

# Effective Business Communication in Organisations

Preparing messages that communicate

4th edition

Student Support Material

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*Effective Business Communication in Organisations 4e*  
*Student Support Material*

First published 2014

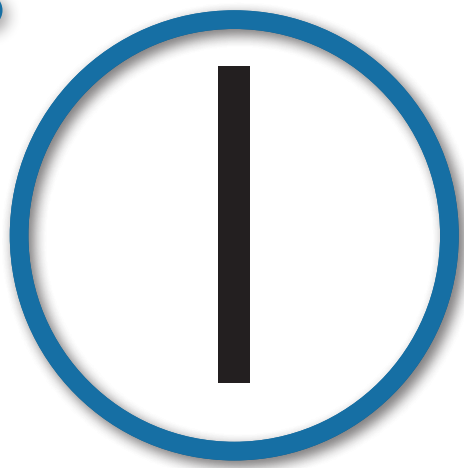
Published by Juta & Company Ltd  
1st Floor, Sunclare Building  
21 Dreyer Street  
Claremont  
7708  
South Africa

PO Box 14373, Lansdowne, 7779, Cape Town, South Africa

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# Introduction

The Student Support Material contained in this interactive book has its foundations in the questions and answers which formed an integral part of the first three editions of Michael Fielding's Effective Communication in Organisations. During the planning phase for the fourth edition, the authors and publisher recognised that the requirements for learning and teaching have evolved to an extent that static questions and answers as part of the printed book could be improved on.

The result of this decision is the interactive Student Support Material contained in this e-book.

The support material consist of a combination of multiple choice and other questions, activities and case studies that can be used for formal-, informal- or self-assessment.

The material has been developed to imitate real-life scenarios found within organisations. Many of the case studies and activities have been based on actual events and scenarios found within the business environment.

By using this e-book in conjunction with the fourth edition of Effective Business Communication in Organisations 4th edition, students will be able to implement the theory in the textbook in ways that will equip them to deal with their future and current business environments.

Michael Fielding

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Publisher

January 2014





# ser Guide

This interactive student support material has been designed with the intent to enable you to complete its content, save it and send it for assessment in the electronic environment.

While the content is printable, the idea behind this support material is to use it in a completely paper-free environment.

The following guidelines will assist you in using the support material:

1. Complete the relevant pages of the assignment for your lecturer directly in the pdf.
  - a. For multiple choice questions, click on the circle next to your chosen option to indicate the correct answer.
  - b. Where blank blocs are provided, text can be typed directly onto the page.
  - c. Graphics can be added using programs such as 'Paint'.
  - d. Hand-drawn images can be scanned and added as an attachment to your project or email.
  - e. Graphs can be done in Excel.
  
2. To save the content, use the 'Save As' PDF function.
  - a. If you are submitting this as a printed assignment, you can print the pages now.
  3. If you have an advanced version of Acrobat, pages can be extracted and sent to your lecturer for assessment.
  
13. In the free version of Acrobat, completed pages for assessment can be selected by using the snapshot function:
  - a. Click on 'Edit' select 'Snapshot function' and highlight the page with your answers on it.
  - b. Once the program has taken its snapshot, open a new Word document and 'Paste' the snapshot image in your Word document.
  - c. Save the Word document and attach it to an email to send your lecturer for assessment or upload it to your institution's intranet.



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# Introduction to business communication in organisations

## Multiple choice questions

- Which of the following are examples of business communication?
  - a. a chat in the company canteen
  - b. an advertising campaign
  - c. an email from a happy customer
  - d. all of the above
- Complete the following statement: Communication forms the foundation of \_\_\_\_\_ business.
  - a. no
  - b. select
  - c. all
  - d. all of the above
- How can a company use effective communication to ensure that its personnel are happy and loyal?
  - a. good communication results in good relationships and employee satisfaction
  - b. good communication means that instructions from management are clear and workers will have no excuse not to do their work well
  - c. telling personnel that they receive the highest salaries in the industry will make employees loyal
  - d. employees will be happy if their manager has an effective way to inform them of her satisfaction with their work
- The type of reading skill you need will be determined by:
  - a. the type of text you are reading
  - b. why you want or need to read the text
  - c. the type of reading skills you are able to use
  - d. the amount of time you have
- Which form of reading will you use when you are consulting a dictionary?
  - a. critical reading
  - b. study reading
  - c. skimming
  - d. scanning





6. Which form of reading will you use when you are reading a speech made in parliament?
- a. critical reading
  - b. study reading
  - c. skimming
  - d. scanning
7. Which form of reading will you use when you are searching for a flourless chocolate cake recipe?
- a. critical reading
  - b. study reading
  - c. skimming
  - d. scanning
8. Which form of reading will you use when you are a doctor preparing to perform a first-time operation?
- a. critical reading
  - b. study reading
  - c. skimming
  - d. scanning
9. Which of the following is not an example of a pressure group that contemporary organisations are faced with?
- a. labour unions
  - b. activists
  - c. protestors
  - d. HR management
10. Which of the following is an example of a challenge faced by contemporary organisations?
- a. social media
  - b. environmental issues
  - c. global economy
  - d. all of the above



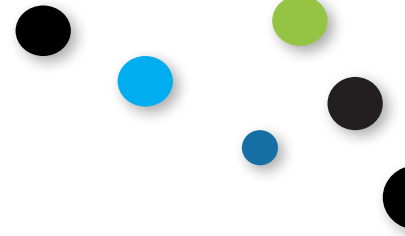
## Question

1. Complete the following table, comparing the main elements of the four main types of reading styles.

Scanning			
Skimming			
Study reading			
Critical reading			
	purpose	technique	situation







## Activity

1. Refer to 'The subject of the book' section in Chapter 1. Create a mind map to summarise the broad outline of the content that you will be studying in this book.

A large, empty rounded rectangular box with a thick green border, intended for the student to draw a mind map.

## Case study

Below are extracts from the table of contents of two communication books. Using the different reading skills, answer the questions that follow.



### Extract 1 – Table of contents, Book A

#### Chapter X – Public speaking

1. Determining the purpose of your talk
2. Analysing the audience
3. Selecting a topic
4. Researching the topic
5. Writing the talk
6. Organisational techniques for specific purposes
7. Preparing the delivery
8. Visuals
9. Evaluating speeches

### Extract 2 – Table of contents, Book B

#### Chapter Y – Rhetorical discourses of South African statesmen

1. Introduction
2. FW de Klerk's historic speech on 2 February 1990
3. Mandela and De Klerk on receiving the Nobel Peace Prize
4. Mandela's inaugural address
5. Mbeki on the AU and NEPAD
6. Zuma's inaugural address
7. Some pointers on critiquing political discourses
  - a. Focusing on structure
  - b. The use of the Aristotelian artistic proofs
  - c. Nilsen's four-part method

[Sources] *The art of persuasive communication 3e*, JC de Wet & *An introduction to communication studies*, S Steinberg





1. Providing an example from one of the extracts, to which book would you refer when you need to find the correct format to write a speech?

2. Providing an example from one of the extracts, to which book would you refer when you need to an example of a speech?

3. Providing an example from one of the extracts, to which book would you refer when you need to find a tool for evaluating the success of a speech?

4. Providing an example from one of the extracts, to which book would you refer when you need to find the tools to critique a speech?

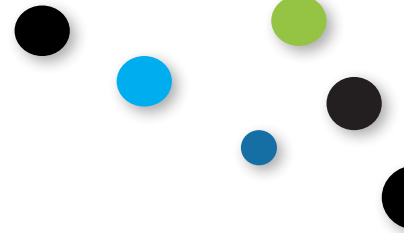


# The communication process

## Multiple choice questions

1. A message can only be deemed effective when:
  - a. it is communicated face-to-face
  - b. it is delivered with confidence
  - c. meaning is shared and the message is understood by others
  - d. when the sender is fluent in the language in which the message is delivered
2. An example of internal or psychological noise is:
  - a. a lawn mower making noise while you try to speak
  - b. thinking about what you want to make for dinner while someone is talking to you
  - c. a speaker using complex jargon
  - d. flower arrangements on the table that make it difficult to see the speaker
3. In the communication process, to encode means to:
  - a. interpret a message
  - b. reject a message
  - c. misunderstand a message
  - d. transform your ideas and thoughts into a meaningful message
4. Feedback is a listener's:
  - a. verbal and non-verbal responses to a message
  - b. evaluation of message
  - c. rejection of a message
  - d. acceptance of a message
5. Our background influences the way we view the world and interpret situations. Your background can also be referred to as your:
  - a. frame of reference
  - b. physical context
  - c. cognitive dissonance
  - d. semantic noise





6. Perceptions refer to:

- a. the language we speak
- b. complex jargon
- c. the way in which we see and interpret and give meaning to the things that happen to us
- d. objective interpretations of messages

7. Which of the following is NOT a context in organisations?

- a. dyadic context
- b. small-group context
- c. mass media context
- d. public context

8. Themba is attending a meeting and his boss keeps on referring to 'arbitrage'. Themba is not familiar with this term. This is an example of what kind of noise?

- a. semantic noise
- b. internal noise
- c. external noise
- d. psychological noise

9. Communication is referred to as one-way communication when:

- a. it forms part of the convergence model
- b. no feedback is received
- c. the receiver is a poor listener
- d. the sender and receiver do not get equal turns to speak

10. Which one of the following is not a communication channel in organisations?

- a. upward channels
- b. downward channels
- c. the grapevine
- d. email



## Questions

1. Define 'communication' in your own words.

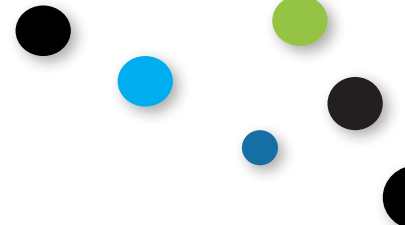
2. Explain, by making use of an example, what it means when we say that communication is a transaction.

3. Explain the difference between a linear model of communication and a convergence model of communication.

4. List some of the major barriers to effective communication in organisations.

5. Explain why we prefer to refer to 'participants' as opposed to 'senders' and 'receivers.'





6. Explain why a perfect sharing of meaning is extremely difficult to achieve.

7. Why do you need a decoder in order to watch DSTV?

What does a decoder do? What then do you think it means when we say a receiver decodes the message that was encoded by the sender? Why is it important that you learn this type of discipline-specific jargon?





## Activity

Read the following story about six blind men describing an elephant.

### Elephant and the Blind Men

Once upon a time, there lived six blind men in a village. One day the villagers told them, 'Hey, there is an elephant in the village today.'

They had no idea what an elephant is. They decided, 'Even though we would not be able to see it, let us go and feel it anyway.' All of them went where the elephant was. Every one of them touched the elephant.

'Hey, the elephant is a pillar,' said the first man who touched his leg.

'Oh, no! It is like a rope,' said the second man who touched the tail.

'Oh, no! It is like a thick branch of a tree,' said the third man who touched the trunk of the elephant.

'It is like a big hand fan,' said the fourth man who touched the ear of the elephant.

'It is like a huge wall,' said the fifth man who touched the belly of the elephant.

'It is like a solid pipe,' said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and every one of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by and he saw this. He stopped and asked them, 'What is the matter?'

They said, 'We cannot agree to what the elephant is like.' Each one of them told what he thought the elephant was like. The wise man calmly explained to them, 'All of you are right. The reason every one of you is telling it differently is because each one of you touched the different part of the elephant. So, actually the elephant has all those features that you all said.' 'Oh!' everyone said. There was no more fight. They felt happy that they were all right.



There are various versions of this story available online. Here's a link to a YouTube poetry reading of the tale:

<http://youtube/bJVBQefNXlw>

[Source: Photograph taken in the [Garden for the Blind](#), Freizeitpark Rheinaue, Bonn, Germany (June 2008)]

[Image: Blind monks examining an elephant, [Multiplying Leadership](#)]



1. What does this story tell us about perceptions and the way in which we interpret and give meaning to our experiences?

2. Construct your own model of the communication process and make sure that you include all the different components involved in the communication process.

3. Instruction: Find a short hidden message in the list of words below.

*camel audio nothing ring radio*  
*comma tool you legal cobra*  
*theatre chili obsession sign superb*  
*cosmic obtain could effect blurb*  
*running bee angry stick evening master*

*Hint: first and last*



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# Interpersonal communication

## Multiple choice questions

1. The prefix 'intra' means:

- a. within
- b. between
- c. amongst
- d. concerning

2. You think that you are not charismatic and will therefore never be good at sales. Because of this self-belief, and without realising it, you often act aloof towards customers which makes them react in a negative way towards you. This is an example of:

- a. intra-role conflict
- b. self-talk
- c. a self-fulfilling prophecy
- d. misunderstanding

3. It is impossible to pay attention to all the stimuli we receive at any given moment in time. Our brain will therefore pay attention to some stimuli while others are filtered out. This process is known as:

- a. selective perception
- b. cognitive dissonance
- c. stereotypes
- d. distortion

4. Non-verbal communication is communication:

- a. with words
- b. via writing
- c. with signs and symbols
- d. without words



5. Which quadrant of the Johari Window represents the things you know about yourself that you are not willing to share with others?
- a. open
  - b. hidden
  - c. blind
  - d. unknown
6. Which one of the following does NOT form part of active listening?
- a. paraphrasing what is being said
  - b. paying attention to the speaker's feelings
  - c. asking questions to clarify your understanding of what is being said
  - d. changing the topic regularly to avoid boredom
7. The use of time is a form of non-verbal communication. What is the study of the use of time known as?
- a. kinesics
  - b. chronemics
  - c. haptics
  - d. proxemics
8. We all carry an invisible space bubble around us, which is commonly referred to as:
- a. personal space
  - b. proxemics
  - c. territoriality
  - d. a marker
9. One of the signs of deception is:
- a. decrease in the pitch of the voice
  - b. too little detail in stories
  - c. answering all questions
  - d. increased blinking
10. Which of the following is an example of non-verbal communication?
- a. swearing
  - b. writing
  - c. touch
  - d. singing



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## Questions

1. How can organisations improve the perceptions of their staff?

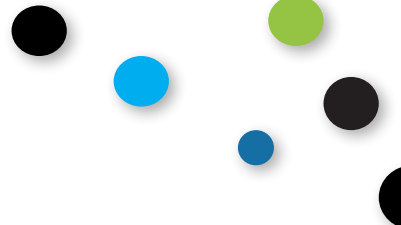
2. Explain the four quadrants of the Johari Window and describe how the quadrants change as a relationship progresses.

3. Describe the difference between hearing and listening and explain why it is important to understand the difference.

4. Describe the techniques that can be used to become an active listener.







5. What are some of the barriers to effective listening?

6. Differentiate between non-verbal communication deal makers and deal breakers.

7. Explain how you will use non-verbal communication to detect deception.

8. Explain why it is important to have a good self-image if you want to become an effective communicator.

9. Discuss what happens when a person's verbal communication contradicts his/her non-verbal communication.

10. Explain the difference between assertiveness and aggressiveness.



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## Activities

### Activity 1

Answer the following questions aloud with 'Yes' as if they were real questions asked by a friend. Listen to how your tone of voice changes. What does this teach us about paralanguage?

- Can I borrow a pen from you?
- Can I borrow your cellphone to make a call?
- Can I borrow your car to go to the shops?
- Can I move in with you for a few months?

### Activity 2

For this activity you need a partner, preferably someone you do not know very well. Look directly into each other's eyes and hold a conversation for at least three minutes without ever breaking eye contact.

How did this exercise make you feel? Why do you think you felt this way? What does this teach us about the rules associated with non-verbal communication?



## Case study

Read the following short case study and advise Sam on ways in which he can improve his non-verbal communication to make a better impression on his managers.



Sam is an intelligent, hard-working and ambitious 28-year-old lawyer who just doesn't seem to be able to get promoted in the law firm where he has been working for four years. Even though he seems to have it all – intelligence, a good work-ethic and great potential, he does not seem to have any 'luck' with getting promoted and it doesn't seem like any of the senior managers like him.

Sam sees meetings as a waste of time, so he always makes sure that he takes his phone with him so that he can answer mails during meetings so that he doesn't waste too much time. When he has no mails to answer or messages to send, he leans back in his chair and stares out of the window, or plays with his pen. When his phone rings he excuses himself from the meeting to answer the call first, so he is often in and out of the meeting room. He is also constantly checking his watch or phone to see how much time is still left before the meeting ends. When the meeting is adjourned he is the first to jump up, grab his stuff and leave the meeting room, without greeting anyone.

Occasionally there is something of interest that he wants to discuss in a meeting. In situations like these he will dominate the meeting by talking for long periods of time without giving anyone else an opportunity to say anything. When someone tries to interrupt him, he just ignores the person and keeps on talking. He also never makes eye-contact in meetings and fidgets a lot.

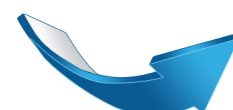
Although Sam is very intelligent, he often gets into trouble for not following instructions or for not executing an important decision that was agreed upon in a meeting. He already has had a written warning because of this behaviour.



# Small group communication

## Multiple choice questions

1. Characteristics of a small group that distinguish it from a group of people are that the individuals in the small group:
  - a. are not prepared to take any risks in the group
  - b. share common goals
  - c. retain their individual set of values and norms
  - d. are not necessarily aware that they are members of a small group
2. One of the reasons people want to join a group is:
  - a. to acquire greater security
  - b. to reach individual goals
  - c. to be accepted as a friend
  - d. to be invited to functions
3. Groups develop and move through different stages. When a group experiences tension and conflict they are usually in the following stage of group development:
  - a. forming stage
  - b. storming stage
  - c. norming stage
  - d. adjourning stage
4. Karen, Mabel and Fatima form part of a team working on a marketing campaign. For a previous campaign they created a creative, exciting and motivational campaign, but it was not accepted by management. Working on the current project their only wish is to complete the campaign, and they are following the brief provided by management to the letter. Their decision-making pattern is an example of:
  - a. original thinking
  - b. company thinking
  - c. groupthink
  - d. creative thinking



5. The canteen staff has a ritual of drinking coffee together after the breakfast service to evaluate the effectiveness of their client service. This is an example of the following group dynamic:
- a. role differentiation
  - b. conforming to group norms
  - c. authority distribution
  - d. group cohesion
6. Selena is not a very popular member of the canteen staff team. Whenever they drink coffee together, she runs off to text her boyfriend. Her unpopularity may be because she ignores the following group dynamic:
- a. role differentiation
  - b. conforming to group norms
  - c. authority distribution
  - d. group cohesion
7. Trevor, Amos and Refilwe befriended each other at the corner bakery where they all work. They regularly get together to engage in small talk. Their group is an example of the following type of group:
- a. a tension-releasing group
  - b. a problem-solving group
  - c. a social group
  - d. a task group
8. Mary, Anne and Thandi have been invited to tea with their HR manager to discuss the implications of their move from one division in the company to another. This change was unexpected and will have a huge impact on their work, so they are naturally anxious about the move and are looking forward to the opportunity to discuss their fears. Their group is an example of the following type of group:
- a. a tension-releasing group
  - b. a problem-solving group
  - c. a social group
  - d. a task group
9. Richard is the CEO of Country Fresh Fruits and Veggies. He does everything according to the rule-book. He assumes that all the tasks completed in the company are routine and should follow strict processes and procedures. Richard's leadership style can be identified as:
- a. autocratic
  - b. bureaucratic
  - c. democratic
  - d. *laissez-faire*

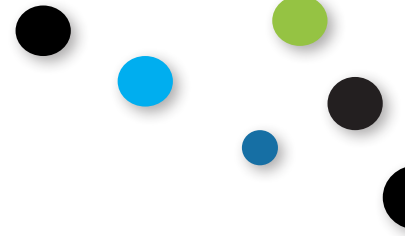




10. Bassie is the sales manager of Country Fresh Fruits and Veggies. She feels the pressure of the CEO's strict adherence to processes and procedures and is determined not to fail him. To do so, she has come up with a plan for the sales team to increase their turnover by 20%. During her monthly meeting with the team, she handed out their turnover targets and gave them orders to reach the increased target by the end of the month. Then she went back to her office without any further discussion. Bassie's leadership style can be identified as:

- a. autocratic
- b. breaucratic
- c. democratic
- d. *laissez-faire*





## Questions

1. People join groups for various reasons such as to acquire a greater sense of security. Give any four other reasons why a person might want to join or form a specific group.

2. Different types of groups can be found in an organisation: formal and informal. Give examples of formal groups found in organisations.

3. Training groups are important in an organisation. Name four skills that can be learned through training.

4. Describe the four different styles of leadership:
  - a. autocratic
  - b. bureaucratic
  - c. democratic
  - d. *laissez-faire*

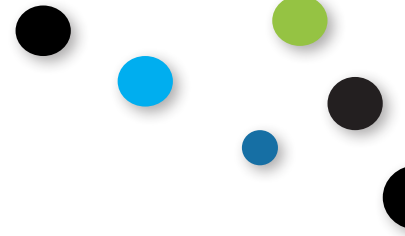


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5. Transformational leaders secure their followers' support by focussing on creating a shared vision for the business. Describe six traits that these leaders have which allow them to be transformational.

6. Explain the difference between functional and dysfunctional conflict in the work environment.





7. Complete the following grid to explain the different types of conflict.

where does it take place?	type of conflict	effect
Intrapersonal conflict		
Interpersonal conflict		
Team conflict		
Intergroup conflict		



## Activity

Select a team or group which you are a member of and try to determine in which stage of development this group is. Provide a justification for your reasoning and explain what happened in the previous stages and what you think is going to happen in the future stages of this group development. It is important to place emphasis on communication changes that took place and what you think will take place in future. Will this group ever reach the adjourning stage? Why or why not? Draw a visual diagram to demonstrate the movement of the group through the different stages.



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## Case study

Read the following article about job cuts at Siemens and then answer the questions that follow.

# Job cuts on the horizon at Siemens

September 30, 2013 at 08:32am

Berlin – The German engineering and technology giant Siemens said on Sunday that it plans to slash 15 000 positions worldwide by late next year as part of a cost-cutting drive, including 5 000 in its home country. The company aimed for many voluntary redundancies and to redeploy some staff within the vast conglomerate, which makes products from gas turbines to rail equipment to health care goods.

‘The ongoing and planned workforce adjustments in the context of Siemens 2014 are about 15 000 positions worldwide, of which about 5 000 are in Germany,’ the Munich-based company said in a statement.

The ongoing ‘Siemens 2014’ drive in total aims to save more than six billion euros.

Of the job cuts in Germany, 2 000 positions will be slashed in the company’s industry division, 1 400 in energy, 1 400 in infrastructure and cities and 200 in the corporate division, the spokesman said.

The steps had been ‘discussed with all those concerned’, with about half the redundancies to take effect in 2013 and the rest by the end of 2014, he said.

Siemens said the cost-cutting plans were not new, just the number of layoffs which resulted from them, and that the job losses had been discussed with workers’ representatives.

‘We are sticking to the rule: first we speak with the employees, then we go public,’ the company said in its statement.

– Sapa-AFP

*[Source: This is an abbreviated version of the article that was published in Business Report an IOL news affiliate. The article is available from IOL news at [http://www.iol.co.za/business/companies/job-cuts-on-the-horizon-at-siemens-1.1584360#disqus\\_thread](http://www.iol.co.za/business/companies/job-cuts-on-the-horizon-at-siemens-1.1584360#disqus_thread)*

*Accessed on: 03 Oct. 13]*



You are the communication consultant Siemens employed to advise them on the most effective way to communicate the planned changes to their staff. The company has asked the following questions of you:

1. Which types of groups should the company form or encourage to form in the organisation to assist in the effective communication of the news now that the decision has been made?
2. Management realises that this decision will cause conflict in some areas of the company. What advice can you give management and heads of departments to resolve the conflict successfully?





# Communication in organisations

## Multiple choice questions

1. The following are characteristics of an organisation:
  - a. different departments of the organisation depend on each other
  - b. each position in an organisation may be filled by a number of different people
  - c. different departments of the organisation work together on a regular basis
  - d. all of the above
2. Participative management styles can generate an atmosphere of trust. This type of atmosphere means that employee motivation will be:
  - a. predictable
  - b. high
  - c. changeable
  - d. random
3. With a climate of trust the communication in an organisation will be:
  - a. selective
  - b. limited
  - c. open and free-flowing
  - d. periodical
4. Managers need to address the following elements when designing the structure of an organisation:
  - a. the production process
  - b. the marketing requirements
  - c. the chain of command
5. In organisational structures where authority and communication run vertically from top to bottom, employees only have one immediate supervisor responsible for making decisions and communicating instructions and communication is known as a:
  - a. functional organisational structure
  - b. line organisational structure
  - c. matrix organisational structure
  - d. line and staff organisational structure





6. The organisational structure which includes staff who advise management and employees on any level in the organisation is known as a:
- a. functional organisational structure
  - b. line organisational structure
  - c. matrix organisational structure
  - d. line and staff organisational structure
7. Messages to build and maintain good relationships flow in all directions in the organisation and their main purpose is to:
- a. keep communication channels open and to pave the way for future relationships
  - b. provide information to all employees in the organisation
  - c. instruct all employees on the expectations of the organisation
  - d. ensure that all employees are aware of the values, philosophy and ethical position of the organisation
8. Messages are prepared with specific purposes in mind, have specific audiences, specific content and flow via certain networks and channels. These channels include:
- a. circular communication channels
  - b. vertical communication channels
  - c. matrix communication channels
  - d. direct communication channels
9. When a manager receives feedback on a task from a staff member, it is known as:
- a. vertical communication
  - b. downward communication
  - c. informal communication
  - d. upward communication
10. When a superior communicates with a subordinate, it is known as:
- a. upward communication
  - b. downward communication
  - c. vertical communication
  - d. informal communication



## Questions

1. Define 'organisational structure'.

2. Match the six elements managers have to address when designing the organisational structure in column A with the correct description of each element in column B.

Column A	Column B
1. Work specialisation	a. The basis on which jobs are grouped together.
2. Departmentalisation	b. Determines where the authority of decision-making lies.
3. Chain of command	c. The total number of individuals a manager controls.
4. Span of control	d. The required rules and regulations that will direct employees and managers.
5. Centralisation and decentralisation	e. The reporting line in the organisation.
6. Formalisation	f. The degree to which activities are subdivided into separate tasks.

Answer (put the correct letter in Column B below)

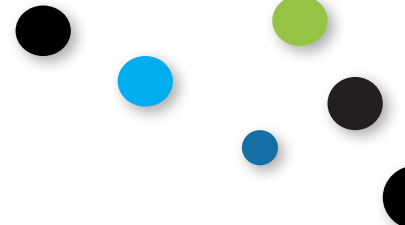
Column A	Column B
1. Work specialisation	
2. Departmentalisation	
3. Chain of command	
4. Span of control	
5. Centralisation and decentralisation	
6. Formalisation	



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3. Describe the line organisational structure. Include a graphical illustration of this structure in your description.





4. Look at the following email messages' headers. Based on the content, determine what type of message would be represented by each.

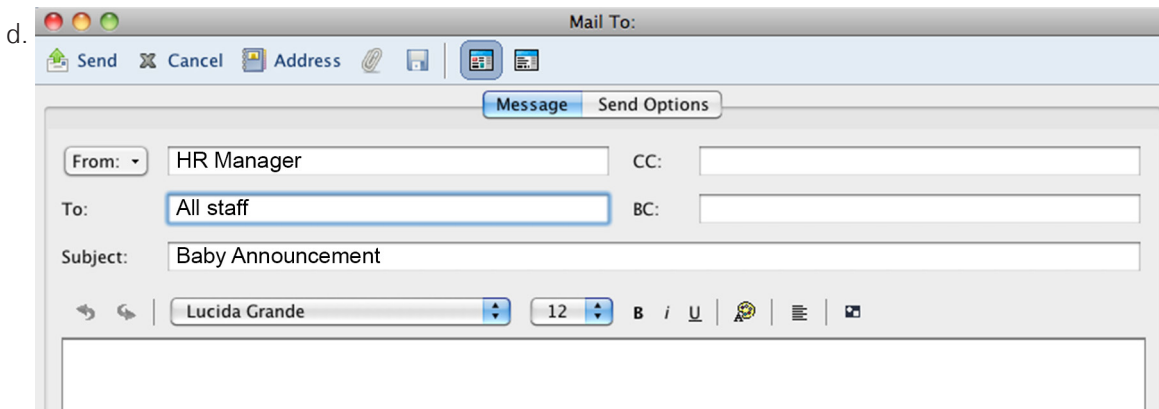
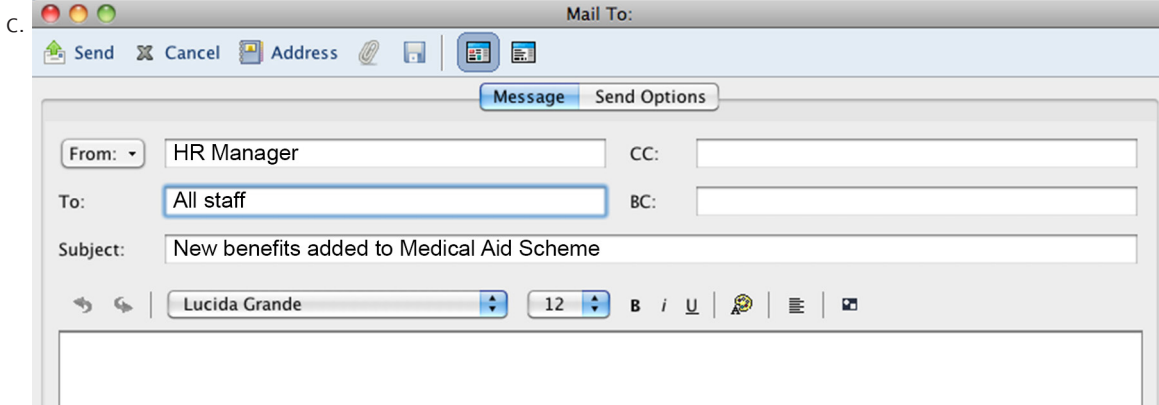
a.

The screenshot shows an email composition window titled 'Mail To:'. The 'From:' field contains 'CEO of Fishermans tavern', the 'To:' field contains 'All staff', and the 'Subject:' field contains 'Fishermans tavern's new sustainable fishing policy'. The 'CC:' and 'BC:' fields are empty. The 'Message' tab is selected, and the 'Send Options' tab is also visible. The 'Lucida Grande' font is selected, and the font size is set to 12. The 'B', 'i', and 'u' buttons are visible in the formatting toolbar.

b.

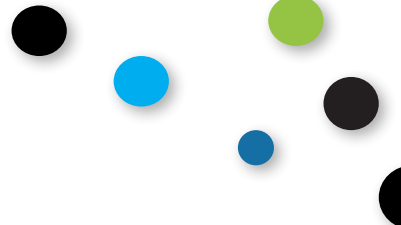
The screenshot shows an email composition window titled 'Mail To:'. The 'From:' field contains 'HOD; Communication', the 'To:' field contains 'All staff', and the 'Subject:' field contains 'Guidelines for ordering new library books'. The 'CC:' and 'BC:' fields are empty. The 'Message' tab is selected, and the 'Send Options' tab is also visible. The 'Lucida Grande' font is selected, and the font size is set to 12. The 'B', 'i', and 'u' buttons are visible in the formatting toolbar.





5. Read the following statements and determine the role of each individual within the network:
- a. As the receptionist of ADD computing, it is my job to ensure that the various calls that the company receives on a daily basis are directed to the most appropriate person to handle that call.





b. As a medical scientist doing research on highly contagious diseases, I spend most of my day inside my laboratory doing experiments to find cures for doctors to apply.

c. After my client visits, I usually send emails to my colleagues to provide them with the information I have gathered during my appointments.

6. As a manager you need to be aware of barriers to the different lines of communication. List the barriers that a manager should consider in terms of upward communication.

7. List the types of messages a manager can use when they communicate downward.



## Activity

Request the organisational structure of the institution (or faculty within the institution) where you are registered. Decide which organisational design was utilised to structure the institution or faculty and motivate your answer.

If you were in the management position at this institution or faculty, would you keep the structure as is or would you change it?

Why would or wouldn't you change the structure?

Which organisational design would you use to change the structure if you wanted to change it?

Why would you use this particular design?

Discuss and debate each of your answers to the questions presented in class.



## Case study

You are a communication consultant specialising in crisis communication. At 4:30 in the afternoon you receive the following email from an important client.

Dear Consultant

Earlier this month, my company hired a consultancy to determine the productivity of our staff members in various divisions. The purpose of this exercise was to determine if we have adequate staff capacity to handle the requirements of a big project that we have just been awarded.

At the time of the research, we had not yet received the signed contract for the project and management didn't want to make an announcement that could put the contract at risk.

I am now quite concerned that we handled the whole situation incorrectly. My PA has just informed me that there has been a rumour circulating in the company that the reason for the productivity analysis was to determine which of our staff members are not making 100% effort at work and that people who are not doing their jobs will be fired soon.

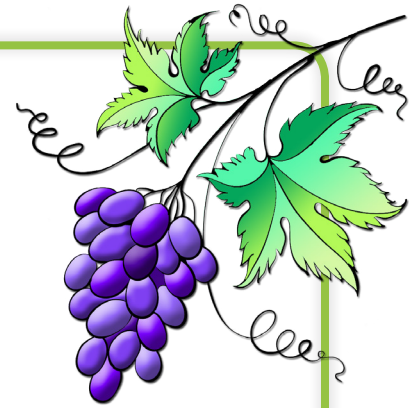
I have no idea where this rumour originated and I am concerned that the members of the decision-making team did not inform me of the rumour. Have they become part of the grapevine? Or were they, like me, unaware of the rumours?

The contract was officially signed this afternoon and I am concerned that the rumour will mean that my staff will not commit to the new project.

What should management do to stop the rumour and motivate our staff again?

Kind regards

CEO





1. Determine the factors that contributed to staff members turning to the grapevine for information in this situation.

2. Identify ways in which the organisation could have minimised the effects of the grapevine earlier in the process.

3. Advise the CEO on the best way in which the company can resolve the crisis.



## Multiple choice questions

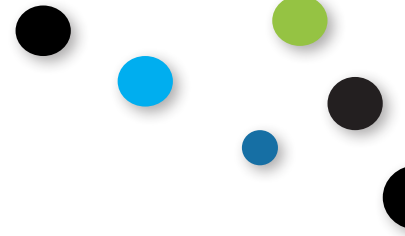
1. A term referring to the shared values, attitudes, beliefs, assumptions, expectations and symbols that a group shares.
  - a. culture
  - b. worldview
  - c. climate
  - d. masculinity
2. *Ubuntu* is an example of a:
  - a. culture
  - b. worldview
  - c. climate
  - d. masculinity
3. When you make a decision and place the importance of the group over your own needs.
  - a. low context
  - b. collectivism
  - c. high context
  - d. individualism
4. Hungarian gypsy brides traditionally wear red wedding dresses. This is an example of:
  - a. culture
  - b. worldview
  - c. cultural norms
  - d. cultural mores
5. A barrier to communication is when a person refuses to listen to other people's opinions; only defending his or her own opinion over others.
  - a. prejudice
  - b. cultural stereotyping
  - c. assumptions
  - d. defensiveness



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6. When a person is not threatened by difference and attempts to understand and accept other cultures.
- a. acculturation
  - b. ethnorelativism
  - c. cultural arrogance
  - d. ethnocentric
7. Labelling everyone with a characteristic purely because they belong to a specific cultural group.
- a. stereotyping
  - b. ethnocentrism
  - c. defensiveness
  - d. prejudice
8. People's classification of other cultures in terms of the way in which they view their own culture is an example of:
- a. stereotyping
  - b. cultural relativity
  - c. assumptions
  - d. defensiveness
9. Relying on gut-feel to determine if a person will be a good employee, instead of reading their CV and checking references is an example of:
- a. cultural stereotyping
  - b. ethnocentrism
  - c. different ways of thinking
  - d. differences in attitudes, values and beliefs
10. Which of the following non-verbal communication forms can be culturally sensitive?
- a. smiling
  - b. frowning
  - c. eye contact
  - d. opening a door





## Questions:

1. In a short paragraph explain the difference between 'organisational climate' and 'organisational culture.'

2. Sort the terms in the box below into the table to compare the key differences between organisational culture and organisational climate.

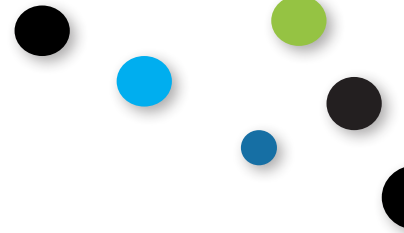
<b>Deeply buried in people's minds, therefore relatively invisible and hard to get at</b>	Depends on a known past of some length of time	<b>Lasts a long time</b>
Does not depend on a known past	<b>Awareness more accessible and behaviour more visible</b>	<b>Develops slowly</b>
May change quite quickly		Develops quickly and changes quickly
The unique characteristics of organisational members can influence the climate	<b>Responds to short-term changes</b>	Collective, therefore individual variations are lost in some cultures
Not likely to be affected by short-term changes	Operates on a high level of unconscious assumptions and values	<b>Operates at a level of everyday emotions, attitudes and beliefs</b>



Culture	Climate

3. Explain 'cultural relativity' and provide an example.





## Activities

### Activity 1

Refer to the section on cultural norm in the textbook. Think about the characteristics of each kind of cultural norm: individualism, collectivism, high context, low context, masculine and feminine.

After a little self-reflection, try and decide which of these best describe your own cultural norms.

### Activity 2

After completing activity 1, sit with a friend or classmate and have a conversation about these cultural norms. Do you both share in the same cultural norms? If yes, why do you think this is? If not, how do your norms differ?

This conversation should take place without judgement or prejudice.



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## Case study

Pot-n-Go is a small family-owned pottery factory that produces high-quality garden pots for planting. Until recently, the staff consisted of Afrikaans-speaking owner Gert, his daughter Hanna who took care of the office management, his sons Freek and Daan who design and fabricate the pots, and six of Freek and Daan's high school friends who help with the fabrication of the pots.

Business is booming and Gert and his family can no longer provide enough pots to meet the demand for their products. About a month ago, Pots-for-Africa bought 70% of the company's shares from the family and the small business was merged with one of Pots-for-Africa's bigger divisions. Pot-n-Go is now an artisan department of the bigger company and new staff members joined the department. Many of these staff members are natives from Lesotho and KwaZulu-Natal and have brought their own heritage of traditional pot-making skills to the department.

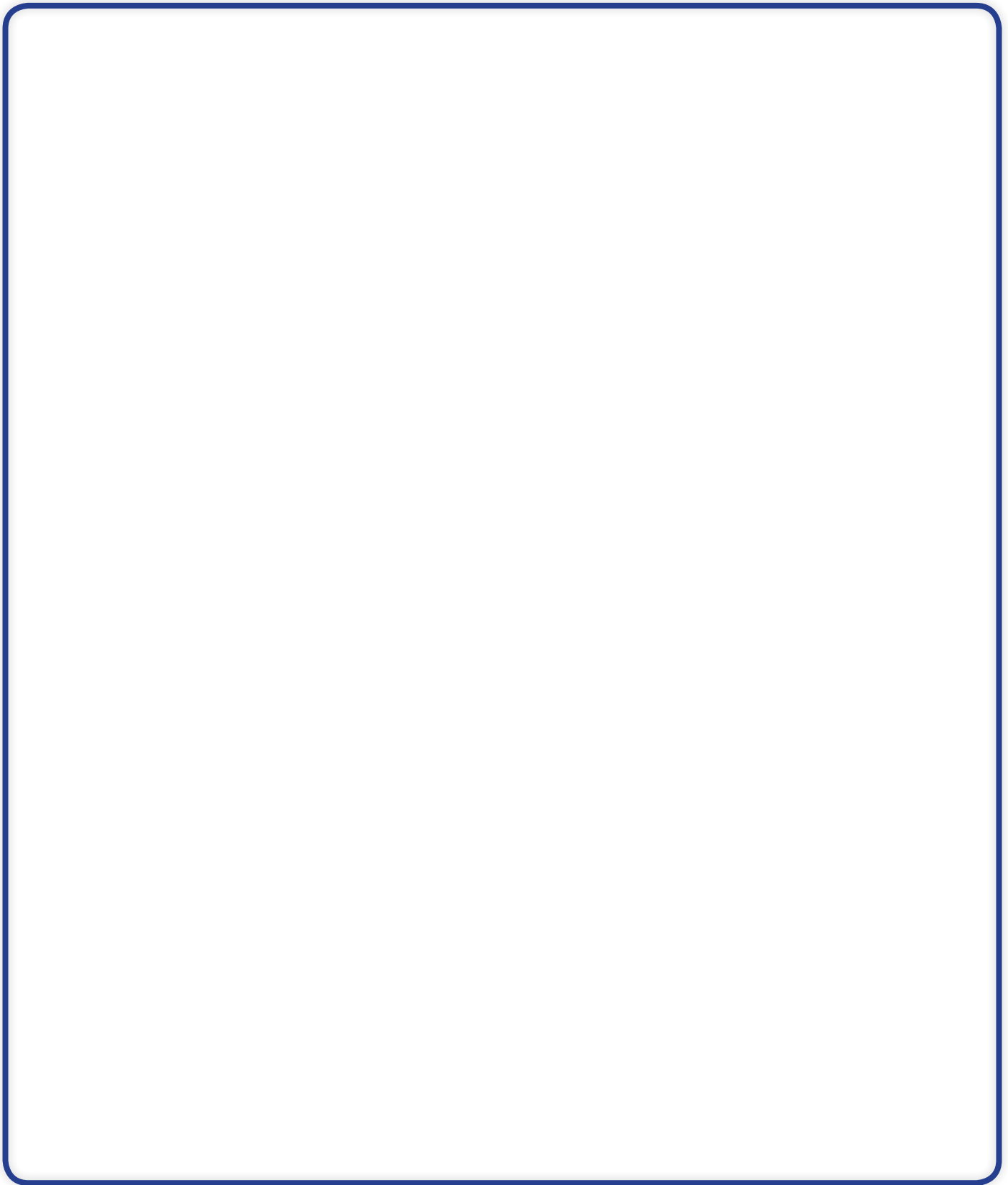
Although the product line has been growing and sales for the old and new pots are growing steadily, Gert, now head of the department, is aware that there is still an 'us-and-them' attitude between the staff members. Some of the things that worry him are:

- The different cultural groups have difficulty communicating with each other. The official language for business at Pots-for-Africa is English, but this is only a second language to all of his staff members and they are reluctant to use the language, preferring to communicate mainly with staff members who use the same language as themselves.
- While management originally envisioned a new line of products which would be a fusion of all three pot-making traditions, the team has not been able to work together to design these products. Instead, each team has simply continued to create products that follow their own traditions.
- There is limited social interaction between his staff members.

Gert has come to you to help him with these problems because he is eager to develop a positive departmental climate that will help his staff members to embrace the organisational culture of Pots-for-Africa which encourages creativity, positive interaction and collaboration between its staff members.



Develop an action plan that Gert can implement in order to achieve his goals by using effective intercultural communication strategies.





## Multiple choice questions

- Interviews differ from ordinary conversations in that they:
  - a. demand interpersonal skills and knowledge if they are to be successful
  - b. take place in a social setting
  - c. are two-sided and are conducted in a predictable way
  - d. have undefined roles for both interviewer and interviewee
- Factors that are important in a job interview are:
  - a. the interview setting
  - b. types of questions
  - c. ability to receive feedback
  - d. all of the above
- 'How can you contribute to the success of the company?' is an example of a question asked during the following type of interview:
  - a. job interview
  - b. information-seeking interview
  - c. performance-appraisal interview
  - d. exit interview
- 'How does our toothpaste taste while you are brushing your teeth?' is an example of a question asked during the following type of interview:
  - a. exit interview
  - b. performance-appraisal interview
  - c. information-seeking interview
  - d. job interview
- Panel interviews are generally conducted to provide:
  - a. breadth of opinion
  - b. an interrogation opportunity from a variety of people
  - c. elimination of favouritism from the recruitment selection
  - d. a and c

6. The tasks of the selection committee are to ensure that:

- a. coffee or tea is offered to interviewees before the interview
- b. a set of questions relevant to the position has been prepared
- c. a score sheet has been prepared for the interview panel
- d. b and c

7. The advantages of open questions include that:

- a. it does not take time and energy to ask, answer, interpret and assess
- b. expert preparation is not needed
- c. it is less difficult to control the interview
- d. it helps to show the interviewee's ways of thinking and his or her priorities

8. The curriculum vitae is a record of an applicant's personal details, achievements and experience. It should be a document which 'sells' the writer and should at least contain:

- a. personal interests and hobbies
- b. professional profiles
- c. adventures experienced
- d. friends' contact details



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## Questions

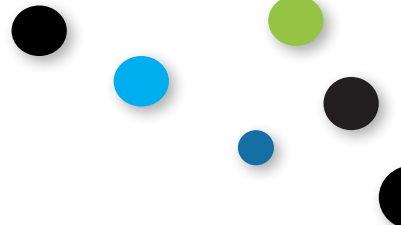
1. Use the table below to compare structured and unstructured interviews.

Structured interview	Unstructured interview

2. Explain the difference between a one-to-one job interview and a panel interview.

3. What process should an interviewer go through in order to prepare for an interview?

4. What are the advantages of using open questions in a job interview?



5. Complete the flowchart below to explain the processes involved in each phase of the job interview.









6. Evaluate the following letter of application. Then rewrite it to improve it.

The Recruiting Officer  
XYZ Company  
CAPE TOWN  
8000

Dear Sir

I believe that you have the right job for me! The job of sales clerk that you advertised will give me the opening that I have been looking for. It is close to my home and offers me the ideal opportunity to get myself started on a career in sales.

Your company is also close to all my favourite shops and clubs which will be gr8 for lunch time shopping sprees and Friday night boogies! Dancing and hanging with my friends are my two favourite hobbies.



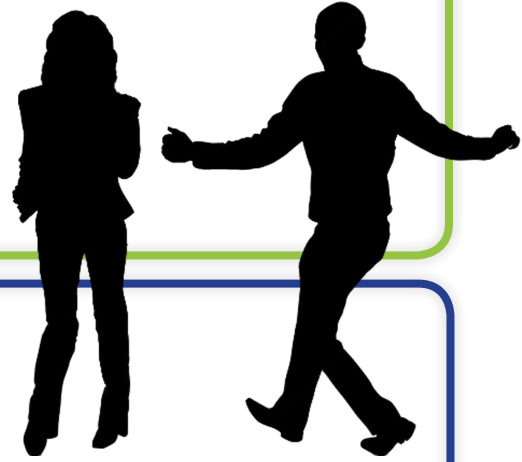
I hear that you offer a very good financial deal and excellent training. I could benefit a great deal from these.

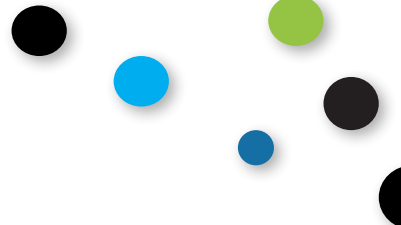
I can't wait to get your call.

Catch you later bru!

Danny Crives

aka Daddy Cool





## Activities

### Activity 1

Create your own curriculum vitae. Show it to one of your class mates and ask for his or her comments and suggestions to improve it.

### Activity 2

Do an online search for a job description and job specification. Use the information contained in the job description and job specification to design a candidate scoring grid that can be used in an interview situation.



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## Multiple choice questions

1. The primary purposes of meetings are to:

- a. share information
- b. make decisions
- c. set agendas
- d. a and b

2. The following do not form part of the organisational hierarchies of structure:

- a. Board
- b. task teams
- c. interview panels
- d. MANCO

3. The following institution do not need to post a 'Notice of Meeting' for formal meetings:

- a. government departments
- b. publicly-listed companies
- c. partnerships
- d. all of the above

4. Minutes of a formal meeting may be used in the following way:

- a. in the news media
- b. in the annual report of the company
- c. in the government gazette
- d. all of the above

5. The minimum number of people attending a formal meeting is:

- a. five
- b. six
- c. seven
- d. eight



6. During a formal meeting the Secretary is normally responsible for:
- a. keeping the records of the meetings by taking minutes
  - b. ensuring that the Company Secretary is kept up to date with all the factors affecting the meeting
  - c. signing records of files included in the meeting
  - d. preparing appropriate financial statements for the meeting
7. After a formal meeting, the Treasurer should:
- a. check with the Secretary that all financial transactions have been correctly recorded
  - b. pay any accounts as directed by the meeting
  - c. keep the Books of Account up to date
  - d. all of the above
8. Minutes are the official record of the proceedings of a meeting. They also record the exact wording of:
- a. promises made during the meeting
  - b. any decisions on finances
  - c. any resignations in the company
  - d. procedures to be corrected
9. Meetings should adhere to the following guidelines on motions:
- a. motions must be proposed and seconded
  - b. a motion may be added to with the consent of the proposer
  - c. the proposer and seconder do not have a right to speak first on a motion
  - d. a and b
10. During a formal meeting the Chair should:
- a. ensure that speakers receive only two minutes to speak
  - b. insist that speakers keep to the agenda
  - c. add agenda items randomly
  - d. challenge any rulings after a vote



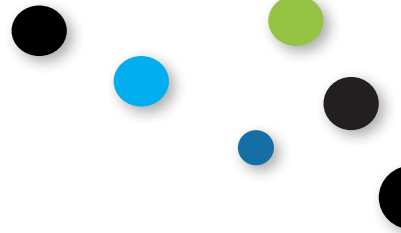


## Questions

1. Using the table below, identify the person responsible for each action of the meeting that has been listed and when this action takes place.

Duty	When	Responsible person
sees that motions have been correctly put and seconded		
ensures that the venue is ready for the meeting		
strives to be fair when decisions are made		
ensures that all figures on the agenda have been correctly recorded		
reports to the chair on the numbers present		
discourages distracting behaviour		
pays any accounts as directed by the meeting		
keeps accurate records of all that they do		
advises the meeting on all financial matters		
briefs sub-committees and individuals if they undertook to do specific things		
prepares reports and presentations as necessary		





2. Indicate what a Chair should do before a formal meeting is held.

3. List the essential elements of the minutes of a meeting.



## Activity

Set up a formal meeting to discuss and plan your year-end class function. You will be required to do the following:

1. Send out a notice of this meeting.
2. Compile and send out the agenda.  
The following aspects need to be discussed during the meeting. Arrange them according to their importance and assign a time frame to each discussion point:
  - a. venue
  - b. theme
  - c. date and time
  - d. dress code
  - e. funding available
  - f. catering
  - g. music & entertainment
  - h. invitations
  - i. sponsorship
  - j. identify cost aspect involved and allocate funds
3. Appoint members to fulfil certain duties at this meeting.  
The outcome of the meeting requires that at least three sub-committees need to be appointed to assist the Chair in organising the event. Sub-committees should have:
  - a. a clearly demarcated set of responsibilities
  - b. deadlines for feedback to the Chair
4. Ensure that the proceedings of the meeting are properly recorded and that the minutes of the meeting are distributed to all members.





# Grammar, style and tone in the organisational context

## Multiple choice questions

1. Identify the part of speech of the underlined words in the following sentence:

*The director would like to set up a meeting with you.*

- a. noun
- b. pronoun
- c. adjective
- d. verb

2. Identify the part of speech of the underlined word in the following sentence:

*The director would like to set up a meeting with you.*

- a. noun
- b. pronoun
- c. adjective
- d. verb

3. Prepositions are words that:

- a. modify the position of the verb
- b. show relationships or position
- c. demonstrate possession
- d. connect words and phrases to each other

4. Indicate whether the following statement is true or false:

*Meanings of words should not change over time, and we should always adhere to the original meaning of English words.*

- a. true
- b. false

5. Indicate whether the word 'advise' is used correctly or incorrectly in the following sentence, according to modern usage:

*The lawyer's advise is to settle the matter out of court.*

- a. correct
- b. incorrect



6. If one were to speak about a 'chick' as a baby chicken, one would be referring to its:
- a. connotative use
  - b. denotative use
7. Identify the synonym, with the most positive connotation for the word 'deceptive'.
- a. feigned
  - b. crafty
  - c. dishonest
  - d. phony
8. When writing for the organisational context, it is better to:
- a. ensure that you have a range of technical words to describe your content
  - b. select difficult technical words because they appear impressive
  - c. never use technical words at all
  - d. try, as far as possible, to keep your messages simple
9. In the case of memoranda and oral reports within a company, a high formal style is not appropriate. Which of the following styles would be appropriate?
- a. personal style
  - b. formal style
  - c. casual style
  - d. consultative style
10. The example below represents poor use of concord. Identify the rule that should be applied to correct the sentence:
- None of them were present at the prize-giving.***
- a. plural subject, plural verb
  - b. subjects that are plural in form which indicate a quantity or number, require a singular verb when the subject is regarded as a unit
  - c. a verb should not agree with a noun or pronoun that intervenes between it and the subject
  - d. singular pronouns like none, which literally means no-one, should be followed by a singular verb.



## Questions

1. Convert each of the words in the table below into the appropriate parts of speech. Remember to consider the function of each part of speech before attempting to alter the given word.

Noun	Verb	Adjective	Adverb
terror			
	corrupt		
		beneficial	
	agree		
			reportedly

2. Use the following set of synonyms in two sentences: one with a positive connotation and one with a negative connotation:

- a. couple
- b. pair

3. Identify the sentence structure present in the sentences below as either simple, compound, complex, or compound-complex:

- a. Emure and Johnson both loved flying, and decided to save up to buy a small aeroplane even though it was expensive.
- b. The director, who operates without any real support from her staff, has made another unilateral decision.



4. Connect the following comma splice errors by using any appropriate method:
  - a. Sarah studied hard for her test, she did well.
  - b. Kagiso drove to Johannesburg from Durban, he made it in six hours.
  - c. There was flooding last night, the students did not get to their lecture on time.

5. Insert an apostrophe into the following sentences where necessary:
  - a. Its time to leave.
  - b. The dog needs its injection.
  - c. The peoples movement has gathered momentum.

6. Rewrite the following neutrally written sentences in a more positive manner:
  - a. The house is cheap because it requires substantial repairs.
  - b. Car sales for the month have increased by 26%.



## Activities

### Activity 1

The following paragraph on understanding argument contains a number of errors. Using the principles covered in this chapter, rewrite the paragraph and ensure that all spelling, grammar, sentence and punctuation errors have been corrected.

We argue not because we are angry but because threw argument we examine our own and others ideas carefully and indepth argument is one of the central activities' that define us as human, argument is every where, its found wherever their is controversy conflict debate or questioning!!! much of the communicating you will xperience in your every day lifes in your careers or in your activities as a responsibel citizen will contain argument and the call to express a point

*[adapted from Beekman, Dube and Underhill, 2011:39]*

### Activity 2

Read the article below and answer the questions that follow:



#### **Kulula's humour earns it a place**

February 26, 2012 at 12:10pm

By SAPA

'In case you have two children, choose the one you love the most to help him or her first.'

Such wisecracking announcements are standard fare on Kulula, a discount carrier that relies on humour to secure its place in South Africa's skies.

'Humour has been part of Kulula from day one,' said Heidi Braurer, the airline's marketing chief. 'It is well to be easy and funky, but this is serious business, too.'

Since launching in 2001 as Africa's first low-cost carrier, Kulula has become South Africa's number two carrier, powered by ad campaigns that have costumed ordinary flyers as cape-wearing superheroes, under its slogan





'Now anyone can fly'.

Their planes could be painted with cows, or arrows marking the nose and tail. And they never hesitate to turn to news headlines for inspiration.

'With a tiny budget, we needed to be seen,' said Braurer.

'We couldn't guarantee that we would always be cheapest, especially as the national carrier (South African Airways) had a history of cost-cutting to drive out new entrants to the market.'

The airline's name means 'it's easy' in Zulu, she said, and the original idea was to make flying simple, at a time when the non-budget SAA dominated routes.

But the company did not come from nothing. It's part of British Airways' local partner Comair, which operates both airlines. Comair has been flying since 1946 and is listed on the local exchange, with BA holding an 11 per cent stake.

Over the last decade, Kulula has claimed 20 per cent of the domestic market and transports 2.4 million passengers a year, with several no-frills challengers following it into the skies.

'It is a very good case study,' said David Blyth, marketing manager at Yellowwood ad agency.

'It is a very difficult market, very competitive,' he said. 'What they did very cleverly is giving humour, bringing an ambiance: as a passenger, you think you are a personality, you get more for the same price.'

The flight crew's outlandish announcements have become Kulula's brand, helping passengers forget that they have to pay for their snacks.

Flight attendants threaten to test passengers who ignore the safety announcements, and urge everyone not to leave their children behind.

'Ladies and gentlemen, welcome to Cape Town. You can disembark in a moment. Except for the hunk in 13A, who is welcome to stay,' one flight attendant said upon landing, leaving everyone scouting the plane only to realise there's no row 13.



'They are encouraged to be interacting and original, but not insulting to anybody,' Braurer said. 'We don't hire them as comedians, we hire them as flight attendants.'

The airline also knows how to capitalise on headlines to get people talking.

During the 2010 World Cup, Kulula defied football governing body FIFA, which barred the airline from using the phrase 'World Cup' in its ads.

In response, Kulula offered free tickets to anyone named Sepp Blatter, like FIFA's president, finally giving a flight to 'Sepp Blatter the dog', who became an Internet star.

Last year it offered to pay 'lobola', a groom's traditional wedding gift for his bride's family, for Prince William to marry Kate Middleton. The question posed to passengers: 'How many cows do you think Kate is worth?'

The local airlines industry is facing a pinch, with Kulula's parent company Comair just announcing its first-ever financial loss.

'Once you play in a territory, you have to make it work all the time, it is very challenging for them to keep it interesting,' Blyth said.

'But they have some issues now. They have to cope with ever-increasing costs on fuel and an ever increasing airport access cost. It is hard to keep on being humorous in those conditions. They are facing a tough time.'

-Sapa-AFP

[source: <http://www.iol.co.za/business/news/kulula-s-humour-earns-it-a-place-1.1242727#.UIKu3FYaKtU> Accessed on 07 October 2013]

1. Identify five facts about Kulula mentioned in the article above.



2. Identify three opinions mentioned in the article.

3. Refer to the following words in the article and state whether they have positive/negative/neutral connotations in the context in which they are used:

a. wisecracking (par 1)

- i. positive
- ii. negative
- iii. neutral

b. tiny (par 5)

- i. positive
- ii. negative
- iii. neutral

c. cost-cutting (par 6)

- i. positive
- ii. negative
- iii. neutral

d. no-frills (par 9)

- i. positive
- ii. negative
- iii. neutral

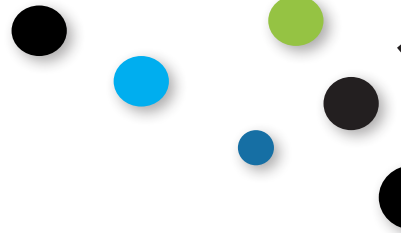
4. Provide synonyms for the following unfamiliar terms (or jargon) to make them easier to understand.

a. domestic

b. outlandish

c. disembark



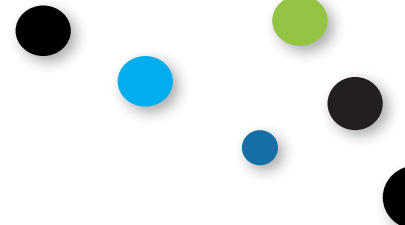


5. Rewrite the following sentences in formal language:
  - a. Except for the hunk in 13A, who is welcome to stay!
  - b. It is well to be easy and funky, but this is serious business, too.



### Multiple choice questions

1. Which of the following is NOT a characteristic of a summary?
  - a. it keeps the reader's needs in mind
  - b. it changes the emphasis of the information
  - c. it may include figures and diagrams
  - d. it has a fixed length
2. A summary is not necessary when:
  - a. the original report is written in point form
  - b. the original report only has one recommendation and a conclusion
  - c. the original report has no recommendations and only a conclusion
  - d. the original report is less than two pages long
3. When writing for business purposes, a summary should be referred to as a:
  - a. summary
  - b. executive summary
  - c. synopsis
  - d. all of the above
4. One of the purposes of a summary is to:
  - a. help readers decide if they should read the original text or not
  - b. give readers a detailed introduction to the text
  - c. provide a balanced overview of the content of the text
  - d. draw a mind map of the content of the original text
5. Which of the following is NOT a purpose of a summary:
  - a. to get to the main points quickly and reliably
  - b. to prevent readers from reading the original text
  - c. to inform readers of the purpose of the original text
  - d. to remind readers of key points in the original text



6. Should you wish to discover the nature of students' sleeping patterns you would write the following type of essay:
- a. expository essay
  - b. persuasive essay
  - c. research essay
  - d. review essay
7. You wish to show management that having staff members working over-time more than 5 hours per week could be hazardous to the staff members' health. To do this you would write the following type of essay:
- a. argumentative essay
  - b. cause-and-effect essay
  - c. persuasive essay
  - d. review essay
8. Each essay paragraph should only contain one main idea or argument?
- a. true
  - b. false
9. A paragraph should contain only one supporting idea.
- a. true
  - b. false
10. Information included in an essay should be appropriate and in a logical order.
- a. true
  - b. false

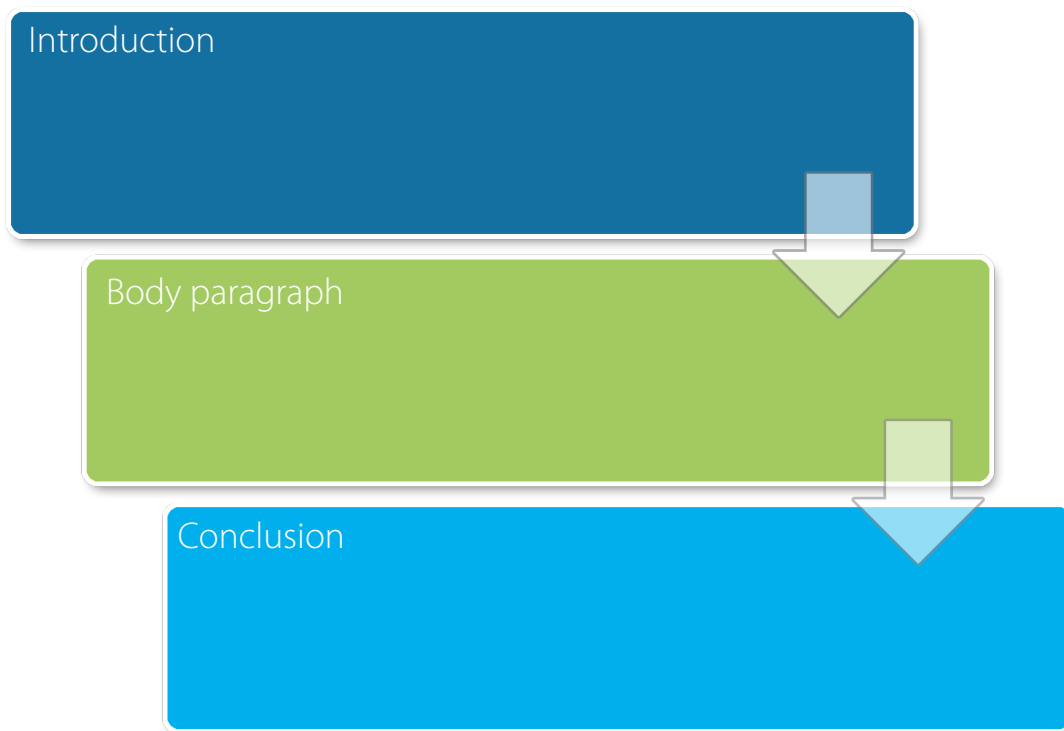


## Questions

1. Complete the table below to show the differences between the different types of summaries.

	Précis	Synopsis	Descriptive abstract
length			
information order			
proportions			

2. Complete the figure below to illustrate the basic structure of an essay.



3. Briefly describe two questions which you can ask about the content of your essay during the evaluation phase and explain how answering these questions can improve your final essay.

## Activities

### Activity 1

Using the academic essay topic below, complete the following activities that relate to it. Ensure that you consider the advice on crafting an essay in Chapter 10 before you complete these exercises.

*Discuss communication barriers in the workplace and suggest several solutions to overcome them. Illustrate your points.*

- a. Perform a topic analysis of the above essay topic by clearly identifying the direction and content words that relate to them. In table form, identify the order that you will present your essay in, as well as the approximate length of each section (the total length should be approximately 2 000 words).
- b. Create a visual representation of the above topic (you may use whichever method suits both you and the topic best).
- c. Write an introduction and conclusion for this essay.
- d. Select any communication barrier that you would have dealt with in this topic and write a concise, but convincing, properly referenced paragraph that supports your essay discussion. You will therefore need to do a little research into communication barriers in the workplace before you can write your paragraph.

### Activity 2

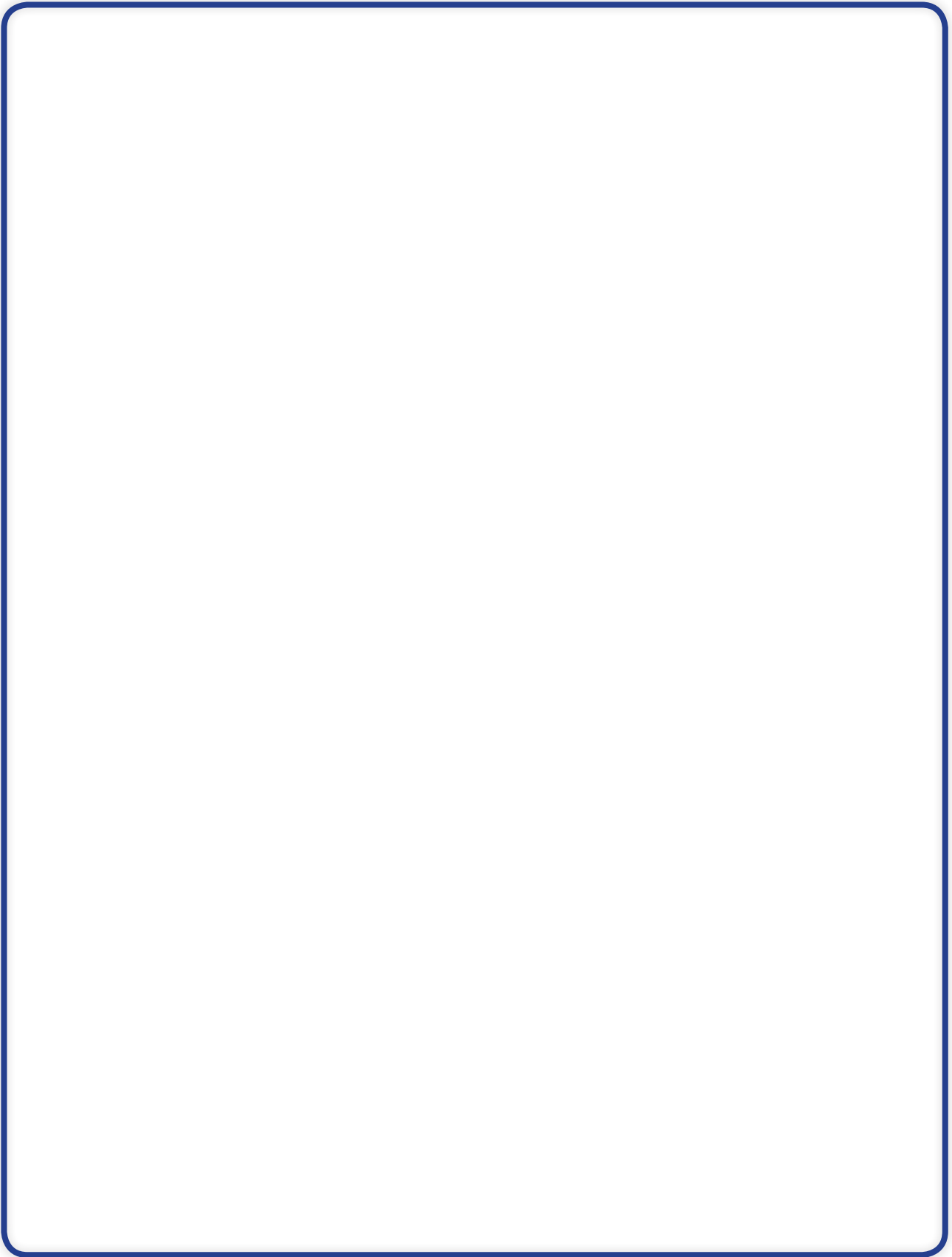
Considering the techniques provided in Chapter 10 and using its content, compile two summaries from the chapter that you could study from:

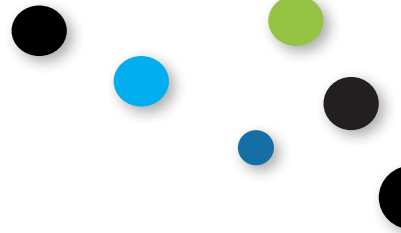
- i. The first summary should be no more than one page long and use a telegram style.
- ii. The second summary should be approximately three to four pages long and use a short, simple and active style.



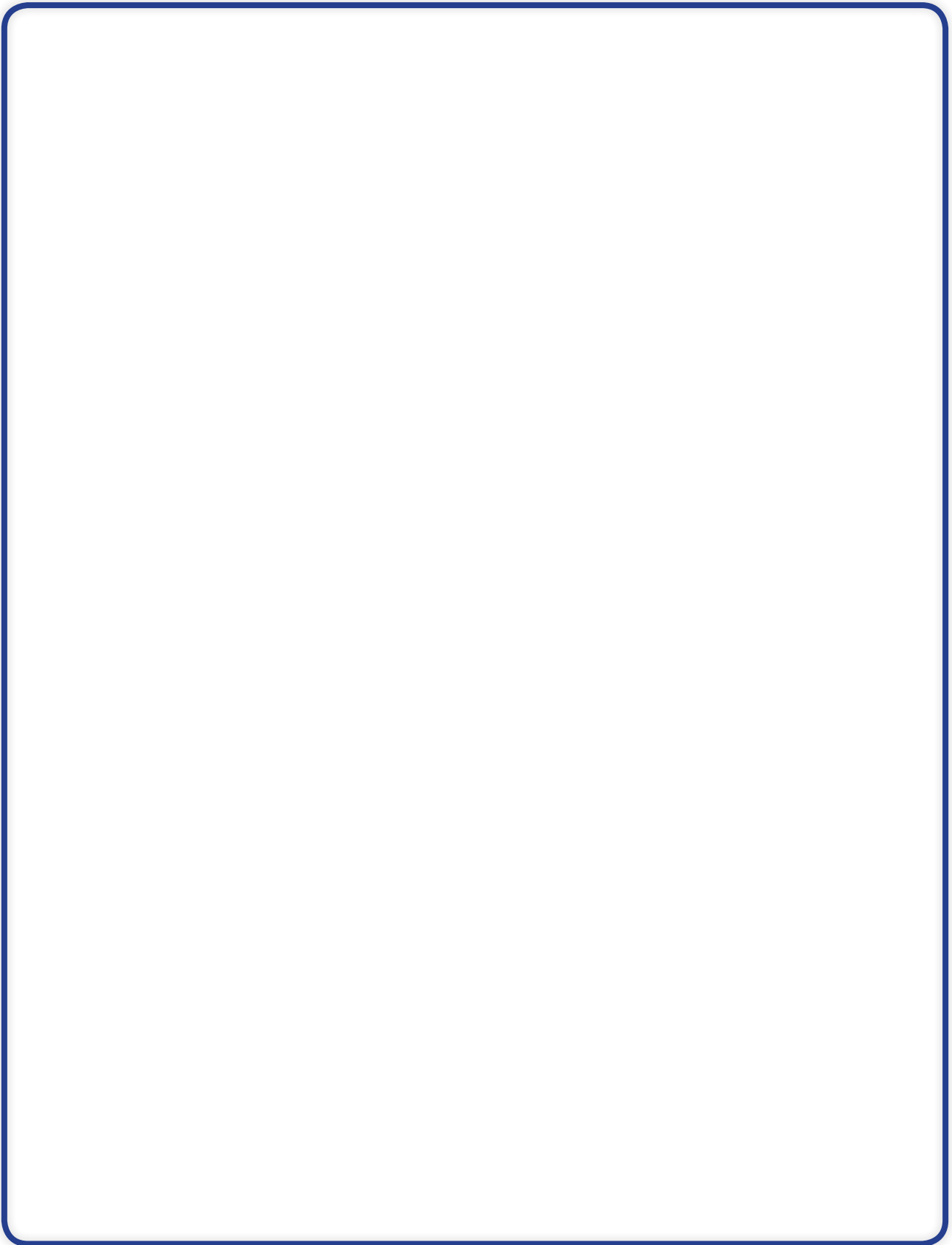


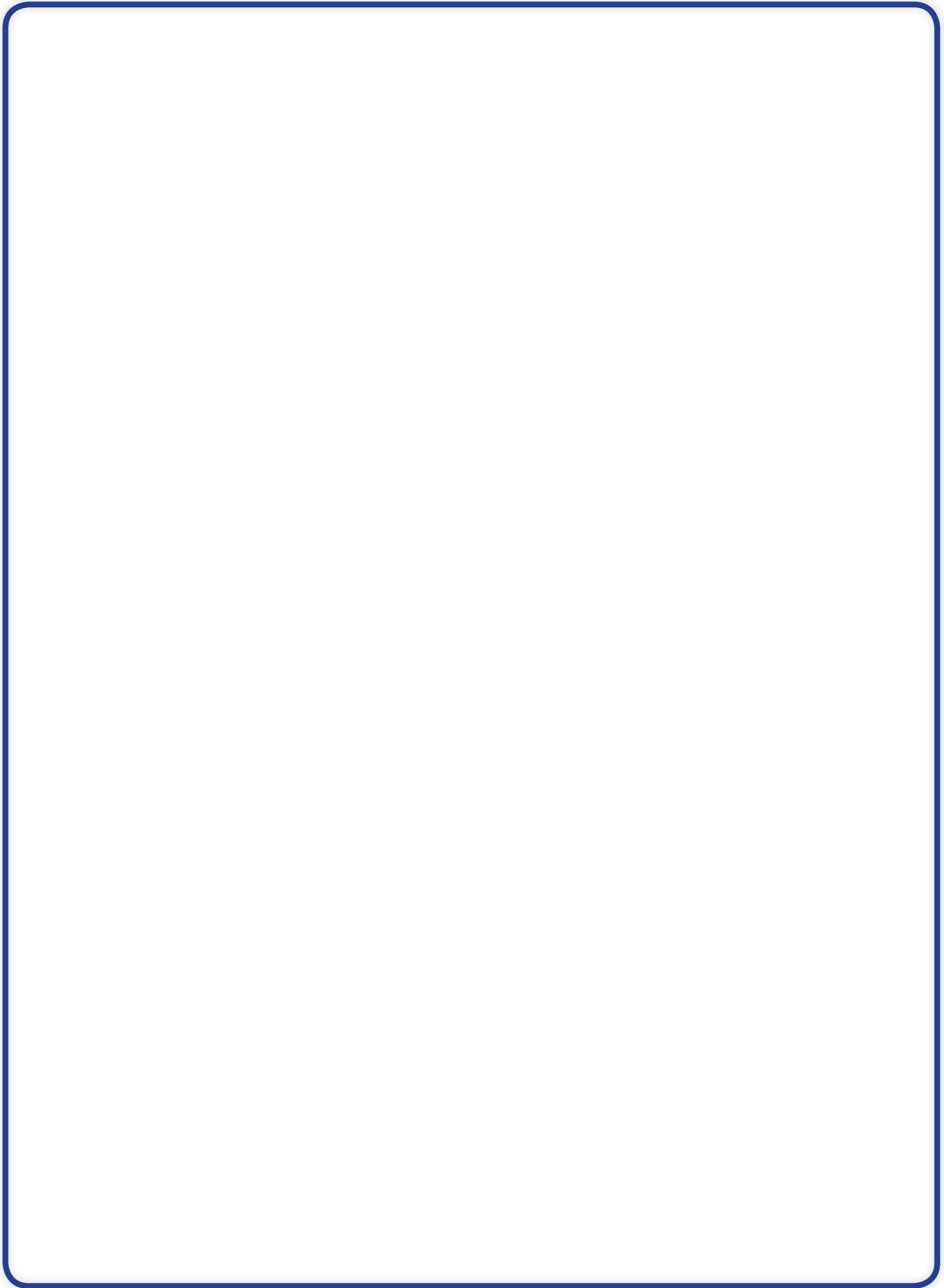
Telegram style

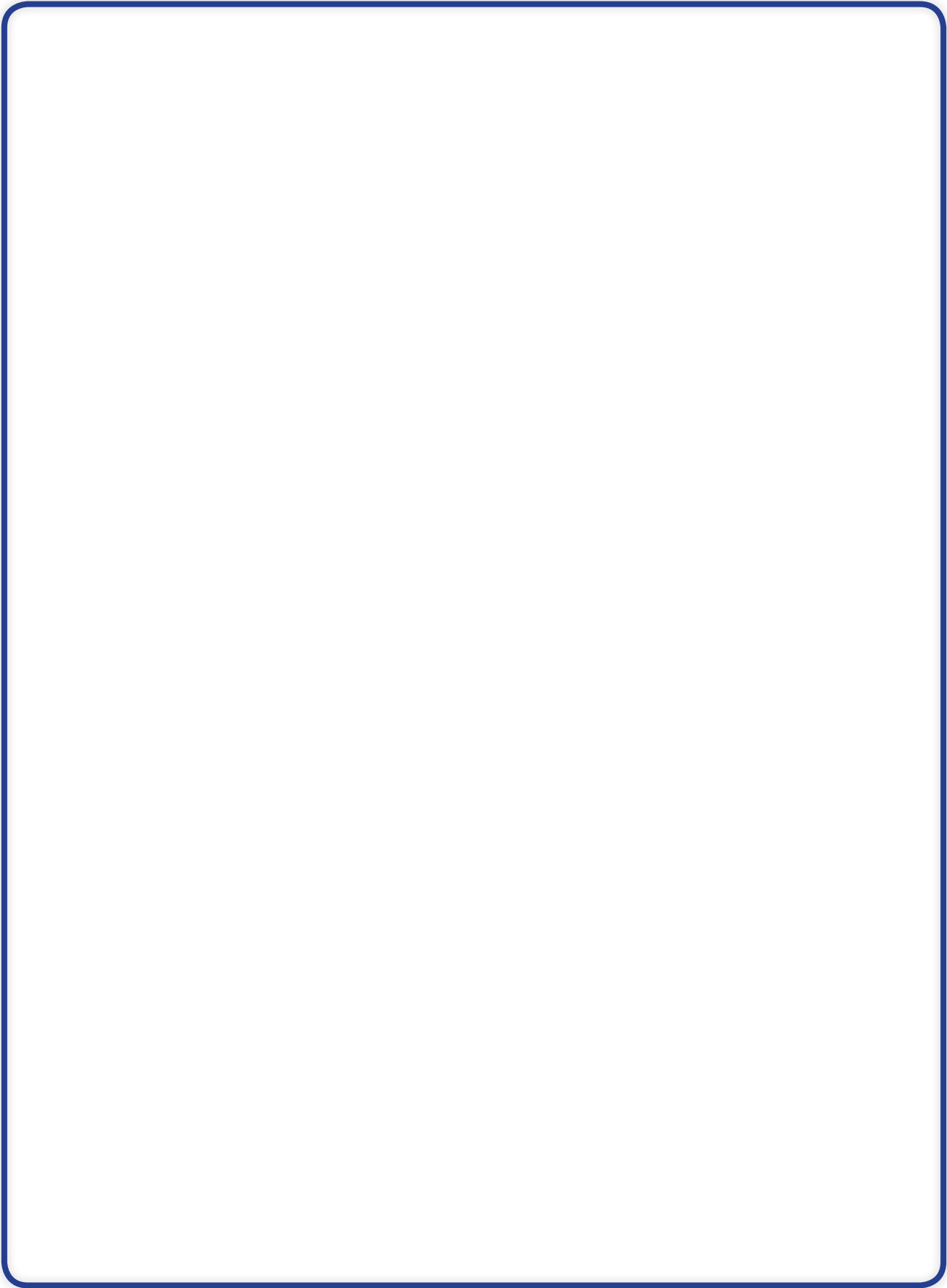


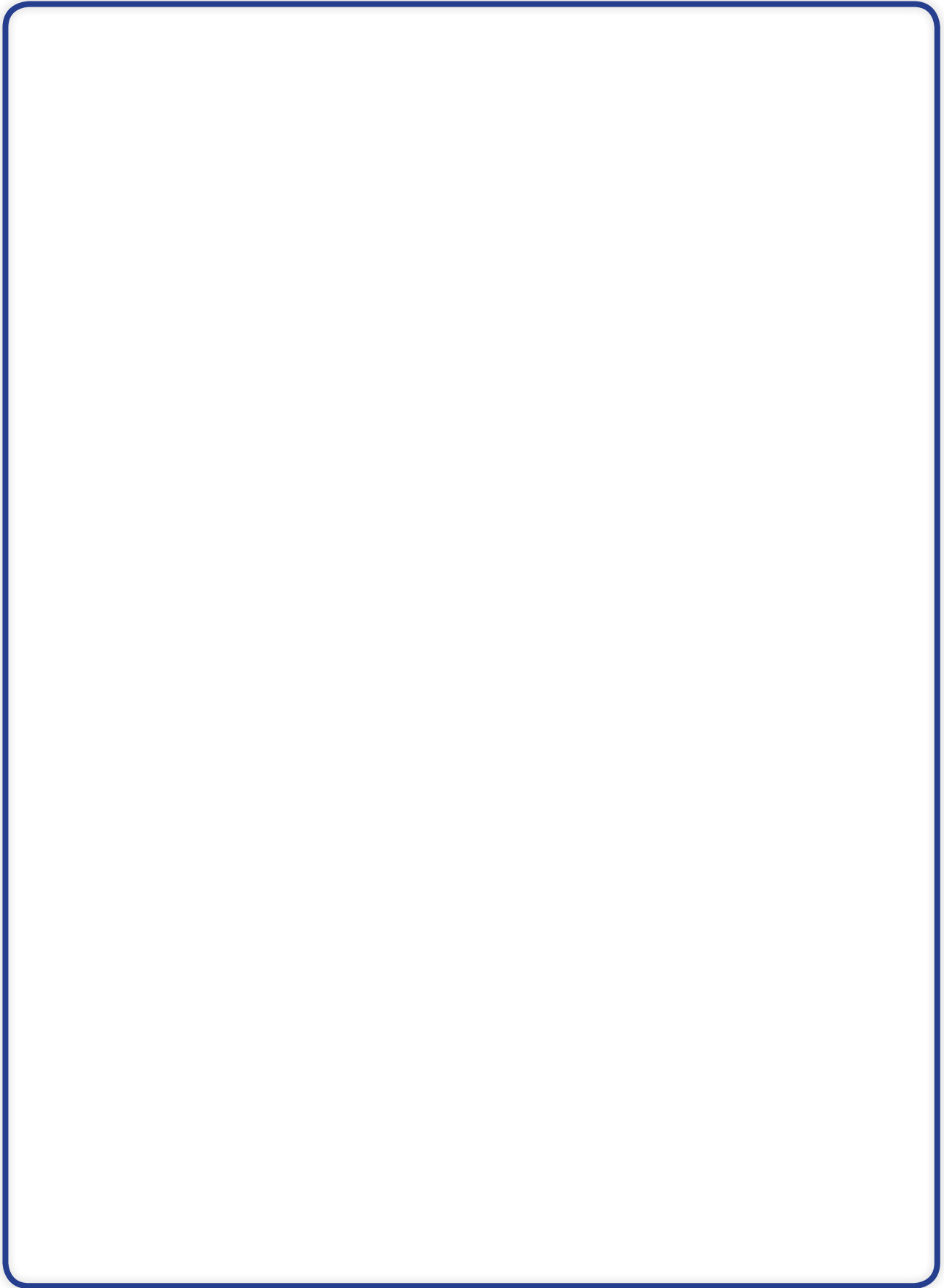


## Short, simple and active style











# How to approach a case study

## Multiple choice questions

1. The techniques you can use to critically read text such as case studies includes:
  - a. read through the text carefully
  - b. highlight keywords or important passages
  - c. make suggestions
  - d. a and b
2. The following problem-solving procedure is recommended when approaching a general case study:
  - a. scan the case study for keywords or important passages
  - b. decide which problems have to be solved
  - c. select the most important problem and consult with others on ways of solving
  - d. make recommendations on how the problem can be solved
3. When following a problem-solving procedure, the following question should not be asked about the background of the case:
  - a. What are the characteristics of this type of organisation?
  - b. How do people work together in this organisation?
  - c. What is the intercultural demographic of the organisation?
  - d. What effects do people's relationships have on the organisation?
4. When approaching a case study with specific questions, it is important to read through it and analyse:
  - a. the exact situation in which people are working and interacting
  - b. what people think the situation is in which they are working and interacting
  - c. what management believes the situation is in which the people are working and interacting
  - d. all of the above



Next Page

5. When approaching a case study with specific questions, it is important to analyse each breakdown very carefully and to take into account all the factors that affect the communication. Special attention should be paid to:

- a. the sender's and receiver's goals, needs, perceptions, personality and mood
- b. external pressures on the the sender and receiver
- c. any defences put up by the sender or receiver
- d. all of the above





## Questions

1. How can case studies help students study problems in business?

2. Which six stages should be used in solving a problem in a case study?

3. What is an objective?

4. How can a communication model be used in analysing an interpersonal problem in a case study?

5. What factors should be taken into account when an interpersonal or small-group problem has to be analysed?





## Case study 1

Read the following interpersonal case studies. Answer the questions that follow.



### A Day at the Apricot Agency

Thandiwe woke up at 07h00 on Monday morning to the sound of the telephone ringing. She groped for the receiver and answered sleepily: 'Hello, 7523579'. 'Hello, Thandi? It's Bob from Apricot. Can you come in today. We have an urgent job to do.'

Apricot was an advertising agency that Thandiwe, as a freelance illustrator, worked for regularly. 'Er ... yes, that should be fine. When should I come in?' 'As soon as you can. Thanks. Bye.'

As she was getting ready, Thandi remembered that she had a business appointment at 16h30. 'Oh, well. I'll sort it out when I get there', she thought.

Thandi arrived at the Apricot Advertising Agency at 09h00. She told the receptionist, Anne, why she was there and waited while Bob was called.

'He says you should go straight to the studio. He'll brief you as soon as he's ready,' said Anne. It was 09h45 by the time Bob arrived in the studio, looking distracted.

'Ah, Thandi. Sorry! Things are hectic today, so let me give you the brief quickly so you can get on with it. I need you to illustrate a new fruit juice box. I want very realistic fruit – strawberries, apples, bananas. Here are my designs, they should give you an idea.'

Thandiwe looked through the designs. 'Fine, Bob,' she said. 'So you'd like individual fruit or perhaps strawberries in a basket, or ...'

'Yes, yes. That sort of thing. I need the illustrations by 17h00 to show the client. I'll check in on you later – I have to get back to a meeting.'

Thandiwe was just about to mention her afternoon appointment, but Bob was already on his way out. Thandiwe started to work straight away. By 11h30 she had nearly finished the first drawing. She was so absorbed in her work that she did not notice Terry looking over her shoulder.

'Who gave you this brief?' asked Terry sharply. Thandiwe got rather a fright. 'Er ...' 'Never mind,' said Terry. 'It's all wrong. We want fruit TREES. You'll have to do it again.' 'But Bob said he wanted fruit,' said Thandiwe, 'I'd better check with ...'

'Never mind,' interrupted Terry. 'We need these by 16h30 today. Do the trees. We agreed that – he must have



forgotten.'

With that, Terry left, sighing heavily. Thandiwe was feeling confused and slightly irritated. She tried to telephone Bob, but he was not available. She wasn't sure whether to re-do the illustrations or wait for Bob. She glanced at her watch – nearly 12h00. She decided to start on the new illustrations or they would not be completed on time.

By 14h00 Thandiwe had finished one illustration and was adding the finishing touches to an apple tree when Bob came into the studio.

'Why the trees? I'm sure I said individual fruit,' exclaimed Bob.

'Yes, you did. But a woman came in and changed the brief. I tried to get hold of you, but ...'

'What was her name?' asked Bob, looking angry.

'I'm not sure,' replied Thandiwe. 'She had short blonde hair and ...'

'Terry!' exclaimed Bob. 'That interfering woman. Sorry. Look Thandi, this is my brief. This is what I want,' he said, pointing to her earlier illustration. 'Can you complete three more before 16h30?'

'I should be able to, Bob,' said Thandi 'but I ...' Again, Bob left before she could mention her appointment.

By the time Bob returned to the studio, Thandiwe had finished the work. She had not done as well as she'd have liked, but she'd had to work very quickly.

'These are fine, Thandi,' said Bob. 'If you could just correct the colour on the apples. I'd like a brighter green.' Thandiwe checked her watch – 16h10.

'I'm sorry, Bob. I have an appointment at 16h30 that I can't cancel.'

'Why didn't you say so earlier?' asked Bob.

'I tried to, but you ...'

'Never mind,' sighed Bob. 'I'll correct it myself.'

'I'm sorry,' murmured Thandiwe.

'It's okay. You'd better rush off to your important date,' said Bob.

Thandiwe noticed the sarcasm in his voice. She left the agency feeling upset and wishing she'd been more assertive. As a result, she arrived at her meeting in a bad mood.

Meanwhile, back at the agency ... Bob finished the drawings by 17h00, which meant that the client had been kept waiting for half an hour.



## Questions

1. Analyse the communication between Thandiwe and Bob. Could Thandiwe have handled the communication better? Explain how she could have done so.

2. Analyse the communication between Thandiwe and Terry. How could Thandiwe have improved her communication?

3. Analyse the communication within the Apricot Agency. How could this communication have been improved?

4. Analyse the quality of listening at the Agency. How could Thandiwe, Bob and Terry improve their listening?

5. If you were asked to prepare a plan for effective communication within the Apricot Agency, what sort of plan would you draw up?



## Case study 2

Read the following interpersonal case studies. Answer the questions that follow the case.



### In a Fix at Secure-It

Selwyn arrived at work early, feeling alert and cheerful. He'd played a morning squash game and had won. He perched on the edge of a desk in the reception area to have his coffee. He liked to chat to the secretary, Stacey, and the receptionist, Beverly, before going to his office in the mornings. Selwyn's outgoing, friendly nature made him an excellent salesman for the firm Secure-It, but his enthusiasm could be a little over-powering first thing in the morning. He was giving Stacey (Beverly had not yet arrived) a blow-by-blow account of his squash game, when the telephone rang. Before Stacey could get to the telephone, Selwyn picked up the receiver.

Selwyn: Secure-it, good morning.

Caller: Hello, this is Mrs Musikanth speaking. I have an emergency. Hello?

Selwyn: I'm still here, Mrs Musika.

Caller: Yes, I have an emergency. My husband has ...

Just then Beverly walked in and noticed that Selwyn was sitting on an important document on her desk. She had slept badly and was feeling tired and irritable. As a result she shouted too loudly at Selwyn to get off her desk. Selwyn waved his arm to silence her and knocked his coffee over in the process. He leapt off the desk and tried to mop up the mess with his handkerchief.

Selwyn: I'm sorry, the ... er ... line is a bit bad. Could you repeat that Mrs Musics?

Caller: I HAVE AN EMERGENCY. My husband left for a business trip early this morning with the security gate keys. I can't get out of the house! I tried to climb through the window but I can't get through the bars. I need to get to work as soon as possible. Can you send someone round?

Selwyn: Yes, Mrs Music, we have a locksmith. We'll send him round straight away. Don't worry, we'll soon have you sorted out.

Caller: Good! Thank you so much. Goodbye.

During this conversation, Beverly had been frantically trying to salvage her document. She'd managed to save most of it from the coffee spill – but it would need re-typing.

'Selwyn, you clumsy idiot,' she exclaimed crossly.

'I'm sorry,' said Selwyn, draping his arm over her shoulder. 'But at least I answered the phone for you.'

'You're not supposed to answer the phone!' said Beverly, shrugging his arm away.

'If you were here on TIME,' said Selwyn, looking at his watch pointedly, 'and if Stacey wasn't half asleep ...'



'That's unfair!' exclaimed Stacey, glaring at him. The three of them started to argue heatedly. They were so busy that they didn't notice Mr Green, their boss, who had come into the room.

'Excuse me,' he said loudly, 'I have a very upset lady on the telephone. She has been locked in her house for an hour ...'

### Questions

1. What were the barriers to good communication that led to the argument between Stacey, Selwyn and Beverly? Give examples to support your answer.

2. Analyse the telephone conversation between Selwyn and Mrs Musikanth. What did Selwyn do wrong? Give examples to support your answer.

3. How should Selwyn have handled the telephone call?

4. Mr Green has asked you to set up a two-day communication course to help his staff improve their interpersonal communication. What aspects of interpersonal communication would you cover in the course?

### Multiple choice questions

1. What is missing from the following reference?

Anderson, P. 2011. Classifying communication problems in organisations. *Journal of Business*, 3: 48-56.

- a. volume number
- b. publisher
- c. place of publication
- d. issue number

2. What is this a reference for?

Molefe, JJ. 2002. *Intercultural aspects of transformation*. 3rd edition. Johannesburg: Eagle Press.

- a. a book
- b. an edited book
- c. a journal
- d. a website

3. What is wrong with the following reference?

Baker, A. 2002. Specifics of transformational leadership, in *Leadership theory*, 2nd edition, edited by J. Thomas. London: Triangle Press.

- a. the page numbers are missing
- b. the title is not in italics
- c. the authors' names must be in capital letters
- d. the year of publication should be in brackets

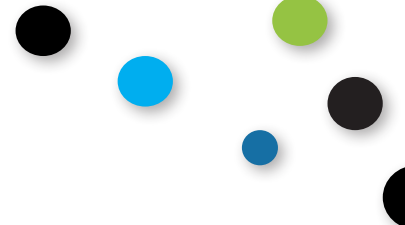
4. Which one of the following will you not put in a book reference?

- a. publisher
- b. year of publication
- c. ISBN
- d. edition



5. In the case of a journal article, what must be in italics?
- a. title of the article
  - b. title of the journal
  - c. page numbers
  - d. edition
6. Which one of the following will you not put in a journal reference?
- a. volume
  - b. year of publication
  - c. issue
  - d. place of publication
7. Which of the following is accurate in terms of putting a reference list together?
- a. the heading 'Reference List' must be numbered
  - b. the sources must appear in alphabetical order
  - c. bullets must be used to separate the different sources
  - d. the sources must appear in chronological order
8. Which one of the following is not a reason why we reference?
- a. to make assignments more challenging
  - b. to avoid plagiarism
  - c. to give credit to the person who came up with the idea
  - d. to enable others to locate the source easily
9. Paraphrasing means that you:
- a. replace significant words with synonyms
  - b. rephrase what was written in your own words
  - c. have to include a page number in the in-text reference
  - d. stole other people's ideas
10. For what type of source do you need to include the date of access?
- a. encyclopaedia
  - b. dissertation
  - c. online source
  - d. journal article





## Questions

1. List some of the steps that you can use to summarise and paraphrase material.

2. There are only a few instances where you should make use of direct quotes. What are some of these instances?

3. Explain in your own words why it is important to reference. Give the five key reasons why we reference.

4. Name three things that you do not have to reference.

5. Explain why plagiarism is unethical and wrong.





6. When is a person plagiarising or violating copyright laws?

7. Explain what is referred to when one talks about the 'author-date' method of referencing.

8. Why is Wikipedia not a valid and reliable academic source?

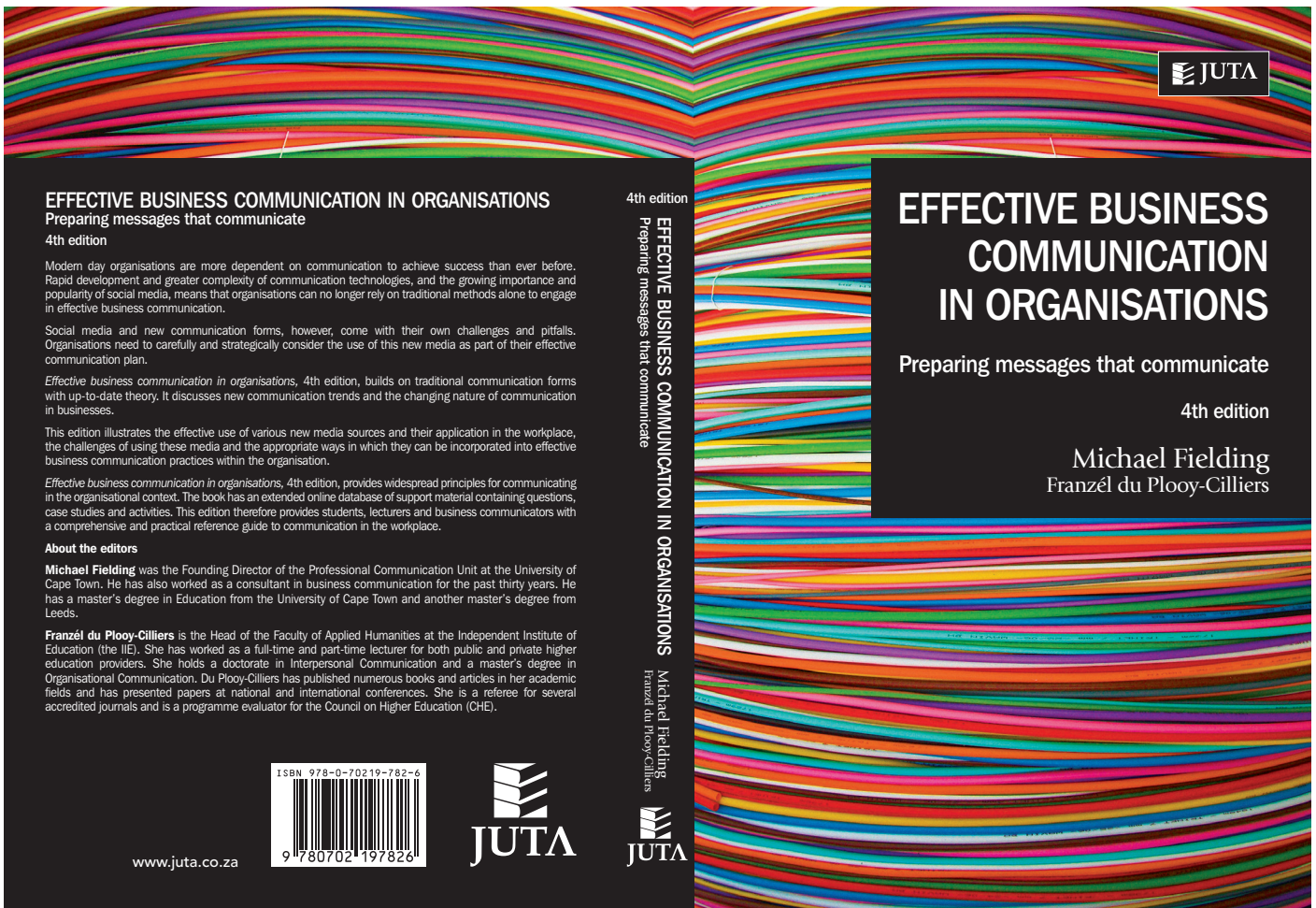
9. Explain why you should be cautious when you make use of Internet sources. What can you do to determine whether an Internet source is a reputable source?

10. Explain when it is appropriate to use the term *et al* for referencing purposes.



## Activities

### Activity 1



Please look at the front and back cover page of your textbook and at the imprint page too, and complete the following details.

1. Who are the editors of the book?

2. What is the date of publication for the book?



3. Who is the publisher?

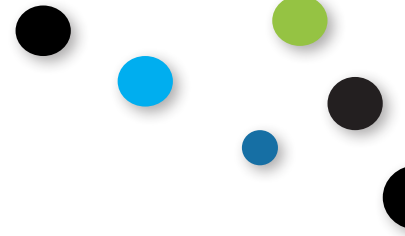
4. What is the place of publication?

5. What edition of the book is it?

6. What is the title of the book?

7. What is the sub-title of the book?





## Activity 2

Choose a passage from your textbook. Paraphrase the passage and reference it correctly. Make use of the chapter on referencing to guide you in terms of how you should reference the passage in-text as well as in the bibliography.

A large, empty rounded rectangular box with a dark blue border, intended for the student to write their paraphrase and references.

**Activity 3**

Complete the following table with the correct singular and plural forms of the Latin and Greek words frequently used in academic writing:

Singular	Plural
medium	
	data
hypothesis	
	loci
analysis	



#### Activity 4

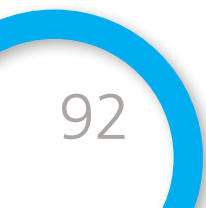
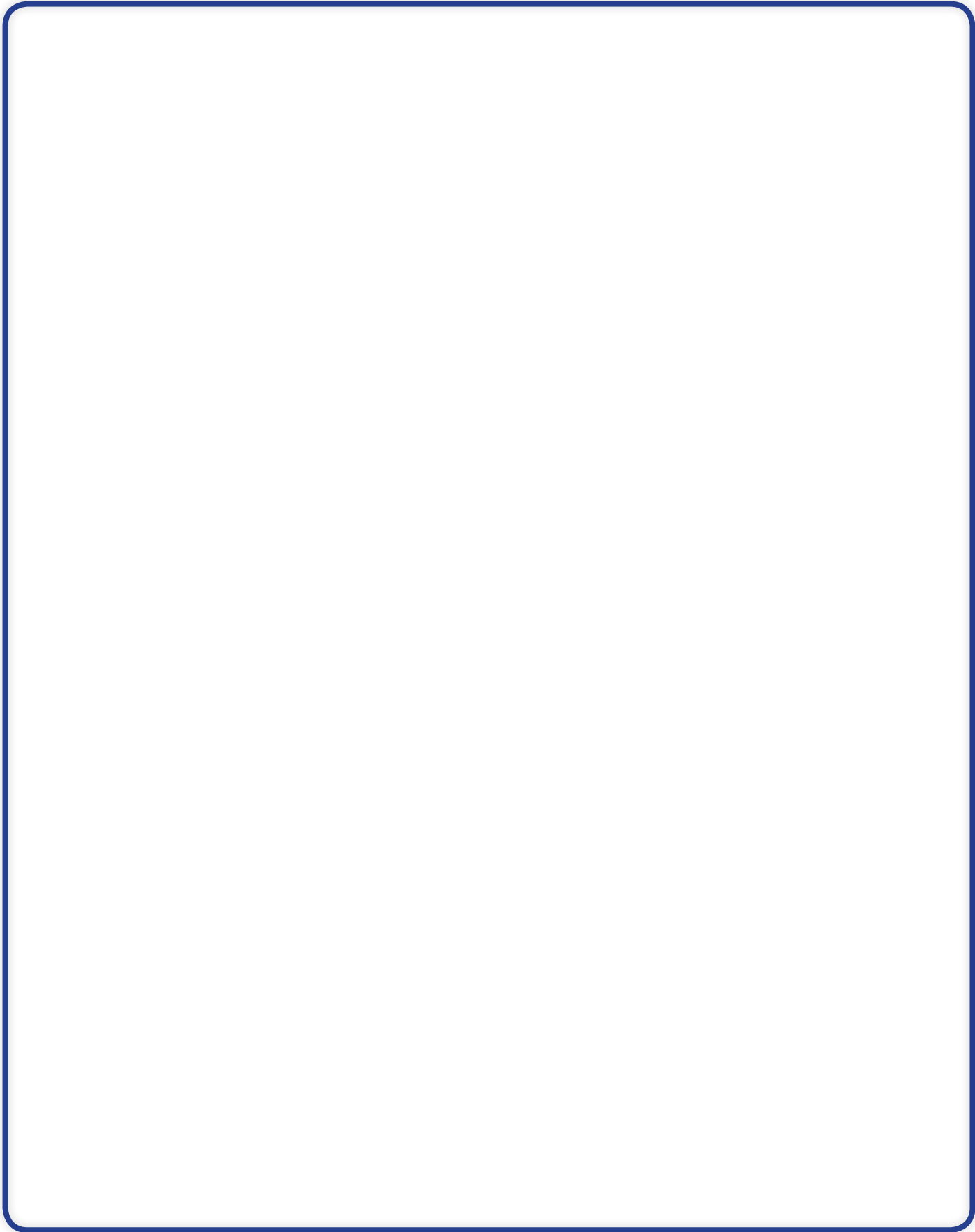
The following references were received as part of an academic paper. Fix the entries where necessary and reorganise them into the appropriate order for a list of references.

1. Samovar, L, Porter, E & McDaniel, E. *Communication between cultures*. 6th edn. United States: Thomson Wadsworth. 2007.
2. Zeuschner, R Boston: Allyn & Bacon.1992. *Communicating today*.
3. *Human communication: Principles and contexts* Tubbs, S, Moss, S & Papastefanou, N 2011. New York: McGraw-Hill.
4. De Vito, J 2010. *Human communication: The basic course*. 12th edn. Boston: Allyn & Bacon.
5. Hirokawa, A, Cathcart, RS, Samovar, LA & Henman, LD 2007. *Small group communication: Theory and Practice*. Los Angeles: Roxbury.
6. Masterton, JT & Beebe, SA 2006. *Communicating in small groups: Principles and practices*.
7. Boston: iconEncyclopedia.
8. Fielding, M 2006. 3rd edn *Effective communication in organisations*.. Cape Town: Juta.
9. Galanes, GJ & Adams, KH. 2007. *Effective group discussion: Theory and practice*. New York: McGraw-Hill.
10. Pretoria: Van Schaik. Erasmus-Kritzinger, LE, Bowler, L & Goliath, D 2009. *Effective communication: Getting the message across in business*.
11. In ML Kamil, PB Mosenthal, PD Pearson, PD & R Barr eds. *Handbook of reading research, Volume III*. Mahwah, New Jersey: Lawrence Erlbaum Associates. Nist, SL & Simpson, ML 2000. College studying (645-666).
12. Pearson, JC, Nelson, PE, Titsworth, S & Harter, L 2008. *Human communication*. New York: McGraw-Hill.
13. Strydom, JW 2012. *Basics of business communication*. 2nd edn. Frontline Books.
14. Moss, S, Tubbs, S & Papastefanou, N 2011. *Human communication: Principles and contexts*. New York: McGraw-Hill.



15. Freebody, P & Freiberg, JM 2010. The teaching and learning of critical literacy: Beyond the 'show of wisdom'. In ML **Kamil**, PD Pearson, EB **Moje** & P **Afflerbach** eds. *Handbook of Reading Research, Volume IV*. New York. Routledge.
16. Mellard, D, Patterson, MB & Prewett, S 2007. Reading practices among adult education participants. *Reading Research Quarterly*, 42(2):188-213. [Online]. Available from: <<http://kuscholarworks.ku.edu/dspace/bitstream/1808/6164/1/Mellard%20Patterson%20Prewett%202007%20KU%20Scholarworks.pdf>> [Accessed 26 May 2013 ].
17. Trenholm, S & Jensen, A 1992. *Interpersonal communication*. Belmont: Wadsworth.
18. Pearson, J, Nelson, P, Titsworth, S & Harter, L 2008. *Human Communication*. 3rd edn. Boston: McGraw-Hill.
19. Winberg, C 1999. *Learning how to study 3*. USWE / Teaching and Learning Series. Cape Town: Juta Academic.







### Multiple choice questions

1. Writers have a range of techniques available to them to cater for needs of readers. Which of the following is NOT an appropriate technique for writers to use?
  - a. write in a clear, simple style
  - b. avoid the use of punctuation to assist the flow of writing
  - c. choose a vocabulary that is suited to your audience
  - d. write at a low level of abstraction
2. Which of the following statements about selecting a font to make your writing as readable as possible is true?
  - a. sans serif fonts are often chosen because of their readability
  - b. sans serif fonts like garamond or georgia should be used for print
  - c. serif fonts are often chosen because of their readability
  - d. serif fonts like arial or verdana should be used for print
3. Bulleted lists have become a frequently-used tool to present information in a clear, summarised manner. It is important that writers:
  - a. randomise the content in the lists to ensure the element of surprise
  - b. never use sub-headings in longer lists because they interrupt the flow
  - c. use these lists wherever they can so that readers get the most out of the content
  - d. use the same parallel structure with all list items
4. Which of the following techniques do not assist in readability of reports:
  - a. a well set out title page
  - b. a comprehensive table of contents
  - c. images unrelated to the content to give the reader a break from the text
  - d. highlighting key points of graphics

5. Identify the correct statement regarding readability indices from the options below:

- a. readability indices ensure that a piece of writing conforms strictly to high standards of writing
- b. a flesch score of 30 indicates that a piece of writing is easy to read
- c. the Gunning-Fog index is based on the average number of words per sentence and the percentage of polysyllabic words
- d. a typical work of fiction should aim for a flesch readability score of between 70 and 80

**Identify whether the following statements are true or false.**

6. Printing in double columns helps to improve readability because of the reduction in eye span required.

- a. true
- b. false

7. The writer relies on the reader's ability to read efficiently.

- a. true
- b. false

8. The most important thing a writer needs to remember is to write for his or her audience.

- a. true
- b. false

9. A list is grammatically parallel when the verbs used are all in the same tense.

- a. true
- b. false

10. If less than 10% of your work consists of long words, your work cannot be regarded as business writing.

- a. true
- b. false



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## Questions

1. Provide two reasons why messages should be presented in the most appropriate and appealing way.

2. Explain why it is important for the writer to provide for the reader's emotional needs.

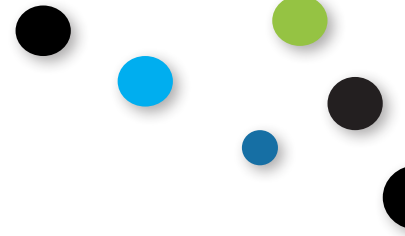
3. Why is it a good idea to aim at a grade level score of 12 for business writing?

4. List five vocabulary techniques a writer can use to ease readability of the text.

5. Use the various writing techniques you know, other than vocabulary techniques, and identify three of them that would be most important to take into consideration when you are writing the following:

- a. a children's storybook
- b. an annual report
- c. a slideshow presentation





## Activities

### Activity 1

Perform a manual Gunning-Fog readability test on each of the following pieces and compare your results with Table 13.1 in Chapter 13.

Do your results match with the suggestions included in the table, or does there appear to be a discrepancy in readability? Try to identify elements of each style of writing that makes the writing more or less readable.

- i. a work of popular fiction
- ii. a news article from *The Mail & Guardian*
- iii. a news article from *The Daily Sun*
- iv. a research article from a journal

Text	Gunning-Fog Score	Comparison
i		
ii		
iii		
iv		



Next Page

Look at the four screenshots of reading levels below and complete the table that follows:

**Screenshot 2.1:**

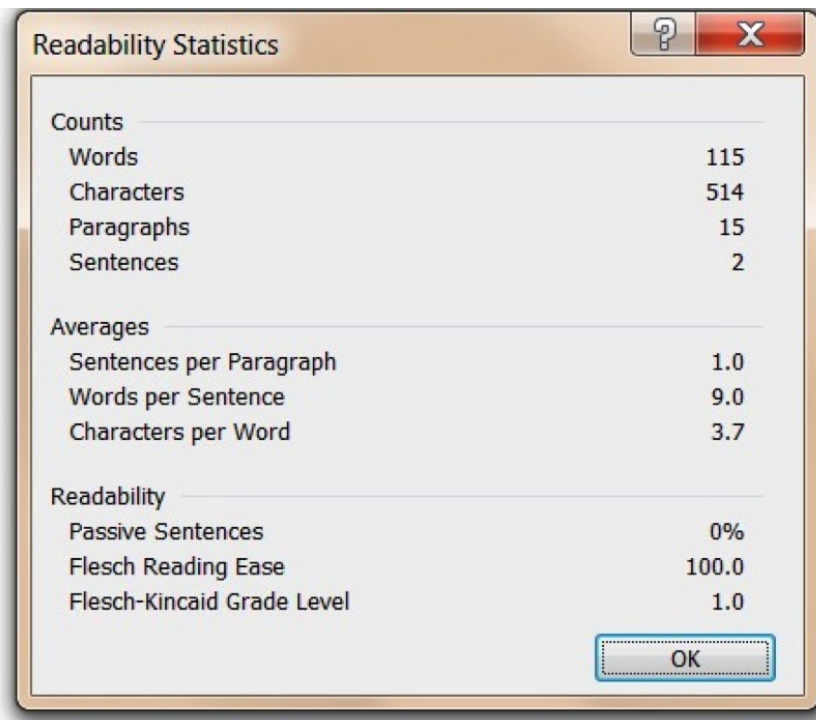
Counts	
Words	370
Characters	1878
Paragraphs	6
Sentences	18
Averages	
Sentences per Paragraph	3.0
Words per Sentence	20.5
Characters per Word	4.9
Readability	
Passive Sentences	16%
Flesch Reading Ease	43.2
Flesch-Kincaid Grade Level	12.0

**Screenshot 2.2:**

Counts	
Words	2363
Characters	12170
Paragraphs	64
Sentences	101
Averages	
Sentences per Paragraph	1.7
Words per Sentence	23.3
Characters per Word	5.0
Readability	
Passive Sentences	13%
Flesch Reading Ease	36.2
Flesch-Kincaid Grade Level	13.9



Screenshot 2.3:



Readability Statistics

Counts	
Words	115
Characters	514
Paragraphs	15
Sentences	2

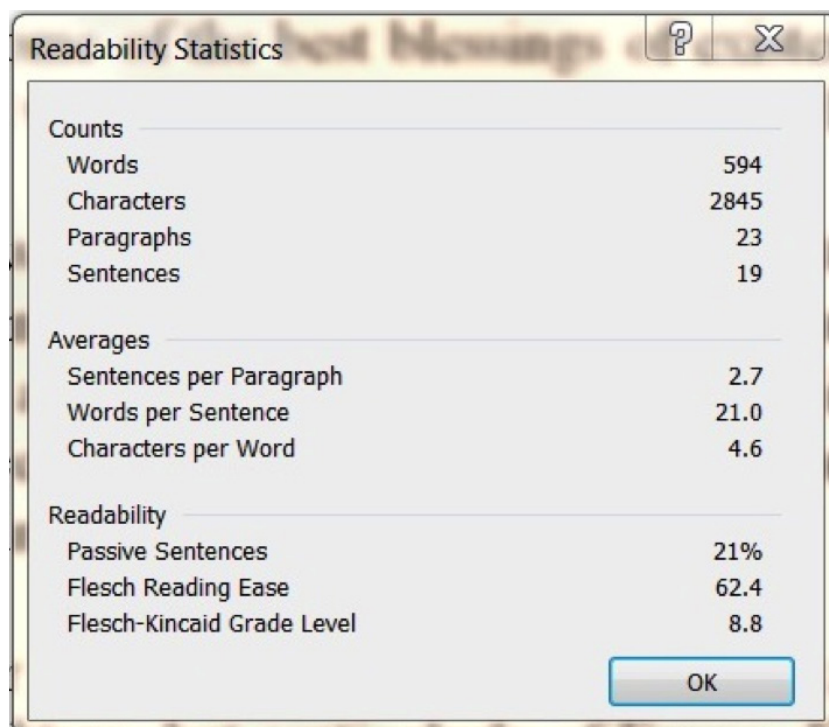
Averages	
Sentences per Paragraph	1.0
Words per Sentence	9.0
Characters per Word	3.7

Readability	
Passive Sentences	0%
Flesch Reading Ease	100.0
Flesch-Kincaid Grade Level	1.0

OK

Screenshot 2.4:



Readability Statistics

Counts	
Words	594
Characters	2845
Paragraphs	23
Sentences	19

Averages	
Sentences per Paragraph	2.7
Words per Sentence	21.0
Characters per Word	4.6

Readability	
Passive Sentences	21%
Flesch Reading Ease	62.4
Flesch-Kincaid Grade Level	8.8

OK

	Screenshot 2.1	Screenshot 2.2	Screenshot 2.3	Screenshot 2.4
what type of text was probably used to generate the readability score?				
categorise the reading ease score of the text				
who is the likely target audience of the text?				

## Activity 2

Now read the extracts below and match them to the screenshots used in the previous activity. Explain why you would match the readability statistics with the specific extract. (Note that the extracts provided are shorter than the ones used to generate the screenshots and will not provide the same readability statistics if run through Word.)



### Text 3.1

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.

She was the youngest of the two daughters of a most affectionate, indulgent father; and had, in consequence of her sister's marriage, been mistress of his house from a very early period. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess, who had fallen little short of a mother in affection.



Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between them it was more the intimacy of sisters. Even before Miss Taylor had ceased to hold the nominal office of governess, the mildness of her temper had hardly allowed her to impose any restraint; and the shadow of authority being now long passed away, they had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

[Source: Jane Austen's Emma, Gutenberg Press PDF edition]

### Text 3.2

#### Are we ready for a woman president?

I have a dream of a woman president who will make South Africa prosper – but why won't the ANCWL support it? On May 24, 1994 Nelson Mandela said: "Freedom cannot be achieved unless the women have been emancipated from all forms of oppression. All of us take this on board, that the objectives of the Reconstruction and Development Programme will not have been realised unless we see in visible practical terms that the conditions of women in our country have radically changed for the better, and that they have been empowered to intervene in all aspects of life as equals with any other member of society."

During the 1990s, as we were caught up in the glow of the Mandela presidency and the peaceful transition to a democratic era, we South African women imagined ourselves as leaders in all walks of life.

Mandela himself regarded women in that light – he should know, given that his leadership was inspired by, sustained and supported on the shoulders of women leaders all his life.

Women reminded the world of his existence during the hellish times of the 1960s–1980s. He was inspired by Lilian Ngoyi, Ruth Mompati, Ingrid Jonker, Amina Cachalia, Ruth First, Helen Joseph, Mamphela Ramphele, Albertina Sisulu, Leah Tutu, Helen Suzman, Pregs Govender, Emma Mashinini, Cheryl Carolus; he married three independent women leaders in his lifetime – women who led and sustained national struggles for liberation, who occupied power in the public sphere as men languished in jails, in exile, were assassinated or were on the run.

Madiba's intimate knowledge of women's invaluable strength, courageous challenge to power and their unrelenting commitment to realise democracy without reward, inspired him with their stellar calibre of leadership. This knowledge prompted him to state unequivocally that women's empowerment is an imperative for the country's development.

[Source: Sunday Independent available online at <http://www.iol.co.za/sundayindependent/are-we-ready-for-a-woman-president-1.1591171#.UlvpXVYaKtU>]





**Text 3.3**

Shall I compare thee to a summer's day?  
 Thou art more lovely and more temperate:  
 Rough winds do shake the darling buds of May,  
 And summer's lease hath all too short a date:  
 Sometime too hot the eye of heaven shines,  
 And often is his gold complexion dimm'd,  
 And every fair from fair sometime declines,  
 By chance, or nature's changing course untrimm'd:  
 But thy eternal summer shall not fade,  
 Nor lose possession of that fair thou ow'st,  
 Nor shall death brag thou wander'st in his shade,  
 When in eternal lines to time thou grow'st,  
 So long as men can breathe, or eyes can see,  
 So long lives this, and this gives life to thee.

*[Source: William Shakespeare, Sonnet 18, Gutenberg Project edition]*

**Text 3.4**

In every society; there are basic standards or expectations of what constitutes acceptable behaviour or proper conduct. Generally, this is what ethics is about. What is proper is not always clear, but we usually have a very good idea of behaviour that will not be tolerated or will be frowned upon, or that we will not feel at ease with. This feeling could be described as our 'ethical sense'. Every human being develops such an ethical sense from birth (some people will argue that we are born with such a sense) through interaction with others (Snyman 1994:45).

In terms of societal expectations, circumstances often influence how specific behaviour is viewed. For example, the reactions to a stalker at a sports match would be very different to those at a parliament session or in a church. However, a person who strips down in a blizzard to save the life of a child suffering from exposure could become a hero.

Knowing what is acceptable behaviour is not always easy to ascertain, and it becomes even more difficult when there is a conflict of interests. For example, motorists must sometimes take decisions in a split second that could



lead to the death of their passengers or, alternatively, people travelling in other vehicles (Oosthuizen 1996). Because the mass media function in a specific society, their conduct is judged by that society as being right or wrong, fair or unfair, good or bad, responsible or irresponsible, etc. Judging the behaviour of the media or individual media workers, or the consequences of their behaviour in these terms constitutes the domain of media ethics (Oosthuizen, 1998:12).

*[Source: Lukas M Oosthuizen, 2014, Media Ethics in the South African Context 4e]*



6. Compare your answers for Activities 1 and 2 with the answers provided by your lecturer. Discuss why your assessments are the same as, or differ, from the answers given.



# Planning, organising and constructing messages for organisations

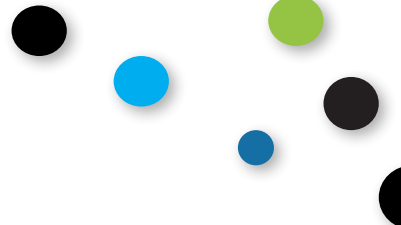
## Multiple choice questions

1. Writing business messages needs to be purposeful because:
  - a. without a purpose the message will not be understood
  - b. the audience will be insulted if the message has no purpose
  - c. the message you get across will be representing your business
  - d. messages are expensive
2. It is important for the audience of a message to know immediately:
  - a. who wrote the message
  - b. what the purpose of the message is
  - c. what response the writer is expecting from the audience
  - d. if there will be an opportunity to ask questions about the message
3. The part of the message that people are likely to remember best is:
  - a. the heading
  - b. the beginning
  - c. the middle
  - d. the end
4. You just bought a new CD from your favourite store, but the salesperson who helped you was rude. What kind of letter would you write to inform the store of this behaviour:
  - a. letter of complaint
  - b. bad news letter
  - c. letter of adjustment
  - d. invitation letter
5. What would be the most desired reply to receive from the store in the scenario above:
  - a. refusal to request letter
  - b. bad news letter
  - c. letter of adjustment
  - d. invitation letter



6. Only one of the following is an example of an appropriate tone to use in a letter, the other three are incorrect. Identify the correct tone:
- a. your company claims that ...
  - b. our list of instructions stressed that ...
  - c. you failed to sign the attached form ...
  - d. your letter of 23 April refers ...
7. Information can also be stored online. This online space for data storage is also called:
- a. memory stick
  - b. virtual USB
  - c. online filing cabinet
  - d. clouds
8. You need to inform one of your colleagues about a change in venue for a meeting. Which of the following would be more appropriate:
- a. memo
  - b. fax
  - c. email
  - d. letter
9. An emergency staff meeting is to be held the next day, you have been asked to inform the company. Which of the following would be more appropriate:
- a. memo
  - b. fax
  - c. email
  - d. letter
10. A major advantage of email is that:
- a. no one knows who owns the message
  - b. it reduces the amount of paper used and stored
  - c. you can shout at people in CAPITAL letters
  - d. you can receive a number of emails all at once





## Questions

1. Explain the importance of strategising a letter before writing it.

2. Giving someone bad news in a letter needs to be carefully considered as the recipient's culture needs to be taken into account. Explain the two different approaches to writing a letter expressing bad news.

3. List the key points that someone should AVOID doing when constructing an email.



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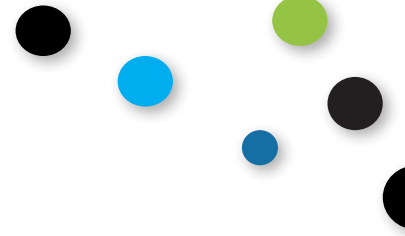
4. Why is planning and organising a message so important in the business context?

5. Explain why you need to understand your audience/stakeholder when you plan and organise a message for a business.

6. Discuss the concept of 'brainstorming'.

7. Bendinger lists six critical stages in the ideas process. List and explain any three of these.





## Activities

For each of these activities, remember to follow the guidelines provided in this chapter, including how to structure your message.

### Activity 1

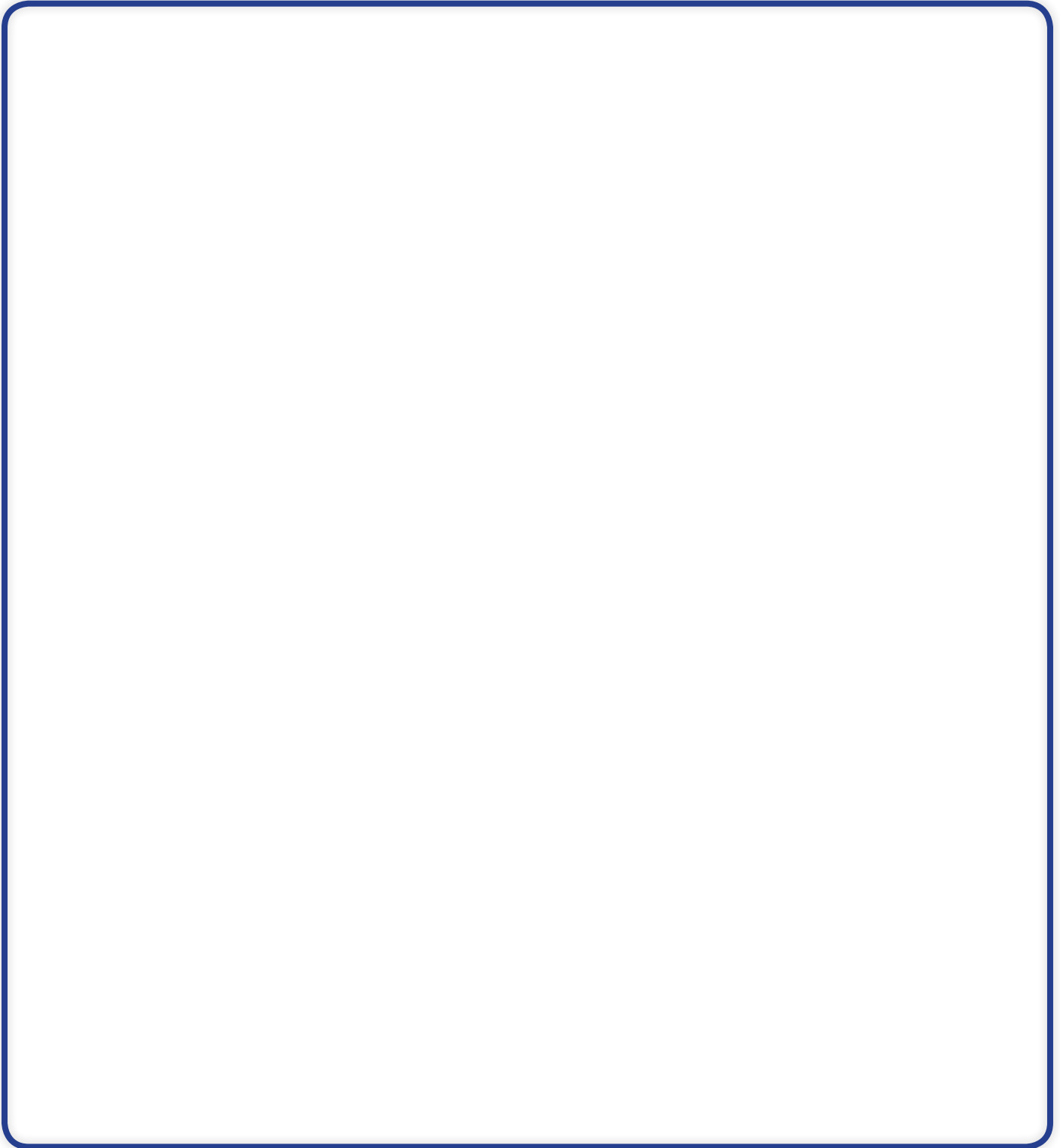
Create a letterhead for your business. Feel free to be creative, but remember to include all the important elements that are required in a letterhead.

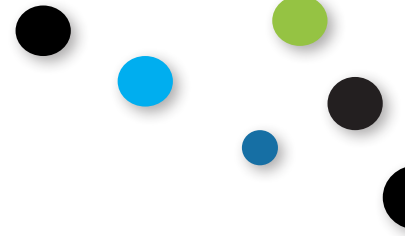
A large, empty rounded rectangle with a dark blue border, intended for the student to complete the letterhead activity.



**Activity 2**

You have just purchased a new cellphone which is faulty. You tried to return the phone to the store for a refund but you have been told that they have a 'no returns policy'. Write a letter to the manager of the store expressing your disappointment at the service and lack of support from the store.





### Activity 3

The company that you work for is hosting an event to raise money for a local charity. The event is a wine auction where guests will have the opportunity to bid on a number of different wines. Each wine bottle was donated from one of South Africa's most well-known wine farms. You have been asked to invite all of the company's clients. Put together an invitation that can be sent to all the company's clients that outlines the details and purpose of the event.

A large, empty rounded rectangular box with a dark blue border, intended for the student to write their invitation.

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#### Activity 4

You receive the following email from a new employee requesting time off to attend a family reunion during the week. The email has a number of errors. Identify the errors and explain why these elements are incorrect. Then re-write the email as it should have been written.

**Subject: Family Reunion**

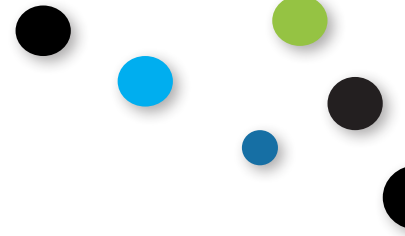
Hey There,

I have a family reunion in CPT on Wed and want to take the day off. Please? ROTFL.

Thanks Boss.

Philip



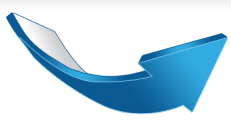


### Activity 5

**Step 1:** Take a piece of paper and begin jotting down ideas of a possible product that you would like to create. Think about who the target audience will be. You are doing this exercise you can write an advertorial on your product.

**Step 2:** Draw a mind map of what the advertorial's main topic outline and content will be for your product. Compare your mind map to others you have seen. We all map our thoughts in different ways and it is interesting to see how others map theirs.

**Step 3:** Write a short advertorial keeping your target audience in mind.

A large, empty rounded rectangular box with a dark blue border, intended for the student to complete the activity steps.

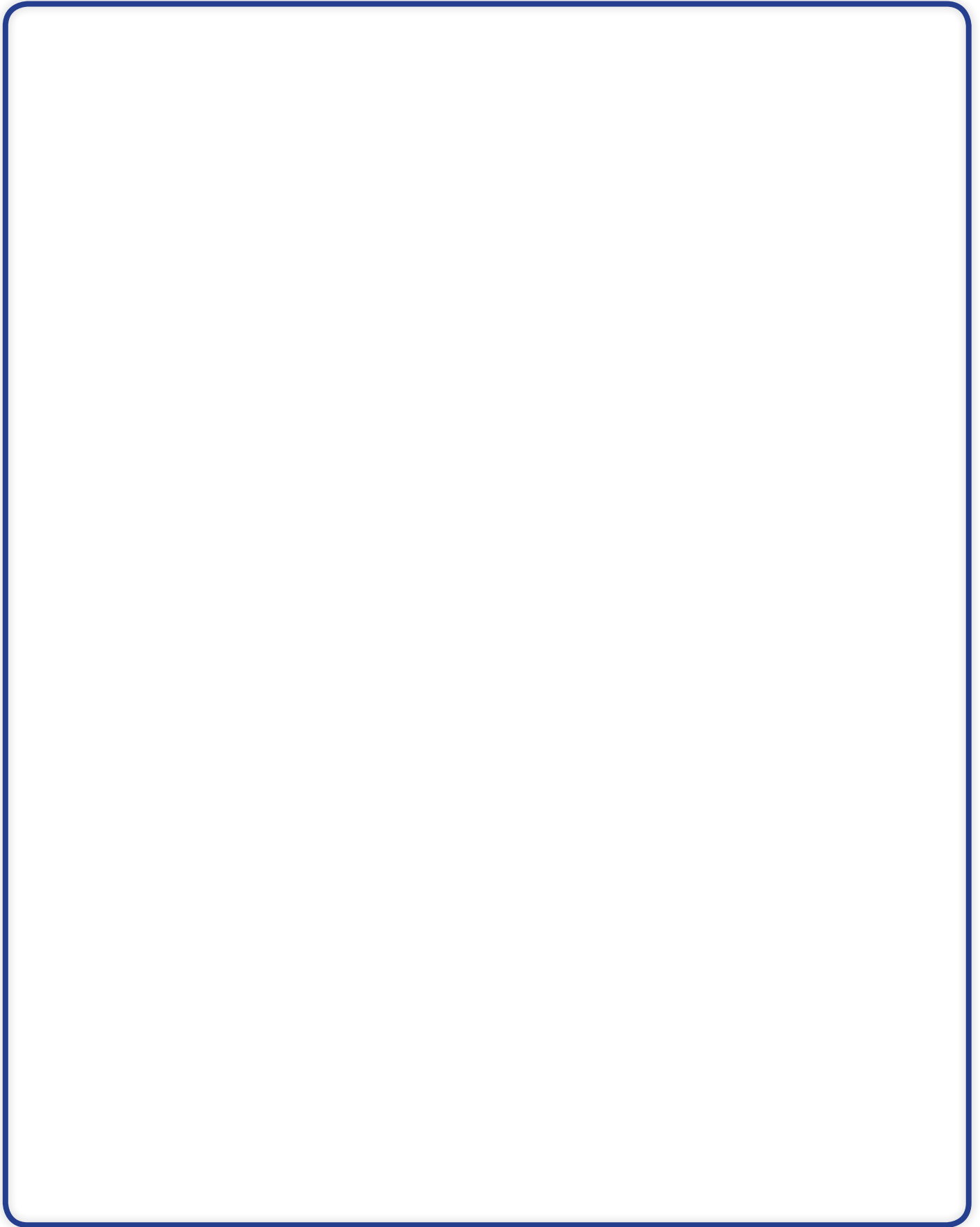
### Activity 6

When planning and organising a message, the medium of the message is very important. Your target audience will influence the medium because you cannot select a medium that will not work with your audience. For example, if the majority of your target audience is not literate it would not be wise to select a written print advertisement; radio may be a better medium.

Bearing this in mind, look at the products and target audiences below and decide what you believe to be the best medium per product to get your message across to your target audience. Also state your reasons.

- a. You are the communication manager for Fruit&Co and are launching a new tablet device. Your target audience is teenagers and young up-and-coming professionals between the ages of 16 and 30 years.
- b. You are the head of advertising for Clean Dent, a new state of the art children's toothpaste, which protects young gums. Your primary target audience is mothers of children between the ages of 2 and 10 years.
- c. You are the public relations manager for Life2Life, a pension fund that specialises in top-up pension policies for people over the age of 60 years.
- d. You are the brand manager for Toys Galore, a large scale toy distribution company. You are launching a new range of electronic gadgets for pre-teens. Your target audience is children from affluent backgrounds between the ages of 8 and 12 years.





## Multiple choice questions

- Which of the following factors best describe those that influence corporate image?
  - a. the standing of the organisation, performance of product, size of the organisation
  - b. size of the organisation, the cost of products, the slogan
  - c. the company logo, behaviour of staff, management style
  - d. management style, corporate typeface, general populations perception
- Which statement best describes an organisation's corporate identity?
  - a. the perception people have of your organisation and its products
  - b. combined elements that make a company identifiable or recognisable by its stakeholders
  - c. identification of the organisations management team, style and elements
  - d. the elements that make people identify with a company to bring about publicity
- Which of the following, about an organisation, is the least stable?
  - a. corporate identity
  - b. corporate image
  - c. corporate reputation
  - d. corporate perception
- Which combination of terms below are possible ways and tactics that organisations use to influence the perceptions of their target public and other stakeholders in order to create a positive corporate image for the company?
  - a. advertising, community relations, financial communication
  - b. media relations, direct marketing, newsletters
  - c. sponsorship, media relations, sales promotions
  - d. all of the above
- The corporate typeface is:
  - a. the way the organisation faces each corporate challenge
  - b. the style that the organisation uses for letters, agendas and memos etc.
  - c. the letterhead of the organisation
  - d. the style of the letters that the company uses

6. Companies use the following to promote their image:

- a. transportation
- b. packaging
- c. signage
- d. all of the above

**Are the following statements true or false?**

7. Corporate identity is largely visual.

- a. true
- b. false

8. Corporate logos should be changed frequently.

- a. true
- b. false

9. Corporate merchandise is the product that the organisation sells.

- a. true
- b. false

10. Corporate image and corporate reputation are linked, but not the same thing.

- a. true
- b. false



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## Questions

1. Differentiate between an organisation's corporate image and corporate identity.

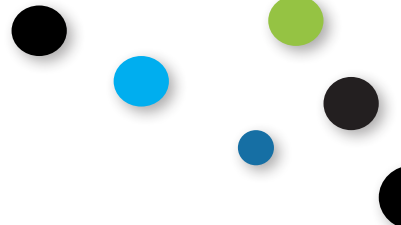
2. Select any brand and state what you believe their corporate image is.

3. Justify why you believe this is people's perception of the brand you identified in question 2.

4. Discuss the following elements that form part of a company's corporate identity with examples:

- a. the company logo
- b. slogans
- c. corporate typeface





5. In an essay (you must have an introduction, conclusion and logical flow of ideas) discuss why corporate image and corporate identity are important for business communication.



6. Complete the following table to indicate which of the statements refer to the corporate image or corporate identity.

	Corporate image	Corporate identity
the company logo is part of		
the slogan <i>Always Coca-Cola</i> is part of		
the size of the organisation influences		
people's perception of your organisation is part of		



## Activities

### Activity 1

Think of any retail organisation. How do you perceive this organisation's brand? Ask three or four other people how they perceive the same organisation. When you put all these ideas together, you will have a good indication of the organisation's corporate image.

Now think of another retail organisation. How do you and others perceive this organisation's brand? How does it differ from the way you perceived the other organisation's brand? Do you think your images are the same images that these organisations are trying to project?

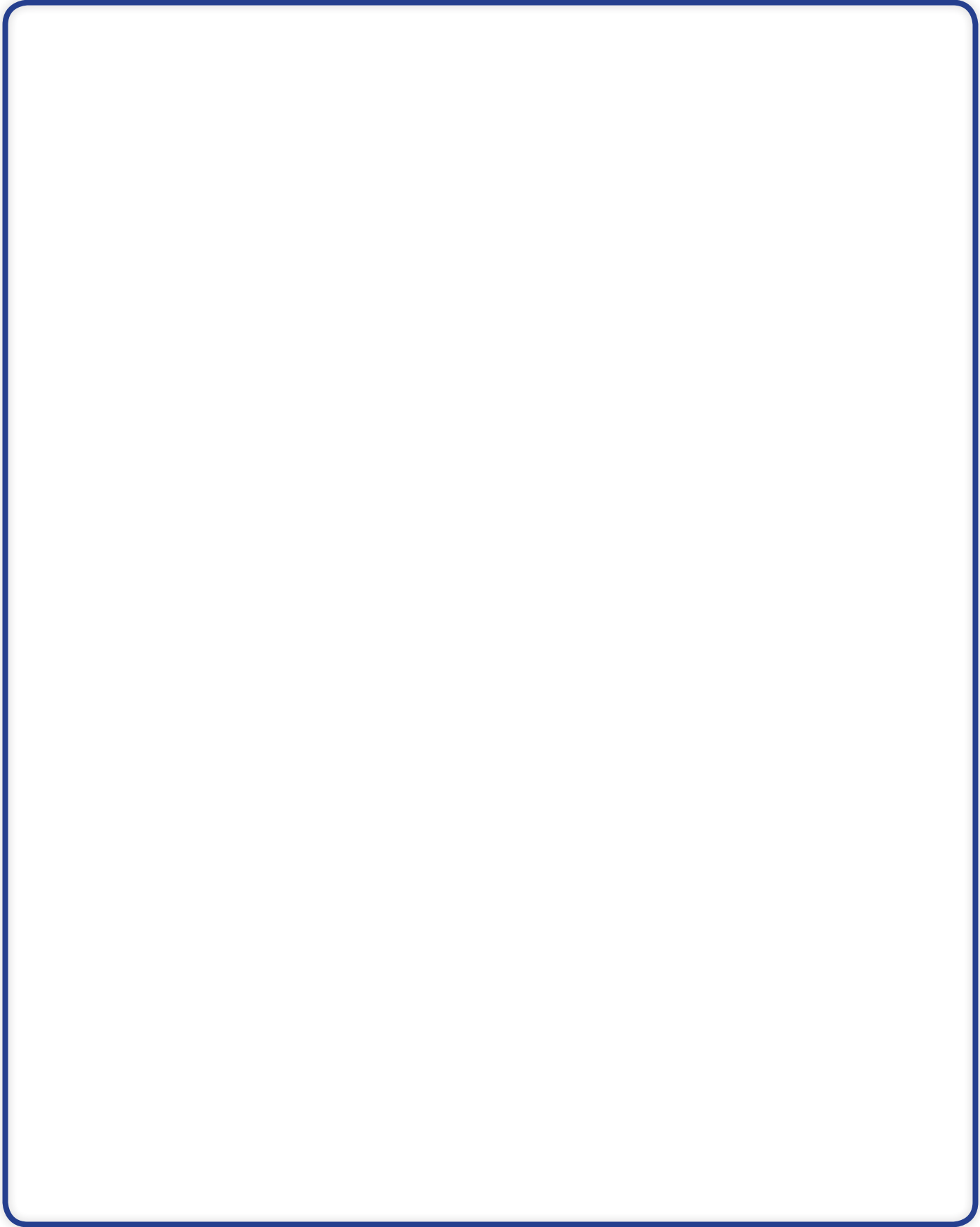
You can use this exercise with any organisation such as a school, airline, sports team, government service agency such as the South African Police Services or a parastatal such as Eskom.

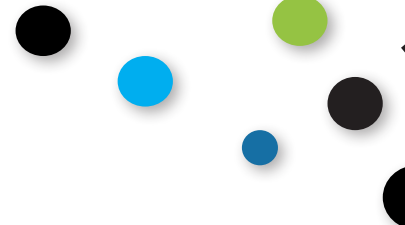
### Activity 2

You are a budding entrepreneur. Come up with your own company idea and create the following elements for your new company's corporate identity:

- a. The logo. You must motivate why you have selected the logo you have.
- b. The company colours. You must motivate why you have selected the colours you have.
- c. Sketch or generate an image of what the branded t-shirts or uniforms will look like for your company.
- d. Come up with the company slogan.
- e. Decide on a corporate typeface.







### Activity 3

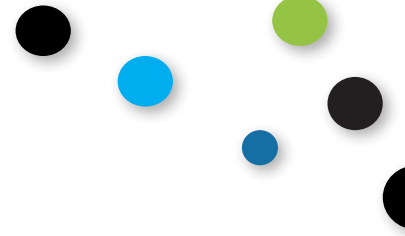
Take five minutes to complete the table below by inserting the name of the first company that comes to mind that you associate with the question or statement with. Compare your table with those of the rest of the class and discuss why that specific company was the one you thought of first.

	Company
a bank that helps you	
a budget airline	
a courier company	
a sponsor for south african sports teams	
a luxury hotel group	
a budget hotel group	
an environmentally friendly company	
a company that supports the local community	
a luxury car brand	
a proudly south african company	
a value for money retail chain	
a family restaurant chain	



## Multiple choice questions

1. Good customer relations allows a company to:
  - a. give employees something to do
  - b. differentiate themselves from the competition
  - c. make the competition look bad
  - d. keep the customers interested in the product
2. Word-of-mouth referrals to a company is the result of:
  - a. poor customer service
  - b. good customer relations
  - c. good advertising strategies
  - d. well-trained staff
3. Which of the following is a touch point:
  - a. visiting a company's website
  - b. calling a call centre
  - c. visiting a store
  - d. all of the above
4. How can one truly determine the likes and dislikes of customers?
  - a. it's a guessing game
  - b. do what the competition does and try to do it better
  - c. have and maintain open dialogue with customers
  - d. buy in small quantities and use it as a trial product
5. When speaking on the phone, which of the following refers to the pace of the conversation?
  - a. a dull, monotone voice
  - b. increasing the volume of your voice to portray confidence
  - c. speaking too quickly giving the impression of being rushed, or impatient
  - d. a warm tone



6. Which of the following would be considered poor customer service?
- a. ignoring a customer who enters the store
  - b. being polite when asked a question
  - c. lying when you do not know the answer to a question
  - d. a and c
7. Which of the following is the possible result of poor service?
- a. the customer may stay and shop
  - b. the customer will leave resulting in a loss of profit
  - c. the customer will ignore the poor service
  - d. the customer won't care about poor service
8. Once the phone call is ended, the next step is to:
- a. there is no next step, the conversation is over
  - b. send an email summarising the conversation
  - c. phone back to confirm the conversation
  - d. make a note to yourself of the purpose of the call
9. The most appropriate way to answer a call is:
- a. Hey there!
  - b. Howzit!
  - c. Yes?
  - d. Good morning.
10. Which of the following is not considered to be a bad habit when speaking on the phone:
- a. answering the call after the first ring
  - b. simply taking a message rather than asking to assist
  - c. not identifying who you are
  - d. using slang during the conversation



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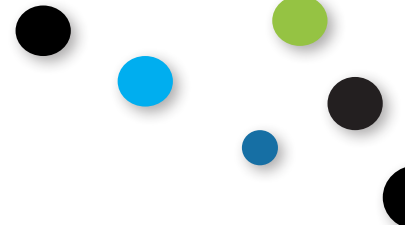


## Question

1. List the elements for making a good first impression.

2. Outline what should be done when preparing to make a phone call.





3. Give four reasons as to why people stop listening during a conversation.

4. Read the following statements and identify why this could cause poor customer relations:

- a. 'She's wearing cheap shoes. There's no way she'll be able to afford the clothes in this shop.'
- b. 'Good afternoon, Sir, this is the Crazy Cuban Café, how may I be of assistance?'
- c. 'I hate customers who complain about food that is made exactly as they ordered it!'



## Activities

### Activity 1

Have a conversation in class, or with your friends/family, discussing customer service. Ask them to tell you about an experience where they had good customer service. Try and identify what made the experience a positive one. Then ask for a situation where they received bad customer service. Try and identify what made the experience a negative one.

### Activity 2

The next time you phone a call centre, or receive a call from a call centre, take note of the agent technique. Is it warm and engaging, or are they rushed and impatient? Do you think that the agent is listening to what you have to say, or are they purely reading from a script? Is there room for improvement, or are you satisfied with the service provided by the agent?

### Activity 3

It is one thing to be able to identify problems in other's telephone etiquette, but identifying your own can be a little trickier. If you would like to determine your own telephone etiquette you could ask a colleague to listen to your next telephone conversation. Ask them to critique the call. Were you helpful, did you rush the call; did you introduce yourself appropriately; were you able to implement the suggestions provided in this textbook?



## Case studies

You are a communication advisor to companies that are looking to improve their customer relations. The Human Resources departments have identified that the people involved in the instances below are in desperate need of your help.

Look at each of the cases and describe what advice you would give the person in order to handle the situation more appropriately the next time something similar happens.

### Case study 1

A client phoned the customer call centre to ask about the different content that is included in our Executive, Premium and Platinum product offerings. Staff member X maintained that it was the same products in all the offerings and that they only have different names. (This is actually not the truth. Each product offers 10% more products than the one before it at 5% price increase per offering.) When the customer said, very politely, 'I don't understand your explanation, is there someone else who can explain it to me so I will understand it?', staff member X replied: 'You're stupid.' Then she hung up.



### Case study 2

A customer complained that, when she ordered a tub of full-cream soft serve takeaway ice cream, the server said that she should take low-fat frozen yoghurt instead, because the ice cream is very fattening and she could do with losing some weight!



**Case study 3**

I was stranded on the N1 in the middle of the Karoo with two flat tyres. I phoned roadside assistance and they promised me that they would be there as soon as possible. Two hours later I phoned them again since no one had come to help me yet and nobody had been in contact with me about the situation. The employee whom I spoke to the second time I phoned told me that they were very busy and that 'It's not our fault that you have this problem – it's yours'.



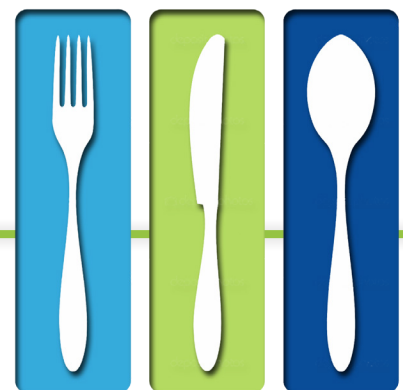


#### Case study 4

I recently called the company's support services to troubleshoot a recurring problem with my modem. After spending twenty minutes choosing options as rattled off by a computerised voice I finally got the choice to speak to an operator. After being on hold for at least ten more minutes, the operator started another scripted answer. I said, 'I am a busy person and I just need a simple, direct answer'. He replied: 'I am sorry you called when you were busy. We are open 24 hours a day.' I am upgrading my laptop to a different model as soon as possible. I will not give my money to a company whose representatives communicate sarcastically and blame me for their slow scripted service.

#### Case study 5

My family was having dinner at the local restaurant of a franchise. Halfway through the main course I noticed a mouse running between two booths. When I told the waiter about it he said, 'Cool!' and asked me what I wanted him to do about it. Finally I got the manager to show up and told her what was going on. She told us that all restaurants have mice whether you see them or not! I immediately got my family ready to leave the restaurant – even though we had not yet finished our main course. The manager was surprised that I was making such a fuss about it, but I will never take my family there again!





## Multiple choice questions

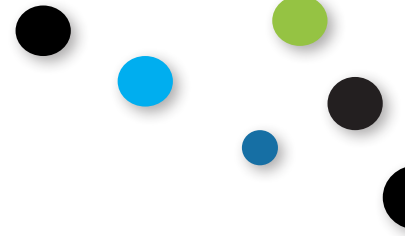
1. Which of the following are examples of traditional mass media:
  - a. press releases, pop-up advertisements, newspapers
  - b. radio, film, YouTube
  - c. newspapers, television, blogs
  - d. press releases, television, radio
2. The power of mass communication lies in the fact that it:
  - a. is very expensive
  - b. it reaches many people at once
  - c. it can be adapted for target markets
  - d. it has different formats to choose from
3. The term 'gatekeeping' refers to:
  - a. the control of messages through selection and editing
  - b. those that act as bodyguards for celebrities
  - c. opinion leaders who protect their community
  - d. holding back information that was meant to go to print
4. Advertisements are designed to:
  - a. attract people's attention
  - b. create particular attitudes that lead to action
  - c. persuade people to buy things
  - d. all of the above
5. The following is NOT regarded as a public relations personnel activity:
  - a. dealing with criticism and problems
  - b. emphasising the organisation's social awareness
  - c. designing television commercials
  - d. explaining the organisation's policies





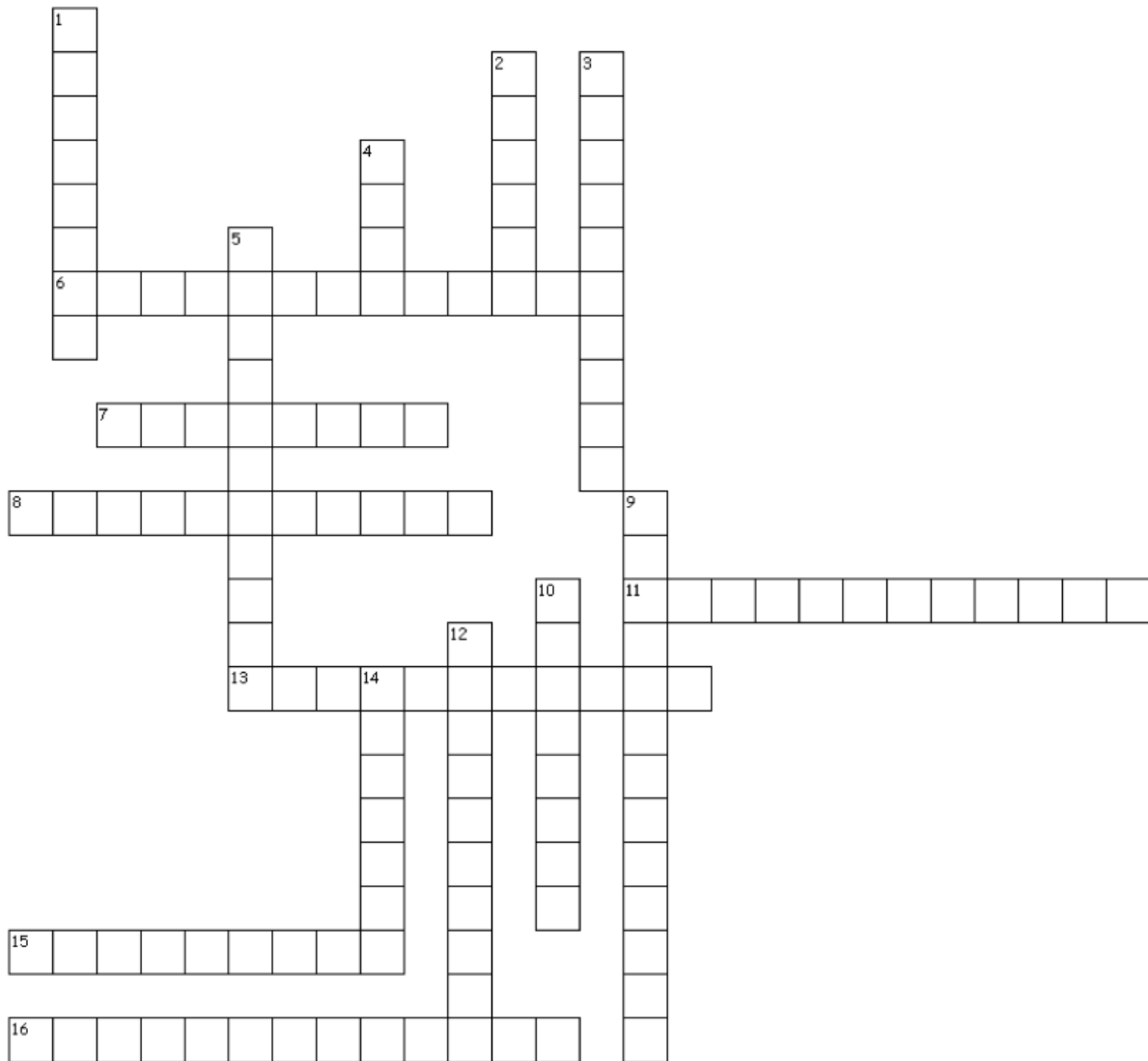
6. The three Cs for the Riversdale formula for the press release are:
- a. check, cut, call
  - b. choose, check, condense
  - c. choose, clarify, cut
  - d. check, clarify, condense
7. The following is NOT a stage in the AIDA approach to constructing an advertisement:
- a. attention
  - b. interest
  - c. decision
  - d. action
8. The World Wide Web is a:
- a. comprehensive information system that contains interlinked, hyperlinked documents, images and videos
  - b. public web of interconnected computer networks
  - c. web-based communication method of exchanging typed messages between computers/devices
  - d. service that allows cellphone users to send short text messages
9. The following are examples of social media platforms:
- a. Facebook, blogs, smartphones
  - b. Facebook, Twitter, LinkedIn
  - c. YouTube, Wikis, Internet
  - d. Podcasts, Wikis, search engines
10. Which one of the following is NOT an advantage of new media for businesses?
- a. direct connectivity with your target audience
  - b. it is easily accessible
  - c. while cost is low the management of new media as a business communication tool is very high because it is extremely time consuming
  - d. your target audience can have constant on-demand information and data about your business





## Questions

1. Complete the following crossword puzzle using the clues on the following page.

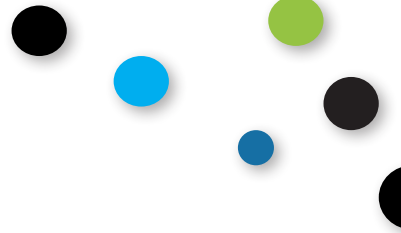


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**Clues:**

14. When normal people use technology to record and transmit eye-witness accounts it is known as \_\_\_\_\_ journalism
11. These people are often responsible for the spread of information that create transformation (2 words)
16. A person who is respected and valued by a group and is approached by the media to work with them (2 words)
5. Audience analysis is also called \_\_\_\_\_ analysis
13. These figures are important for attracting advertising revenue for newspapers and magazines
7. The jargon term for the top line of a press release
3. The formula used for checking a press release is called the \_\_\_\_\_ formula
15. Advertisements are designed to attract this
6. Advertisements that are often aimed at specific groups in the population (2 words)
4. The popular four stage approach to constructing an advertisement is called the \_\_\_\_\_ method
12. The brief newspaper advertisements printed in columns under general headings are known as \_\_\_\_\_ advertisements
10. The World Wide Web is accessed via this
2. The largest search engine on the World Wide Web
9. Twitter is a \_\_\_\_\_ site
1. Digital multimedia files downloaded via a streaming digital source are called this
8. One of the great advantages new media has over traditional media is the fact that the feedback system is \_\_\_\_\_





2. Explain the five key points that defines mass communication.

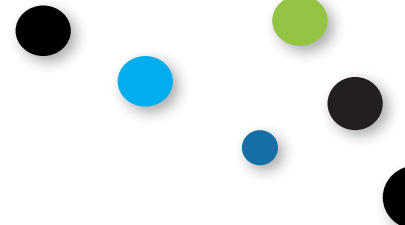
3. Explain the three major functions of mass media. Use different examples from real life to show how the functions are evident in real situations.



4. Complete the following table to distinguish between the different sources of traditional media and its usefulness for businesses in terms of reaching their target markets.

Television		
Film		
Radio		
Magazines		
Newspapers		
type of audience ideal to reach through the medium	type of organisation that will use	cost of advertisements





5. In your own words and with an example of each, define the following new media types. Explain how they are used as a business communication tool.

New media type	Definition and how it is used as a business communication tool
Internet	
World Wide Web	
Instant messaging (IM)	
Social media	

6. New media's role in an organisation has many advantages and disadvantages. Give any five advantages and five disadvantages of new media for business.



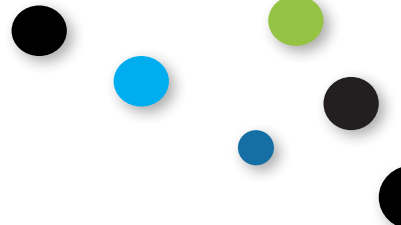
Next Page

## Activities

### Activity 1

You are the public relations practitioner for Zebra Bank. From September to November you will be launching five new branches in Gauteng. These branches will be offering specialised banking services for middle to lower income groups. Write a media release for the launch of the new branches.





## Activity 2

Collect a sample of advertisements and complete the following template for each advertisement. Collate your advertisements in a portfolio for presentation.

### TEMPLATE

Title of advertisement: \_\_\_\_\_

Mass media source from which it was taken.

Reason why this mass media source is suitable for the type of advertisement.

Objectives the advertisement aims to achieve (refer to page 316 in the textbook).

Analyse the advertisement according to the AIDA approach. Describe how the advertisement:

Attracts attention:

Arouses interest:





Arouses desire:

Stimulates action:

Look at the following checklist and determine if the advertisement:

Has a clear heading

Gives an appropriate amount of details about the product

Is written in clear and easily understood language



### Activity 3

You work for Unique Sweets and Treats, a top-end bakery and patisserie in Sandton, Johannesburg. The company, although relatively small, is fast becoming known for its creative and original vibe and its high-quality products which reflect this creativity and originality.

Develop a social media strategy that will ensure that you will reach your target audiences about your new products, special offers and function ideas.

Your target audience is classified into two groups: Young adults (tweens) between the ages of 9 and 14 and young, upwardly-mobile adults between the ages of 20 and 40.

#### Useful links:

[www.youtube.com](http://www.youtube.com)

[www.twitter.com](http://www.twitter.com)

[www.facebook.com](http://www.facebook.com)

[www.mxit.com](http://www.mxit.com)



#### Activity 4

A young, genius inventor has contacted you. He has just invented a brand new product and wants you to create an advertisement for it for social media use. He hopes that this advertisement will go viral and that the buzz created by the advertisement will have investors and buyers lining up to get their hands on his product.

It is your task to do the following:

1. Decide what this genius invented.
2. Design an advertisement based on the AIDA principles.
3. Use a smartphone or other technology available to you to record your advertisement.
4. Your lecturer will give you instructions regarding the delivery of the final advertisement for assessment.



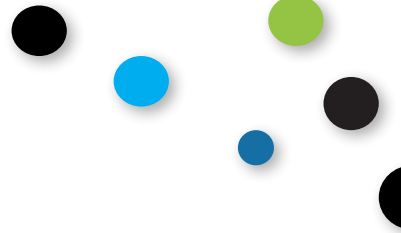
## Multiple choice questions

1. What is the main difference between a business plan and a business proposal?
  - a. a business plan has a stronger focus on raising money for a new business
  - b. a business proposal has a stronger focus on expanding an existing business
  - c. a business proposal is only used when starting up a new business
  - d. a proposal is only used when research is involved
2. Which of the following is NOT included in the title page of a business plan?
  - a. clear title
  - b. date
  - c. table of contents
  - d. whom the paper was prepared by
3. A SWOT analysis is usually included in a business plan.
  - a. true
  - b. false
4. Which one of the following statements is NOT true about proposals:
  - a. they should be well organised
  - b. they should not include bullets or numbering
  - c. they should be written in a clear and simple style
  - d. they should include headings
5. There are two types of business proposals namely:
  - a. requested and non-requested proposals
  - b. formal and informal proposals
  - c. transmittal and non-transmittal proposals
  - d. documented and verbal proposals



6. The rationale of an academic study refers to:
- a. what you are not researching and what falls outside the scope of your study
  - b. an explanation of the purpose of your study
  - c. the operationalisation of key concepts and constructs
  - d. an explanation of the relevance and significance of the study
7. The research approach refers to whether a study is:
- a. quantitative, qualitative or a mixture of both research types
  - b. basic or applied
  - c. exploratory, descriptive or explanatory
  - d. cross-sectional, longitudinal, action research or grounded theory
8. Hypotheses are used in qualitative research to assist in answering the research question.
- a. true
  - b. false
9. Which of the following should not be included in an academic research proposal?
- a. background of the study
  - b. outline of the proposed thesis
  - c. findings and recommendations
  - d. reference list or bibliography
10. Which of the following is not a characteristic of academic writing?
- a. the writing style is formal
  - b. all claims that are made should be backed up by evidence
  - c. syntax is important
  - d. your own opinions are more important than factual information





## Questions

1. What is a proposal?

2. How should a proposal be organised?

3. What techniques should be used to make proposals highly readable?

4. What information should go into the background to a proposal?



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5. What are the differences between a business proposal, a business plan and an academic proposal?



## Activity

Preparing a business plan is a method of exploring all kinds of ideas for starting a business. You can begin exploring a possible business plan by answering the following questions:

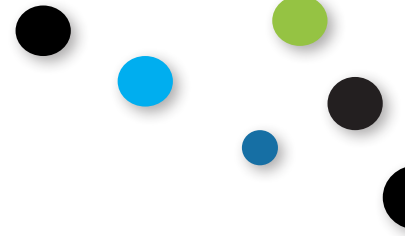
- a. What kind of business can you start using your own personal skills and talents?
- b. Describe the business in a paragraph.
- c. What is the product or service?
- d. Who will buy your product or make use of your service?
- e. Who is your competition?
- f. How can you attract customers?
- g. How much should you charge for your product or service?
- h. How much money is needed to start your business?
- i. Can you do it alone or do you need others to help you?
- j. How will you remunerate them?
- k. What will it cost to make the product or provide the service?
- l. What will your operating costs be, including salaries?
- m. Who can you go to for advice?
- n. How will you grow your business in future?





### Multiple choice questions

1. There are four main types of business reports used in organisations. Which of the following is not commonly used in organisations?
  - a. informative reports
  - b. investigative reports
  - c. media reports
  - d. feasibility reports
2. Indicate whether the following statement regarding interim reports is true or false:  
*Interim reports include investigative and feasibility reports which evaluate the facts. The report is written as a set of conclusions which demonstrate the insights gained from findings or implications of a study.*
  - a. true
  - b. false
3. Business reports should be:
  - a. based on careful, factual research
  - b. well-presented with low readability
  - c. written for a general, lay audience
  - d. written in the first-person style
4. Preliminaries in a report include, among other elements:
  - a. an introduction
  - b. a procedure for gathering information
  - c. appendices
  - d. acknowledgements
5. The body of a report includes, among other elements:
  - a. an introduction
  - b. an abstract
  - c. a glossary
  - d. a term of reference



6. The title page of a report should contain:

- a. who instructed the writer
- b. when the instructions were given
- c. why the instructions were given
- d. none of the above

7. An effective introduction contains the following important sections:

- a. list of tables
- b. scope and limitations
- c. background to the report
- d. the main recommendations

8. Indicate whether the following statement regarding the procedure for gathering information is true or false.

*If the procedures can be described very briefly, it may be put in the introduction. If, however, the procedure is more detailed and has used extensive qualitative or quantitative research, then it should be put in a separate section following the introduction.*

- a. true
- b. false

9. Material that is too detailed for the body of the report is usually placed as an appendix. Identify the material that is not appropriate for an appendix from the list below:

- a. findings
- b. detailed tables
- c. interview transcripts
- d. case histories



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## Questions

1. Explain the purposes of business reports.

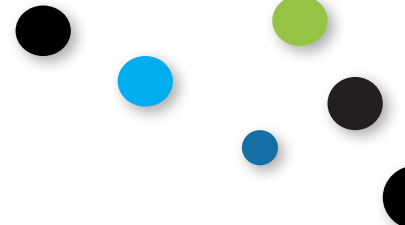
2. Why is it important to keep the audience of your report in mind while you are writing it?

3. Explain the purpose of a letter of transmittal.

4. Outline the structure of the two main sections of a business report.

5. What is the function of a summary in a report and what elements should form part of it?





6. Identify the four types of business reports used in organisations. Explain how they differ from each other and how they can be used in different combinations and classify these types of reports.

7. Using short, bulleted summaries, outline the main components and sub-components of a 'typical' business report.



## Activities

### Activity 1

Come up with a new business idea (for example, a product you could launch, or a company that you could start) and write a feasibility report for your bank manager explaining why this business idea would work. Include all the elements required from both the preliminaries and body of a report to ensure that it is correctly structured. Under your 'Findings' heading, ensure that you address the following sub-sections, for which you will need to provide (invented) evidence to support your case:

- special features (of the business idea)
- target market
- costs (of start-up)
- competition

Note that you are, in essence, practising the format and style of report writing more so than reporting any realistic details about your imagined business idea. You are also trying to persuade your bank manager to grant you funding to commence this project, and so your ability to persuade (although using an appropriate degree of 'accuracy' and formality in tone) is also being tested. To complete this activity, you should conduct some market-related research (online research is fine) about the industry or product you are suggesting, but the details of this report may be invented.

### Activity 2

Speak to local entrepreneurs who started their own businesses. Ask them what difficulties they encountered in starting up their businesses and how they approached these difficulties. Ask them what advice they have for people starting their own businesses and the most important lessons they have learnt in the process.

Using the format of the business report, write a conclusion and recommendations in the appropriate style and format. Make sure that you also include a list of references.



### Multiple choice questions

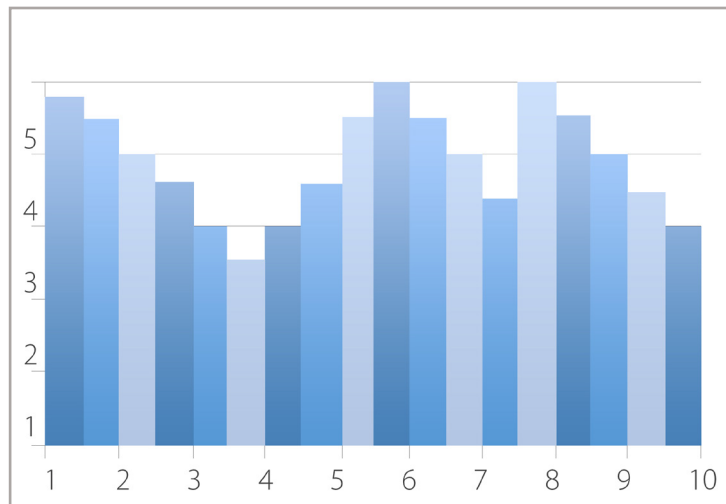
1. A graphic which is used to make an impact on a reader is a/an \_\_\_\_\_ graphic:  
 a. functional  
 b. expressive  
 c. descriptive  
 d. algorithmic
2. A graphic which simplifies a process is a/an \_\_\_\_\_ graphic:  
 a. constructional  
 b. logico-mathematical  
 c. functional  
 d. data display
3. Instructions with diagrams showing how to build a bird feeder are \_\_\_\_\_ graphics:  
 a. functional  
 b. descript  
 c. expressive  
 d. constructional
4. The following combination of elements are included in graphs:  
 a. colours, words, pictures  
 b. space, shapes, lines  
 c. dimensions, sounds, light  
 d. light, colours, words



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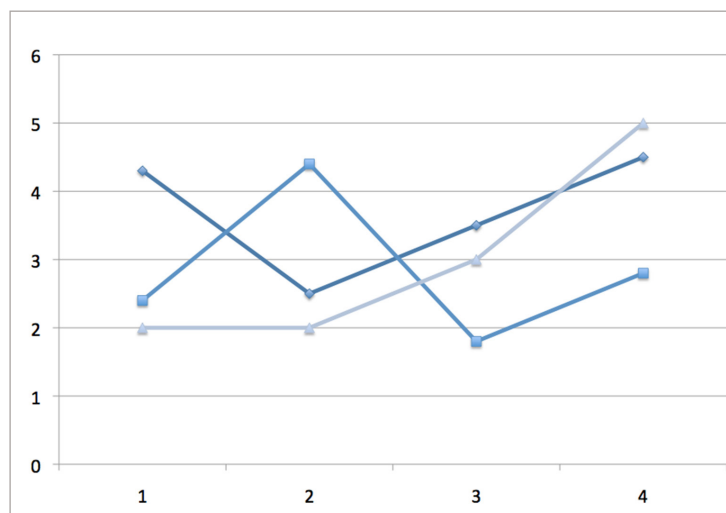
5. The following instructional graphic is an example of a:

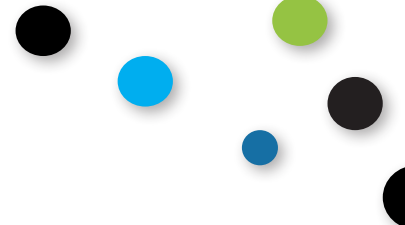
- a. histogram
- b. Gantt chart
- c. pictogram
- d. flow chart



6. The following instructional graphic is an example of a:

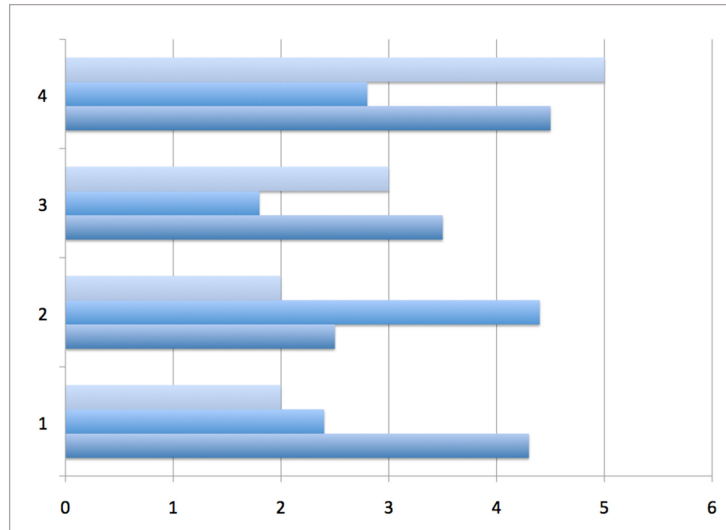
- a. bar chart
- b. line graph
- c. pictogram
- d. Gantt chart





7. The following instructional graphic is an example of a:

- a. Gantt chart
- b. flow chart
- c. pictogram
- d. bar chart



8. In order to guide a reader's eye horizontally through a table one should rule a table:

- a. horizontally
- b. vertically
- c. diagonally
- d. all cells should be ruled

9. The best way to insure that readers know what to focus on in figures are to use:

- a. footnotes
- b. captions
- c. arrows
- d. a feature box

10. The most effective way to integrate graphics is to:

- a. refer to the graphic in the text above the graphic
- b. place the graphic after the introduction
- c. analyse the graphic once the reader has been able to examine it
- d. any of the above





## Questions

1. How are instructional graphics used in oral and written messages?

2. What are the differences between instructional graphics and non-verbal communication?

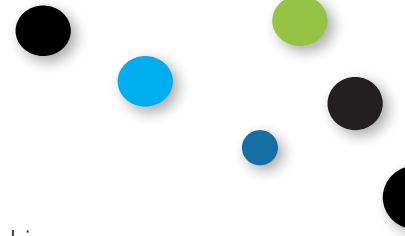
3. Explain what bar graphs, histograms and Gantt charts are.

4. What is the difference between a jagged-line graph and a bar graph?

5. What is a pictogram? How are pictograms used?

6. What role do good visuals play in communication?





7. Describe the elements that have to be taken into account when designing suitable graphics.

8. Explain how bias may be introduced into instructional graphics.



## Activities

### Activity 1

Create a collage of different types of instructional graphics that represents how you see yourself. Write an explanation that describes why you have selected each instructional graphic and what about you each of these graphics represent.

### Activity 2

The following is the results of a fictitious study done about the technology use of young adults ranging between the ages of 18 and 30. The participants were asked two questions:

1. Do you have a normal cellphone or a smartphone?
2. Which one of the following do you use to complete the majority of your computer-based activities:
  - tablet
  - laptop
  - PC

The summary of the results (featured as a percentage of responses) have been compiled in the following table.

Age	Cellphone	Smartphone	Tablet	Laptop	PC
18	60	40	10	50	40
19	55	45	15	42	43
20	50	50	15	40	45
21	45	55	17	48	35
22	40	60	19	51	30
23	35	65	22	55	23
24	30	70	22	57	21
25	25	75	24	59	17
26	20	80	27	63	10
27	15	85	30	65	5
28	10	90	34	61	5
29	5	95	38	60	2
30	1	99	42	57	1

Use the content of the table to create the following graphics:

- a. A jagged-line graph comparing the use of cellphones and smartphones by young adults ranging from 18–30 years of age.



b. A pie chart showing the ownership of split between tablets, laptops and PCs for 25 year olds.



c. A multiple bar chart comparing the ownership split of tablets, laptops and PCs for 18-year-olds, 23-year-olds and 30-year-olds.



d. Use a pictogram to show the growth in ownership of laptops for people between the ages of 21 and 27.



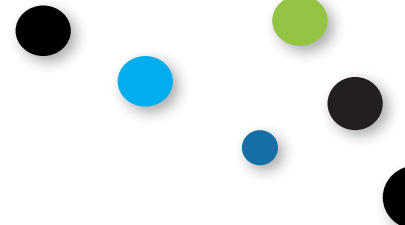
Guidelines for creating graphics from tables can be found at:

- [www.wikihow.com/create-a-graph-in-excel](http://www.wikihow.com/create-a-graph-in-excel)
- <http://office.microsoft.com/en-za/excel-help/create-a-chart-from-start-to-finish-Hpolo342356.aspx>



### Multiple choice questions

1. Which of the following is NOT a characteristic of an oral report?
  - a. investigates a problem
  - b. is informal
  - c. includes a brief statement of the instructions given to the speaker
  - d. an overview of the procedure followed is outlined
2. When the audience considers the speaker to be credible because of the impact of the message being conveyed – this is known as:
  - a. initial credibility
  - b. derived credibility
  - c. terminal credibility
  - d. report credibility
3. Which part of a presentation is generally considered to be its weakest part?
  - a. beginning
  - b. middle
  - c. end
  - d. question section
4. Which of the following is not appropriate for the end of a talk?
  - a. a summary of the main points
  - b. asking a challenging question
  - c. the introduction of a new thought or idea
  - d. a reminder of the importance of the information covered
5. What is meant by the 'body' of the report?
  - a. refers to the information in the report
  - b. refers to the part of the report that comes after the introduction and before the conclusion
  - c. refers to the part at the end of the report
  - d. none of the above



6. Ways in which you can improve your knowledge of the topic of an oral report include:
- a. brainstorming the topic
  - b. researching the topic
  - c. taking notes
  - d. all of the above
7. Cleary offers three kinds of purposes of a report. Which of the following is not a purpose of a report?
- a. inform
  - b. persuade
  - c. entertain
  - d. manipulate
8. The audience's attention can be captured at the beginning by using the following technique:
- a. asking an interesting question
  - b. beginning with an unusual statement
  - c. beginning with a specific problem that the audience can relate to
  - d. any of the above
9. When a well-known entrepreneur announces that he will be running for president in the next election, the most likely approach he would use to persuade you to vote for him would be through:
- a. psychological appeal
  - b. logical appeal
  - c. personal appeal
  - d. none of the above
10. When identifying your audience, you notice that you can use more specific terminology and complicated concepts can be explained briefly. What kind of need does your audience have?
- a. age
  - b. situation
  - c. culture
  - d. specialist



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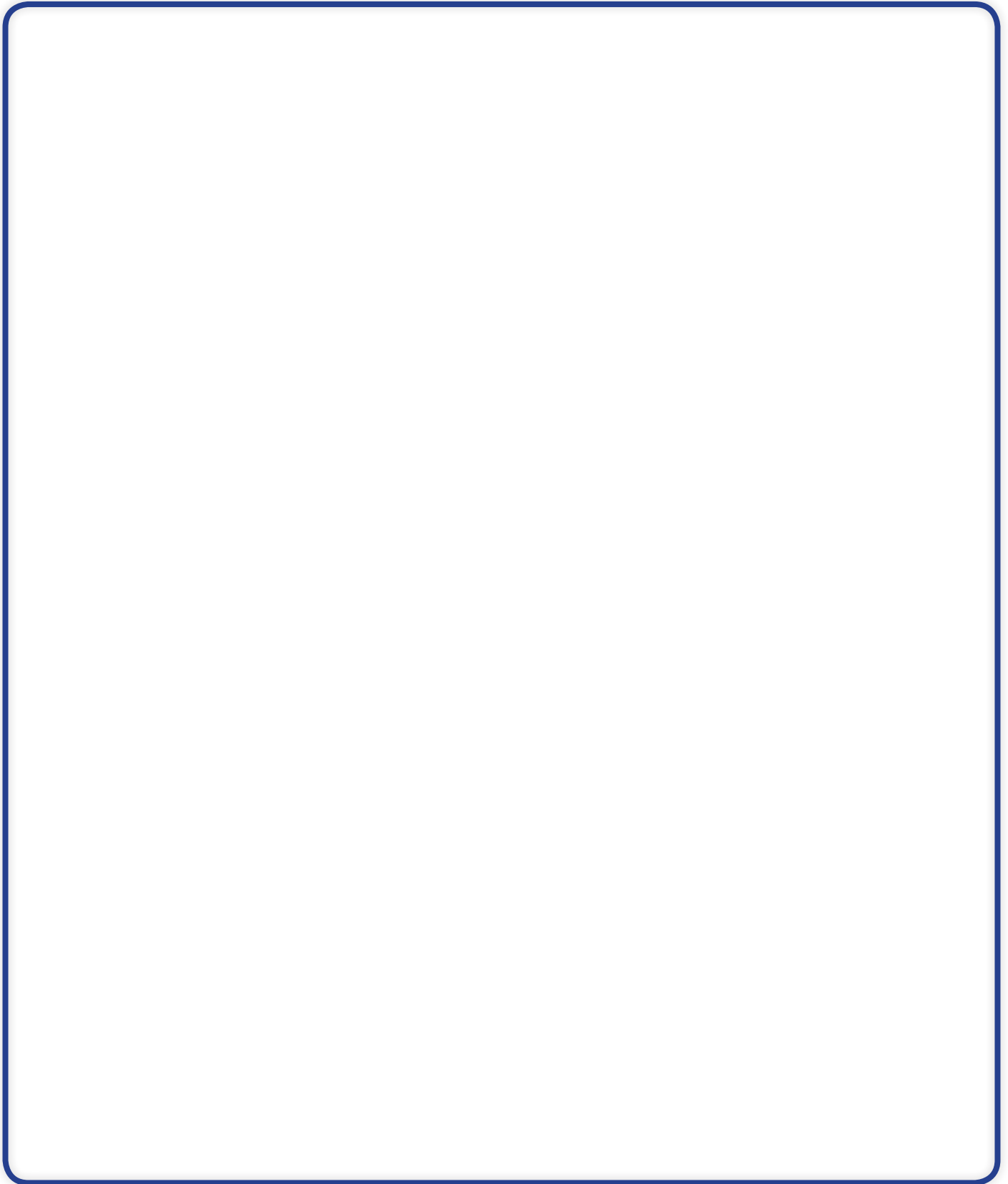
## Question

1. What does credibility refer to when speaking about communicating a message?

2. Explain how a speaker can achieve credibility.



3. Compare the advantages of using posters during a presentation with the advantages of using a white board during the presentation. Identify a scenario that would be best suited for each type of visual aid.

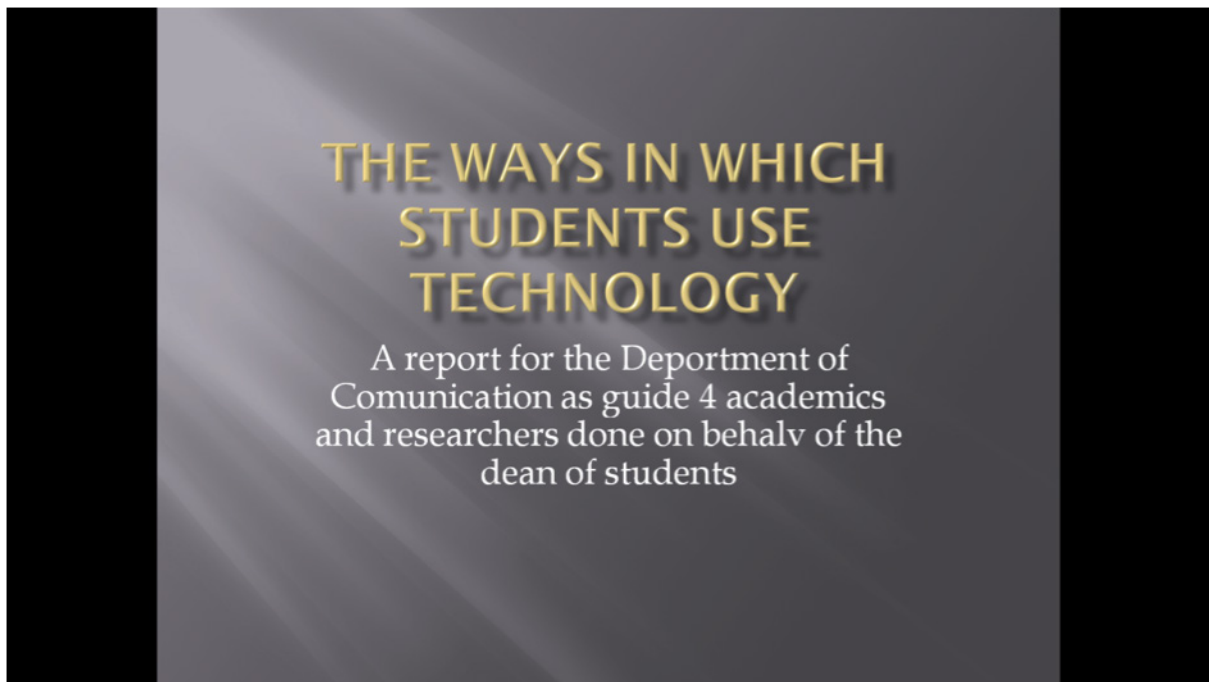


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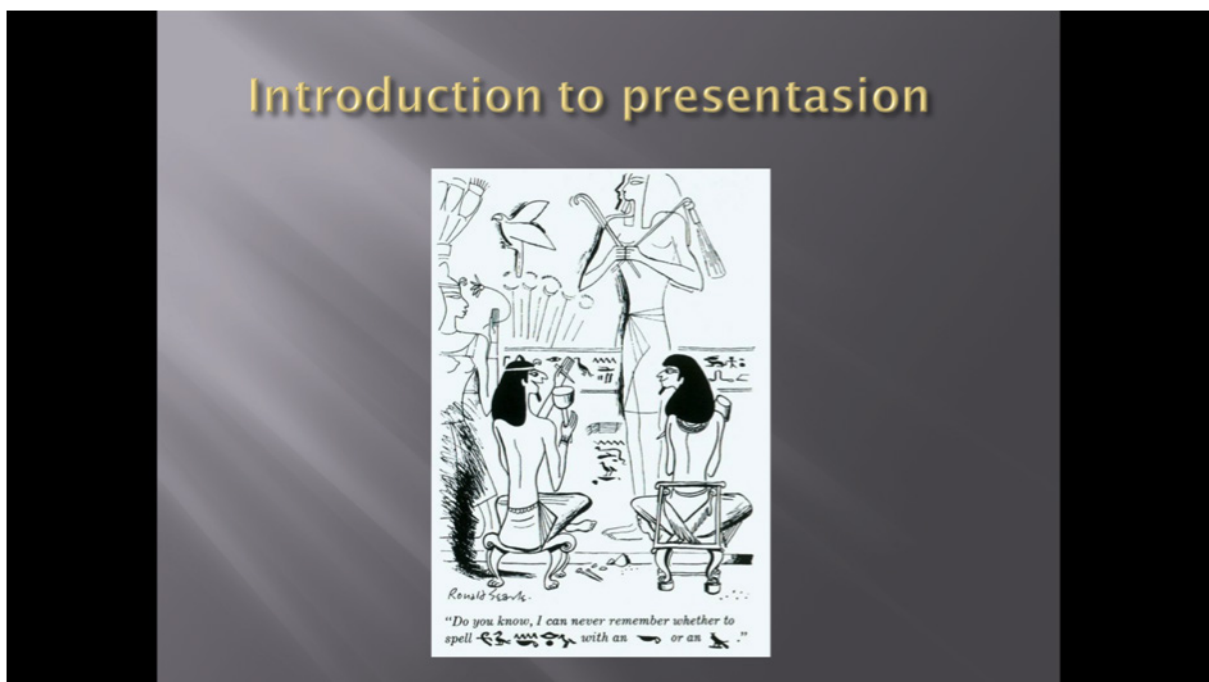


4. Look at the following slides and make suggestions on how they could be improved.

**Slide 4.1**



**Slide 4.2**



Slide 4.3

## Types of tech students use on a daily basis

- ❑ Students who responded to the questionaire reported that they use the following types of tech every day:
- ❑ They listen to the radio while they get dressed in the mornings and get ready to come to class, on their way to class in their cars
- ❑ Other students prefer to listen to their ipods and mp3players on the way to class instead of listening to the radio
- ❑ Some listen to music that they uploaded on their phones while they are comming to class
- ❑ Many studentds reported that they check their facenbook and twitter first thing in the morning even berore they get out of bed!!!!!!

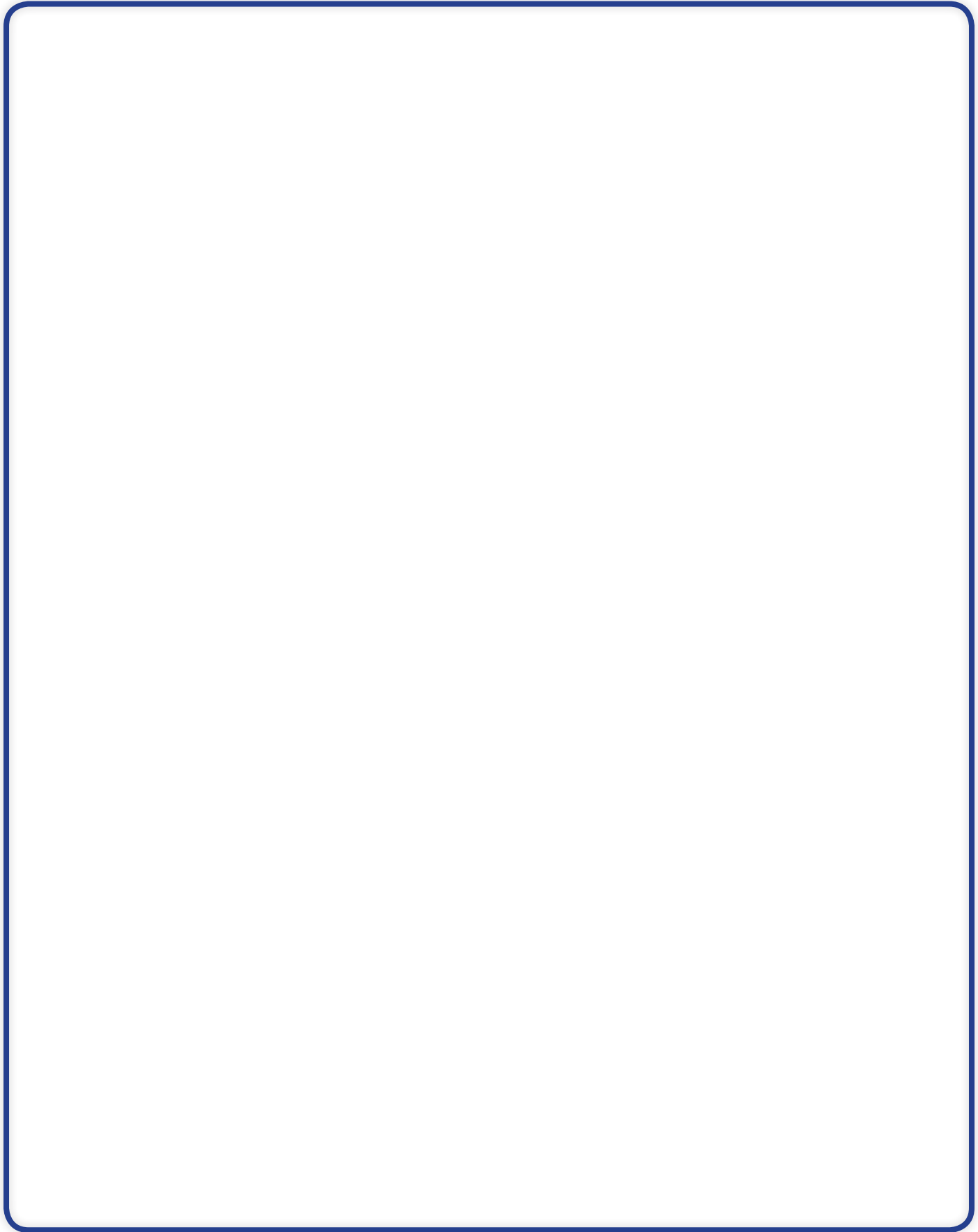
Slide 4.4

## Ownership of technology by students at our institution – a summary

Age	Cellphone	Smartphone	Tablet	Laptop	PC
18	60	40	10	50	40
19	55	45	15	42	43
20	50	50	15	40	45
21	45	55	17	48	35
22	40	60	19	51	30
23	35	65	22	55	23
24	30	70	22	57	21
25	25	75	24	59	17
26	20	80	27	63	10
27	15	85	30	65	5
28	10	90	34	61	5
29	5	95	38	60	2
30	1	99	42	57	1



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## Activities

### Activity 1

Search for YouTube clips of inspirational speakers (eg. Steve Jobs, U.S. President Obama, former South African president Nelson Mandela, former UN Secretary-general Kiofi Annan, etc) and watch how they present their messages to the audience (this may be in the form of a speech or a presentation). Watch for body language, tone of voice, and notice how emphasis is placed on specific, key elements of their presentations.

Using a flip chart page, write a bulleted list of the key points that you noted during the presentation.

### Activity 2

Prepare two mind maps. Both mind maps will deal with the same topic but will be targeted at two different audiences. The topic can be anything you choose.

The first mind map will be for a specialist audience, with in-depth knowledge of the topic. The second mind map will be on the same topic but will be presented to a group of school children.

What is different about these two mind maps? Are they different? Does the content change or does the way in which the content will be delivered change? What kind of language is used in the first mind map, and what kind of language is used in the second one?

### Activity 3

Create a presentation outlining suggestions for a good digital presentation. Make use of the techniques and suggestions in this chapter to create the presentation. Also, include suggestions in the presentation on how best to use digital presentations.

Use any audio-visual aids that you deem appropriate for this activity. Once completed, either present to the class, or record yourself presenting. Request feedback from the class on your presentation skills or watch the recording of your presentation and critique yourself.



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