

COMS 361 – BUSINESS AND PROFESSIONAL COMMUNICATION

SPRING SEMESTER, 2020

STUDY GUIDE FOR UNIT I: OVERVIEW/NECESSARIES

Material from reading by Bass

1. Know whether or not it is true that, although professional presence is **easy to define**, it is recognized **with difficulty** in the people who **possess it**. Know whether or not executives who to establish a **sustainable competitive advantage** are wise to devote attention to **business etiquette**. Know whether or not, according to **Post**, "Manners are a **sensitive awareness** of the **feelings of others**." Know whether or not the **Lett Group** received more than **140 calls each month** from people who needed to hire a **corporate etiquette consultant**. Know whether or not, in short, **professional presence** can be taught and **should be**. Know whether or not you are **at your best** when you value your uniqueness and **take the risk** of allowing others to know the **real "you."** Know whether or not it's best to think of **multiple instructions**, such as "hold your stomach in," and "hold your shoulders back." Know whether or not the **entrance is important** and cannot be **overstated**. Know whether or not research indicates that the **first information** a person sees or learns about another individual is **weighted more heavily** than information received **later**. Know whether or not the first impression a person makes in a business environment involves the **individual's total demeanor**. (p. 057-059)
2. Know whether or not you should **follow** your introductory statement with a **few appropriate comments** about the individuals, such as their length of service in the company or a common interest, to enable them to **begin talking** with one another. Know whether or not successful businesspersons know how to give a **positive handshake**. Know whether or not one should **maintain eye contact** throughout the handshake. Know whether or not you should think of the person you want to honor most, and **mention that person's name first**. Know whether or not the number of rules that have been written for making introductions can **leave us puzzled**. Know whether or not, as Chen points out, customer relationship management is **more than salespeople building relationships**. Know whether or not, on a **business trip**, one should buy and read a copy of the **local newspaper** upon arriving at your destination. Know whether or not you should realize that **feedback** that you are receiving allows you to assess whether or not your message **was understood**. Know whether or not it is true that, while most people speak at the rate of **600 to 1,000 words** per minute, research suggests that listeners can process words at a rate of **175 to 200 words** per minute, or the **other way around**. Know whether or not the **benefits** of communication skills include **using customer feedback** to develop new products and **developing cost savings measures**. Know whether or not you should **pace yourself** so that you are the **last person to finish eating**. Know whether or not you should order food that you like and can eat **easily and neatly**. Know whether or not you should ever ask the host for a suggestion by asking, "**What do you recommend?**" Know whether or not you should select a food item in the **lower price range**. Know whether or not **Brooke Hodges** deliberately **avoids** taking job candidates to lunch to observe their **etiquette, courtesy, and respect for others** during the meal. (p. 059-061)
3. Know whether or not you should be aware of your **posture and demeanor** while entering the room and sitting in view of the audience **before your speech**. Know whether or not experts suggest pausing as soon as you **reach the podium** to look **calmly, pleasantly, and directly** at your audience before beginning to speak. Know whether or not you should **memorize your talk**, not present it **using an outline**, or the **other way around**. Know whether or not **wearing clothes** you have **previously worn** will help you feel more at ease and **less self-conscious**. Know whether or not one should **practice business presentations** before friends and by oneself in front of a **full-length mirror**. Know whether or not, in today's dynamic business environment, we must attempt to examine situations from a **variety of viewpoints**. Know whether or not the **importance of etiquette and professional presence** is such that a course devoted entirely to the subject is **recommended for all**. Know whether or not tips for etiquette must be built upon a **solid foundation** of consideration for the **feelings and well-being of other people**. Know whether or not it would be very **difficult** to incorporate business etiquette training **into business curricula**. Know whether or not successful businesspersons are leaders who have learned--and continue to develop--**traits and skills** that contribute to their ability to **bring out the best** in the people they lead. (p. 061-062)

Material from reading by Granero-Molina

1. Know whether or not, before the surgical procedure takes place, and in accordance with Spanish legislation, it is **compulsory** for informed consent to be **obtained in writing**. Know whether or not **permission and ethical clearance** was sought for this study because it **required patients' participation**. Know whether or not **document analysis** and **tools** targeted at patients' participation would **open new ways of dialogue** among **health institutions, professionals, patients** and **society**. Know whether or not the authors believe the information given to patients before the performance of surgical procedures is **not properly developed**, which could have **serious repercussions** on the decision-making process. Know whether or not **informed consent** is a **free and voluntary act**, thus information adequacy is dependent on **objective and subjective criteria** and needs to be kept **under review**. (p. 797-799)
2. Know whether or not here is a **great deal** of research relating to the accurate implementation of the **SPEAKING model**. Know whether or not the **"setting and scene" element** of the SPEAKING model answers the question of **"who and whom"** and includes participants or those having an **influence** on the communication act. Know whether or not, in the SPEAKING model, the **"act sequence" element** answers the question of **"how"** and relates to the way in which the **communication act takes place**. Know whether or not, according to **Hymes**, speaking a language properly is not only **linked to grammar** but also to a cultural context in which words are used. Know whether or not, in the SPEAKING model, the **"genre" element** answers the question of **"which type of discourse."** (p. 799-800)
3. Know whether or not patients should receive **available information** on the **suitability and complications of, or alternatives to**, the indicated surgical treatment so that they can make a decision **based on their own autonomy**. Know whether or not the text is **full of euphemisms** to allow **indirect explanation** of the procedure. Know whether or not the level of **formality** in the text is **quite low** and the relationship between **participants is distant**. Know whether or not the **shared cognitive context** is completely different with reference to **specific knowledge, cultural level** and **health status**. Know whether or not terms referring **only to the male sex** are quite **frequent** in the General Informed Consent Document. Know whether or not the consent is a **powerful text**, which, theoretically, grants patients the capacity to choose freely whether to **accept or reject the treatment**. Know whether or not a **nurse is present** to witness the informed consent act and to make sure the documents are **included in patient's files**. Know whether or not the **first part** of the consent document gives a detailed account of the **process of consent**, which ends with an explanation about the **way it was obtained**. (p. 800-803)
4. Know whether or not **lexical resources** aim to be adequate for **patients' comprehension**, although some terms are used more specifically in a **surgical context**. Know whether or not the text **assumes implicitly** that patients **fully understand** the complicated technique to be used, and it **exonerates** the health professional and the institution from any **complications or failures**. Know whether or not what appears **relevant** to the recipients of the text is that its terms and general meaning are **clearly understood** so that it will be easier for them to **exercise their rights** when making their decision. Know whether or not, **after surgery**, patients will be **given the informed consent documents** during an outpatient visit or while hospitalized. Know whether or not the text presents a **clear asymmetrical relationship** between the participants in the communication act when **obtaining informed consent**, including the potential recording of the **surgical procedure or tissue removal**. Know whether or not **both of the two standardized documents** come with **non-verbal elements** such as diagrams or images that would make them **easier to understand**. Know whether or not informed consent in the context studied is an **institutional and specialized communication** whereby patients are provided with information about the **suitability** of a surgical procedure. Know whether or not, during **social interaction discourse**, each society follows its own **cultural scripts**. (p. 800-803)
5. Know whether or not **communication asymmetry** occurs because physicians have the advantage of **professional knowledge** in addition to knowing **about health on a personal level**. Know whether or not, in general, **negotiable terms** are **everywhere present**. Know whether or not **linguistic barriers** may arise because at the root of every such act of communication **there is sad news**. Know whether or not patients' **pathological conditions** may hinder the capacity of their understanding **even more**. Know whether or not **both informed consent documents** are written in the **first person** by an **alleged patient**, who states that he or she **agrees** with the indicated surgical procedure. Know whether or not patients feel themselves to be **inferior** owing to their **lack of knowledge and confidence**. Know whether or not, despite the documents being **well structured**, the main aim is focused on **obtaining their consent**. Know whether or not patients

sign a document that is **imprecise** regarding the advantages and disadvantages of the technique and in which the benefits and risks are **not quantified** and are preceded by **qualitatively defined ambiguous terms** relating to various **possibilities**. Know whether or not signing of the documents, except in cases of **emergency**, occurs well **before the operation**, after receiving a **diagnosis** and studying the different **therapeutic options**. (p. 800-803)

6. Know whether or not the **majority** of **claims or complaints** submitted to health institutions are **due to scientific or technical problems** relating to medical, surgical or nursing **professionals**. Know whether or not research shows that patients have an **incorrect understanding** of the information given about their diagnosis and the different **healing alternatives, palliative treatments**, improvement in **symptoms or quality of life**. Know whether or not, in contrast to those with physicians, **nurse-patient relationships are more vertical**. Know whether or not many nurses implement procedures **without ever obtaining** informed consent. Know whether or not informed consent becomes a **right** that interferes with the **quality of the relationship** among the participants. (p. 803-805)

Material from the reading by Lovett et al.

1. Know whether or not, if a business organization is to implement **effective customer service programs**, they must have their employees **acquire a set of skills** that collectively encompass the **business social/interpersonal area**. Know whether or not, in 1992, **Kelley** recommended that business students be taught the art of social/interpersonal skills as **part of the business curriculum**. Know whether or not **Dibsie's** 1990 study showed that 88% of senior-level managers **had flawless manners**. Know whether or not **several recent studies** have shown a **rejuvenation** in business manners. Know whether or not **Schaffer and Kelley** indicated there is **increasing evidence** that recent graduates of business schools **do not possess** the basic etiquette skills that are necessary to succeed in today's business world. Know whether or not **Pearse** identified three fundamental co-words as cornerstones to business success: **consideration, cooperation, and conflict management**. Know whether or not **Casperson** recommends the need to practice power etiquette in order to **increase one's chances** for job promotions within the business administration field. Know whether or not the **importance** of the specific social/interpersonal skill, etiquette, is indicated by the fact that **nearly 50%** of all business transactions are **finalized** during a meal. Know whether or not the value of social/interpersonal skills in the business administration field has been **well demonstrated**. Know whether or not Casperson says that **power etiquette** is the ability to learn and use social skills to transact business with **thoughtful consideration**. (p. 002-003)
2. Know whether or not a **survey** of Bachelor of Business Administration programs offered by the nine universities making up the University of Texas System indicated that **only two institutions** require courses that **indirectly relate** to building social/interpersonal skills in business. Know whether or not the **University of Texas at Tyler** listed three courses including **social/interpersonal skills** in business. Know whether or not the study concluded that current Bachelor of Business Administration program curricula exhibited **significant coverage** of social/interpersonal skills. Know whether or not directly related courses were identified in **only two of the nine** universities surveyed. Know whether or not, in **UTSA's course, AIM 3191**, students interact with **guest speakers** from industry, public accounting organizations, and consulting firms. (p. 003-005)
3. Know whether or not there were **216 completed surveys** from students taking courses leading toward a **Business Administration bachelor's degree** with concentrations in Finance, Management, and Marketing. Know whether or not **81% of the students** felt that social/interpersonal skills or business etiquette **should be included** in their program of study. Know whether or not the **highest rating** for desired element to be included in instruction was **Dining Etiquette (63%)**. Know whether or not **62% of students** indicated that social/interpersonal skills **have been declining**. Know whether or not the **second section** of the survey was divided into **5 areas for 52 questions**. Know whether or not it would seem then that the importance of students **receiving instruction** on etiquette or social/interpersonal skills during their education **is high**. Know whether or not the **authors predict** that the survey will **add insight** to the research on the **social/interpersonal awareness** of students within the School of Business. Know whether or not **92% answered the question correctly** when asked about **handshakes** if a person is introduced to someone, when a person **introduces themselves** to someone else and when a person **says goodbye**. Know whether or not the question that received **only 5% correct answers** was one that concerned **always opening the door** for someone carrying packages, no matter if the people carrying the packages were **male or female**.

Know whether or not the authors say they **might conclude** that current business students have some knowledge of **business dining etiquette**, but not sufficient knowledge to allow students to **interact adequately** when dining with **business associates or clients**. Know whether or not, in the section covering **business lunch behavior**, the question that was missed by the majority of the students, at a **78% rate**, had to do with a **male client or colleague** seating a **female client or colleague** at a business lunch. (p. 005-006)

4. Know whether or not it is indicated in the **Business Introduction section**, that when you introduce a younger person to an older person, you should use **both first and last names** only of the **older person**. Know whether or not the first section of the survey, **Dining Etiquette**, contained three questions that had **less than 30%** of the students answering correctly. Know whether or not the question that most students got correct had to do with **who should pick up the check** when a colleague or client invites the other person to a business lunch. Know whether or not **91% of the students** had correct answers to the question about a person's behavior when **sharing an office** with a co-worker who is **on the telephone**. Know whether or not some people **do not understand** that their answering the telephone and discussing their business loudly and openly in a public setting may be **disturbing to others** dining in the area. Know whether or not the study showed that current Bachelor of Business Administration program **curricula** have **insufficient coverage** of interpersonal/social skills. Know whether or not the authors mean to imply that their **data applies** to business students **across the nation**. Know whether or not the study showed that current **Bachelor of Business Administration** student lack **significant mastery/awareness** regarding **social/interpersonal skills**. Know whether or not **further research** should be conducted to **ascertain national data** as well as **international social/interpersonal skills**. (p. 006-007)