**Strategic Management Communication for Leaders 4e**

**Chapter 8 – Preparing Employment Messages**

1. The first objective of the application letter is to show that you are well qualified for the position for which you are applying.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Purpose

TOPICS: Steps in the Application Process: Drafting and Developing the Application Letter

KEYWORDS: Bloom’s: Knowledge

1. When you review your social media content, you should check for “red flags” but should not worry too much about changing privacy setting because it is unlikely that potential employers will check your social media.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Communication Evolution

TOPICS: Reviewing Your Social Media Content

KEYWORDS: Bloom’s: Comprehension

1. It is best to use social media for personal communication and keep it separate from your professional and employment related communication.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Communication Evolution

TOPICS: Reviewing Your Social Media Content

KEYWORDS: Bloom’s: Comprehension

1. It is important that when performance appraisals are conducted, the results are clearly linked to the rewards.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Consequences

TOPICS: Performance Appraisals

KEYWORDS: Bloom’s: Comprehension

1. Avoid answering practice questions before an interview, as this is likely to make you more nervous.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Communication – BUSPROG: Communication

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Comprehension

1. Approximately 33 percent of executives say that a thank-you note influences their hiring decisions, so it may or may not be worth your time to write one.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 8-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews: Writing the Thank-You or Follow-Up Message

KEYWORDS: Bloom’s: Comprehension

1. When you are being interviewed for a job, it is best to avoid asking the interviewers questions because it will look like you are unprepared.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Comprehension

1. An interview is a competitive communication situation in which the interviewee must show that he or she is a better match and has the best skills compared to other applicants.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Knowledge

1. Performance goals that are specific, difficult and accepted by employees will lead to higher levels of performance than easy, vague goals (such as do your best) or no goals at all.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Performance Appraisals

KEYWORDS: Bloom’s: Knowledge

1. Perhaps the biggest danger of receiving feedback is becoming defensive because doing so might damage our credibility by appearing non-receptive, and it inhibits our ability to listen.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 8-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Performance Appraisals: Receiving Performance Feedback

KEYWORDS: Bloom’s: Comprehension

1. A self-inventory involves listing all of the \_\_\_\_\_\_\_\_\_ you have that may be transferable or applicable in a workplace situation.

a. jobs, internships, and leadership positions

b. knowledge, skills, and abilities

c. skills, experiences, and abilities

d. leadership positions, skills, and experiences

ANS: c PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Steps in the Application Process: Performing the Self-Inventory

KEYWORDS: Bloom’s: Knowledge

1. Why is it important to analyze your audiences, the industry, and the overall job climate before you apply for jobs?

a. If the job market is tight, it is likely that you will have much less leverage in negotiating salary, work location, and benefits.

b. It is important to determine the specific skills for which your audience is looking.

c. The employment process may be extremely competitive.

d. All of the above

ANS: d PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Steps in the Application Process: Analyze Your Audience, the Industry, and the Overall Job Climate

KEYWORDS: Bloom’s: Comprehension

1. All of the following are steps in drafting and developing a résumé, EXCEPT:

a. Choose or create a template.

b. Use bullet list format.

c. Analyze the organization’s needs and culture.

d. Ensure that you have included keywords from the job description.

ANS: c PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Steps in the Application Process: Drafting and Developing a Résumé

KEYWORDS: Bloom’s: Comprehension

1. The interview question, “Tell me about a time when you had to analyze information and provide a recommendation,” may be asked to identify what skill?

a. Adaptability

b. Problem solving

c. Goal setting

d. Communication

ANS: b PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Application

1. Tactics for receiving performance feedback include all of the following, EXCEPT:

a. Disagree politely with feedback you believe is inaccurate.

b. Listen carefully and avoid interrupting the appraiser.

c. Try to understand the appraiser's perspective.

d. Ask for time to reflect, if needed.

ANS: a PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Receiver Reactions

TOPICS: Performance Appraisals

KEYWORDS: Bloom’s: Comprehension

1. When drafting a résumé, you should use a bullet list format that:

a. Begins with an action word

b. Uses parallel structure

c. Includes concrete achievements

d. All of the above

ANS: d PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 8-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Steps in the Application Process: Drafting and Developing a Résumé

KEYWORDS: Bloom’s: Knowledge

1. When providing performance feedback, it is important to \_\_\_\_\_\_\_\_\_.

a. ask for feedback after providing the performance review

b. talk very slowly

c. encourage discussion

d. include all levels of management in the room during the interview

ANS: c PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 8-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Consequences

TOPICS: Performance Appraisals

KEYWORDS: Bloom’s: Knowledge

1. Your primary purposes in a job interview include all of the following, EXCEPT:

a. Convey goodwill by showing your enthusiasm and general likeability.

b. Establish credibility as a professional.

c. Find out the salary for the position.

d. Persuade the interviewer that you are the best person for the job by providing quality evidence of your skills, experience, knowledge, and personal characteristics.

ANS: b PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Comprehension

1. The STAR approach to job interviews is an acronym for:

a. subject, task, action and response

b. situation, task, action and response

c. situation, task, action, and result

d. study, topic, activity and result

ANS: c PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Knowledge

1. The following are all examples of interview questions to avoid in interviews because they may be alleged to show illegal bias, EXCEPT:

a. Do you have a visual, speech, or hearing disability?

b. Are you planning to have a family?

c. What did you dislike about your last job?

d. How many days of work did you miss last year due to illness?

ANS: c PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Personal, Corporate, Legal – DISC: Personal, Corporate, Legal, Ethical Responsibilities

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Comprehension

1. What three categories of information are typically included in a résumé?

ANS: The three categories of information typically included in a résumé are:

* Education
* Work experience
* Organizations, awards, and leaders

However, there are additional categories you may want to include, such as “Career Objective,” which would appear at the top of the résumé before “Education.” Categories included in a résumé also may differ depending on the country. For example, in China personal information is included while in Germany and Spain information about one’s family may also be included.

PTS: 1 DIFF: Moderate QT: Subjective Short Answer

HAS VARIABLES: False LO: 8-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Steps in the Application Process

KEYWORDS: Bloom’s: Comprehension

1. Briefly explain the steps in an application process from the perspective of the employer.

ANS: The steps involved in the application process from the employer perspective include:

* Quickly eliminating candidates who on the surface do not appear to be qualified. This task might be done by a computer program that is searching for keywords found in the job advertisement or description. It might also be done by an assistant who has little knowledge of the job but, like the computer program, has been asked to look for particular keywords or skills. Additional considerations in this process might include eliminating applications that are
* Improperly submitted
* Improperly formatted
* Incomplete
* Poorly written and that include grammatical, punctuation, or spelling errors
* Reviewing the remaining application packages more carefully. This step involves comparing the remaining applicants’ materials to identify who appears to be the best qualified. It is this step that many first-time job applicants may miss. In other words, if you have followed all of the instructions provided in most classes on creating job application messages, you still may not get an interview if you don’t recognize that you are competing with others for a scarce resource, that is, a job.  Therefore, in addition to addressing the qualifications listed in the job description and creating a well-written and professionally formatted employment package, you should also attend to how you might distinguish yourself positively from other applicants.

PTS: 1 DIFF: Moderate QT: Subjective Short Answer

HAS VARIABLES: False LO: 8-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Steps in the Application Process

KEYWORDS: Bloom’s: Comprehension

1. List three of the five steps involved in preparing for a job interview.

ANS: Student responses should include three of the following: 1) Research the organization; 2) Identify your skills, experience, knowledge, and personal characteristics that match those for which the company is looking; 3) Obtain lists of the various types of questions an interviewer might ask you; 4) Practice answering the interview questions you have gathered; and 5) Prepare questions to ask the interviewer about the job and the company.

PTS: 1 DIFF: Moderate QT: Subjective Short Answer

HAS VARIABLES: False LO: 8-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Job Interviews

KEYWORDS: Bloom’s: Comprehension

1. Discuss how to successfully provide performance feedback while limiting potential conflict that could arise.

ANS: To provide performance feedback, you should:

* **Encourage discussion**. Research studies show that employees are likely to feel more satisfied with their appraisal result if they have the chance to talk freely and discuss their performance. It is also more likely that such employees will be better able to meet future performance goals. Employees are also more likely to feel that the appraisal process is fair if they are given a chance to talk about their performance. This is especially so when employees are permitted to challenge and appeal their evaluation.
* **Be constructive.** It is very important that employees recognize that negative appraisal feedback is provided with a constructive intention, that is, to help them overcome present difficulties and to improve their future performance. Employees will be less anxious about criticism and more likely to find it useful when they believe that the appraiser’s intentions are helpful and constructive. In contrast, other studies have reported that “destructive criticism”— which is vague, ill-informed, unfair, or harshly presented—will lead to such problems as anger, resentment, tension, and workplace conflict, as well as increased resistance to improvement, denial of problems, and poorer performance.
* **Set performance goals**. It has been shown in numerous studies that setting goals is an important element in employee motivation. Goals can stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work. The usefulness of goals as a stimulus to human motivation is one of the best-supported theories in management. It is also quite clear that goals that are “specific, difficult and accepted by employees will lead to higher levels of performance than easy, vague goals (such as do your best) or no goals at all.”
* **Maintain credibility.** It is important that the appraiser be well informed and credible. Appraisers should feel comfortable with the techniques of appraisal and should be knowledgeable about the employee’s job and performance. When these conditions exist, employees are more likely to view the appraisal process as accurate and fair. They also express more acceptance of the appraiser’s feedback and a greater willingness to change.

Avoid conflict by:

* **Self-auditing**. Appraisers should not confront employees directly with criticism. Rather, they should aim to let the evidence of poor performance emerge “naturally” during the course of the appraisal interview. This is done by way of open-ended questioning techniques that encourage employees to identify their own performance problems.
* **Ownership of problems.** Perhaps the most powerful aspect of the self- auditing process is that employees are generally more willing to accept personal “ownership” of problems that have been self-identified. This sense of ownership provides an effective basis for stimulating change and development.

PTS: 1 DIFF: Moderate QT: Essay

HAS VARIABLES: False LO: 8-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Performance Appraisals

KEYWORDS: Bloom’s: Comprehension

1. Imagine you are applying for your dream job.  Discuss the steps you would take for each social media platform to review your content and ensure that it is appropriate.

ANS: Student responses will vary. Students should incorporate the tips from the text into their answers:

* **Know the red flags.** Certain issues are likely to create a question in an employer’s mind about you as an employee. These include provocative photographs, inappropriate remarks, illegal activities, discriminatory or insensitive language, and negative comments. Remember to dig deep: With Facebook’s recent switch to timeline profiles, users can quickly search a few years back with the click of a button.
* **Change your settings.** If your accounts aren’t set up to be private, now’s the time to make that switch.
* **Use Facebook as a mini resume**. Consider using your Facebook as a way to highlight your skills and abilities, particularly those that are attractive to potential employers. Likewise, eliminate anything that reflects poorly on you—even complaints about homework.
* **Get rid of “text speak.”** Consider eliminating the use of numbers instead of words and extra letters and check for proper punctuation. Employers may use your posts as an indicator of your writing ability or the care that is taken when writing and doing other tasks.

PTS: 1 DIFF: Challenging QT: Essay

HAS VARIABLES: False LO: 8-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Communication Evolution

TOPICS: Reviewing Your Social Media Content

KEYWORDS: Bloom’s: Application