15. | Writing is cost-effective from a business perspective.    True    False |

|  |  |
| --- | --- |
| 16. | Costs for business writing can include everything from the time taken to compose the message to the postage required to send it out.    True    False |

|  |  |
| --- | --- |
| 17. | When writing is not as good as it could be, you and your organization pay a price in wasted time, wasted efforts, and lost goodwill.    True    False |

|  |  |
| --- | --- |
| 18. | Bad writing wastes time by requiring more time to revise and causing more rounds of revision.    True    False |

|  |  |
| --- | --- |
| 19. | Good business and administrative writing takes more time to read.    True    False |

|  |  |
| --- | --- |
| 20. | Saving the reader's time is an important aspect of good communication.    True    False |

|  |  |
| --- | --- |
| 21. | Better writing helps you to communicate your points more clearly.    True    False |

|  |  |
| --- | --- |
| 22. | Building goodwill involves building an image of yourself as a knowledgeable, intelligent, and capable person.    True    False |

|  |  |
| --- | --- |
| 23. | In order to analyze business communication situations effectively, one needs to first understand the situation before writing or speaking.    True    False |

|  |  |
| --- | --- |
| 24. | Business communication situations call for solutions that will both solve the organizational problem and meet the psychological needs of the people involved.    True    False |

|  |  |
| --- | --- |
| 25. | The formal nature of business communication does not make allowances for creativity.    True    False |

|  |  |
| --- | --- |
| 26. | Consciously seeking problems or dissonances that need work hinders creativity.    True    False |

|  |  |
| --- | --- |
| 27. | Thinking creatively often means shedding common paradigms.     True    False |

|  |  |
| --- | --- |
| 28. | To include information without emphasizing it, put it either at the beginning or at end of a paragraph.    True    False |

|  |  |
| --- | --- |
| 29. | PAIBOC stands for Purposes, Audience(s), Information, Benefits, Objections, and Context.    True    False |

|  |  |
| --- | --- |
| 30. | Reader benefits must always be monetary.    True    False |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | Which of the following is an example of nonverbal communication?      |  |  | | --- | --- | | A. | E-mail and voice-mail messages |  |  |  | | --- | --- | | B. | Letters and memos |  |  |  | | --- | --- | | C. | Reports |  |  |  | | --- | --- | | D. | Meetings |  |  |  | | --- | --- | | E. | Gestures and body language | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | Which of the following is true of writing business messages?      |  |  | | --- | --- | | A. | Most business people can get by without writing. |  |  |  | | --- | --- | | B. | Form letters or templates can only be used to write routine business messages. |  |  |  | | --- | --- | | C. | Entry-level professionals are exempted from writing business messages. |  |  |  | | --- | --- | | D. | Secretaries do all the business writings for managers. |  |  |  | | --- | --- | | E. | Business writing does not differ from school writing in any significant way. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Which of the following is true of communication?      |  |  | | --- | --- | | A. | Letters and memos are examples of nonverbal communication. |  |  |  | | --- | --- | | B. | Form letters are rarely used for the purpose of business communication. |  |  |  | | --- | --- | | C. | Form letters are typically used for communication in situations that demand creative solutions. |  |  |  | | --- | --- | | D. | In every organization, communication is the way people get their points across, get work done, and get recognized for their contributions. |  |  |  | | --- | --- | | E. | With the advent of technology and the rapid automation of business functions, writing is no longer considered an important communication skill. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | Which of the following is a characteristic of effective business documents?      |  |  | | --- | --- | | A. | Long paragraphs |  |  |  | | --- | --- | | B. | Quick and easy access to information |  |  |  | | --- | --- | | C. | Diffused language |  |  |  | | --- | --- | | D. | The total absence of tables, graphs, or other visual |  |  |  | | --- | --- | | E. | None of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | Which of the following is true of school writing?      |  |  | | --- | --- | | A. | The style for school writing is often formal. |  |  |  | | --- | --- | | B. | The purpose of school writing is to meet an organizational need. |  |  |  | | --- | --- | | C. | School writing rarely follows the traditional essay form. |  |  |  | | --- | --- | | D. | School writing rewards short paragraphs and penalizes long ones. |  |  |  | | --- | --- | | E. | None of the above. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. | Which of the following is true of business communication?      |  |  | | --- | --- | | A. | The style for business communication is highly formal. |  |  |  | | --- | --- | | B. | Business writers are expected to use long paragraphs in letters and memos. |  |  |  | | --- | --- | | C. | Business communication often follows the traditional essay form. |  |  |  | | --- | --- | | D. | Short words and a mix of sentence and paragraph lengths are best for business communication. |  |  |  | | --- | --- | | E. | None of the above. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | Which of the following exemplifies external audience with regard to an organization?      |  |  | | --- | --- | | A. | Entry-level professionals working in the organization |  |  |  | | --- | --- | | B. | The top-management of the organization |  |  |  | | --- | --- | | C. | The line-managers of the organization |  |  |  | | --- | --- | | D. | The potential employees of the organization |  |  |  | | --- | --- | | E. | All of the above | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. | Sean Huxley is the marketing head of Kenright Inc. Raymond Adams is a relatively new employee who has been assigned to work in Sean's team. During a coffee-break conversation, Raymond learns from his peers that their boss Sean enjoys listening to jazz music. Raymond decides to gift Sean a collection of jazz music on his birthday the following month. Which of the following sources of information is Raymond's decision based on?      |  |  | | --- | --- | | A. | Grapevine |  |  |  | | --- | --- | | B. | Promotional campaign |  |  |  | | --- | --- | | C. | Propaganda |  |  |  | | --- | --- | | D. | Advertising |  |  |  | | --- | --- | | E. | Mandates | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. | When you are informing, you are essentially:      |  |  | | --- | --- | | A. | explaining something or telling readers something. |  |  |  | | --- | --- | | B. | wanting your audience to act immediately. |  |  |  | | --- | --- | | C. | creating a good image of yourself. |  |  |  | | --- | --- | | D. | consolidating the reputation of your organization. |  |  |  | | --- | --- | | E. | expecting immediate feedback. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. | Which of the following is true of business correspondence?      |  |  | | --- | --- | | A. | Business writing is highly cost-effective. |  |  |  | | --- | --- | | B. | In most organizations, external documents are not put through the same intensive approval process as are internal documents. |  |  |  | | --- | --- | | C. | The cycling process increases the cost of business correspondence. |  |  |  | | --- | --- | | D. | Longer documents generally involve very small teams. |  |  |  | | --- | --- | | E. | The cost of poor correspondence is negligible. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. | Business documents:      |  |  | | --- | --- | | A. | are inexpensive to produce. |  |  |  | | --- | --- | | B. | do not require approval before they go out to clients. |  |  |  | | --- | --- | | C. | rarely take a long time to write. |  |  |  | | --- | --- | | D. | typically comprise long paragraphs and diffused language. |  |  |  | | --- | --- | | E. | costs both time and money. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. | Which of the following is true with regard to bad writing?      |  |  | | --- | --- | | A. | Bad writing takes more time to read. |  |  |  | | --- | --- | | B. | Bad writing does not cost money. |  |  |  | | --- | --- | | C. | Bad writing wastes time by delaying action while the reader requests for more information. |  |  |  | | --- | --- | | D. | All of the above. |  |  |  | | --- | --- | | E. | Only A and C. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. | Which of the following is characteristic of good business writing?      |  |  | | --- | --- | | A. | It is clear. |  |  |  | | --- | --- | | B. | It is correct. |  |  |  | | --- | --- | | C. | It helps build goodwill. |  |  |  | | --- | --- | | D. | It saves the reader's time. |  |  |  | | --- | --- | | E. | All of the above. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | A business message is deemed complete when:      |  |  | | --- | --- | | A. | the reader sends an immediate feedback with queries. |  |  |  | | --- | --- | | B. | all of the reader's questions are answered and he or she has enough information to act upon. |  |  |  | | --- | --- | | C. | the writing is free from errors in punctuation, spelling, grammar, word order, and sentence structure. |  |  |  | | --- | --- | | D. | the message is brief and to-the-point. |  |  |  | | --- | --- | | E. | the message conveys a positive image of the writer and his or her organization. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. | While checking the monthly sales reports for the last six months, David, the sales manager at Cillane Inc., noticed that a discontinued product showed high sales whereas its substitute product showed no sales. He soon realized that the team that prepared the sales report had mistakenly interchanged the names of the two products. In this instance, which of the following criterion of good business messages stands violated?      |  |  | | --- | --- | | A. | Good business messages are clear. |  |  |  | | --- | --- | | B. | Good business messages are complete. |  |  |  | | --- | --- | | C. | Good business messages are correct. |  |  |  | | --- | --- | | D. | Good business messages are concise. |  |  |  | | --- | --- | | E. | Good business messages are easy to read. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. | Which of the following is true of creativity?      |  |  | | --- | --- | | A. | Creativity is not essential to success in business and business communication. |  |  |  | | --- | --- | | B. | Thinking creatively often means shedding common paradigms. |  |  |  | | --- | --- | | C. | Working within limits thwarts creativity. |  |  |  | | --- | --- | | D. | Strict adherence to conventional wisdom boosts creativity. |  |  |  | | --- | --- | | E. | Brainstorming thwarts creativity. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. | A creative person:      |  |  | | --- | --- | | A. | is most likely to consider innovation as a waste of time and resources. |  |  |  | | --- | --- | | B. | upholds conventional wisdom. |  |  |  | | --- | --- | | C. | is most likely to consciously seek problems or dissonances that need work. |  |  |  | | --- | --- | | D. | is most likely to view brainstorming as a waste of time. |  |  |  | | --- | --- | | E. | is more likely than not to engage in stereotyping. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Ways to become more creative include:      |  |  | | --- | --- | | A. | stereotyping. |  |  |  | | --- | --- | | B. | engaging in groupthink. |  |  |  | | --- | --- | | C. | segregating. |  |  |  | | --- | --- | | D. | brainstorming. |  |  |  | | --- | --- | | E. | discouraging innovation. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | Which of the following questions do you need to answer in order to determine the purpose of your message?      |  |  | | --- | --- | | A. | What must this message do to solve the organizational problem? |  |  |  | | --- | --- | | B. | How much does your audience know about the topic? |  |  |  | | --- | --- | | C. | What negative elements must your message overcome? |  |  |  | | --- | --- | | D. | All of the above. |  |  |  | | --- | --- | | E. | None of the above. | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | The PAIBOC questions are primarily used to:      |  |  | | --- | --- | | A. | analyze business communication problems. |  |  |  | | --- | --- | | B. | gauge employee motivation. |  |  |  | | --- | --- | | C. | gauge the long-term effects of organizational learning on employees. |  |  |  | | --- | --- | | D. | analyze the effectiveness of advertising. |  |  |  | | --- | --- | | E. | analyze the impact of organizational change on employee behavior. | |

|  |  |
| --- | --- |
| 51. | What is the relevance of writing in today's business world? |

|  |  |
| --- | --- |
| 52. | Explain the disadvantages of relying on form letters for business communication. |

|  |  |
| --- | --- |
| 53. | Explain how school writing and business communication differ in style and document design. |

|  |  |
| --- | --- |
| 54. | What are the different kinds of audiences for business communication messages? |

|  |  |
| --- | --- |
| 55. | What are the basic purposes of business communication messages? |

|  |  |
| --- | --- |
| 56. | What are the five criteria that good business and administrative writing commonly meet? |

|  |  |
| --- | --- |
| 57. | What are the advantages of well-written messages? |

|  |  |
| --- | --- |
| 58. | What channels should you use for business communication? |

|  |  |
| --- | --- |
| 59. | Why is creativity considered important in business? |

|  |  |
| --- | --- |
| 60. | How do the PAIBOC questions contribute to the overall effectiveness of the business communication process? |

|  |  |
| --- | --- |
| 61. | The style for business communication is \_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 62. | The three basic purposes of business and administrative communication are  \_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 63. | Bad writing wastes time by \_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 64. | Better writing helps you to build \_\_\_\_\_ by creating a positive image of your organization.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| 65. | In the acronym PAIBOC, "C" stands for \_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Chapter 1 Key

|  |  |
| --- | --- |
| 1. | Claims that people can get by without writing are flawed.    **TRUE**  Claims that people can get by without writing are flawed. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #1 Topic: Will I really have to write?* |

|  |  |
| --- | --- |
| 2. | The increase in technology-aided communication channels at the workplace has rendered written messages irrelevant.    **FALSE**  Claims that people can get by without writing are flawed. Almost every entry-level professional or managerial job requires you to write e-mail messages, speak to small groups, and write paper documents. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #2 Topic: Will I really have to write?* |

|  |  |
| --- | --- |
| 3. | Secretaries do all the writing for managers.    **FALSE**  Because of automation and restructuring, secretaries and administrative assistants are likely to handle complex tasks such as training, research, and database management for several managers. Managers are likely to take care of their own writing, data entry, and phone calls. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #3 Topic: Will I really have to write?* |

|  |  |
| --- | --- |
| 4. | Entry-level professional or managerial job does not require one to write e-mail messages or paper documents.    **FALSE**  Almost every entry-level professional or managerial job requires you to write e-mail messages, speak to small groups, and write paper documents. |

|  |
| --- |
| *AACSB: Analytic Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #4 Topic: Will I really have to write?* |

|  |  |
| --- | --- |
| 5. | Business communication does not differ in any significant way from other school writing.    **FALSE**  Business communication differs from other school writing. Although both business communication and other school writing demand standard edited English, in other ways the two are very different. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #5 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 6. | The audiences for business communication include people both inside and outside the organization.    **TRUE**  The audiences for school writing are limited: usually just the instructor and the other students. Whereas the audiences for business communication include people both inside and outside the organization. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #6 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 7. | Business communication follows the traditional essay form, with a thesis statement up front, paragraphs of evidence, and a final concluding paragraph.    **FALSE**  School writing often follows the traditional essay form, with a thesis statement up front, paragraphs of evidence, and a final concluding paragraph. Whereas business communication is organized to meet the psychological needs of the reader. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #7 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 8. | Businesspeople are more likely to skim your documents than read them thoroughly.    **TRUE**  The style for business communication is friendly, not formal. Short words and a mix of sentence and paragraph lengths are best. Businesspeople want to be able to skim documents. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #8 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 9. | The style for business communication is formal, not friendly.    **FALSE**  The style for business communication is friendly, not formal. Short words and a mix of sentence and paragraph lengths are best. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #9 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 10. | Effective managers use a fairly wide range of media and strategies to communicate in the workplace.    **TRUE**  Effective managers are able to use a wide variety of media and strategies to communicate. They know how to interpret comments from informal channels such as the company grapevine; they can speak effectively in small groups and in formal presentations; they write well. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #10 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 11. | Internal audiences refer to both superiors as well as peers within an organization.    **TRUE**  Internal audiences are other people in the same organization: subordinates, superiors, peers. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #11 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 12. | Most companies use the grapevine to communicate important messages to employees because it is considered to be a reliable and powerful communication channel.    **FALSE**  The grapevine is an informal informal source of company information that isn't established by a company. Informal chitchat, both about yesterday’s game and about what’s happening at work, connects you to the grapevine. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #12 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 13. | When you build goodwill through organizational messages, you create a good image of yourself and of your organization.    **TRUE**  When you build goodwill, you create a good image of yourself and of your organization—the kind of image that makes people want to do business with you. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #13 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 14. | All organizational messages have a single basic purpose, to motivate.    **FALSE**  Messages in organizations have one or more of three basic purposes: to inform, to request or persuade, and to build goodwill. Most messages have multiple purposes. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #14 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 15. | Writing is cost-effective from a business perspective.    **FALSE**  Writing costs money. Besides the cost of paper, computers, and software, there is the major expense: employees’ time. |

|  |
| --- |
| *AACSB: Analytic Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #15 Topic: How much does correspondence cost?* |

|  |  |
| --- | --- |
| 16. | Costs for business writing can include everything from the time taken to compose the message to the postage required to send it out.    **TRUE**  Writing costs money. Besides the cost of paper, computers, and software, there is the major expense: employees’ time. A first-class stamp on each letter adds to the company’s daily expenses. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #16 Topic: How much does correspondence cost?* |

|  |  |
| --- | --- |
| 17. | When writing is not as good as it could be, you and your organization pay a price in wasted time, wasted efforts, and lost goodwill.    **TRUE**  Correspondence costs money. Poor correspondence costs even more. When writing isn’t as good as it could be, you and your organization pay a price in wasted time, wasted efforts, and lost goodwill. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #17 Topic: How much does correspondence cost?* |

|  |  |
| --- | --- |
| 18. | Bad writing wastes time by requiring more time to revise and causing more rounds of revision.    **TRUE**  When writing isn’t as good as it could be, you and your organization pay a price in wasted time, wasted efforts, and lost goodwill. Bad writing wastes time by requiring more time to revise and causing more rounds of revision. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #18 Topic: How much does correspondence cost?* |

|  |  |
| --- | --- |
| 19. | Good business and administrative writing takes more time to read.    **FALSE**  Good business and administrative writing saves the reader's time. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #19 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 20. | Saving the reader's time is an important aspect of good communication.    **TRUE**  Good business and administrative writing saves the reader’s time. The style, organization, and visual impact of the message help the reader to read, understand, and act on the information as quickly as possible. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #20 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 21. | Better writing helps you to communicate your points more clearly.    **TRUE**  Better writing helps you to communicate your points more clearly. It reduces the misunderstandings that occur when the reader has to supply missing or unclear information. It also makes the issues clear, so that disagreements can surface and be resolved more quickly. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #21 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 22. | Building goodwill involves building an image of yourself as a knowledgeable, intelligent, and capable person.    **TRUE**  Building goodwill involves building an image of yourself as a knowledgeable, intelligent, and capable person. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #22 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 23. | In order to analyze business communication situations effectively, one needs to first understand the situation before writing or speaking.    **TRUE**  Before you write or speak, you need to understand the situation. How you arrange your ideas—what comes first, what second, what last—and the words you use shape the audience’s response to what you say. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #23 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 24. | Business communication situations call for solutions that will both solve the organizational problem and meet the psychological needs of the people involved.    **TRUE**  Before you write or speak, you need to understand the situation. When you’re faced with a business communication situation, you need to develop a solution that will both solve the organizational problem and meet the psychological needs of the people involved. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #24 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 25. | The formal nature of business communication does not make allowances for creativity.    **FALSE**  Creativity is essential to success in business and business communication. Thinking creatively often means shedding common paradigms. Ways to become more creative include brainstorming, working within limits, and consciously seeking problems or dissonances that need work. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 1 Easy Locker - Chapter 01 #25 Topic: Thinking creatively* |

|  |  |
| --- | --- |
| 26. | Consciously seeking problems or dissonances that need work hinders creativity.    **FALSE**  Creativity is essential to success in business and business communication. Thinking creatively often means shedding common paradigms. Ways to become more creative include brainstorming, working within limits, and consciously seeking problems or dissonances that need work. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 1 Easy Locker - Chapter 01 #26 Topic: Thinking creatively* |

|  |  |
| --- | --- |
| 27. | Thinking creatively often means shedding common paradigms.     **TRUE**  Creativity is essential to success in business and business communication. Thinking creatively often means shedding common paradigms. Ways to become more creative include brainstorming, working within limits, and consciously seeking problems or dissonances that need work. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 1 Easy Locker - Chapter 01 #27 Topic: Thinking creatively* |

|  |  |
| --- | --- |
| 28. | To include information without emphasizing it, put it either at the beginning or at end of a paragraph.    **FALSE**  If you’re not sure whether a particular fact must be included in a message or document, ask your instructor or your boss. To include information without emphasizing it, put it in the middle of a paragraph or document and present it as briefly as possible. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #28 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 29. | PAIBOC stands for Purposes, Audience(s), Information, Benefits, Objections, and Context.    **TRUE**  PAIBOC stands for Purposes, Audience(s), Information, Benefits, Objections, and Context. PAIBOC questions are used to analyze business communication problems. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #29 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 30. | Reader benefits must always be monetary.    **FALSE**  Brainstorm to develop reasons for your decision, the logic behind your argument, and possible benefits to readers if they do as you ask. Reasons and reader benefits do not have to be monetary. Making the reader’s job easier or more pleasant is a good reader benefit. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #30 Topic: How should I analyze business communication situations?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. | Which of the following is an example of nonverbal communication?      |  |  | | --- | --- | | A. | E-mail and voice-mail messages |  |  |  | | --- | --- | | B. | Letters and memos |  |  |  | | --- | --- | | C. | Reports |  |  |  | | --- | --- | | D. | Meetings |  |  |  | | --- | --- | | **E.** | Gestures and body language |   Nonverbal communication does not use words. Examples include: pictures; company logos; gestures and body language; who sits where at a meeting; and how long someone keeps a visitor waiting. |

|  |
| --- |
| *AACSB: Communication Blooms: Understand Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #31 Topic: Will I really have to write?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. | Which of the following is true of writing business messages?      |  |  | | --- | --- | | A. | Most business people can get by without writing. |  |  |  | | --- | --- | | **B.** | Form letters or templates can only be used to write routine business messages. |  |  |  | | --- | --- | | C. | Entry-level professionals are exempted from writing business messages. |  |  |  | | --- | --- | | D. | Secretaries do all the business writings for managers. |  |  |  | | --- | --- | | E. | Business writing does not differ from school writing in any significant way. |   A form letter is a prewritten fill-in-the-blank letter designed to fit standard situations. They cover only routine situations. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #32 Topic: Will I really have to write?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. | Which of the following is true of communication?      |  |  | | --- | --- | | A. | Letters and memos are examples of nonverbal communication. |  |  |  | | --- | --- | | B. | Form letters are rarely used for the purpose of business communication. |  |  |  | | --- | --- | | C. | Form letters are typically used for communication in situations that demand creative solutions. |  |  |  | | --- | --- | | **D.** | In every organization, communication is the way people get their points across, get work done, and get recognized for their contributions. |  |  |  | | --- | --- | | E. | With the advent of technology and the rapid automation of business functions, writing is no longer considered an important communication skill. |   In every organization, communication is the way people get their points across, get work done, and get recognized for their contributions. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #33 Topic: Will I really have to write?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. | Which of the following is a characteristic of effective business documents?      |  |  | | --- | --- | | A. | Long paragraphs |  |  |  | | --- | --- | | **B.** | Quick and easy access to information |  |  |  | | --- | --- | | C. | Diffused language |  |  |  | | --- | --- | | D. | The total absence of tables, graphs, or other visual |  |  |  | | --- | --- | | E. | None of the above |   Businesspeople want to be able to skim documents. Headings, lists, and single-spaced paragraphs with double spacing between paragraphs help readers find information quickly. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #34 Topic: Don't I know enough about communication?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. | Which of the following is true of school writing?      |  |  | | --- | --- | | **A.** | The style for school writing is often formal. |  |  |  | | --- | --- | | B. | The purpose of school writing is to meet an organizational need. |  |  |  | | --- | --- | | C. | School writing rarely follows the traditional essay form. |  |  |  | | --- | --- | | D. | School writing rewards short paragraphs and penalizes long ones. |  |  |  | | --- | --- | | E. | None of the above. |   The style for school writing is often formal. Big words and long sentences and paragraphs are often rewarded. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #35 Topic: Don't I know enough about communication?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. | Which of the following is true of business communication?      |  |  | | --- | --- | | A. | The style for business communication is highly formal. |  |  |  | | --- | --- | | B. | Business writers are expected to use long paragraphs in letters and memos. |  |  |  | | --- | --- | | C. | Business communication often follows the traditional essay form. |  |  |  | | --- | --- | | **D.** | Short words and a mix of sentence and paragraph lengths are best for business communication. |  |  |  | | --- | --- | | E. | None of the above. |   The style for business communication is friendly, not formal. Short words and a mix of sentence and paragraph lengths are best. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #36 Topic: Don't I know enough about communication?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. | Which of the following exemplifies external audience with regard to an organization?      |  |  | | --- | --- | | A. | Entry-level professionals working in the organization |  |  |  | | --- | --- | | B. | The top-management of the organization |  |  |  | | --- | --- | | C. | The line-managers of the organization |  |  |  | | --- | --- | | **D.** | The potential employees of the organization |  |  |  | | --- | --- | | E. | All of the above |   Communication—oral, nonverbal, and written—goes to both internal and external audiences. Internal audiences are other people in the same organization: subordinates, superiors, peers. External audiences are people outside the organization: customers, suppliers, unions, stockholders, potential employees, government agencies, the press, and the general public. |

|  |
| --- |
| *AACSB: Communication Blooms: Understand Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 2 Medium Locker - Chapter 01 #37 Topic: What does communication accomplish?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. | Sean Huxley is the marketing head of Kenright Inc. Raymond Adams is a relatively new employee who has been assigned to work in Sean's team. During a coffee-break conversation, Raymond learns from his peers that their boss Sean enjoys listening to jazz music. Raymond decides to gift Sean a collection of jazz music on his birthday the following month. Which of the following sources of information is Raymond's decision based on?      |  |  | | --- | --- | | **A.** | Grapevine |  |  |  | | --- | --- | | B. | Promotional campaign |  |  |  | | --- | --- | | C. | Propaganda |  |  |  | | --- | --- | | D. | Advertising |  |  |  | | --- | --- | | E. | Mandates |   Raymond's decision is based on information gained from the grapevine. As a newcomer in an organization, you’ll need to listen to others both to find out what you’re supposed to do and to learn about the organization’s values and culture. Informal chitchat, both about yesterday’s game and about what’s happening at work, connects you to the grapevine, an informal source of company information. |

|  |
| --- |
| *AACSB: Communication Blooms: Apply Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 3 Hard Locker - Chapter 01 #38 Topic: What does communication accomplish?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. | When you are informing, you are essentially:      |  |  | | --- | --- | | **A.** | explaining something or telling readers something. |  |  |  | | --- | --- | | B. | wanting your audience to act immediately. |  |  |  | | --- | --- | | C. | creating a good image of yourself. |  |  |  | | --- | --- | | D. | consolidating the reputation of your organization. |  |  |  | | --- | --- | | E. | expecting immediate feedback. |   When you inform, you explain something or tell readers something. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #39 Topic: What does communication accomplish?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. | Which of the following is true of business correspondence?      |  |  | | --- | --- | | A. | Business writing is highly cost-effective. |  |  |  | | --- | --- | | B. | In most organizations, external documents are not put through the same intensive approval process as are internal documents. |  |  |  | | --- | --- | | **C.** | The cycling process increases the cost of business correspondence. |  |  |  | | --- | --- | | D. | Longer documents generally involve very small teams. |  |  |  | | --- | --- | | E. | The cost of poor correspondence is negligible. |   In many organizations, all external documents must be approved before they go out. A document may cycle from writer to superior to writer to another superior to writer again three or four or many more times before it is finally approved. The cycling process increases the cost of correspondence. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #40 Topic: How much does correspondence cost?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. | Business documents:      |  |  | | --- | --- | | A. | are inexpensive to produce. |  |  |  | | --- | --- | | B. | do not require approval before they go out to clients. |  |  |  | | --- | --- | | C. | rarely take a long time to write. |  |  |  | | --- | --- | | D. | typically comprise long paragraphs and diffused language. |  |  |  | | --- | --- | | **E.** | costs both time and money. |   Business correspondence costs money. Besides the cost of paper, computers, and software, there is the major expense: employees’ time. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #41 Topic: How much does correspondence cost?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. | Which of the following is true with regard to bad writing?      |  |  | | --- | --- | | A. | Bad writing takes more time to read. |  |  |  | | --- | --- | | B. | Bad writing does not cost money. |  |  |  | | --- | --- | | C. | Bad writing wastes time by delaying action while the reader requests for more information. |  |  |  | | --- | --- | | D. | All of the above. |  |  |  | | --- | --- | | **E.** | Only A and C. |   Poor correspondence costs more. When writing isn’t as good as it could be, you and your organization pay a price in wasted time, wasted efforts, and lost goodwill. Bad writing wastes time by taking more time to read, requiring more time to revise and delaying action while the reader asks for more information or tries to figure out the meaning. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #42 Topic: How much does correspondence cost?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. | Which of the following is characteristic of good business writing?      |  |  | | --- | --- | | A. | It is clear. |  |  |  | | --- | --- | | B. | It is correct. |  |  |  | | --- | --- | | C. | It helps build goodwill. |  |  |  | | --- | --- | | D. | It saves the reader's time. |  |  |  | | --- | --- | | **E.** | All of the above. |   Good business and administrative writing. is clear, complete, and correct, saves the reader's time, and builds goodwill. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #43 Topic: What makes a message effective?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | A business message is deemed complete when:      |  |  | | --- | --- | | A. | the reader sends an immediate feedback with queries. |  |  |  | | --- | --- | | **B.** | all of the reader's questions are answered and he or she has enough information to act upon. |  |  |  | | --- | --- | | C. | the writing is free from errors in punctuation, spelling, grammar, word order, and sentence structure. |  |  |  | | --- | --- | | D. | the message is brief and to-the-point. |  |  |  | | --- | --- | | E. | the message conveys a positive image of the writer and his or her organization. |   Good business and administrative writing. is clear, complete, and correct, saves the reader's time, and builds goodwill. When a message is complete, all of the reader’s questions are answered. The reader has enough information to evaluate the message and act on it. |

|  |
| --- |
| *AACSB: Analytic Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #44 Topic: What makes a message effective?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. | While checking the monthly sales reports for the last six months, David, the sales manager at Cillane Inc., noticed that a discontinued product showed high sales whereas its substitute product showed no sales. He soon realized that the team that prepared the sales report had mistakenly interchanged the names of the two products. In this instance, which of the following criterion of good business messages stands violated?      |  |  | | --- | --- | | A. | Good business messages are clear. |  |  |  | | --- | --- | | B. | Good business messages are complete. |  |  |  | | --- | --- | | **C.** | Good business messages are correct. |  |  |  | | --- | --- | | D. | Good business messages are concise. |  |  |  | | --- | --- | | E. | Good business messages are easy to read. |   The report violates the criterion that requires good business messages to be correct. Good business messages contain accurate information and they are free from errors in punctuation, spelling, grammar, word order, and sentence structure. |

|  |
| --- |
| *AACSB: Communication Blooms: Apply Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 3 Hard Locker - Chapter 01 #45 Topic: What makes a message effective?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. | Which of the following is true of creativity?      |  |  | | --- | --- | | A. | Creativity is not essential to success in business and business communication. |  |  |  | | --- | --- | | **B.** | Thinking creatively often means shedding common paradigms. |  |  |  | | --- | --- | | C. | Working within limits thwarts creativity. |  |  |  | | --- | --- | | D. | Strict adherence to conventional wisdom boosts creativity. |  |  |  | | --- | --- | | E. | Brainstorming thwarts creativity. |   Creativity is essential to success in business and business communication. Thinking creatively often means shedding common paradigms. |

|  |
| --- |
| *AACSB: Analytic Blooms: Remember Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 1 Easy Locker - Chapter 01 #46 Topic: Thinking creatively* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. | A creative person:      |  |  | | --- | --- | | A. | is most likely to consider innovation as a waste of time and resources. |  |  |  | | --- | --- | | B. | upholds conventional wisdom. |  |  |  | | --- | --- | | **C.** | is most likely to consciously seek problems or dissonances that need work. |  |  |  | | --- | --- | | D. | is most likely to view brainstorming as a waste of time. |  |  |  | | --- | --- | | E. | is more likely than not to engage in stereotyping. |   Creativity is essential to success in business and business communication. Thinking creatively often means shedding common paradigms. |

|  |
| --- |
| *AACSB: Analytic Blooms: Remember Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 1 Easy Locker - Chapter 01 #47 Topic: Thinking creatively* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. | Ways to become more creative include:      |  |  | | --- | --- | | A. | stereotyping. |  |  |  | | --- | --- | | B. | engaging in groupthink. |  |  |  | | --- | --- | | C. | segregating. |  |  |  | | --- | --- | | **D.** | brainstorming. |  |  |  | | --- | --- | | E. | discouraging innovation. |   Ways to become more creative include brainstorming, working within limits, and consciously seeking problems or dissonances that need work. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 1 Easy Locker - Chapter 01 #48 Topic: Thinking creatively* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. | Which of the following questions do you need to answer in order to determine the purpose of your message?      |  |  | | --- | --- | | **A.** | What must this message do to solve the organizational problem? |  |  |  | | --- | --- | | B. | How much does your audience know about the topic? |  |  |  | | --- | --- | | C. | What negative elements must your message overcome? |  |  |  | | --- | --- | | D. | All of the above. |  |  |  | | --- | --- | | E. | None of the above. |   When determining the purposes of your message, you can ask the following questions. What are your purposes in writing or speaking? What must this message do to solve the organizational problem? What must it do to meet your own needs? What do you want your readers to do? To think or feel? List all your purposes, major and minor. Specify exactly what you want your reader to know, think, or do. Specify exactly what kind of image of yourself and of your organization you want to project. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #49 Topic: How should I analyze business communication situations?* |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. | The PAIBOC questions are primarily used to:      |  |  | | --- | --- | | **A.** | analyze business communication problems. |  |  |  | | --- | --- | | B. | gauge employee motivation. |  |  |  | | --- | --- | | C. | gauge the long-term effects of organizational learning on employees. |  |  |  | | --- | --- | | D. | analyze the effectiveness of advertising. |  |  |  | | --- | --- | | E. | analyze the impact of organizational change on employee behavior. |   The PAIBOC questions are used to analyze business communication problems. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #50 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 51. | What is the relevance of writing in today's business world?     Almost every entry-level professional or managerial job requires one to write e-mail messages, speak to small groups, and write paper documents. People who do these things well are more likely to be promoted beyond the entry level. Because of automation and restructuring, secretaries and administrative assistants are likely to handle complex tasks such as training, research, and database management for several managers. Therefore managers are more likely to take care of their own writings, data entry, and phone calls. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #51 Topic: Will I really have to write?* |

|  |  |
| --- | --- |
| 52. | Explain the disadvantages of relying on form letters for business communication.     A form letter is a prewritten fill-in-the-blank letter designed to fit standard situations. Using a form letter is okay if it’s a good letter. But form letters cover only routine situations. The higher you rise, the more frequently you’ll face situations that aren’t routine and that demand creative solutions. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-01 Recognize myths about on-the-job writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #52 Topic: Will I really have to write?* |

|  |  |
| --- | --- |
| 53. | Explain how school writing and business communication differ in style and document design.     The style for school writing is often formal. Big words and long sentences and paragraphs are often rewarded. On the other hand, the style for business communication is friendly, not formal. Short words and a mix of sentence and paragraph lengths are best.  School writing often rewards long paragraphs. Papers are often double spaced, with no attention to visual design. On the other hand, businesspeople want to be able to skim documents. Headings, lists, and single-spaced paragraphs with double spacing between paragraphs help readers find information quickly. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #53 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 54. | What are the different kinds of audiences for business communication messages?     Communication—oral, nonverbal, and written—goes to both internal and external audiences. Internal audiences are other people in the same organization: subordinates, superiors, peers. External audiences are people outside the organization: customers, suppliers, unions, stockholders, potential employees, government agencies, the press, and the general public. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #54 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 55. | What are the basic purposes of business communication messages?     Messages in organizations have one or more of three basic purposes: to inform, to request or persuade, and to build goodwill. When you inform, you explain something or tell readers something. When you request or persuade, you want the reader to act. When you build goodwill, you create a good image of yourself and of your organization. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #55 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 56. | What are the five criteria that good business and administrative writing commonly meet?     Good business and administrative writing. is clear, complete, and correct, saves the reader's time, and builds goodwill. Whether a message meets these five criteria depends on the interactions among the writer, the audience, the purposes of the message, and the situation. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #56 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 57. | What are the advantages of well-written messages?     Better writing helps you to save time by reducing reading time and eliminating the time taken to rewrite badly written materials. It makes your efforts more effective by increasing the number of requests that are answered positively and promptly—on the first request. It communicates your points more clearly and reduces the misunderstandings that occur when the reader has to supply missing or unclear information. It helps build a positive image of you and your organization. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #57 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 58. | What channels should you use for business communication?     Paper documents and presentations are formal and give you considerable control over the message. E-mail, phone calls, and stopping by someone’s office are less formal. Oral channels are better for group decision making, allow misunderstandings to be cleared up more quickly, and seem more personal. Sometimes you may need more than one message, in more than one channel. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #58 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 59. | Why is creativity considered important in business?     Creativity is essential to success in business and business communication. Creativity fuels innovation that most businesses thrive on. Thinking creatively often means shedding common paradigms. Ways to become more creative include brainstorming, working within limits, and consciously seeking problems or dissonances that need work. |

|  |
| --- |
| *AACSB: Communication Blooms: Understand Learning Objective: 01-07 Apply strategies for creative thinking. Level of Difficulty: 2 Medium Locker - Chapter 01 #59 Topic: Thinking creatively* |

|  |  |
| --- | --- |
| 60. | How do the PAIBOC questions contribute to the overall effectiveness of the business communication process?     The PAIBOC questions are used to analyze business communication problems. PAIBOC offers an acronym for the questions you need to answer before you begin composing your message: purpose, audience, information, benefits, objections, and context. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #60 Topic: How should I analyze business communication situations?* |

|  |  |
| --- | --- |
| 61. | The style for business communication is \_\_\_\_\_.    **friendly**  The style for business communication is friendly, not formal. Short words and a mix of sentence and paragraph lengths are best. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-02 Distinguish business communication from other school writing. Level of Difficulty: 1 Easy Locker - Chapter 01 #61 Topic: Don't I know enough about communication?* |

|  |  |
| --- | --- |
| 62. | The three basic purposes of business and administrative communication are  \_\_\_\_\_.    **to inform, to request or persuade, and to build goodwill**  Messages in organizations have one or more of three basic purposes: to inform, to request or persuade, and to build goodwill. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-03 Explain accomplishments through communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #62 Topic: What does communication accomplish?* |

|  |  |
| --- | --- |
| 63. | Bad writing wastes time by \_\_\_\_\_.    **causing more rounds of revision**  Bad writing wastes time by requiring more time to revise and causing more rounds of revision. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-04 Understand costs for business communication. Level of Difficulty: 1 Easy Locker - Chapter 01 #63 Topic: How much does correspondence cost?* |

|  |  |
| --- | --- |
| 64. | Better writing helps you to build \_\_\_\_\_ by creating a positive image of your organization.    **goodwill**  Better writing helps you to build goodwill by helping you build a positive image of your organization. It also helps you build an image of yourself as a knowledgeable, intelligent, capable person. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-05 Define criteria for effective messages. Level of Difficulty: 1 Easy Locker - Chapter 01 #64 Topic: What makes a message effective?* |

|  |  |
| --- | --- |
| 65. | In the acronym PAIBOC, "C" stands for \_\_\_\_\_.    **context**  In the acronym PAIBOC, "C" stands for context. |

|  |
| --- |
| *AACSB: Communication Blooms: Remember Learning Objective: 01-06 Apply strategies for communication analysis. Level of Difficulty: 1 Easy Locker - Chapter 01 #65 Topic: How should I analyze business communication situations?* |

Chapter 1 Summary

|  |  |
| --- | --- |
| *Category* | *# of Questions* |
| AACSB: Analytic | 5 |
| AACSB: Communication | 60 |
| Blooms: Apply | 2 |
| Blooms: Remember | 60 |
| Blooms: Understand | 3 |
| Learning Objective: 01-01 Recognize myths about on-the-job writing. | 9 |
| Learning Objective: 01-02 Distinguish business communication from other school writing. | 10 |
| Learning Objective: 01-03 Explain accomplishments through communication. | 11 |
| Learning Objective: 01-04 Understand costs for business communication. | 8 |
| Learning Objective: 01-05 Define criteria for effective messages. | 10 |
| Learning Objective: 01-06 Apply strategies for communication analysis. | 10 |
| Learning Objective: 01-07 Apply strategies for creative thinking. | 7 |
| Level of Difficulty: 1 Easy | 61 |
| Level of Difficulty: 2 Medium | 2 |
| Level of Difficulty: 3 Hard | 2 |
| Locker - Chapter 01 | 65 |
| Topic: Don't I know enough about communication? | 10 |
| Topic: How much does correspondence cost? | 8 |
| Topic: How should I analyze business communication situations? | 10 |
| Topic: Thinking creatively | 7 |
| Topic: What does communication accomplish? | 11 |
| Topic: What makes a message effective? | 10 |
| Topic: Will I really have to write? | 9 |