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Correct answers located at the end of the chapter.

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

1) Companies that communicate effectively with their employees create not only a healthy workplace culture, but they also enhance their public impression.
   - ◎ true
   - ◎ false

2) Writing skills have decreased in importance in today's business environment as most matters can be handled successfully with artificial intelligence (AI) or with automated business forms and templates.
   - ◎ true
   - ◎ false

3) The costs of poor communication include lost goodwill.
   - ◎ true
   - ◎ false

4) A document's poor organization or writing style can make it difficult for the reader to understand the message.
   - ◎ true
   - ◎ false

5) The best way to keep an audience involved in a presentation is to make them guess what the presenter wants to convey.
   - ◎ true
   - ◎ false

6) Alejandro answers a customer phone call which involves a billing complaint. He then follows up by sending the customer a claims adjustment. This is an example of internal communication.
   - ◎ true
   - ◎ false

7) An annual report prepared for stockholders has only one communication purpose—to build goodwill.
   - ◎ true
   - ◎ false

8) Mahie, a director of human resources, is writing an email to employees informing them about changes to the company benefits package. The best way to engage this audience is to emphasize how the changes will improve the company's profitability.
   - ◎ true
   - ◎ false

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9) Large language models (LLMs) provide the most up-to-date information because they are constantly being trained with current text.
   ◎ true
   ◎ false

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

10) Which form is an example of verbal communication?
   A) logos
   B) gestures
   C) eye contact
   D) pictures
   E) social media posts

11) Declan, a web developer, recently gave a presentation on the ethical implications of using AI in online communications. The presentation was a huge success, mainly because Declan maintained the audience's attention through interesting nonverbal communication. What is a form of nonverbal communication that Declan might have used in his presentation?
   A) anecdotes
   B) narrations
   C) quotations
   D) graphics
   E) jokes

12) Which statement about communication skills at entry-level jobs is true?
   A) Communication skills are not important because new employees do not communicate with others.
   B) Communication skills are ranked relatively low among the qualities that employers look for.
   C) Communication skills are required for persuading others and adapting information to particular audiences.
   D) Communication skills are not necessary if a person has good reasoning and technical skills.
   E) Communication skills are not required because people at entry-level jobs do not have writing responsibilities.

13) Which skill consistently ranks high among the qualities that employers look for in college graduates as it directly relates to one's ability to persuade and adapt information to particular audiences, helping them to do their work more quickly, which increases productivity, and builds trust?
   A) technical
   B) communication
   C) mathematical
   D) abstract reasoning
   E) mechanical

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14) Which is a characteristic of effective communicators?
   A) They are skilled at adapting their verbal message to the audience but know that their nonverbal communications cannot be controlled.
   B) They find a way to adapt their audience to whatever message they are trying to deliver.
   C) They find the one method of communicating that works best for them and stick with it.
   D) They see communication as a series of principles and guidelines that must be applied with critical thought and nuance.
   E) They center their communication around their verbal message and only use nonverbal communication when absolutely necessary.

15) What is a key element in creating effective, personalized business messages?
   A) using visuals in a creative way
   B) combining elements of persuasion and information into the message
   C) using the mode of communication that best suits the presenter
   D) keeping the message general so it can be used in many situations
   E) anticipating the needs of the audience

16) Aiden is preparing a presentation to potential investors on his company's newest product. The product is very complex, and Aiden wants to make sure the investors know the product's unique capabilities even though none of them have knowledge of the technical jargon or of the industry in which the product will be used. Should Aiden use generative AI to prepare his presentation?
   A) Yes, because AI will do a better job of incorporating all the technical jargon that the investors need to hear.
   B) No, because investors do not need to know about the product itself, only whether the product will make them money.
   C) No, because Aiden must be able to take a complex product and adapt it to an audience that is not familiar with the technology.
   D) Yes, because AI is better able to adapt to specific audiences and challenging conversations.
   E) Yes, because AI will make sure that Aiden discusses every detail of the product without missing any important features.

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17) Survey results have found that a major stumbling block among new job entrants—even college graduates—was that they
A) were unfamiliar with how to use AI in communication settings.
B) lacked effective business communication skills.
C) failed to understand the importance of communication skills.
D) placed too much importance on communication skills over technical skills.
E) assumed that communication skills are not needed for entry-level positions.

18) What is an example of an internal audience for written communication at work?
A) suppliers
B) stockholders
C) clients
D) trade associations
E) subordinates

19) What is an example of an external audience for written communication at work?
A) the human resources team
B) a subordinate
C) a manager
D) a colleague
E) a potential employee

20) Arti works at Skyward Consulting in Chicago. She recently gave a presentation on "The Principles of Sustainable Design" to the members of her team, the sales team, and the marketing team. She also showed the presentation to her superiors before making a few changes and presenting it to the firm's customers. The external audience for Arti's presentation includes
A) the sales team.
B) the marketing team.
C) her superiors.
D) the customers.
E) her subordinates.

21) Olivia, a marketing planner for a skincare company, needs to give a presentation to her superiors about the launch plan for a new line of organic lotion. Once she receives approval, she will share details of the launch with distributors, clients, and retailers. She will also then present the plan to the press to spread word about the new lotion line. Who among the following would be included in Olivia's internal audience?
A) retailers
B) clients
C) superiors
D) distributors
E) the press

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22) Roman, a production manager at a small manufacturing company, has written a report for the organizational director on the types of equipment upgrades needed to accommodate a new line of products. Along with the report, Roman has also sent a memo explaining why he forwarded the document to his boss. The accompanying document is called a
A) quotation.
B) quarterly.
C) claims adjustment.
D) transmittal.
E) policy and procedure bulletin.

23) Which document is used for performance appraisals, salaries, and hiring?
A) annual report
B) job description
C) monthly report
D) 10-K report
E) procedure bulletin

24) Ivy, an analyst at a major print media company, is preparing a document on the problems faced by the industry during a recent period. In the report, she explains that increased competition from more agile digital competitors and declining advertising revenues pose major challenges for the future. Which document is Ivy preparing in this scenario?
A) letter of transmittal
B) performance appraisal
C) procedure bulletin
D) quarterly report
E) 10-K Report

25) Annika, a communications manager at an insurance company, needs to evaluate her team members' work for the last financial year. She plans to prepare a report on the evaluation of objectives they helped achieve. In this scenario, Annika is preparing a(n)_____, a type of_____ document.
A) career assessment; external
B) performance appraisal; internal
C) quarterly report; external
D) memo of congratulations; internal
E) annual report; external

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26) A memo of congratulations is written to
A) clients who have been with a company for over 10 years.
B) employees who have won awards or been promoted.
C) stockholders who have retained their shares.
D) candidates who have applied for jobs.
E) suppliers who have been loyal to a company.

27) A claims adjustment granting a customer request to be given credit for defective goods is a document written for what primary purpose?
A) to conceal
B) to persuade
C) to entertain
D) to request
E) to inform

28) Which statement is true regarding the purposes of organizational writing?
A) When writing to answer a question, the purpose is to persuade.
B) Most organizational messages have multiple purposes.
C) All organizational writing is to inform or to persuade.
D) The majority of organizational messages have a single purpose.
E) When writing to suggest that you are competent, the purpose is to inform.

29) Which description is a characteristic of good writing?
A) It keeps requests ambiguous to avoid arguments.
B) It uses legalistic language to impress the readers.
C) It follows widely accepted practices.
D) It presents the main point in the middle of a long paragraph.
E) It requires a reader to gather additional information.

30) Which statement about effective business communication is true?
A) It makes an audience guess the message that a speaker or writer has presented.
B) It leaves the audience's questions unanswered to create challenges and interactions.
C) It represents messages that are free from errors in spelling and grammar.
D) It considers members of an audience as numbers instead of as groups of people.
E) It takes a long time to decipher in order to challenge an audience's intellect.

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31) Which statement about conventions in business writing is true?
A) They rarely ever change once adopted.
B) They are widely accepted practices.
C) They apply universally to all audiences.
D) They are rarely encountered in a business setting.
E) They are meant to challenge audiences.

32) Which strategy is a key to using conventions effectively?
A) using conventions only for routine activities
B) remembering that conventions do not change based on context
C) using conventions without adjusting them for a particular audience
D) remembering that every organization follows the same conventions
E) remembering that conventions always need to fit the current situation

33) Which strategy will improve business communication by saving the audience's time?
A) presenting a highly positive image of the organization
B) considering only the needs of the organization, not those outside the organization
C) ensuring a message is responsible and truthful
D) incorporating hidden messages and complex details
E) using forecasting statements to organize a message

34) When you convey information in which the audience's basic reaction will be neutral, this is considered a(n)
A) persuasive message.
B) good-news message.
C) positive message.
D) formal message.
E) informative message.

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35) Diego just accepted a new job at a competing firm, which pays much better than his current sales position at a small family-owned business. He composes a formal letter of resignation, which he plans to give to the company owner tomorrow morning. In this scenario, the company owner represents what type of audience?
A) gatekeeper
B) primary
C) secondary
D) auxiliary
E) watchdog

36) Which message recipient has the power to stop your message and control whether it reaches the intended audience?
A) gatekeeper
B) primary audience
C) secondary audience
D) auxiliary audience
E) watchdog audience

37) What is a good strategy for communicating in writing with multiple types of audiences?
A) In most of the document, assume the degree of knowledge of the secondary audience.
B) Utilize personal pronouns to increase informality.
C) Organize your message based on the most negative audience attitude.
D) Keep the core message consistent.
E) Include all background and supplementary information in the opening paragraphs.

38) Tess must contact all customers who have purchased the Learn and Grow Baby Bouncer. The recent model has a defective support bracket, which requires immediate replacement to ensure safe usage. What strategy is most appropriate for Tess in analyzing this rhetorical situation?
A) First determine the income levels of the audience.
B) Analyze her audience as members of a group.
C) Focus the message on persuading, not informing.
D) Obtain psychographic data from consumer's web surfing records.
E) Assume that informality is the preferred communication tone.

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39) What is an example of a demographic audience characteristic?
A) personality
B) age
C) interests
D) attitudes
E) lifestyles

40) Which psychographic characteristic will likely be *most* important in messages designed to persuade?
A) geographic region
B) income
C) education level
D) values
E) gender

41) Rico, the plant manager, must inform the plant's 300 employees about pending layoffs. While he knows the audience will be hostile, Rico hopes to persuade them that this is the only way to prevent a total shutdown. In this situation, what is a suggested communication strategy for Rico?
A) Begin his message with areas of common ground shared with the audience.
B) Obtain a complete demographic profile of the audience.
C) Search social media to determine attitudes about the company before he speaks.
D) Hide the information about the layoffs in the middle of the message.
E) Downplay the importance of the message.

42) As a business communicator, what information is *least likely* to be an important consideration in formulating your message?
A) the knowledge level of the audience about this subject
B) circumstances that may require new attitudes or action
C) the level of detail the audience wants
D) the speaker's psychographic profile
E) the hot button words that should be avoided

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43) What is one of the five questions that should be asked when analyzing a business communication situation?
A) What can you infer from the information you're given?
B) What information must your message include?
C) Where could you get additional information?
D) Which solution is likely to work best?
E) What channel should you use?

44) Which action should be followed to effectively analyze business communication problems?
A) consciously focusing on a single key solution
B) understanding that even irrelevant audience characteristics are important
C) emphasizing information by placing it in the middle of a paragraph
D) identifying one main audience benefit
E) ensuring that benefits are well adapted to the needs of the audience

45) During a department manager's meeting, Donovan proposes consolidating two existing departments into one. What strategy will be most effective in making his proposal more convincing to his audience?
A) Assure the audience that the change will hardly be noticed by anyone.
B) Describe his personal reaction.
C) Describe potential benefits by using an emotional appeal.
D) Phrase benefits of his proposal in *you*-attitude.
E) Enumerate the benefits the organization may experience.

46) What is an effective technique for overcoming potential obstacles in a request that is time-consuming, complicated, or physically or psychologically difficult?
A) Make the request detailed and complicated.
B) Rely on extrinsic motivators.
C) Show how the audience will benefit when the action is complete.
D) Phrase the benefits of a proposal in *me*-attitude.
E) Stress the benefits accrued to the secondary audience.

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47) What action describes a way to ensure ethical business communication?
A) using design and graphics to make content understandable
B) including complex words to impress the audience
C) placing positive information at the end of the document
D) focusing on abstract philosophies
E) using *me*-attitude to show that one is confident

48) What is a characteristic of a large language model (LLM)?
A) It is generative.
B) It is trained using a linear process.
C) It is static.
D) It does not require algorithms.
E) It's output is consistent.

49) Which term refers to the architecture that large language models are based on?
A) generative
B) predictive
C) transformer
D) equalizer
E) simulator

50) When is it appropriate to use an LLM?
A) when you need to create a personalized communication
B) when your communication needs to match a boilerplate template
C) when you are writing on a controversial subject
D) when your communication deals with recent events
E) when you need to illustrate a thought process behind a decision

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

51) Explain how good communication benefits both organizations and individuals.

52) Discuss why texting cannot take the place of effective written communication in the workplace.

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53) Explain how poor writing contributes to wasted time.

54) Poor communication choices can lead to legal problems in an organization. Discuss this statement.

55) Differentiate between the two basic types of audiences for an organization. Provide examples of the people and documents that fall under each category.

56) Explain the three basic purposes of organizational writing. Provide an example of a business document which reflects all three purposes.

57) Review the five criteria for an effective message.

58) What are conventions of communication and how are they best applied?

59) Discuss the types of audiences you might experience in typical rhetorical situations. Identify which audience you must reach in order to fulfill the purposes of your message.

60) What are audience benefits and how are they used in analyzing communication? Explain at least three ways you can effectively use benefits in written communications.

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Answer Key

Test name: Chapter 01

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

Business Communication 2025 Release 1st edition Locker Test Bank

Chapter 1: Succeeding in Business Communication

Table of Contents

Description of the Chapter ***1-2***

Chapter Learning Objectives ***1-2***

Where Students Get Frustrated ***1-3***

Getting Motivated to Develop Business Communication Skills 1-3
Embracing the Difficulty 1-3
Writing for Someone Other than the Instructor 1-4
Accepting That There Is No Universal Template 1-4
Letting Go of a Specific Documentation Style 1-5
Accepting That Every Audience (and Instructor) Wants Something Different 1-5
Stepping into Their Audience's Shoes 1-5
Knowing When to Use Large Language Models (LLMs) 1-6

Connect® for Business Communication ***1-7***

Stale Cookies 1-8
Costs of Poor Communication 1-8
Communicating Lab Results 1-8
Communicating Problems with a Learning Management System (LMS) 1-8
Determining When to Use Text-Generating AI 1-9

Answers and Analysis for End-of-Chapter Exercises and Cases ***1-9***

1.1 Reviewing the Chapter 1-9
1.2 Assessing Your Punctuation and Grammar Skills 11
1.3 Messages for Discussion I—Asking for a Class 11
1.4 Messages for Discussion II—Responding to Rumors 1-12
1.5 Understanding the Role of Communication in Your Organization 1-13
1.6 Making Ethical Choices 1-14
1.7 Identifying Audiences 1-14
1.8 Analyzing Multiple Audiences 1-15
1.9 Identifying and Developing Audience Benefits 1-15
1.10 Identifying Objections and Developing Audience Benefits 1-15
1.11 Analyzing Benefits for Multiple Audiences 1-15
1.12 Evaluating When to Use an LLM 1-16

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Description of the Chapter

Chapter 1 explains the needs for effective communication skills in the workplace, discusses the costs of poor communication, describes criteria for effective messages, explains why ethics is so important in business communication, and demonstrates how to analyze and solve business communication problems. In addition, the Chapter 1 has a section that explains how large language models are trained, explains their limitations, and provides guidelines for when and how to use LLMs. Students should return to the concepts in Chapter 1 throughout the semester as they analyze audiences for the messages they write and the presentations they deliver.

Chapter Learning Objectives

LO 1-1 Describe the benefits of good communication.

Communication helps organizations and the people in them achieve their goals. People put things in writing to create a record, to convey complex data, to make things convenient for the reader, to save money, and to convey their own messages more effectively.

LO 1-2 Explain why you need to be able to communicate well.

- The three basic purposes of business and administrative communication are to inform, to request or persuade, and to build goodwill. Most messages have more than one purpose.
- The ability to write and speak well becomes increasingly important as you rise in an organization.

LO 1-3 Describe the costs of poor communication.

Poor writing wastes time, wastes effort, and jeopardizes goodwill.

LO 1-4 Describe communicating on the job.

- Communication—oral, nonverbal, and written—goes to both internal and external audiences.
- People in organizations produce a large variety of documents.

LO 1-5 Explain the basic criteria for effective messages.

Good business and administrative writing meets seven basic criteria: it's clear, complete, and correct; it follows conventions; it saves the reader's time; it builds goodwill; and it's ethical.

LO 1-6 Analyze a business communication situation.

1. What is your purpose in communicating?
2. Who is your audience?
3. How will the audience initially react to the message?
4. What information must your message include?
5. What benefits will your audience find convincing?
6. How can you ensure that you communicate ethically?

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LO 1-7 Explain when it is appropriate and helpful to use a Large Language Model (LLM) to generate language

- When the LLM has been trained on a great deal of publicly available and noncontroversial text data.
- When you need boilerplate language.
- When you don't need to show how you reached a conclusion.

Where Students Get Frustrated

There are several business communication concepts that frustrate students.

Getting Motivated to Develop Business Communication Skills

If you are teaching students who are currently working in business or professional situations, you will probably not need to convince them that business communication skills are important. Students tend to have difficulty primarily when they resist taking the course, either because they do not believe writing and communication will be important to their careers or because they have already had other writing courses.

While the importance of communication skills on the job is obvious to us, students are skeptical. Share examples of how students will need to communicate on the job in lectures, discussions with students before and after class, in office hours, and in assignment scenarios—basically any time it's appropriate throughout the course. Bring articles that discuss employers' requirements and expectations of communication skills to class. For example, the Newsweek article "Companies Are Quickly Firing Gen Z Employees."

> Across the board, 75% of companies reported that some or all of their recent college graduate hires were unsatisfactory.
>
> Employers most often cited a lack of motivation in their recent graduate hires, at 50%, while 39% said poor communication skills and 46% said a lack of professionalism made this cohort difficult to work with.*

In addition to bringing material to class, encourage students to share their work experiences, share your own work examples, and pull examples of business communication from the news, whether that communication helped or adversely affected business.

Embracing the Difficulty

Students might struggle getting their ideas out of their heads and into text. Writing is integral thinking and getting ideas into text is integral to effective communication. They are also hard things to do, and it is tempting to rely on Generative AI like Large Language Models (LLMs). In fact, Generative AI may appear to understand questions posed to it and may appear to respond to prompts in a sensible manner. However, a deeper reading of LLMs' output text by a discipline

* Blake, S. "Companies are quickly firing Gen Z employees." September 23, 2024. *Newsweek*. https://www.newsweek.com/companies-are-quickly-firing-gen-z-employees-1958104.

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professional often reveals serious issues[†], whether it is a lack of effective structure, content, or good practice.

We can't provide our students with a discipline's knowledge in a short period of time, but we can help students understand how "empowerment without wisdom"[‡] may not be as helpful as they think. We need to provide them with the experience, knowledge, and good judgment needed to communicate effectively just as we always have. Helping our students gain such wisdom now includes "AI Literacy." Our students need to know that sometimes it's best to complete the communication on their own, but if it's appropriate to use an LLM to help create communications, they need to (1) follow best practices, (2) know their organization's policy on LLMs and potential copyright issues, and (3) declare that it's been used.

Writing for Someone Other than the Instructor

Most of our students spend their later elementary, middle school, and high school years—the last seven to nine years—writing to show their instructor how much they know about the subject. It is a significant developmental leap for students to go from writing-to-show-what-they-know to creating business communication documents that illustrate critical thought and anticipate audience needs.

When you introduce writing assignments and refer to writing assignments, remind students that they are not writing to you to show how much they know. Make it clear that they will have to alter their writing style to do well in this course. For example, if you're teaching at a university, the writing that students have done in other courses (and back in high school) will likely not be effective in business communications. Whether it's first-year composition or a history or a biology course, the students' main purpose was likely to display knowledge to their instructor.

Accepting That There Is No Universal Template

Many of our students have become accustomed to being told exactly what to do when writing papers.

- Design (margin sizes, font and font size, double-spacing, etc.)
- Organization (number of paragraphs per document, the specifics on numbers of sentences per paragraph, and what each sentence should contain)
- Content (the content of each paragraph can be prescribed)
- And so on

These students have been writing for years by following a prescribed set of rules on how to write papers, and they have not been making their own decisions about the number of paragraphs, the

[†] Nascimento, C.M.C. and Pimentel, A. S., "Do large language models understand chemistry? A conversation with ChatGPT." 2023. *Journal of Chemical Information and Modeling*, 63 (6), 1649-1655.

[‡] "Empowerment with Wisdom" is what Elsmore and McPeak identify as Challenge #1 in Generation Z Unfiltered.

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content and organization of paragraphs, the overall design of a document. Making all those decisions on their own is a scary, and sometimes debilitating, thing to have to do.

When you introduce writing assignments and refer to writing assignments, remind students that you will not be giving them specifications for the assignment. You will give them the requirements (genre) and situation (audience, purpose, and context), but they will have to decide how to fulfill the requirements for that specific situation.

Letting Go of a Specific Documentation Style

In addition, most of our students have spent the last seven to nine years perfecting, and maybe even memorizing, MLA format and documentation style for whenever they need to write a paper.[§] If you have assigned a message, progress report, memo, proposal, or some other genre and received a paper formatted in MLA format, your student is paying attention to what they have been taught to do in the past.

Our students are moving outside of their comfort zone at almost all levels (especially first-year students). They have moved to a new place, are surrounded by new people, taking classes from new instructors with different expectations, learning entirely new subjects, and more. One thing that they think they have complete knowledge of is the formatting of their writing papers—but then we say, nope, that needs to change too.

When you introduce writing assignments and refer to writing assignments, remind students the document's design depends on the requirements (genre) and situation (audience, purpose, and context). No MLA/APA format. The documents should be formatted to look like they would in the workplace.

Accepting That Every Audience (and Instructor) Wants Something Different

Some students really struggle to accept that every audience wants something different and that every communication situation is unique. Every time they create a document and every time they communicate, they need to negotiate two things:

1. What they are required to do.
2. What they need to do for the audience.

There is no formula or prescription for making sure that they fulfill all the assignment requirements in a manner that is effective for making the content of the document easy for the audience to read, understand, and accept. The negotiation is what students need to do for themselves.

Stepping into Their Audience's Shoes

Students can often repeat the purpose of a negative message, for example, but they struggle to fully realize what that means for them in the writing process. It is easy for students to say, "I'm writing this message so my audience understands the [*insert bad news*] and will accept it yet still like me

[§] APA (American Psychological Association) is another common documentation style.

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and my organization," but it is difficult for them to produce the message's organization and content with *you*-attitude and goodwill.

In addition, context is difficult for students both as a concept and in application. It is difficult for them to imagine or envision the context in which their audience will read the message and to accept that, as communicators, they are responsible for contextualizing factors *even if they didn't know about them* (e.g., the message uses a phrase or word that has negative/racist/sexist/ableist/agist connotations, history, or undertones).

We have found that students benefit from seeing actual business documents early in the course and having immediate experiences writing. Bring in examples, or have your students bring in examples, of professional documents that you can analyze together. Ask them to identify purposes, audiences, and contexts of the documents. Moreover, to help them come to terms with the different demands of writing in a business setting. Consider giving some short writing exercises for which you give feedback but not a letter grade. Starting in this way can give students a solid foundation on which to build for the rest of the semester.

Note that examples of miscommunication having negative effects on business are sometimes more memorable than positive examples.

Knowing When to Use Large Language Models

Students may be unclear when it's appropriate and helpful to use LLMs to output text for use in business communication. It will be helpful to clarify your university and course policies on using LLMs.

It is our strong suggestion that people use LLMs for the specific purposes for which they were each individually created: (1) modeling the limited set of language that each LLM was designed to model and (2) making predictions using that specifically trained model.

- **When there is a great deal of publicly available and noncontroversial text data that the model could have been trained on**. When you need text on a subject that had a great deal of texts on that subject in the data the LLM was trained on—and those texts were largely in agreement with one another—the LLM is likely going to predict usable text for you. However, if you need text on a controversial subject where the training data text has polarizing verbiage or a lack of consensus, the LLM may struggle to predict useful text. If you need language on an upper level or a discipline-specific type of topic, a generic LLM will not likely have been trained on relevant texts and will likely be unable to predict relevant language for you. If you need text on a recent topic, say something that occurred within the last two years, generic LLMs will similarly not be useful.
- **When you need generalized, not unique language.** When you need boiler plate or language that sounds like many others have said it, the LLM will likely be helpful. However, note that most successful business communication requires unique, personalized language.
- **When you don't need to show your work**. If you're learning a foreign language and you need to show an instructor that you can put words together into a sentence, do not use an LLM. If you need to illustrate the thought process behind a decision or to show how much you personally know about a subject, do not use an LLM.

When you do use a LLM to generate language for you, make sure to:

- **Declare when it's been used**. Some journals are accepting articles that have used LLMs to generate language, but that use was explicitly acknowledged.

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- **Be cognizant of organization's policy on using LLMs and potential legal or copyright issues**. For example, this author has used a LLM to create base scenarios as examples for their courses, but this textbook publisher's policies prevent using a LLM to produce any text for inclusion in the textbook.

Connect® for Business Communication

Connect® for Business Communication empowers students' workforce readiness skills and prepares them for the networked world using the latest proven effective adaptive resources. Connect® for Business Communication offers assignable, auto-graded activities proven to increase test scores, retention rates, and attendance. Connect includes:

SmartBook® personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on concepts requiring additional study. For instructors, SmartBook tracks student progress and provides insights that guide teaching strategies and advanced instruction, for a more dynamic class experience.

Adaptive Learning Assignment for Grammar and Usage® provides each students a personalized path to learning concepts by continually adapting to the individual, identifying knowledge gaps, and focusing on areas where remediation is needed.

Application-Based Activities are highly interactive, assignable exercises that boost engagement and provide a safe space to apply concepts learned to real-world, course-specific problems. Each ABA involved the application of multiple concepts, providing the ability to synthesize information and use critical-thinking skills to solve realistic scenarios.

Comprehensive Test Bank includes various question types, allowing the instructor to create auto-graded assessment material with multiple problem types, and randomized question order.

Document Makeover Exercises (DMEs) provide opportunities to apply chapter concepts to real business documents. DMEs allow students to engage in real conversations with their colleagues and a writing coach to correct a document to achieve the most optimal outcome.

Chapter Quizzes include a 20-question auto-graded multiple-choice quiz per chapter that allows instructors to quickly assess student comprehension of their chapter readings.

Chapter Specific Exercises are author created exercises that allow students to engage more deeply with the content of each chapter and test their knowledge. Exercises vary in their degree of difficulty and complexity, from matching, labeling, and grouping activities to case analyses and video cases.

In addition, there is an accessible PowerPoint for every chapter. Consider using the PPTs as is, in parts, adapted with your own materials and examples, and incorporate into lectures. You can even make a video for students to watch outside of class.

Exercises

The following exercises are specific to Chapter 1, and they can be used in several ways. They can be used as:

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- **A quiz** at the end of all activities coming from Chapter 1.
- **A review** after lecture and discussion.
- **Homework** after in-class work

Stale Cookies

LO: *1-3, 1-5*
Exercise Type: Case Analysis
Business Competency: Communication
Blooms: *Apply*
Difficulty Level: *Hard*

This case analysis exercise with multiple-choice questions demonstrates students' ability to apply the learning outcomes from Chapter 1 that focus on crafting effective business messages, using conventions appropriately, and considering the context in which they're communicating.

Costs of Poor Communication

LO: *1-3*
Exercise Type: Matching
Business Competency: Communication
Blooms: *Understand*
Difficulty Level: *Medium*

This matching exercise helps students recognize different ways that poor communication can cost them and their organization. The **Determining Costs of Poor Communication** activity is helpful, if your students are skeptical about the need to develop or hone their communication skills.

Communicating Lab Results

LO: *1-3*, *1-4*, *1-5*, *1-6*
Exercise Type: Case Analysis
Business Competency: Communication
Blooms: *Apply*
Difficulty Level: *Medium*

This case analysis exercise with multiple-choice questions demonstrates students' ability to identify the thinking process needed for analyzing and addressing the issues of potential ethics breaches. This assignment asks only about the thinking process and does not ask students to discuss what is ethical or unethical, nor does the assignment ask students what they would do in the scenario.

Communicating Problems with a Learning Management System (LMS)

LO: *1-5*
Exercise Type: Case Analysis
Business Competency: Communication
Blooms: *Analyze*
Difficulty Level: *Hard*

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This case analysis exercise with multiple-choice questions demonstrates students' ability to analyze a scenario about a technical issue with multiple stakeholders and make decisions about planning a message.

Determining When to Use Text-Generating AI

LO: *1-7*
Exercise Type: Grouping
Business Competency: Communication
Blooms: *Apply*
Difficulty Level: *Medium*

This click drag exercise asks students to apply guidelines for the appropriate use of text-generating AI to several scenarios.

Answers and Analysis for End-of-Chapter Exercises and Cases

Answers for the end-of-chapter exercises and cases in Chapter 1 are given below.

1.1 Reviewing the Chapter

LO: 1-1–1-7

Difficulty Level: Easy

General answers are provided below. Ideally, we want students to be able to relate these ideas to specific instances to show that they understand and can apply the concepts.

Why do you and your business need to be able to communicate well? (LO 1-1)

Communication helps organizations and the people in them achieve their goals. People put things in writing to create a record, convey complex data, make things convenient for the reader, save money, and convey their own messages more effectively. In addition, employees with effective communication skills are highly valued.

Employers rely on their employees to communicate with internal and external audiences to get work done. Employees spend a great deal of time, if not most, writing and speaking in the workplace. Being a good communicator will increase your chances of raises and promotions.

What are some flawed assumptions about workplace communication? What is the reality for each myth? (LO 1-2)

Myth: "Won't AI just do it for me?"

Reality: While text-generating AI is helpful with some routine tasks (we'll give recommendations later), most business communication still requires a personal touch.

Myth: "I'll use form letters or templates when I need to write."

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Reality: A form or template is designed to cover only routine situations or to provide a general model for a type of communication; they are not meant to replace genuine communication but to provide you with a basic structure into which you add text for a specific audience, purpose, and content. Also, the higher you rise in an organization, the more frequently you'll face situations that aren't routine and that demand creative solutions.

Myth: "I'm being hired as an accountant, not a writer."

Reality: Almost every entry-level professional or managerial job requires you to share your domain knowledge with others, write email messages, speak to small/large groups, write documents, present your work for annual reviews, and more. People who do these things well are likely to be promoted beyond the entry level. Employees in jobs as diverse as firefighters, security professionals, and construction project managers all are being told to polish their writing and speaking skills..

Myth: "Why can't I just text?"

Reality: Important conversations and communications generally require follow-up documentation, usually in the form of emails. People in organizations put things in writing to make themselves visible, to create a record, to convey complex data, to save money, and to convey their own messages more effectively. "If it isn't in writing, it didn't happen" is a maxim at many companies. Writing is an essential way to record agreements, to make yourself visible, and to let your accomplishments be known.

What are the costs of poor communication? (LO 1-3)

Some costs can include wasted time, wasted effort, jeopardizing goodwill, and legal problems.

What is the difference between internal and external audiences? (LO 1-4)

Internal audiences are other people in the same organization: subordinates, superiors, and peers. **External audiences** are people outside the organization: customers, suppliers, distributors, unions, stockholders, potential employees, trade associations, special interest groups, government agencies, the press, and the general public.

What are the basic criteria for effective messages? (LO 1-5)

Good business and administrative writing meets seven basic criteria: it's clear, complete, and correct; it follows conventions; it saves the audience's time; it builds goodwill; and it's ethical.

What are the questions for analyzing a business communication situation? (LO 1-6)

1. What is your purpose in communicating?
2. Who is your audience?
3. How will the audience initially react to the message?
4. What information must your message include?
5. What benefits will your audience find convincing?
6. Are you communicating ethically?

What are the five different audiences your message may need to address? (LO 1-6)

- Gatekeeper
- Primary
- Secondary

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- Auxiliary
- Watchdog

What are the five characteristics of good audience benefits? (LO 1-6)

1. Adapt benefits to the audience
2. Stress intrinsic as well as extrinsic motivators
3. Prove benefits with clear logic and explain them in adequate detail
4. Overcome potential obstacles
5. Phrase benefits in *You*-Attitude

When is it appropriate and helpful to use a large language model to general language? (LO 1-7)

- When the LLM has been trained on a great deal of publicly available and noncontroversial text data.
- When you need boilerplate language.
- When you don't need to show how you reached a conclusion.

1.2 Assessing Your Punctuation and Grammar Skills

Difficulty Level: Easy to Hard (depending on students' knowledge)

The answers to the Diagnostic Test, B.1, from Appendix B can be found in the Appendix B Instructor's Manual file.

1.3 Messages for Discussion I—Asking for a Class

LO: 1-5, 1-6

Difficulty Level: Medium

Message 1

Salutation is too informal. The message is to a professional that the writer does not know personally.

Message lacks *you*-attitude.

Message lacks goodwill by stating the student didn't take it last year "cuz I really didn't want to."

There is no incentive for the audience to act on the message.

Grammar and spelling need to be improved.

Message 2

The salutation is better than the first message but still not effective.

The writer blames other people instead of taking responsibility.

The tone is too informal overall.

The writer dismisses their program and the audience's expertise ("I shouldn't have to take this class anyway, but whatever").

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The writer is too demanding.

There is no incentive for the audience to act on the message.

The message lacks *you*-attitude. The emphasis is on the writer not the reader.

Message 3

The salutation is good.

The tone is much better than the previous two.

The student takes responsibility and politely asks to be put on a waiting list in case a seat opens, something that the instructor can do without adding to their workload (reflects understanding of audience needs, values, and attitudes).

The student builds goodwill by stating their interest in the course.

The closing is professional by thanking the reader for her time.

Message 4

The salutation is good.

The spelling and grammar need attention and lose goodwill for the writer in the current state.

The tone is too informal.

The writer seems to be uninformed and offers little reason for the reader to act.

The writer doesn't explain his need for taking this course.

The closing is insincere and not appropriate.

1.4 Messages for Discussion II—Responding to Rumors

LO: 1-5, 1-6

Difficulty Level: Medium

Message 1

The subject line is vague and overly positive (could be perceived as insincere).

The first paragraph emphasizes the writer's role, rather than stating what readers need and want to know: how they will be affected by the merger.

The second paragraph contains negative references and blames readers for the rumors that are circulating.

Even the last paragraph sheds no new light on the effects of the merger on employees. As a result, rumors are likely to increase rather than decrease.

Message 2

This memo gives too little information.

The subject line is not specific.

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The body of the memo offers no details to make "no lay-offs" seem credible. For the rumors to stop employees must be reassured—by hard information from someone they trust—that their jobs are not in jeopardy.

The writer dismisses rumors and implies blame on anyone not in HR.

Message 3

The subject line does not inform readers.

The first paragraph gives too many details too soon, de-emphasizing the main point: no lay-offs. It's unfriendly. Placing the supporting details in a second paragraph and omitting the sarcastic "if you do the math" would improve the message considerably.

The second paragraph gives readers two reading assignments without explaining why or what employees are to derive from the assignments. The writer might have cited passages of Acme's mission statement and goals to reinforce his no-layoffs message.

Message 4

The subject line sets a negative tone for the message.

The first paragraph has a harsh tone. It lacks information designed to reassure employees and quell rumors about layoffs.

The second paragraph lacks *you*-attitude. It, belatedly, contains the main message: ". . . we won't be laying off employees after the merger." But the extremely negative, disrespectful tone makes the statement seem insincere. The paragraph shows ill will toward employees, rather than goodwill.

The third paragraph continues to scold employees and undercut any trust between them and the writer.

Message 5

The subject line is acceptable, though "Layoffs—the True Story" would be better in case the readers' screen displays fewer than the 28 characters in this line.

The first paragraph has an understanding, neutral tone, but since the main message (no plans to lay off any of our valued people) is positive, it should appear here instead of in the second paragraph.

In the second paragraph, although the writer wants to reassure employees, "Have no fear!" is inappropriate. Much of this paragraph belongs in Paragraph 1. The writer could have increased *you*-attitude by writing himself out of the picture and by stressing that updates will appear in the newsletter and on the intranet at regular, predictable intervals.

The third paragraph could be more positive and forward-looking. "Our people" is patronizing. And the writer issued an open invitation to bombard him with all sorts of questions.

1.5 Understanding the Role of Communication in Your Organization

LO: 1-1

Difficulty Level: Medium

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This exercise works well for students with either part-time or full-time jobs. If your students are not currently working, ask them to interview one of their professors or someone in their chosen career field.

Discuss the questions at some length before directing students to begin. Most students will need guidance on conducting an interview. Specifically, discuss what to do before, during, and after an interview (e.g., knowing purpose, setting up interview, organizing questions, bringing proper materials, writing a thank-you). If you discuss these steps ahead of time with students, their interview experiences will be more fulfilling, and they won't lose goodwill with their interviewees.

1.6 Making Ethical Choices

LO: 1-4

Difficulty Level: Medium

Discussions will vary by student teams and their individual perspectives and experiences. Try to get students to think about specific consequences of their actions.

1.7 Identifying Audiences

LO: *1-6*

Difficulty Level: *Hard*

Kent, Carol, and José

- **Primary audience**: Financial institutions
- **Secondary audiences**: Employees who will manage the website; employees of the financial institutions who will process the paperwork.
- **Auxiliary**: Other people interested in opening a small business website
- **Watchdog**: Lawyers; state/city agencies

Quinn

- **Gatekeeper**: Quinn's boss
- **Primary audience**: Potential customers over 65 years old
- **Secondary audiences**: Workers of the travel agency
- **Auxiliary**: People under 65 years old who may encounter the letter
- **Watchdog**: Travel review websites; AARP/Senior advocate groups

Riley

- **Gatekeeper**: Riley's boss, the mayor
- **Primary audience**: Council members who will vote
- **Secondary audiences**: Citizens, mayor's offices in other cities; union representatives; department heads; blue-ribbon panel; lobbying groups who will comment on the proposal City workers who will be affected if it passes
- **Auxiliary**: Anyone else in the city who takes an interest in the proposal
- **Watchdog**: Voters or any other groups that have economic, social, or political power over the mayor and the council

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Bigster Corporation

- **Primary audience**: All employees in Sharon's division
- **Gatekeeper**: Sharon, Steve's boss
- **Secondary audiences**: Those who will conduct the training session; HR Department
- **Auxiliary**: Other Bigster employees who may encounter the email but are not required to attend the training or have already attended the training session

1.8 Analyzing Multiple Audiences

LO: *1-6*

Difficulty Level: *Medium*

This exercise works best as an in-class activity where you can hold a large class discussion. Some students are who not familiar with government agencies, particularly the U.S. Census Bureau, may have more difficulty analyzing the different types of audiences involved. At a minimum, this exercise should help to demonstrate to students how complex audiences can be and how messages need to be tailored for each.

1.9 Identifying and Developing Audience Benefits

LO: *1-6*

Difficulty Level: *Medium*

This exercise works best as an in-class activity where you can hold a large class discussion. Some students who are not familiar with how organizations work may have more difficulty analyzing the different types of audience involved. At a minimum, this exercise should help to demonstrate to students how complex audiences can be and how messages need to be tailored for each. Consider using this exercise as a means of demonstrating how to research benefits for a variety of audiences.

1.10 Identifying Objections and Developing Audience Benefits

LO: *1-5, 1-6*

Difficulty Level: *Medium*

Responses to these prompts will vary. It is helpful to go over it as a group. Have the class brainstorm the motives or needs that might be met by one of the activities and write these on the board. Choose one of the motives or needs and turn it into an audience benefit and write that benefit in a topic sentence on the board. Ask the class to help turn it into a full paragraph. Then assign the remaining activities to groups (one activity per group). Share with whole class when done.

1.11 Analyzing Benefits for Multiple Audiences

LO: *1-6*

Difficulty Level: *Easy*

This activity works best as a quick warm-up activity on the day you're going to discuss audience benefits or the day after you have already discussed them.

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1.12 Evaluating When to Use an LLM

LO: *1-7*

Difficulty Level: *Medium*

This activity works well after reviewing and discussing when it's appropriate to use an LLM.

1. **Senja's situation. Not appropriate.** An LLM is not a knowledge database.
2. **Emil's situation. Not appropriate.** An LLM—even one that is linked to a search engine—cannot reason or evaluate. The work normally done by the user—source evaluation, source choice, determination of details, synthesis of content, and so on—is bypassed for modeled text based on training data patterns.
3. **Mustafa's situation. Appropriate.** Boilerplate language is an appropriate use of an LLM.
4. **Artem's situation. Not appropriate.** Personalized language is needed. Also, the user's prompt is used by the LLM's company and potentially shared with others; protected information (like the client names, account numbers, refunds) should not be entered into a prompt. Sharing in this manner may also violate company policies and even laws.
5. **Lesedi's situation. Possibly appropriate.** Lesedi would be using an LLM to model text on a topic that was likely well-represented in the training data and with consensus on the topic. Using that output text as a starting place for ideas and words to further her own research is using the LLM as a tool and not a replacement for her own thinking. That said, if Lesedi's instructor, course, or university has the policy that LLMs should not be used, then it would be inappropriate.
6. **Amal's situation. Not appropriate.** LLMs cannot evaluate. Amal should do that herself.
7. **Nuray's situation. Appropriate.** Nuray is using the LLM for ideation on topics that the LLM is likely trained on (i.e., the topics were sufficiently represented in the training data and there is a consensus about those topics across the training data).
8. **Gael's situation. Possibly appropriate.** Gael is using the LLM as a tool for ideation. That said, if the publisher said absolutely no use of LLMs, then it is inappropriate.
9. **Rowan's situation. Not appropriate.** Class assignments are to show how much Rowan is personally learning and how well he can articulate his understanding of the course material. In this scenario, Rowan is using the LLM to get out of doing the work himself.
10. **Youssef's situation. Appropriate.** Class assignments are to show how much Youssef is personally learning and how well he can articulate his understanding of the course material. In this scenario, Youssef is doing the work but using the LLM to check the correctness of his already completed work.

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