

TOPIC: COMMUNICATION**SUMMARY:**

Meetings, e-mails, phone calls, texts, presentations, social networks, and formal and informal discussions play an important role in business and require proper attention and protocol. Employees who have a basic understanding of how to effectively and appropriately communicate in the workplace are at a significant advantage. Knowing what, when, and how to communicate creates a positive impression on others and helps you achieve your objective. Effective professional and electronic communication is vital to workplace success. This chapter presents the fundamentals of professional communication.

OTHER RESOURCES:**POTENTIAL GUEST SPEAKERS**

- Invite a BUSINESS WRITING INSTRUCTOR to review common writing errors.
- Invite a COMMUNICATIONS EXPERT (possibly a speech instructor) to discuss body language, choice of words, and the use of silence.

POTENTIAL FIELD TRIPS

- Visit a LOCAL BOOKSTORE to review titles and contents in the communication section.
- Visit the COLLEGE CAFETERIA (or any public place) to observe and document body language.

LEARNING OUTCOMES: *After studying these topics, you will benefit by:*

- Demonstrating knowledge of the communication process and the impact effective communication has on workplace and career success
- Stating the primary communication media and their appropriate uses
- Considering the importance word choice and effective listening have in verbal communication
- Describing the primary methods of non-verbal communication
- Identifying the appropriate written communication to use in various workplace situations
- Explaining the purpose and process of effective documentation
- Developing the elements of effective presentations

You are a successful student if you can:

- Demonstrate proper formatting for a business letter and memo
- Write a handwritten thank you note
- Create a documentation record.
- Explain the difference between gossip and the grapevine

OVERVIEW OF EXERCISES AND ACTIVITIES

The following chart provides a quick overview of the activities for Communication. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.

Activity #	Description	Related Skill and/or Learning Outcome	Applications
Talk It Out	Identify interference of communication in the class. How to improve listening. Appropriate times to hand write a message.	Communication process Verbal communication Written communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended
Topic Situation	Information employees need. How to be more open to listening.	Communication process Verbal communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Think Like A Boss	Critical thinking: for students to think as a boss	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #1 Body Language	Identify emotions through body language	Non-verbal communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or

			Blended
Text Activity #2 Folding a Letter	Practice folding a letter correctly	Written communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #3 The Use of "I"	Identify how many time "I" is used	Communication process	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #4 Observe Body Language	Observe body language and identify the meaning	Non-Verbal communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #5 Observe Facial Expressions	Observe body language and identify the meaning	Non-Verbal communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #6 Letter Errors	Identify business letter errors	Written communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #7 Memo Errors	Identify business memo errors	Written communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #8 Thank You Note	Practice writing a thank you note	Written communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Writing Exercises	Additional practice writing letters and memos	Written communication	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #1 Researching Communication	Research different aspects of the communication process	Communication process	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Additional Activity #2 Discussion Questions	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Self-Quiz	Review of key terms	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

MSSL Topic	MSSL Activity	Description	Related Learning Objective	Time on Task	Suggested Use
Workplace Communication	Topic Pre-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Overview in the Learning Path)	30 min	Homework or in-class quiz
Workplace Communication	Videos: (1) Language in the Office (3:10 min) (2) Email Etiquette (4:17 min)	Two videos offer best practices on "Language in the Office" and "Email Etiquette"	<ul style="list-style-type: none"> • Display professionalism when communicating using workplace technology • Demonstrate your understanding of workplace communication etiquette 	30-40 min	Homework, including viewing videos and answering discussion questions
Workplace Communication	Practice 1: Verbal Workplace Communication	In this multimedia activity, students explore verbal communication guidelines and apply them to different situations, such as requesting time off. (Automatic feedback)	<ul style="list-style-type: none"> • Apply effective verbal communication practices in the workplace • Apply the use of "I" messages in workplace communication 	15-20 min	Extra practice or homework
Workplace Communication	Practice 2: Written Workplace Communication	This multimedia activity offers students examples of poor and effective written communication, guidelines for effective writing in the workplace, and a chance to apply the guidelines in scenario-based	<ul style="list-style-type: none"> • Apply effective strategies to improve written workplace communication • Demonstrate your understanding of workplace communication etiquette 	15-20 min	Extra practice or homework

		situations with automatic feedback.	<ul style="list-style-type: none"> • Display professionalism when communicating using workplace technology 		
Workplace Communication	Practice 3: Choose the Best Way to Communicate	In this multimedia activity, students evaluate the best medium for the message in a variety of scenarios. Automatic feedback is provided.	<ul style="list-style-type: none"> • Explain how to adjust your communication to suit different workplace audiences • Determine the best medium to communicate in different work situations 	15-20 minutes	Extra practice or homework
Workplace Communication	Activity 1: Create a Voicemail and Email	Students craft a voice mail and email message in which they apply what they've learned in the practices. Can submit via document sharing or LMS for grading. (See Appx A for grading rubric)	<ul style="list-style-type: none"> • Apply effective verbal communication practices in the workplace • Display professionalism when communicating using workplace technology 	40-45 min	Graded homework
Workplace Communication	Workplace Comm: Journal Writing Assignment	Short e-journal activity to reflect on communication strengths and weaknesses.	<ul style="list-style-type: none"> • Apply effective strategies to improve written workplace communication • Explain how to adjust your communication to suit different workplace audiences 	20-25 min	Reflection activity
Workplace Communication	Workplace Comm: Goal Setting Writing Assignment	Students set a goal to address a communication challenge.	<ul style="list-style-type: none"> • Apply effective strategies to improve written workplace communication • Explain how to adjust your communication to suit different 	30-45 min	Goal setting activity

			workplace audiences		
Workplace Communication	Extra Practice	Test items with feedback for correct and incorrect answers.	Over 110 additional Extra Practice items assess all topic learning objectives as well as: <ul style="list-style-type: none"> • Describe the process of workplace communication • Explain the channels of workplace communication • Recommend strategies for effective workplace meetings • Apply workplace communication skills to develop effective presentations 	Self-paced so time is variable	Extra practice or homework
Workplace Communication	Topic Post-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Topic Overview in the Learning Path)	30-45 min	Graded in-class test (can compare Pre- and Post-test results)

TALK IT OUT

1. Identify the distractions you experience during class.

This discussion will give the students a chance to talk about classroom distractions. Remind students that it is not just physical sound, but it could be movement, lighting, or other physical distractions.

2. Name situations where is it easy to be in “nonlistening” mode? What can an individual do to improve his or her listening skills in such a situation?

This discussion will give the students a chance to talk about all distractions. These could be: being bored, being not interested, thinking it does not pertain to you, thinking about a response, or just thinking about other things. To improve: focus, give verbal and nonverbal feedback, take notes, or relate the topic to something important.

3. Share a recent situation where it would have been appropriate to send a handwritten note.

This discussion will give the students a chance to talk about when they have appreciated a handwritten message or when they feel they should have received one, such as a thank you note.

TOPIC SITUATION RESPONSE

1. What type of information do employees need to know?

Employees should be aware of any information that is relevant to them, and this information should be shared within a timely manner. This may include reports, budgets, request, policies, procedures, directives, and announcements.

2. How could Keira have been more open to the speaker?

Keira needs to be willing to accept the message. She needs to focus on the speaker and the importance of the information being provided.

THINK LIKE A BOSS

1. One of your employees uses bad grammar, and this is reflecting poorly on your department. How can you get a handle on this problem?

Confidentially and respectfully pull the employee aside and discuss the situation. Assume the position of a teacher who wants the student to succeed. Pull out examples of the poor grammar and visually show the employee the correct form. Show the employee how to use the appropriate software to check for grammar, make yourself available for proofreading and/or assistance, purchase a simple grammar reference book for your department, and offer to send the employee to a grammar class.

2. Employees keep saying they do not know what is going on at work. What steps would you take to increase workplace communication?

Review the obvious activities including meetings, memos, and newsletters. Are they timely? Accurate? Interesting? Get feedback from employees to ensure they are receiving the messages. Make sure employees know how various types of information will be affecting them. The goal of a supervisor is to over-communicate.

Text Activity #1: Body Language (Exercise 9–1)

With a partner, take turns communicating the following emotions through body language. Note how the sender signals to communicate the emotion.

Using the following table, pair up students and have them take turns communicating emotions through body language. Students are to note how the sender signals to communicate the emotion. This is a fun and lively exercise. Many students try to stump each other, but they learn to identify key facial expressions and their impact and interpretations.

Emotion	Signal
1. Concern	Raising eyebrows, leaning forward, shaking head
2. Distrust	Stiff, squinting eyes, aloofness, crossing arms, tilting head
3. Eagerness	Smiling, leaning forward, opening eyes wide, shaking
4. Boredom	Wondering eyes, crossing arms, slumping posture, yawning
5. Self-importance	Putting chin up, looking down on the other person with eyes, crossing legs
6. Interest	Raising eyebrows, nodding head, leaning forward

Emotion	Signal
Concern	
Distrust	
Eagerness	
Boredom	
Self-importance	
Interest	

Text Activity #2: Folding a Letter (*Exercise 9-2*)

Practice folding a letter to fit into a number 10 envelope.

Fold the letter in thirds, starting at the bottom and folding up one-third of the way and then fold the top over the bottom, and place it in the envelope with the opening on top.

Show instructor completed activity

Text Activity #3: The Use of “I” (Exercise 9–3)

Take five minutes and interview a classmate about college and his or her career choice. While you are getting to know each other, keep track of how many times your new friend says the word.

During the interview, have the interviewer keep track of how many times the interviewee says the word “I.” Because students know they should avoid saying the word “I,” numbers will be lower than normal. Students will, however, recognize how many times they use the word and how hard it is to not use the word.

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Text Activity #4: Observe Body Language (Activity 9-1)

Without infringing on someone's privacy, discreetly observe a stranger's body language for approximately five minutes. Stay far enough away to not hear him or her speak. Name at least two assumptions you can make by simply watching the person's gestures, movements, and expressions.

Gesture, Movement, or Expression	Assumption
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Answers will vary for this activity. Students should observe and list at least three gestures, movements, or expressions and the assumptions of what they mean. This is not only a fun but also an interesting example of the various ways people interpret body language. We make assumptions based upon attire, age, and economic status (among other things).

GESTURE, MOVEMENT, OR EXPRESSION	ASSUMPTION
1.	
2.	
3.	

Text Activity #5: Observe Facial Expressions (Activity 9–2)

Watch a television news show for a half hour. Document at least two facial expressions of an individual being interviewed. Do the individual's facial expressions match his or her statements?

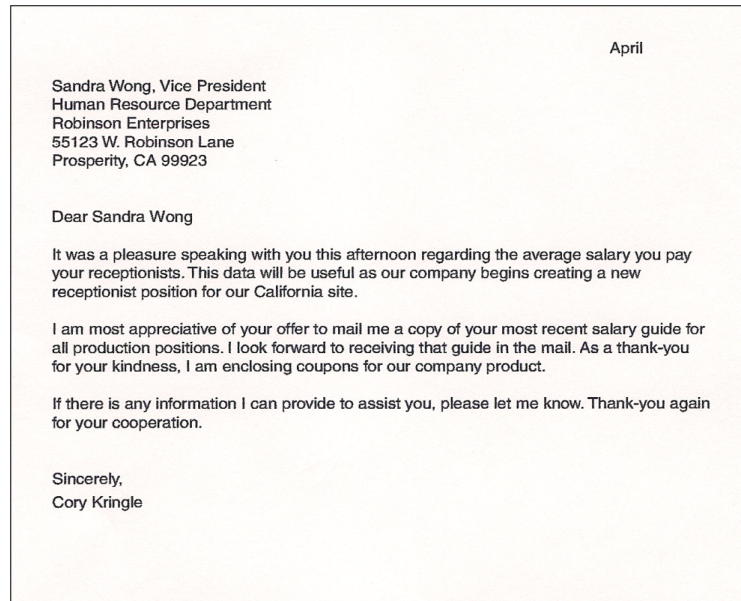
Facial Expression	Match Statements: Yes or No
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Answers will vary for this activity. Students should observe facial expression and decide if the statement being made matches the facial expression. In this exercise, common documented characteristics will include eye contact and movement, tone of voice, and hand gestures.

FACIAL EXPRESSION	MATCH STATEMENTS: YES OR NO
1.	
2.	

Text Activity #6: Letter Errors (Activity 9–3)

Review the following letter then identify five errors and correct those errors.



Students should identify at least five of these errors:

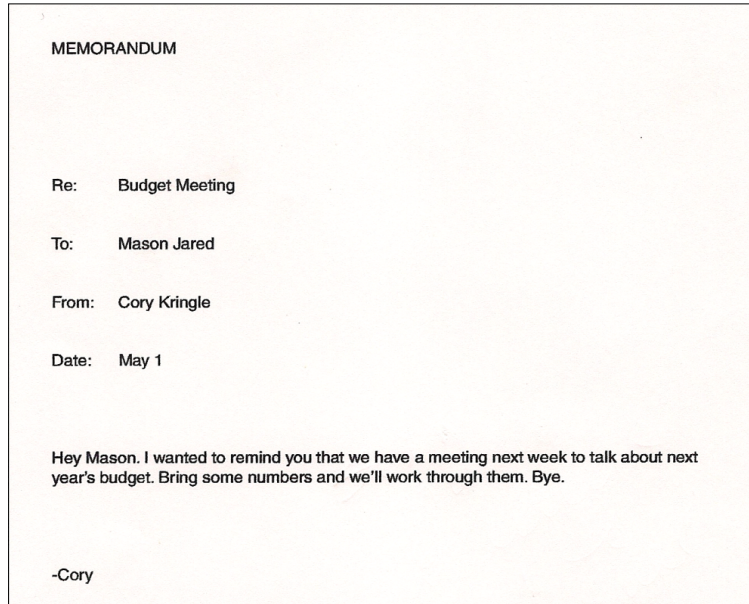
- Date is on the right instead of the left
- No day or year with date
- There should be four enters between the date and the inside address
- Spacing after the inside address should be one blank line instead of two blank lines
- Salutation needs a colon
- Spacing after body should be one blank line instead of two blank lines
- Needs spacing after the closing for the signature
- Cory’s signature is missing
- Since the letter refers to an enclosure, “enclosures” needs to be included under reference initials
- Reference initials are missing

Note: This sample letter uses the word “I” too frequently.

LIST ERRORS?	CORRECT ERRORS
1.	
2.	
3.	
4.	
5.	

Text Activity #7: Memo Errors (Activity 9–4)

Review the following memo. Identify five errors (not including spacing) and make the appropriate corrections.



Students should identify at least five of these errors:

- To, From, Re, and Date order is wrong
- Spacing between headings and after headings is incorrect (should be only one blank line between and after the headings)
- Job titles should be listed after each name
- Year is missing from the date
- Personal greetings in memos are not appropriate (delete “Hey Mason” and “Bye”)
- Spacing before and after body should be one blank line instead of two blank lines
- Do not type name at end of memo
- Reference initials are missing

Note: Although the purpose of this exercise is to teach memo setup, share with students that the memo does not state where the meeting will take place.

LIST ERRORS	CORRECT ERRORS
1.	
2.	
3.	
4.	
5.	

Text Activity #8: Thank You Note (Activity 9-5)

You received a letter of recommendation from a teacher. Write a thank you note.

Notes will vary, but should contain similar information as below.

May 1, 2018

Dear Mr. Orlyn,

Thank you for taking time from your busy schedule to write a letter of recommendation for me. I will keep you informed of my job search. It has been a pleasure having you as a teacher.

Sincerely,

Alex Jackson

WRITING EXERCISES

1. Write a letter of reprimand for an employee who behaved inappropriately.
2. Write a memo to another department requesting information about an upcoming meeting.

Additional Activity #1: Researching Communication

1. Research common communication errors.
2. Research body language.
3. Research methods to improve listening skills.

Additional Activity #2: Discussion Questions

1. Discuss the importance of good communication in the workplace.
2. Give an example of good communication and bad communication you have observed. What effect did it have on the situation?
3. Why is eye contact important?
4. Share a common form of body language that is often times misinterpreted.

Self-Quiz Matching Key Terms: *In the blank column match the key term to the definition using the identifying number.*

Key Terms	Answer	Definitions
Active listening		1. Communication that occurs through formal lines of authority
Business letter		2. The process of using words to send a message
Business memos		3. When a receiver is selectively hearing parts of a message and is more focused on responding
Communication		4. A formal record of events or activities
Decoding		5. The process of a sender transmitting a message to a receiver with the purpose of creating mutual understanding
Documentation		6. An informal network where employees discuss workplace issues of importance.
Encoding		7. Quality paper that has the company logo and contact information printed on it
Feedback		8. Communicating through body language
Formal communication		9. How the receiver interprets a message
Gossip		10. When the grapevine is targeting individuals and their personal lives
Grapevine		11. The study of distance (space) between individuals
Informal communication		12. Written communication set within an organization
Letterhead		13. Communication that occurs among individuals without regard to formal lines of authority.
Listening		14. A form of business communication that is printed, handwritten, or sent electronically
Noise		15. An informal language used among a particular group
Non-listening mode		16. The act of hearing attentively
Nonverbal communication		17. A response to a sender's message
Passive listening		18. The individual conveying a message
Proxemics		19. A formal, written form of communication sent to individuals outside of an organization
Receiver		20. When a receiver fails to make any effort to hear or understand the sender's message
Sender		21. Anything that interrupts or interferes with the communication process
Slang		22. An individual that receives and decodes a message
Verbal communication		23. When the receiver provides full attention to the sender without distraction
Written communication		24. Identifying a specific message and how it will be sent

Self-Quiz Answer Key

Key Terms	Answer	Definitions
Active listening	23	1. Communication that occurs through formal lines of authority
Business letter	19	2. The process of using words to send a message
Business memos	12	3. When a receiver is selectively hearing parts of a message and is more focused on responding
Communication	5	4. A formal record of events or activities
Decoding	9	5. The process of a sender transmitting a message to a receiver with the purpose of creating mutual understanding
Documentation	4	6. An informal network where employees discuss workplace issues of importance.
Encoding	24	7. Quality paper that has the company logo and contact information printed on it
Feedback	17	8. Communicating through body language
Formal communication	1	9. How the receiver interprets a message
Gossip	10	10. When the grapevine is targeting individuals and their personal lives
Grapevine	6	11. The study of distance (space) between individuals
Informal communication	13	12. Written communication set within an organization
Letterhead	7	13. Communication that occurs among individuals without regard to formal lines of authority.
Listening	16	14. A form of business communication that is printed, handwritten, or sent electronically
Noise	21	15. An informal language used among a particular group
Non-listening mode	20	16. The act of hearing attentively
Nonverbal communication	8	17. A response to a sender's message
Passive listening	3	18. The individual conveying a message
Proxemics	11	19. A formal, written form of communication sent to individuals outside of an organization
Receiver	22	20. When a receiver fails to make any effort to hear or understand the sender's message
Sender	18	21. Anything that interrupts or interferes with the communication process
Slang	15	22. An individual that receives and decodes a message
Verbal communication	2	23. When the receiver provides full attention to the sender without distraction
Written communication	14	24. Identifying a specific message and how it will be sent

COMMUNICATION ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter		
Exercise 9-1		
Exercise 9-2		
Exercise 9-3		
Topic Situation: Communication for employees		
Topic Situation: Noise distraction		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 9-1		
Activity 9-2		
Activity 9-3		
Activity 9-4		
Activity 9-5		