

CHAPTER 2

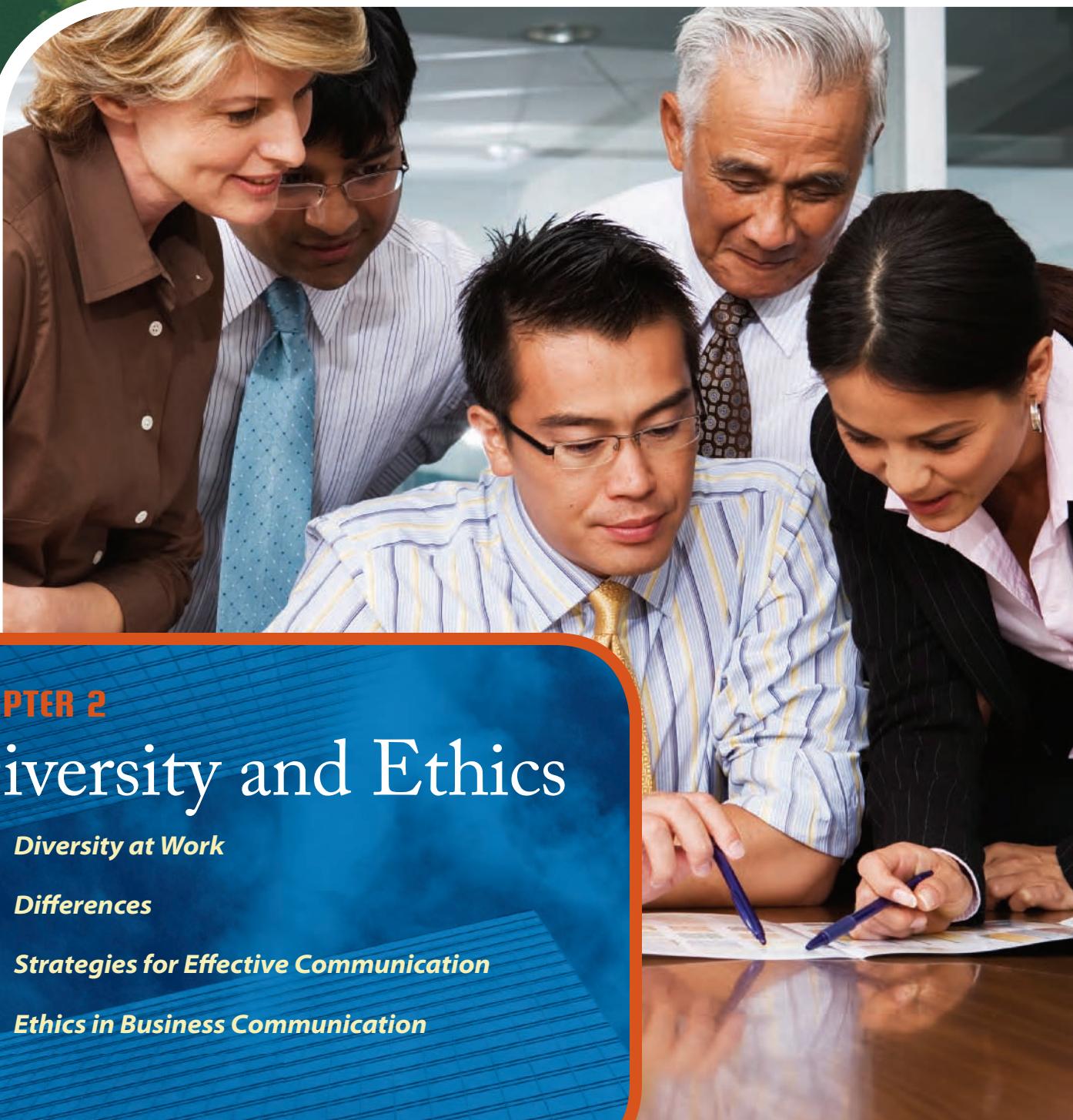
Diversity and Ethics

2.1 *Diversity at Work*

2.2 *Differences*

2.3 *Strategies for Effective Communication*

2.4 *Ethics in Business Communication*



Succeeding in a Global Business

The company where Anita Boaz works has recently been acquired by a German company. Anita has a new supervisor, Hans Dortmann, who moved to the area from Germany.

Anita's first meeting with Mr. Dortmann was set for Friday, which is casual dress day at the office. Anita chose some nice slacks to wear instead of jeans. Traffic was unusually heavy, and Anita was a few minutes late for the meeting. The door to the meeting room was closed when Anita arrived. She knocked once and went in. Mr. Dortmann and the other executives, who were all dressed in business suits, were sitting at the conference table. Anita reached out her hand to Mr. Dortmann and said with a smile, "Good Morning, Hans. I'm Anita Boaz. It's good to meet you."

Mr. Dortmann rose hesitantly, then responded with a brief greeting and sat down. Anita was baffled by his chilly reaction. Then she decided that maybe he was not used to working with women at the management level. She came away thinking Mr. Dortmann and the other executives were very cool and unfriendly.

Anita decided to do some research about business customs in Germany. From her research, she learned that business executives in Germany tend to have a high regard for authority and structure. They typically greet each other formally. They tend to separate business and leisure activities. With her new understanding of German business customs, Anita was better able to understand Mr. Dortmann's behavior. She began to interact with Mr. Dortmann in a more formal manner. Over time, she and Mr. Dortmann developed a cooperative and respectful working relationship.

Questions

1. What communication barriers existed between Anita and Mr. Dortmann? Did Anita do the right thing to overcome those barriers? Explain.
2. How might Anita and her new supervisor benefit from their differences? What must they do to recognize and learn from each other's strengths?

2.1

Diversity at Work

OBJECTIVES

After completing Section 2.1, you should be able to:

1. Define *diversity* and identify its benefits and challenges in the workplace.
2. Discuss the diversity of the U.S. population and workforce.
3. Discuss how globalization affects the workforce.

Key Point

A diverse workforce makes companies better able to meet the needs of customers.

A diverse workforce can help a company understand its customers' needs.

Overview of Diversity

Diversity refers to the presence of a wide range of variation in qualities or attributes of people or things. People in the United States live and work in a diverse society. Coworkers, customers, and business associates come from different backgrounds. They may have different customs, values, manners, beliefs, and languages. A company in the United States may be owned by a company based in Europe or Asia. Some fellow employees may have been transferred from company headquarters in London or Taipei. Coworkers or customers may have immigrated to the United States in recent decades.

Wherever people are from, they have unique backgrounds and personalities. They have their own ideas about how things should be done. Accommodating and benefiting from the diversity of employees and customers is one of the greatest challenges in the workplace today.

Diversity Benefits

A diverse workforce makes employers better able to meet the needs of growing global markets and an increasingly diverse U.S. population. Having a diverse workforce enhances the reputation of a company. It also helps the company attract talented employees and keep customers. Diverse work groups may be more creative and innovative than groups that are not diverse.

DIGITAL VISION/GETTY IMAGES



Figure 2-1 Diversity refers to qualities or attributes of people.

TERMS RELATED TO DIVERSITY	
Race	The division of people into groups based on physical characteristics, such as skin or hair color
Ethnicity	The division of people into groups that share a common ancestry, history, or culture
Culture	A set of beliefs, attitudes, practices, and social customs that distinguishes a group of people
Inclusion	Seeing and valuing the contributions of everyone in a workplace and treating everyone fairly

Traditional definitions of diversity have centered on race, gender, age, and disability. Today diversity has a broader definition—one that includes differences in ethnicity, culture, background, and personality. Figure 2-1 defines several terms related to diversity.

Diversity Challenges

Companies have found that lack of attention to diversity issues can be costly. Employees who believe that their employer is indifferent or is hostile to workers “like them” may seek jobs elsewhere. Companies that do not have a diverse workforce may not understand what a diverse group of customers wants or needs. This lack can result in missed opportunities for new markets and loss of customers. Failing to recognize workers’ differences and needs can result in lower productivity and low morale. Claims of discrimination may be made by workers who think they are receiving unfair treatment.

Ethics

Discriminating against workers because of their gender, age, or ethnicity is unethical.

Diversity

To succeed at work you need to be able to get along with many different kinds of people. The inability to work with others is a common reason employees are fired.

check point 1

1. What is the definition of *diversity*?
2. What are some benefits of having a diverse workforce?
3. What are some challenges related to diversity in the workplace?

Check your answers in Appendix C.

Diversity Trends

The United States is more culturally diverse than ever before, partly because of a rise in immigration. According to the Center for Immigration Studies, the 1990s saw more immigration than any other period in American history.¹ States such as Florida, Texas, and California have traditionally had large immigrant populations. Today, immigrants settle in many states. Many cities now have a large number of immigrant residents.²

Population Predictions

The U.S. Census Bureau makes several predictions for the future of a diverse U.S. population. According to these population projections, the following trends will occur:

- The country's population will continue to grow, increasing to 419.9 million in 2050.
- The nation's Hispanic and Asian populations will triple over the next half century.
- Non-Hispanic whites will represent about one-half of the total population by 2050.
- The black population will rise to 61.4 million in 2050, an increase of about 26 million.
- The country's population will become older. By 2030, about one in five people will be 65 or older.
- The female population will continue to outnumber the male population, having 213.4 million females and 206.5 million males by mid-century.³

Key Point

The Hispanic and Asian populations in the United States are predicted to triple over the next half century.

The Diverse Workforce

Today's workforce reflects the recent changes in the nation's population. The civilian labor force is already more diverse than it was when your parents took their first jobs. The following projections from the *Monthly Labor Review* show that the U.S. workforce will become even more diverse.

- By 2012, the number of persons working or looking for work is expected to reach 162.3 million.
- Women will make up close to half the labor force.

¹"Where Immigrants Live," Center for Immigration Studies, accessed February 26, 2008, available from http://www.cis.org/articles/2003/back1_203.html.

²Audrey Singer, "The Rise of New Immigrant Gateways," Center on Urban and Metropolitan Policy, The Brookings Institution, accessed February 28, 2008, available from www.brookings.edu/urban/pubs/20040301_gateways.pdf.

³"More Diversity, Slower Growth," U.S. Census Bureau News, accessed February 26, 2008, available from <http://www.census.gov/Press-Release/www/releases/archives/population/001720.html>.

- White non-Hispanics will continue to make up about 66 percent of the labor force.
- More than 30 percent of the workforce will consist of African-American, Latino, and Asian-American people. By 2012, nearly one in three workers will belong to one of those groups.
- Older workers make up a large part of the labor force. Workers 55 and older will compose 19.1 percent of the labor force in 2012, up from 14.3 percent in 2002.⁴

check
point
2

1. Is the U.S. population becoming more or less diverse?
2. Does the United States have more male or female citizens?
3. By 2012, African-American, Latino, and Asian-American people will make up about what percentage of the U.S. workforce?
4. Is the U.S. workforce as a whole getting younger or older?

Check your answers in Appendix C.

The World as a Global Workplace

Globalization is the integration of activities among nations in areas such as commerce and culture. Improved communication technologies make doing business globally easier and cheaper than ever before. Favorable trade agreements, such as the North American Free Trade Agreement (NAFTA), also improve trade among countries.

Globalization affects the workforce in many ways. When applying for a job, individuals may have to compete with job candidates from around the world. This can be an advantage to companies, as it may give them a larger group of qualified candidates. However, it may make getting a job harder for some people. Once on the job, there is a good chance employees will interact



Globalization makes understanding other cultures important for business success.

⁴Mitra Toossi, "Labor Force Projections to 2012: The Graying of the U.S. Workforce," *Monthly Labor Review* (February 2004), accessed February 28, 2008, available from <http://www.bls.gov/opub/mlr/2004/02/art3full.pdf>.

OCCUPATIONAL SUCCESS



Work/Life Balance

The U.S. workforce has become very diverse. Women make up about half of the workforce. There are more families with two working parents than in the past. Single-parent families are also on the rise. Many of the activities once handled by a nonworking parent must now be handled by a working parent.

The term *work/life balance* describes the need workers have to balance work with other aspects of life. Different careers make different demands on workers and their families. Some jobs may require much travel, overtime, or a long commute. These conditions reduce time available to spend with family or for taking part in other activities. In many jobs, taking time off to care for a sick child or for other personal needs is not an option.

When employees do not have enough time to take care of their personal matters, they bring stress to the workplace and may be less productive. Many companies address this problem by creating a workplace that is supportive of workers' needs. For example, some companies have childcare facilities on-site. Other companies create positions with flexible work hours. More companies are also providing benefits for part-time workers.

When choosing a career, consider how your choice will affect all aspects of your life. When choosing an employer, consider whether the company fits your needs as well as whether you fit the needs of the company.



Diversity

Millions of U.S. employees work for foreign multinational companies doing business in the United States.

with coworkers and customers from other countries. This situation may require that employees be trained in dealing with people from other cultures. It may also require companies to have employees who speak several languages.

Some employees work for a **multinational company**—a company that conducts business in at least two nations. PepsiCo, for example, is headquartered in Purchase, New York. PepsiCo brands are available in nearly 200 countries. Other successful multinational companies include Disney, Microsoft, and Sony. Employees of multinational companies may be asked to move to a different country to continue working for the company.

Some companies move all or part of their operations to foreign countries to take advantage of favorable conditions, such as lower labor costs or better-trained workers. This often means that workers in the home country lose their jobs. However, new job opportunities may be created as companies from foreign countries move all or part of their operations to the workers' home country.

Section 2.1 ***Applications***

A. Globalization

Write a paragraph that discusses how globalization affects U.S. workers. Address these questions:

- How might globalization affect people who are looking for jobs?
- How might globalization affect workers on the job?
- How might globalization affect employees of multinational companies?

B. Diversity in Your State

The U.S. Census Bureau provides information on population diversity. Learn about the diverse population of the country and your state.

1. Access the Internet and the Web site for this textbook. On the Links list, select the link for USA QuickFacts.
2. Select the name of your state from the drop-down list or click your state on the map. The table that appears shows data for your state and the entire country.
3. Answer the following questions about the population. (If you do not have access to the Internet, open the *Word* file *CH02 USA QuickFacts* from the student data files. Answer the questions using data for the entire country.)
 - For what year or years are the census data shown?
 - What is the population estimate for your state? for the country?
 - What percentage of the population of your state is female? How does this number compare to the percentage for the entire country?
 - Black persons make up what percentage of the population of your state? of the country?
 - Persons of Hispanic origin make up what percentage of the population of your state? of the country?
 - Persons of Asian origin make up what percentage of the population of your state? of the country?
 - Persons of your race and/or ethnicity make up what percentage of the population of your state? of the country?



INTERNET



REAL WORLD

2.2 Differences

OBJECTIVES

After completing Section 2.2, you should be able to:

1. Describe examples of differences among cultures.
2. Explain the importance of respecting customs and practicing etiquette.

Key Point

Cultural differences can be communication barriers.

Cultural Differences

People from cultures different from your own are likely to have different values. They are likely to make different assumptions than you do. For example, a medical assistant explaining a procedure to a patient may assume that when the patient nods and smiles, the patient understands. In some cultures, however, nodding and smiling is a way of showing respect. It does not indicate understanding. Consider another example: A person who recently emigrated from a country where police are brutal and corrupt is likely to react with suspicion and fear to police officers in the United States.

To communicate effectively, you must recognize barriers to communication. Cultural differences can be communication barriers. They can prevent or hinder an effective exchange of ideas or information. All people want to feel they are valued, respected, and understood. The challenge is knowing what words or actions will be seen as respectful and helpful.

Language

Language is a common communication barrier. Though English is widely spoken across the globe, it is the native language of only a handful of countries. In the 2000 U.S. census, after English and Spanish, Chinese was the language most commonly spoken at home followed by French and German. Nearly 11 million people indicated that they did not speak English well or did not speak English at all.⁵

Although English is studied widely outside the United States, many people do not speak the language well or at all. Some of the most widely spoken languages in the world include Mandarin Chinese, Spanish, English, Arabic, Hindi, Portuguese, Bengali, Russian, Japanese, and German.⁶

Some of your fellow employees, clients, and business associates may not speak English or may not speak it well. Even within the same language, accents and the use of different words for the same ideas can make speech difficult to understand, especially when the speaker is talking rapidly.

⁵Hyon B. Shin and Rosalind Bruno, "Language Use and English-Speaking Ability: 2000," Census 2000 Brief, accessed February 28, 2008, available from <http://www.census.gov/prod/2003pubs/c2kbr-29.pdf>.

⁶Matt Rosenberg, "Most Popular Languages," About.com: Geography, accessed February 28, 2008, available from <http://geography.about.com/od/culturalgeography/a/10languages.htm>.

Body Language

Body language can be a barrier to communication. The facial expressions, gestures, or postures that accompany a person's words often have greater meaning than the words themselves. In addition, the less people understand English, the more they rely on body language.

Do not assume that people from different cultures know and use the same nonverbal symbols that you do. The *OK* gesture used in the United States would likely be perceived as poor manners by someone from France, where it signifies *worthless* or *zero*. In other countries, the OK sign represents an obscene comment. Here are several more examples:

- In many countries and religions, people consider the feet unclean. If you touch someone with your foot, apologize. Do not cross your feet at the ankles. Doing so displays the soles of your feet, which is considered rude.
- The way people indicate yes and no differs significantly in various cultures. To say yes, a Greek may tilt his or her head to either side. To say no, the person may nod upward slightly or just lift his or her eyebrows.
- You may think that greeting people would be a simple procedure. How hard can it be to smile, look pleasant, and shake hands? In fact, people from various cultures have their own ideas about the proper way to greet others. A smile can show displeasure, embarrassment, or other feelings depending on the place and situation.
- Americans tend to maintain steady eye contact while talking. In many other cultures, less eye contact is considered more respectful.

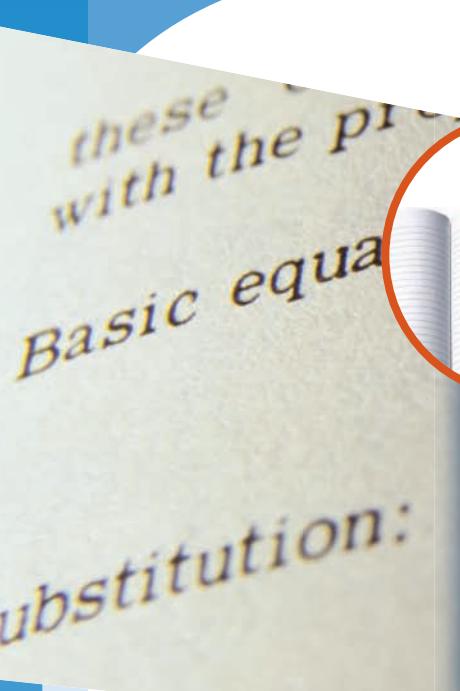
Diversity

Nonverbal symbols can mean different things in different cultures.



STOCKBYTE/GETTY IMAGES

Greeting colleagues appropriately is important.



READING SKILLS

Building Vocabulary

Your vocabulary is the words and terms you recognize and understand. When you are reading, look up words that you do not understand. Building your vocabulary will help improve your reading speed and comprehension.

In this chapter, you are learning about the importance of diversity in the workplace. Some companies are so committed to having a diverse workforce that they have a diversity director. This position may also be called *EEO (Equal Employment Opportunity) officer* or *affirmative action coordinator*.

Open the *Word* file *CH02 Reading* from the student data files. This file contains material from the *Occupational Outlook Handbook*. Read the job description, which includes EEO officer. Several words and terms in the job description are underlined. Using a dictionary, the Internet, or the information in the document, write definitions for each of the ten words or terms.

Personal Space

Key Point

Moving into someone's personal space may make that person uncomfortable.

Personal space is the area near a person within which other people should not intrude. The amount of personal space with which people are comfortable varies depending on individual preference and cultural background. Most Americans appreciate personal space of 18 inches to 4 feet.

Moving into someone's personal space may make that person uncomfortable. In some cultures, though, people are at ease with less personal space. They may be insulted if an American steps back to create more space.

check point 3

1. What are three differences in culture that may be barriers to communication?
2. Give two examples of body language that may have different meanings in different cultures.

Check your answers in Appendix C.

Customs and Etiquette

Etiquette is a set of rules of behavior for a particular place or situation.

Customs (beliefs, traditions, and practices of a group of people) and etiquette vary from country to country and culture to culture. The following examples highlight some differences.

- Americans are accustomed to business meetings starting on time. In some countries, punctuality is less important. When invited to meetings in these countries, Americans should arrive on time and be prepared to wait graciously.
- Americans are casual with business cards. In other countries, such as China and Japan, business cards are taken very seriously. They are presented with care, read carefully, and not immediately put away.
- Proper attire matters. In Saudi Arabia, for example, American women can show their respect for local customs by dressing conservatively, with high necklines, long sleeves, and skirts well below the knee.

Your job may involve working with someone from another country or culture. When this is the case, do research to learn the appropriate etiquette to follow. Show respect for other people and their cultures. Remember, however, that things you read about a group of people may not apply to every person in that group. Pay attention to individuals and listen to what they say. Observe what they do, and ask questions when you do not understand comments or actions.

In some cases, discomfort in dealing with others arises from a stereotype. A **stereotype** is an oversimplified belief about a group of people. For example, thinking of older people as unable to adapt to change is a stereotype. Stereotypes lead to judging people as members of a group rather than as individuals.

A related problem is prejudice. **Prejudice** is a bias that prevents objective thought about a person or thing. Prejudice can hinder communication. Remember that although people within a group may share some characteristics, each person is unique in personality, experience, ability, and life situation.

Key Point

Stereotypes lead to judging people as members of a group rather than as individuals.

check point 4

1. What is *etiquette*? Why is following proper etiquette important?
2. What is a stereotype? What is prejudice? How can both hinder communication?

Check your answers in Appendix C.

Section 2.2 *Applications*



CRITICAL
THINKING

A. *Stereotypes*

"All teenagers are trouble-makers!" "What do kids know?" These two statements reflect stereotypes related to a person's age.

1. Describe a situation in which a person allowed a stereotype related to age to affect something that was said or done. The situation can be a real one you have witnessed or one you have read about or seen on TV.
2. Explain how the stereotype hindered the communication process.
3. Explain how the communication could have been handled differently to avoid using stereotypes.

B. *World Languages*

English is studied widely outside the United States; however, many people do not speak English well or at all. Some of the most widely spoken languages in the world are listed in the table below. These are approximate numbers for first-language speakers for that language.

LANGUAGE	SPEAKERS (In Millions)
Mandarin Chinese	882
Spanish	325
English	312 to 380
Arabic	206 to 422
Hindi	181
Portuguese	178
Bengali	173
Russian	146
Japanese	128
German	96

Source: Matt Rosenberg, "Most Popular Languages," About.com: Geography, accessed February 28, 2008, available from <http://geography.about.com/od/culturalgeography/a/10languages.htm>.

1. Use spreadsheet or presentation software to create a column chart that compares the number of people (from the table above) who speak each language.
2. Use **COMPARISON OF POPULAR LANGUAGES** as the chart title. Use **Speakers in Millions** as the chart subtitle.
3. For languages that have a range for the number, use the lowest number. Add data labels to show the value for each column.

2.3 Strategies for Effective Communication

Professional Attitude

In a diverse world, effective communication at work begins with having a professional attitude. Having a professional attitude reduces barriers to communicating with others. Figure 2-2 lists traits of a person who has a professional attitude.

Consider this example: Louise is a bookkeeper in a social service agency. She is 71 years old. All the other employees are less than 30 years old. Many of their attitudes about work, beliefs, and ideas are different from Louise's. When Louise was hired, most of the employees had not worked with an older person before. "At first," Louise says, "they didn't know what to expect. Then they got to know me." Louise has never had problems working with the younger employees. "They respect me, talk to me, and ask questions. They like that an older person respects their points of view. They like to be treated as equals. I have to understand their points of view even though I might not think they are valid. I listen to them and try to understand the way they think and feel."

Not being offended easily is one of the most important aspects of having a professional attitude. If a coworker says something that sounds offensive, stop and think. Was the offense intentional? Did you understand the remark correctly? How often has someone interpreted something you said differently than you intended? Is it possible that could be the case here, too?

Figure 2-2 Professional attitude helps avoid communication barriers.

INDICATORS OF A PROFESSIONAL ATTITUDE
A person who has a professional attitude: <ul style="list-style-type: none">• Refrains from making judgments about others• Keeps an open mind• Does not make assumptions or jump to conclusions• Keeps emotions in check• Is slow to take offense• Gives others the benefit of the doubt

OBJECTIVES

After completing Section 2.3, you should be able to:

1. Describe traits and actions that indicate a person has a professional attitude.
2. Describe strategies for speaking and corresponding successfully with people from other cultures.

check
point
5

1. What traits and actions indicate that a person has a professional attitude?
2. How can having a professional attitude help you communicate successfully?

Check your answers in Appendix C.

Cross-Cultural Communication

Cross-cultural communication occurs when people from different cultures share messages verbally, nonverbally, or in writing. Because the individuals do not belong to the same culture, they often do not share the same language. Their values, beliefs, customs, or assumptions about what is and is not proper may also differ. Those differences add challenges to the process of communicating.

Learning

Key ► Point

The Internet, books, and magazines are good sources of information about people of other cultures.

If you work with people from other cultures, spend time learning about those cultures. Use Internet sources, read books and magazines, and see foreign movies. Visit ethnic neighborhoods. Enroll in diversity training or other diversity-related programs offered by your employer. Take every opportunity to talk to people from those cultures. Often, you will find that they appreciate your interest and will be glad to tell you about themselves and their backgrounds.

Be aware of a culture's forms of nonverbal communication. Recognize that even seemingly harmless gestures such as a smile or a nod may send a message other than what you intend.

Language

Because most Americans do not speak a language other than English, the first barrier to cross-cultural communication is often language. Some companies offer foreign-language courses for their employees. Language classes are also available at colleges. Merely learning how to greet someone and to say good-bye, along with a few polite expressions, such as *please* and *thank you*, can open the door to good relations with people from other cultures.

When sharing messages with people from other cultures, keep your language simple and to the point. Use simple vocabulary (*help* instead of *facilitate*, for example). Slow down a little if you normally speak quickly. Speak clearly and pronounce words carefully. Keep sentences short.

Avoid acronyms and other abbreviations, as well as idioms, slang, and jargon. Acronyms are shortened forms of words or expressions typically formed from the first letter of each word. For example, the medical acronym *APGAR* stands for *activity, pulse, grimace, appearance, and respiratory effort*. This is a test used to assess a newborn infant's health.

Idioms are expressions that cannot be understood from simply reading the words that make them up. The expression *get your feet wet* is an example. It does not mean literally to get wet feet, but rather to gain a little experience at something. Slang is a word or expression that is not considered standard language. Slang words and terms are often understood only by people in a particular group or geographic region. Idioms and slang can be very confusing to people from other cultures.

Jargon is technical language used in a particular kind of work. *Acute myocardial infarction* (heart attack) and *toxic tort* (an injury resulting from exposure to a toxic substance) are examples of jargon. If you must use jargon, make sure the person with whom you are communicating understands it.

Guidelines for Cross-Cultural Communication

The following guidelines will help you be successful when speaking and corresponding with people from other cultures.

- Remember not to make assumptions. Statements you have read about a culture may not be true of the particular person with whom

Diversity

Acronyms, idioms, slang, and jargon may be difficult for people of other cultures to understand.

Key Point

Statements you have read about a culture may not be true of the particular person with whom you are dealing.

When talking with people from other cultures, keep your language simple and to the point.

PHOTODISCGETTY IMAGES



Key Point

With people whose cultures are more formal than yours, adapt your style to theirs.

you are dealing. For example, do not assume that a person from Puerto Rico shares the same cultural background as a person from Mexico just because both are Latino. Use your knowledge of culture as a general guide and deal with individuals.

- Be adaptable. American communication tends to be informal and direct. With people whose cultures are more formal, adapt your style to theirs.
- Avoid politics, religion, and other potentially sensitive topics. Remember that not everyone celebrates U.S. holidays, such as Thanksgiving and Independence Day. Similarly, Christmas and Easter are Christian holidays that not everyone observes.
- Be careful about using humor. A joke may seem funny to you, but it may seem senseless or, worse, offensive to your readers or listeners.
- Maintain personal contact. In some cultures, people tend to prefer face-to-face communication. When possible, meet in person. If distance is a barrier, talk by phone and arrange an occasional videoconference.
- Listen actively. Focus on what the speaker is saying. Carefully observe his or her body language for additional cues.
- Use visual aids. When language is a barrier, a sketch or drawing can be helpful. Sometimes it helps to write down a difficult word. The person's understanding of written English may be greater than his or her understanding of spoken English.

Use patience, sensitivity, understanding, and tolerance when communicating with people from other cultures. Do not correct people's English unless they have asked you to do so. Though your intentions are good, correcting someone's speech can be viewed as snobbish. Remember not to talk down to people who do not speak your language fluently. Instead, think of new ways to communicate that help you and your listener understand and become comfortable with each other.

check point 6



Critical Thinking

1. What methods can you use to learn about other cultures?
2. Why should you avoid acronyms, idioms, slang, and jargon in cross-cultural messages?
3. Which of the guidelines given for cross-cultural communication do you think is the most important? Why?

Check your answers in Appendix C.



When language is a barrier, use visual aids that are easily understood.

Fairness and Sensitivity

The two most important things you can do to show fairness and sensitivity toward others at work are to have a professional attitude and treat everyone with respect. Several of the guidelines for communicating with people from other cultures presented earlier apply to interactions with any client, coworker, or business associate.

- Do not make assumptions.
- Be adaptable.
- Avoid politics, religion, and other sensitive topics.
- Be careful about using humor.
- Listen actively.

Be sure to understand and follow your company's guidelines for dealing with clients and coworkers. In some companies, interactions are more formal than in others. For example, employees may address one another by first names or more formally by titles and last names. Clients or customers may also be addressed by first or last names, depending on the business or situation. Even in informal situations, using terms of endearment is not appropriate. Words such as *honey*, *dear*, and *sweetheart* are not appropriate when addressing a coworker or client.

Sometimes people are treated differently from what they expect or think is appropriate. Bad feelings and even charges of discrimination can result.

Discrimination is unfair treatment of a person or group on the basis of prejudice. Title VII of the Civil Rights Act of 1964 makes it illegal to discriminate in employment on the basis of race, color, religion, sex, or national origin. Other laws forbid discrimination on the basis of age, medical conditions, or disabilities.

+

E th i c s

Treating others unfairly because of their sex, age, or race is unethical.

NETBookmark

The U.S. Equal Employment Opportunity Commission (EEOC) provides a Web site with many types of information. A link to the EEOC site is provided on the Web site for this book that is shown below. Go to the EEOC site.

1. List the links that are shown under *Discrimination by Type*.
2. Click one of the links and read the page. Write a short summary of the main points of the page.

www.cengage.com/school/bcomm/buscomm

A recent story in the news concerned an African-American woman who was wrongly accused of using fake checks in a store. She had recently moved to the area. She used a preprinted starter check to pay for her purchases. Her check was approved by the automatic verification service at the register. However, the cashier called over an assistant manager. The manager told the woman they could not accept the check and took it

to an office. After 30 minutes, the assistant manager returned and said that he would accept the check.

When the customer left the store, police officers who had been called by store employees were waiting to arrest her. Finally, the customer was let go. She filed complaints with the state Department of Human Rights. The store admitted that it was in error and that its employees did not follow the company's policy.

When speaking or writing, treat your customers and business associates as individuals. Do not refer to race, ethnicity, gender, age, disability, or religion unless it is relevant to your topic. When you do refer to those subjects, do so with sensitivity and respect. The following examples show how to use tact in communications.

Do Not Say the Vietnamese patient in Room 122

Say the patient in Room 122

Do Not Say the boys in the Sales Department

Say the employees in the Sales Department

Do Not Say Steve is a male nurse.

Say Steve is a nurse.

Do Not Say the bagger with Down's syndrome

Say the bagger at Register 4

Section 2.3 ***Applications***

A. Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Open the Word file *CH02 Harassment* from the student data files. This file contains information about sexual harassment from the U.S. Equal Employment Opportunity Commission. After reading the information, answer the questions below.

1. What conditions or actions constitute sexual harassment?
2. Does the victim have to be of the opposite sex from the harasser?
3. What types of people may be the harasser?
4. Should the victim ignore the harasser's comments or actions? Explain.
5. What can employers do to prevent sexual harassment in the workplace?



REAL WORLD

B. Tactful Communications

In business communications, do not refer to race, ethnicity, gender, age, disability, or religion unless it is relevant to your topic. The statements below are not tactful or respectful of others. Rewrite the statements to show sensitivity and respect.

1. The crippled worker was unable to walk without crutches.
2. The firemen saved three people from a burning building.
3. Joan, dear, would you call my attorney for me.
4. The Jewish store owner handled the sale quickly.
5. The old woman paid her bills promptly.

C. Discrimination Policies

Many companies and organizations post their policies regarding discrimination on their Web sites.

1. Search the Internet using the term *discrimination policy*. Find and read the policy for two companies or organizations.
2. What do the two policies have in common? How are the two policies different? Be prepared to share your findings with the class.



REAL WORLD



INTERNET

2.4

Ethics in Business Communication

OBJECTIVES

After completing Section 2.4, you should be able to:

1. Define *ethics*.
2. Identify ethical issues related to communication.
3. Apply ethical standards to business communication.

Key Point

A code of ethics states how an organization or group should treat clients, employees, or members.

A Definition of Ethics

Ethics are principles of right and wrong. Everyone has his or her own set of personal ethics. Personal ethics are influenced by your experiences and the culture and society in which you learn and grow.

Many ethical principles are widely shared. For example, many people believe that stealing is wrong. When many people in a community, state, or nation agree on an ethical principle, it is often made a law. Although an action may not violate a law, it may be unethical. Persuading a home buyer to take a loan he or she cannot afford is unethical but may not be illegal.

Businesses and professions have their own sets of ethical guidelines. They may be published in the form of a code of ethics. This code states how the group should treat clients, employees, or members. A growing number of organizations distribute annual reports that describe their ethical policies and corporate conduct. Employees are expected to respect their company's code of ethics while doing business for the company.

While some groups have written ethical guidelines, every organization and profession has its own unwritten code of conduct. For example, employees may be expected to refrain from reading others' e-mail. It is important to be aware of the written and the unwritten ethical guidelines of your employer.

Stories about business scandals frequently appear in newspapers. However, the majority of business dealings are done in an ethical manner. Companies know that dealing fairly with others promotes goodwill. Most people want to treat customers, coworkers, and employers in an ethical manner.

check
point
7

1. What is the definition of *ethics*?
2. What factors influence personal ethics?
3. Why should employees be aware of the code of ethics of their employers?

Check your answers in Appendix C.

Communicating in an Ethical Way

A company's ethics affects how it deals with employees, customers, and the public. These ethics are also reflected in the company's communications. Companies and their employees have an obligation to tell the truth. Lying and withholding facts is always unethical. It is also often illegal.

Honesty

Honesty is an ethical issue that influences business communication. When dealing with clients, be honest about the products or services you or your company offers. Do not overstate or promise more than you can deliver. Follow these guidelines to help ensure that your statements to customers are truthful ones.

- Learn about the products or services your company offers.
- Inform yourself about company policies and procedures. Know the rules of your organization. Learn exactly what you can and cannot do for clients.
- Offer facts, not opinions. Remember that facts can be proven with evidence to be true.

Instead of Say	This is the best treatment plan for you. This treatment plan has been successful for 87 percent of our patients.
Instead of Say	This product is better than any other on the market. This product received top ratings from consumer testing groups.



When dealing with clients, be honest about the products or services you offer.



PHOTODISC/GETTY IMAGES

Be truthful when communicating with customers.



Diversity

People from different cultures view the use of time differently. What some people would consider "late," others would not.

Just as employees should be honest with clients, employees have an obligation to be honest with their employers. Examples of unethical employee behavior include:

- Lying about the need for sick days
- Arriving to work late or leaving early
- Using work time for personal activities
- Using company resources for personal use
- Doing less than one's best work
- Taking credit for the work of others
- Giving false information about projects, products, or work conditions

Consider the following example. Tom Lee is a social worker. His duties include making bimonthly visits to all his clients. Once or twice a week he leaves the office, telling his employer that he will be seeing clients. Instead, he spends his time running personal errands. Tom tells himself that he does enough for his clients already and that many of them do not need to be seen as often as twice a month. Tom's behavior is clearly unethical. He is not being honest with his employer. He is also not giving clients the attention they are scheduled to receive.

Confidential Information

Confidential information is private, secret information that is not to be shared with anyone except those authorized to know it. The confidentiality of medical records and other types of information is an important ethical issue in the workplace today.

Medical Information

The content of medical records is protected by law for two reasons. First, medical data is very private. Knowing that their medical data will not be shared with others helps people speak honestly with healthcare providers. Second, people can use medical information to discriminate against others in violation of the law.

A federal law related to health care data is the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It prohibits sharing a patient's medical and billing information without the patient's written consent. Exceptions include sharing data with others providing health care to the patient. Data can also be shared with insurance companies in some instances.

Key Point

Federal law prohibits sharing a patient's medical and billing information without the patient's written consent.

Other Types of Information

Information a person shares with his or her attorney is confidential. It may not be disclosed by that attorney or his staff except under special circumstances. This attorney-client privilege allows clients to speak more freely with attorneys.

Financial companies, such as banks, handle private data from clients. These companies must not share certain client data without the client's consent. They must also protect client data from illegal use. For example, private data, such as Social Security numbers and credit card numbers, can be stolen and used illegally. This is called **identity theft** and is a growing crime.

Some court records are open and can be viewed by the public. Other court records are confidential. These records may relate to juveniles or be sealed by a judge for some reason. The federal government and some states also safeguard educational records, including transcripts, financial statements, and recommendations.

Trade secrets are information that gives a business a competitive advantage and that it makes reasonable efforts to keep secret. Employees who work with trade secrets may be asked to sign a nondisclosure agreement. In this agreement, they promise not to share trade secrets with others for a certain period of time. You can learn more about trade secrets online. Figure 2-3 shows information about trade secrets provided by Business.Gov.

Key Point

Identity theft is a criminal offense. It occurs when a person uses another's private data for illegal acts.

Figure 2-3 Theft of trade secrets is a crime.

Source: Patents, Trademarks, and Copyright, Business.Gov, accessed February 26, 2008, available from http://www.business.gov/guides/business_law/intellectual_property.html.

Trade Secrets

A trade secret is information that has value because it is not generally known and is the subject of efforts to keep it secret. State law protects against disgruntled ex-employees, sabotage by current employees, or simple carelessness about the risk and possible protections of your trade secrets. Protection for trade secrets does not expire, as it does for copyright. As long as the owner makes reasonable efforts to keep the information secret, the information is protected.

- The model [Uniform Trade Secrets Act](#) has been passed in whole or in part by 45 states. You should consult a local attorney for the specific provisions that apply to your business.
- The [Economic Espionage Act of 1996](#) makes the theft or misappropriation of a trade secret a federal crime.

You can protect your trade secrets by requiring employees and others with whom you share the information to sign a nondisclosure agreement (NDA). SCORE provides the following resources on how to protect your trade secrets using a nondisclosure agreement:

- [Protect Your Trade Secrets with a Nondisclosure Agreement](#)
Information on how to protect your business' trade secrets using an NDA.
- [Sample Non-Disclosure Agreement](#)
Basic nondisclosure agreement you can use in your business.

Protecting Confidential Data

Employees should use discretion in handling confidential and sensitive information. Make sure you understand your organization's policies and the law. The consequences of sharing confidential data may be loss of trust or respect from clients, coworkers, or supervisors; loss of business; loss of a license; loss of a job; or legal prosecution.

check point 8

1. What three guidelines can employees follow to help ensure that comments to customers are truthful?
2. List four types of information that are often confidential.

Check your answers in Appendix C.

Privacy and Electronic Rights

Key ▶ Point

Keep passwords secure to prevent others from accessing private information.

Employees should be protective of data stored on computers and networks. When you leave your desk, close files that contain confidential information. If you have been working on a network, log off. Keep passwords secure. Do not share them or leave written copies where others can find them. Change passwords often, and use passwords that will be hard for people to guess.

E-mail and instant messaging (IM) are popular means of sending messages. Both e-mail and instant messages are quick and informal. Some people mistakenly believe that these messages are private and that once an e-mail is deleted or an instant message is sent, it disappears forever. As a result, comments and data that people would never include in a business letter or memo sometimes appear in e-mail or instant messages.

Many employers monitor e-mail their employees send and receive. Monitoring helps ensure that employees are not spending too much work time on personal messages. It also helps ensure that confidential information is not being sent outside the company. Some employers have fired employees for e-mail misuse.

Be aware of purposes for which e-mail and IM should not be used. Do not send confidential information or offensive material, such as jokes or gossip. Do not send anything by e-mail or IM that you would not want to see with your name on a company bulletin board.

Treat senders and recipients of e-mail ethically. Respect their privacy and the confidentiality of any information you receive. Do not forward an e-mail without the sender's permission.



E th ics

Offensive materials, jokes, and gossip should not be sent in an e-mail or instant message.

**check
point
9**

1. Why is it important to keep computer passwords secret?
2. Should you make a comment in an e-mail or instant message that you would not put in a printed letter? Why or why not?

Check your answers in Appendix C.

Plagiarism

Plagiarism is the act of claiming someone else's words or ideas as your own. The following situations are examples of plagiarism because no credit is given to the source of the information.

- Avery copies three sentences from an online encyclopedia and pastes them into his report.
- Keiko uses an economist's description of capitalism in an essay. She rewrites the description in her own words.
- Gloria takes some graphics from the Internet to illustrate her story.
- Dean is writing a history paper. He has read his source material several times. As a result, some of the author's wording has stuck in his mind. Without realizing it, he uses the wording in his paper.

Plagiarism is unethical and illegal; it can have serious consequences: Journalists have had their careers ruined because of plagiarism. Distinguished scientists and historians have lost the respect of their colleagues and have had all of their work called into question. Employees have resigned or have been dismissed. Students have been failed or expelled. Graduates have had their degrees revoked.

Avoiding Plagiarism

Avoiding plagiarism is easy. While doing research, note the source of any information that you think you might use. Put quotation marks around text you have written down word for word or copied from the Internet. Check your final draft against your sources to be sure you have not used another writer's words or ideas without giving credit to the source.

Figure 2-4 lists types of sources for which credit should be given. Note that for paraphrasing, it does not matter how many words you change. If the material represents someone else's words or ideas, you need to acknowledge the source.

**E +
thics**

The ease with which material can be copied and pasted from the Internet contributes to plagiarism.

Figure 2-4 Always give credit for information that is not your original work.

SOURCE MATERIALS
<ul style="list-style-type: none">• Direct quotations, no matter how brief• Material that is paraphrased or restated in your own words• Factual information that is not widely available or generally known• Summaries

Copyright and Fair Use

In most of the world, books, articles, stories, photographs, music, and other works are protected by copyright laws. **Copyright** is the legal right of someone, usually the author or artist, to use or reproduce a work. Copyright protection lasts many years. During that time, anyone wanting to use the work—for instance, to quote at length from a book or to excerpt a chapter—must obtain the author's written permission.

An exception to that rule is fair use. The fair use doctrine allows limited use of copyrighted material without the author's permission. Fair use may apply, for example, if you want to use material in the course of teaching, researching, or news reporting.

The rules for what constitutes fair use are vague. Generally, the use should be not for profit, and the material used should be a small portion of the work. Quotes used in papers written for school generally fall under the fair use doctrine. After a certain number of years, the copyright to a work may expire. The work is then said to be in the public domain. Even when you have written permission from the author or when a work is out of copyright and in the public domain, you still need to credit the source.

check
point
10

1. How can writers avoid plagiarism?
2. What is copyright protection? Are copyrighted works protected forever?

Check your answers in Appendix C.

Section 2.4 ***Applications***

A. Ethical Communications

For each situation, tell why the communication or behavior is unethical.

1. A nurse is discussing a patient's medical care on a cell phone.
2. A worker submits as his own a report written by another person.
3. A secretary leaves a client's file displayed on a computer screen.
4. A product brochure makes untrue claims for a product.
5. A bank employee faxes private client data to the wrong number.
6. An employee uses an office phone list to solicit customers for a personal business.

B. Identify Ethical Issues

Sanjay is proud of his personal Web site. It includes cartoons and articles he found on the Web. Some funny jokes, some of his favorite music, and humorous descriptions of his supervisor and a few coworkers are also included. Sanjay sometimes works on his Web site in his spare time at work.

1. Is Sanjay behaving ethically?
2. Write a description of the ethical issues related to Sanjay's actions.

C. Discuss Ethical Situations

1. Search the Internet, magazines, or newspapers to find an article related to business or government actions that may be unethical.
2. Record the title and source of the article. Write a summary of the main points of the article.
3. Discuss the article with a group of your classmates. State whether you think the actions were ethical or not and explain your position.



REAL WORLD



TEAMWORK

Chapter **Summary**

2.1 Diversity at Work

- Diversity refers to the presence of a wide range of variation in qualities or attributes of people or things.
- Accommodating and benefiting from the diversity of employees and customers is one of the greatest challenges in the workplace today.
- The United States is more culturally diverse than ever before.
- Globalization affects the workforce in many ways.

2.2 Differences

- People from cultures different from your own are likely to have different values and assumptions than you do.
- Cultural differences, such as those in language, body language, and required personal space, can be communication barriers.
- Customs and etiquette vary from country to country and culture to culture.
- Learning about other cultures and following proper etiquette are important for successful communication.

2.3 Strategies for Effective Communication

- In a diverse world, effective communication at work begins with having a professional attitude.
- Differences in culture and languages add challenges to the process of cross-cultural communication.
- Individuals should show fairness and sensitivity toward others at work by having a professional attitude and treating everyone with respect.

2.4 Ethics in Business Communication

- Businesses and professions have ethical guidelines. Employees are expected to respect their company's code of ethics while doing business for the company.
- A company's ethics are reflected in the company's communications.
- Companies and employees should be honest and make efforts to keep confidential information secure.
- Plagiarism is the act of claiming someone else's words or ideas as your own. Plagiarism is unethical and may be illegal.

Vocabulary

Open the *Word* file *CH02 Vocabulary* from the student data files. Complete the exercise to review the vocabulary terms from this chapter.

copyright	identity theft
cross-cultural communication	inclusion
culture	multinational company
discrimination	plagiarism
diversity	prejudice
ethics	race
ethnicity	stereotype
etiquette	trade secret
globalization	

Critical Thinking Questions

1. People from different cultures celebrate different religious and secular holidays. How can a company create a holiday schedule (for paid days off) that will accommodate workers from many different cultures?
2. When a person from another country takes a job in the United States, should that person be expected to learn English and the customs of the local area? Why or why not?
3. Does globalization benefit or hurt U.S. workers? Explain your reasoning.
4. How can you tell that you are invading someone's personal space? What clues might the person give you?
5. "That's not me; that's my job." Some people draw a line between the ethical standards that govern their personal lives and those that govern their work lives. Is it possible or right to have one set of ethical values for home and another for work? Explain your answer.



CRITICAL
THINKING

Chapter *Applications*



REAL WORLD



TEAMWORK



INTERNET



REAL WORLD

A. *Multinational Company*

1. Work with a classmate to complete this activity. Search the Internet, magazines, or newspapers to find information or an article about a multinational company.
2. Record key information about the company, such as its name, home office location, countries or number of countries in which it does business, and primary products or services it offers.
3. Be prepared to share this information with the class.

B. *Cross-Cultural Communication*

Edit the following sentences so they are bias-free or would be easily understood by someone whose first language is not English. Invent details as needed.

1. Please send me the results of your study ASAP.
2. We want to hit the ground running on this project.
3. Ralph Colter, a deaf student at Grand Vista College, won the prize.
4. Filling out this form will enable us to expedite your services.
5. Jean is one of our best female lab technicians.
6. Which advertising campaign will give us the most bang for the buck?
7. Your son will need a tonsillectomy.
8. We plan to hire two Latino policemen.
9. Mariana, you have the floor.
10. I will give you an answer after I crunch the numbers.

C. *Business Etiquette*

1. Suppose you will be traveling to a foreign country on business. Choose a country and research it on the Internet. Keying the name of the country and the words *business etiquette* into a search engine will yield good results.
2. Develop a one-page checklist of helpful information for your stay. Include information on topics such as:
 - Currency
 - Time differences
 - Customs for greeting and saying good-bye to people
 - Cues about body language
 - Meeting and dining protocol
 - Business dress

D. Languages

Many Americans do not speak a language other than English. This can be a barrier to cross-cultural communication.

1. What languages other than English are spoken by you and your classmates? by their family members? Survey the class and record your findings.
2. What language courses are available in your school or community? Make a list of the languages taught.
3. Some colleges and other postsecondary schools require that students complete language courses before enrolling. Select a college or other postsecondary school that you might want to attend. Do research to find what language courses must be completed by students before enrolling.
4. Identify a career that you might want to pursue after finishing your education. Would being able to speak languages other than English be helpful to you in this career? Which languages would be helpful?

E. Copyright and Fair Use

An important aspect of copyright rules is the fair use doctrine. The doctrine has developed through a number of court decisions over the years. Open the *Word* file *CH02 Fair Use* from the student data files. Read the document. For each situation described below, indicate whether you think the use would be acceptable under the fair use doctrine.

1. A student included a paragraph from a copyrighted article in a report and did not give credit to the source.
2. A teacher copied one page from a copyrighted book to use in a class lesson and gave credit to the source.
3. A school club is selling copies of a copyrighted song to raise money for a school project. Permission was not received from the copyright holder.
4. A student quoted two lines from a copyrighted book in a school report and gave credit to the source.
5. A student bought a research report from a Web site and submitted it to his teacher as his own work.

Editing Activity

Open and edit the *Word* file *CH02 Editing* from the student data files, and correct all spelling, punctuation, and grammar errors.

CASE STUDIES

A. Confidential Information

Shariq Malouf is close to being hired for a job he really wants. The position is project manager in the IT Department of a large corporation. He is on his third interview with Alicia Rhodes, who would be his supervisor. Ms. Rhodes asks for a detailed account of Shariq's most recent projects. Shariq signed a nondisclosure agreement with his current employer, who happens to be one of the corporation's competitors. He explains this fact to Ms. Rhodes. She says, "I need to know that you are capable of handling this job. Anything you say won't leave this room, I assure you."

1. Should Shariq give information about his recent work? Why or why not?
2. Would your answer change if:
 - Shariq knew and trusted Alicia Rhodes
 - Shariq had been dismissed unfairly from his last job
 - The two companies were not competitors
 - The nondisclosure agreement were about to expire

B. Body Language

Elaine was visiting Mexico on business. During a crowded cocktail party, she noticed her business client waving to her from across the room. Talking with someone else, she saw the wave and thought, "How friendly!" She waved back. A little while later he waved again—more urgently and vigorously. Again, she waved back more enthusiastically. In the days that followed, her client would not return phone calls and canceled appointments with her.

1. Why do you think the client became cool to her?
2. What could Elaine have done to prevent this misunderstanding?



Communication for Agriculture, Food, and Natural Resources

Mary Blake started a landscaping business in Atlanta about ten years ago. Her company has grown, and it now has eight full-time employees. The company has another dozen seasonal employees. When she hires seasonal help, Mary is careful to choose people who are willing to work hard and who have some interest in landscaping and in working with their hands.

For the past several seasons, most of the company's seasonal employees have been Hispanic. Mary has been pleased with their work. The workers follow directions well, learn new skills willingly, and work hard. The problem, though, is getting the seasonal workers to work well with the full-time employees.

Most of the full-time employees are landscape designers. They often go to job sites to supervise the work crews. Though it seems to Mary that the seasonal workers are respectful, the designers have complained that the workers are disrespectful. Mary guesses that the designers simply feel left out. When the workers talk among themselves, they speak in Spanish. They bring their own lunches and keep to themselves during breaks and lunchtime. In addition, the company office manager seems to have difficulty communicating with the seasonal workers about withholding taxes and other payroll issues.

The business has been growing and Mary would like to expand her full-time staff. A couple of her seasonal workers are her first choices for those positions. However, Mary is worried about whether the Hispanic workers will feel part of the company team.

1. What can Mary do to help the current full-time staff feel more comfortable with the seasonal workers?
2. If Mary hires some of the seasonal workers as full-time staff, what further steps can she take to ensure that all her employees work well together?

This page contains answers for this chapter only.



Chapter 2 Answers

Checkpoint 1

1. Diversity refers to the presence of a wide range of variation in qualities or attributes of people or things.
2. A diverse workforce makes employers better able to meet the needs of growing global markets and an increasingly diverse U.S. population. Having a diverse workforce enhances the reputation of a company. It also helps the company attract talented employees and keep customers. Diverse work groups may be more creative and innovative than groups that are not diverse.
3. Employees who believe that their employer is indifferent or is hostile to workers "like them" may seek jobs elsewhere. Companies that do not have a diverse workforce may not understand what a diverse group of customers wants or needs. This can result in missed opportunities for new markets and loss of customers. Failing to recognize workers' differences and needs can result in lower productivity and low morale.

Checkpoint 2

1. The U.S. population is becoming more diverse.
2. The United States has more female citizens than male citizens.
3. By 2012, African-American, Latino, and Asian-American people will make up about 30 percent of the U.S. workforce.
4. The U.S. workforce as a whole is getting older.

Checkpoint 3

1. Three differences in culture that may be barriers to communication are language, body language, and personal space.
2. Answers will vary. A sample answer is provided here.
 - The *OK* gesture used in the United States would likely be perceived as poor manners by someone from France, where it signifies *worthless* or *zero*.
 - The way people indicate yes and no differs significantly in some cultures. To say yes, a Greek may tilt his or her head to either side. To say no, the person may nod upward slightly or just lift his or her eyebrows.

Checkpoint 4

1. Etiquette is a set of rules of behavior for a particular place or situation. Following proper etiquette is important for improving communication and relationships.
2. A stereotype is an oversimplified belief about a group of people. Prejudice is a bias that prevents objective thought about a person or thing. Both stereotypes and prejudice can hinder communication because senders or receivers prejudge other people.

Checkpoint 5

1. A person who has a professional attitude:
 - Refrains from making judgments about others
 - Keeps an open mind
 - Does not make assumptions or jump to conclusions
 - Keeps emotions in check
 - Is slow to take offense
 - Gives others the benefit of the doubt
2. Having a professional attitude helps you communicate successfully by avoiding communication barriers.

Checkpoint 6

1. To learn about other cultures, you can read articles on the Internet, books, and magazines. You can take courses on diversity and talk with people from other cultures.
2. You should avoid acronyms, idioms, slang, and jargon in cross-cultural messages because people from other cultures are not likely to understand them.
3. Answers will vary. A sample answer is given here.
Avoid politics, religion, and other potentially sensitive topics. Avoiding these topics may prevent offending someone.

Checkpoint 7

1. Ethics are principles of right and wrong.
2. Personal ethics are influenced by your experiences and the culture and society in which you learn and grow.
3. Employees should be aware of the code of ethics of their employers because they are expected to respect their company's code of ethics while doing business for the company.

Checkpoint 8

1. Follow these guidelines to help ensure that your statements to customers are truthful ones.
 - Learn about the products or services your company offers.
 - Inform yourself about company policies and procedures. Know the rules of your organization. Learn exactly what you can and cannot do for clients.
 - Offer facts, not opinions. Remember that facts can be proven with evidence to be true.
2. Types of information that are often confidential include:
 - Patient medical records
 - Information a person shares with his or her attorney

- Clients' financial data
- Some court records
- Trade secrets

Checkpoint 9

1. It is important to keep computer passwords secret so that others cannot use your password to access private information.
2. You should not make a comment in an e-mail or instant message that you would not put in a printed letter. E-mail and instant messages are not always private and may be monitored by an employer or others.

Checkpoint 10

1. Avoiding plagiarism is easy. While doing research, note the source of any information that you think you might use. Put quotation marks around text you have written down word for word or copied from the Internet. Check your final draft against your sources to be sure you have not used another writer's words or ideas without giving credit to the source.
2. Copyright is the legal right of someone, usually the author or artist, to use or reproduce a work. Copyright protection lasts many years but not forever.

This page contains answers for this chapter only.

This page contains answers for this chapter only.