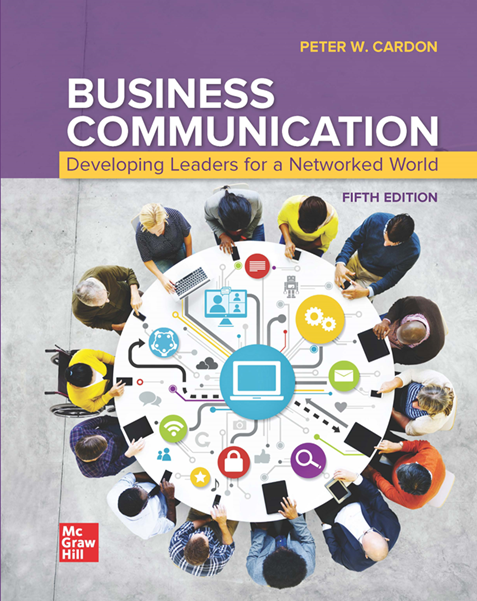
Instructor’s Manual to Accompany

BUSINESS COMMUNICATION

Developing Leaders for a Networked World (5e)

By Peter W. Cardon



# *Chapter 1:*

# Establishing Credibility

## Teaching Note

Hello Fellow Instructor,

I believe we’re fortunate to teach this course. It is undoubtedly one of the most important courses our students will take.

We help our students develop many skills in this course that will help them thrive in the workplace.

More fundamentally, we help our students see who they are as people, in a professional and an interpersonal sense. Better yet, we help them see the people who they aspire to be.

I encourage you to use this chapter about credibility to frame this course. I’m sure you have many tried-and-true methods of reaching your students. Try these approaches with your students in terms of credibility and let me know how it goes.

Please contact me any time—to share your experiences, your ideas, and your requests.

Best of wishes,



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## Chapter Summary

This chapter discusses the importance of credibility and how to establish it within business communications. To be a credible communicator, competence, caring, and character is needed. Following business ethics along with adhering to high corporate and personal values are especially important elements of character. You can evaluate your business communications using the FAIR (Facts, Access, Impacts, Respect) approach to ethical business communications. The rest of the chapters in this textbook will help improve business communication skills in a variety of settings.

## PowerPoint Notes and Outline

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| Cover on right side with title "Business communication" & panel on left side that reads: Chapter 1: Establishing credibility. |  | SLIDE 1-1 |
| Text with header that reads: Learning Objectives. The text reads: 1.1: Explain the importance of establishing credibility for business communications. 1.2: Describe how competence, caring, and character affect your credibility as a communicator. 1.: Define and explain business ethics, corporate values, and personal values. 1.4: Explain the FAIR approach to ethical business communications. |  | SLIDE 1-2 |
| Text with header that reads: Why Does This Matter? The text reads: Credibility is your reputation for being trustworthy. The degree to which others believe or trust in you. Business communications occur in the context of working relationships, all of which depend on trust. |  | SLIDE 1-3  **Credibility** is your reputation for being trustworthy—trustworthy to perform your work with excellence; to care about those you work with and for; to live by high ethical, corporate, and personal values; and to deliver on your promises. In short, your credibility is the degree to which others believe or trust in you. |
| Text with header that reads: The Role of Trust in the Post-Trust Era (part 1). The text reads: What should you do when communicating? Operate from a position of trust or credibility.  Gain trust or credibility from colleagues, clients, customers, and other contacts. |  | SLIDE 1-4  Do you operate from a position of trust or credibility? That is one of the first things you should consider as you communicate. In the business world, you often start from a deficit of trust. As a result, one of your first goals should be to gain trust or credibility from colleagues, clients, customers, and other contacts. |
| Text with header that reads: The Role of Trust in the Post-Trust Era (part 2). The text reads: The Public: Increasingly views companies with less trust. Companies: Also have a deficit of trust.  Employees often do not trust their own business leaders. |  | SLIDE 1-5  The public also increasingly views companies and other institutions with less trust. One of the most well-known and publicized trust indexes is developed by Edelman, a prominent communications firm. Edelman experts measure trust in institutions, including business, nongovernmental organizations (NGOs), government, and the media in 28 countries. Historically, the United States was labeled a “high-trust” country but is now labeled a “low-trust” country.  A deficit of trust also exists within companies. In a global study of nearly 10,000 full-time employees, just 49 percent said they trusted their bosses and those working with them. Furthermore, approximately 76 percent of employees have seen illegal or unethical conduct in the past 12 months at their jobs. |
| A horizontal bar graph of percentage against different selected professions.  The horizontal axis ranges from 0 through 100 in increments of 20. The axis ranges from low through high trust. The vertical axis shows different selected professions.  The data (in percentage) is as follows: Nurses, 85. Engineers, 66. Medical doctors, 65. Pharmacists, 64. Police officers, 54. Clergy, 40. Journalists, 28. Bankers, 28. Lawyers, 22. Business executives, 20. Advertising practitioners, 13. Members of Congress, 12. Car salespeople, 9. |  | SLIDE 1-6  As depicted in Figure 1.1, the trust extended by the general public to business executives is far lower than the trust extended to members of other selected professions. |
| Text with header that reads: The Role of Trust in the Post-Trust Era (part 3). The text reads: Post-Trust Era: The public overwhelmingly views businesses as operating against the public’s best interests. Most employees view their leaders and colleagues with skepticism. |  | SLIDE 1-7  In the **post-trust era**,the public overwhelmingly views businesses as operating against the public’s best interests, and the majority of employees view their leaders and colleagues with skepticism. Regarding the post-trust era, Michael Maslansky, a leading corporate communications expert, said, “Just a few years ago, salespeople, corporate leaders, marketing departments, and communicators like me had it pretty easy. We looked at communication as a relatively linear process. . . . But trust disappeared, things changed.” |
| An illustration shows a stool with legs as competence, caring, and character; and platform as credibility. |  | SLIDE 1-8  As a future manager and executive, you can control your reputation as a credible communicator by focusing on three well-established factors: competence, caring, and character. Research has shown that these three factors almost entirely account for whether a person is considered credible in professional situations. As depicted in Figure 1.2, credibility is like a three-legged stool. Without any one element, it is compromised. |
| Text with header that reads: The Role of Competence in Establishing Credibility (part 1). The text reads: Competence: The knowledge and skills needed to: Accomplish business tasks. Approach business problems. Get a job done. Most people will judge your competence based on your track record of success and achievement. |  | SLIDE 1-9  **Competence** refers to the knowledge and skills needed to accomplish business tasks, approach business problems, and get a job done. Most people will judge your competence based on your track record of success and achievement. |
| Text with header that reads: The Role of Competence in Establishing Credibility (part 2). The text reads: How Do You Establish Competence? Through study, observation, and practice plus real-world work experiences. In the ways you communicate with others. |  | SLIDE 1-10  People develop competence in many ways: through study, observation, and, most importantly, practice and real-world business experiences. Your entire business program is likely centered on developing competence in a certain business discipline or industry. You may already have significant business experience. If you’re a novice, seeking internships and jobs related to your discipline will help you develop competence. How you communicate directly affects how others perceive your competence. |

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| Set of 2 rectangles placed in parallel, where text in first one reads: focus on action; & text in second one reads: emphasis on results. |  | SLIDE 1-11  Throughout this book, you will find an emphasis on two traits associated with competence: a focus on action and an emphasis on results.   * A *focus on action* implies that you seize business opportunities. Meg Whitman emphasized this action-oriented approach to work: “The way I usually put it is, the price of inaction is far greater than the cost of making a mistake. You do not have to be perfect to be an effective leader, but you cannot be timid.” * She also described an *emphasis on results*: “I don’t believe that all a company needs to do is declare that it has values and then say, ‘Trust us, we know what’s best.’ To be a success, you must identify a goal with a measurable outcome, and you must hit that goal—every day, every month, every year.” |
| Text with header that reads: The Role of Caring in Establishing Credibility (part 1). The text reads: Caring: Building positive relationships and cultivating a sense of community. Understanding the interests of others. Giving to others and showing generosity. |  | SLIDE 1-12  Your colleagues, clients, and even your customers will trust you far more if they know you care about them. When asked about what makes a great leader, Lt. Gen. Nadja Y. West, the Army surgeon general, replied, “One characteristic that stands out in all the leaders I’ve seen is empathy. You don’t have to be like everyone else, but you can try to connect with other people. People can tell if you care about them or not.”  In the business world, **caring** implies building positive relationships and cultivating a sense of community, understanding the interests of others, and giving to others and showing generosity. |
| Text with header that reads: The Role of Caring in Establishing Credibility (part 2). The text reads: Building Relationships and Cultivating a Sense of Community: Effective corporate business leaders recognize this. Communicate using a “we” and “you” orientation. Engenders trust and helps find mutually beneficial solutions. |  | SLIDE 1-13  The most effective business leaders in today’s corporate environment have generally risen to their positions because of their sense of community and teamwork. Throughout this textbook, you will see techniques for communicating your “we” and “you” orientation rather than a “me” orientation. Speaking about “our needs” or “your needs” as opposed to “my needs” engenders trust and helps you come up with solutions that achieve mutual benefit. |
| Text with header that reads: The Role of Caring in Establishing Credibility (part 3). The text reads: Understanding the Interests of Others: To gain credibility, show that you care for the needs of others. Connect with others to gain trust. Understand others’ needs, wants, opinions, feelings, and aspirations. Develop an other-orientation. |  | SLIDE 1-14  Your ability to gain credibility strongly depends on your ability to show that you care for the needs of others. Furthermore, your ability to show you care puts you in a rare position as a business leader. After all, just 40 percent of employees believe that their managers care about them. Effective communicators gain trust by connecting with others—that is, seeking to understand others’ needs, wants, opinions, feelings, and aspirations.  Virtually every aspect of communication you will focus on in this book relies on this other-orientation. |
| Text with header that reads: The Role of Caring in Establishing Credibility (part 4). The text reads: Giving to Others and Showing Generosity: Companies with higher percentages of givers have higher profitability, higher productivity, higher customer satisfaction, and lower turnover. Being a giver opens up opportunities. |  | SLIDE 1-15  Recent research has shown that most professionals can broadly be characterized as *givers* and *takers*. Givers are those professionals who go out of their way to help colleagues, respond to their requests and needs, and generously support others in the workplace. Takers are those professionals who frequently ask for favors from colleagues yet infrequently volunteer to help their peers in return. Dozens of studies in recent years show that organizations with more generous and giving employees perform better. Such companies achieve higher profitability, higher productivity, and higher customer satisfaction. |
| Text with header that reads: The Role of Character in Establishing Credibility (part 1). The text reads: Character: Staying true to commitments made to stakeholders.  Adhering to high moral and ethical values. Central to creating trust. |  | SLIDE 1-16  **Character** refers to a reputation for staying true to commitments made to stakeholders and adhering to high moral and ethical values. Character has always been important in business relationships, especially long-term, collaborative relationships. |
| A horizontal bar graph of percentage against different character-based traits. The horizontal axis ranges from 0 through 80 in increments of 20. The vertical axis shows different character-based traits. The data (in percentage) is as follows: Honesty, 77. Ethical behavior, 68. Exchanges information willingly, 63. Shared objectives, 53. Respectfulness toward others, 49. Expertise, 42. Positive attitude, 40. Motivation, 39. Consideration of others, 37. Ability to do the job well, 36. Communication skills, 36. Intelligence, 29. Experience, 23. Connectedness, 17. Works for a reputable company, 12. |  | SLIDE 1-17  Character is central in creating trust. Consider the recent research, depicted in Figure 1.3. Business executives were asked what the most important determinants of trust in workplace projects were. Overwhelmingly, character-based traits—that is, honesty, ethical behavior, willingness to exchange information—ranked at the top. |
| Text with header that reads: The Role of Character in Establishing Credibility (part 2). The text reads: Business Ethics: The commonly accepted beliefs and principles in the business community for acceptable behavior. Adhering to laws. Safeguarding confidential or proprietary information. Avoiding conflicts of interest and misuse of company assets. Refraining from accepting or providing inappropriate gifts, gratuities, and entertainment. Transparency is important in corporate communications. |  | SLIDE 1-18  **Business ethics** arethe commonly accepted beliefs and principles in the business community for acceptable behavior. At a minimum, business ethics involve adhering to laws; safeguarding confidential or proprietary information; avoiding conflicts of interest and misuse of company assets; and refraining from accepting or providing inappropriate gifts, gratuities, and entertainment. **Transparency** involves sharing all relevant information with stakeholders. You will soon be in leadership positions within your organization. You can create a transparent workplace by being accessible, acknowledging the concerns of others, and following through when you don’t have immediate answers. |
| Text with header that reads: The Role of Character in Establishing Credibility (part 3). The text reads: Trust-building behaviors include: Extending trust. Sharing information. Telling it straight. Providing opportunities. Admitting mistakes. Setting a good example by following rules. |  | SLIDE 1-19  Trust-building behaviors include extending trust, sharing information, telling it straight, providing opportunities, admitting mistakes, and setting a good example by following rules. |
| Text with header that reads: The Role of Character in Establishing Credibility (part 4). The text reads: Corporate and Personal Values: Most organizations create a code of conduct or code of ethics to state their most important values and norms of conduct. Corporate values: Stated and lived values of a company. Personal values: Values that individuals prioritize and adhere to. |  | SLIDE 1-20  Most organizations create a **code of conduct** or code of ethics to state their most important values and norms of conduct. Publicly traded companies are required by the Sarbanes-Oxley Act of 2002 to have a code of ethics available to all employees and to ensure that it is enacted.  **Corporate values** are the stated and lived values of a company. The Society for Human Resource Management espouses corporate values as the essence of business ethics. It defines business ethics as “organizational values, guidelines, and codes,” and it emphasizes “behaving within those boundaries when faced with dilemmas in business or professional work.”  **Personal values** are those values that individuals prioritize and adhere to. Aligning personal values—those values that individuals prioritize and adhere to—with corporate values is an important element of character. |
| Text with header that reads: The Role of Character in Establishing Credibility (part 5). The text reads: Open and Honest Communication: 1. Avoiding open and honest communication of business problems dooms a business to poor financial performance. 2. Dishonesty is among the primary reasons for lower employee morale. 3. Dishonesty can be reason for dismissal. |  | SLIDE 1-21  By avoiding open and honest communication of business problems, employees doom a business to poor financial performance. Also, dishonesty is among the primary reasons for lower employee morale. Nearly six in ten employees say that they’ve left an organization because of lack of trust—the key reasons being lack of communication and dishonesty. Finally, dishonesty can be reason for dismissal. In some cases, dishonesty can destroy careers and even result in criminal charges. |
| Text with header that reads: The Role of Character in Establishing Credibility (part 6). The text reads: A Stakeholder View of Accountability: Implies an obligation to meet the needs and wants of others. Involves an enlarged vision of those affected by your business activities. Takes a stakeholder view that includes all groups in society affected by your business. |  | SLIDE 1-22  A sense of accountability implies an obligation to meet the needs and wants of others. It also involves an enlarged vision of those affected by your business activities. It takes a **stakeholder** view that includes all groups in society affected by your business activities. Thus, a sense of accountability involves a feeling of responsibility to stakeholders and a duty to other employees and customers. By placing a rationale for accountability in your communications, you will generate substantial trust and goodwill from others. |
| Text with header that reads: Fairness in Business Communications. The text reads: Others’ perceptions of your character are largely determined by your communications.  The FAIR test helps you examine how well you have:  Provided the facts.  Granted access to your motives, reasoning, and information. Examined impacts on stakeholders. Shown respect. |  | SLIDE 1-23  The FAIR test helps you examine how well you have provided the facts; how well you have granted access to your motives, reasoning, and information; how well you have examined impacts on stakeholders; and how well you have shown respect. |
| A document with header that reads: "are your communications fair?" The sections include points for facts, access, impacts, and respect. |  | SLIDE 1-24  As you respond to questions such as those posed in Figure 1.4, you ensure that your communications are fair to yourself and others. |
| Text with header that reads: How You Can Improve Your Communication Skills. The text reads: Establishing credibility will help you build high-trust relationships and communicate more effectively. This textbook is designed to help you improve your communication skills. |  | SLIDE 1-25  Establishing credibility allows you to communicate more easily and more influentially. In high-trust relationships, since individuals willingly and freely give the benefit of the doubt, communication is simpler, easier, quicker, and more effective. |

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| A circular illustration shows three major categories. The data is as follows: Chapter 1 represents establishing credibility. Chapters 2 through 5 represents principles of interpersonal communication. Chapters 6 through 17 represents principles for and types of business messages. |  | SLIDE 1-26  This textbook is designed to help you improve your skills in a variety of professional settings so that you can become a credible and trusted communicator. Overall, you may feel that you excel at some communication skills but not others. Regardless of your present skill level, this textbook gives you opportunities to deliberately and consciously elevate your communication skill set. It also gives you tools to continue developing your communication abilities over the course of your career. Figure 1.5 provides an overview of the topics we will cover in this textbook.  As you read this book, you will be invited often to reflect about what you are reading. Try to apply what you read to your current challenges and your past experiences. |

## Solutions to Discussion Exercises

*In these suggested approaches and solutions, you’ll find key points to look for in students’ responses.*

1. Chapter Review Questions (LO 1.1, LO 1.2, LO 1.3, LO 1.4)

Answer each of the following questions with one to three paragraphs:

1. Explain the importance of establishing credibility in business communications.

Important parts of this answer could include the following: (a) Other people judge your comments, presentations, emails, and other communications based on your personal credibility. When you are viewed as credible, your messages are viewed as more plausible. When you are not viewed as credible, others will doubt your messages. (b) As a business professional, you often operate from a position of distrust. By establishing personal credibility, you are more likely to gain trust in your messages and other communications.

1. Explain the three components of credibility: competence, caring, and character. How do they interrelate?

This answer should include short explanations about each aspect of credibility. Competence involves skills and knowledge to accomplish work tasks. Caring involves understanding and acting in the interests of others, both in the professional and personal needs of others. Character involves adhering to high ethics and values. The second part of this discussion item involves explaining how these aspects of credibility are interrelated. Students should be rewarded for mentioning how these aspects overlap in some situations, especially when they provide specific instances. For example, asking others to participate in a meeting may be viewed as competence and caring. It shows skill at running an effective meeting. It shows caring because of a sincere interest in the views of others.

1. Define and explain business ethics, corporate values, and the relationship between them.

Business ethics are the commonly accepted beliefs and principles in the business community for acceptable behavior. Corporate values are the stated and lived values of a company. The text explains that the Society for Human Resource Management has defined corporate values as the essence of business ethics. Students should be rewarded for providing nuanced answers about cases where corporate values may not align with commonly accepted beliefs and principles in the business community within an industry or even more broadly.

1. Explain the FAIR approach to evaluating ethical business communications.

The FAIR approach helps professionals ask key questions to evaluate whether their communications are ethical. By asking questions related to facts, access, impacts, and respect, professionals can get a good sense of whether they are truly being fair to others. Students should be rewarded for providing examples from their school and work experiences.

1. Describe how credibility impacts communication efficiency and effectiveness.

Credibility makes communication more effective and efficient because each person in a high-trust relationship tends to put up less resistance to the ideas of others in the relationship. The persons in a high-trust relationship also tend to give each other the benefit of the doubt when misunderstandings arise.

1. Ideas in Action (LO 1.1, LO 1.2, LO 1.3, LO 1.4)

Read the Ideas in Action with Mary Barra of GM, and write a one- or two-paragraph response to each of the following questions:

1. What points does Mary Barra make about the impact of competence in establishing credibility?

Bara has a proven track record of results, so she urges GM employees to develop their skills and be forward-looking with their solutions.

1. What points does she make about the impact of caring in establishing credibility?

Barra encourages professionals to focus on the needs of others and build long-term, meaningful relationships. She stresses the role relationships play in business.

1. What points does she make about the impact of character in establishing credibility?

She promotes honesty, transparency, and high values ("your North Star"). Leaders develop real integrity during rough times. Values must mean more than words on a page, you have to do what you say you are going to do.

1. Which of her comments or experiences do you view as particularly insightful or helpful? Why that one?

Answers will vary.

1. Character and Rules (LO 1.2)

As a former chair of the U.S. Federal Reserve once said, “Rules cannot take the place of character.” In two to three paragraphs, explain what you think he meant by this statement.

Responses will vary. Key points/angles may include: (a) ethical behavior cannot be forced upon professionals; (b) professionals must have their own moral compasses; or (c) rules cannot account for all ethical dilemmas.

1. Transparency (LO 1.3)

As Dennis S. Reina and Michelle L. Reina explained in their book Trust and Betrayal in the Workplace, “Some leaders assume that … they are obligated to tell employees only what they specifically need to do their job. This couldn’t be further from the truth.” In three to five paragraphs, explain the meaning of this statement. Why might leaders provide information about their activities and decision making, even when employees may not be directly affected?

Responses will vary. Key points/angles may include: (a) employees will follow leaders who they believe share information and decision-making openly with them; (b) an open and honest work environment leads to higher morale and productivity; or (c) employees who know more about their organizations and its leaders will be more engaged.

1. Gather Information from Websites about Ethics in Business (LO 1.3)

Read at least three blogs or articles about trust and/or ethics from a reputable organization or other source. Choose an issue that interests you, and in four to five paragraphs, summarize key findings related to that issue. Consider the following options for gathering information:

* Ethics and Compliance Initiative ([www.ethics.org](file:///C:\Users\Owner\Downloads\www.ethics.org))
* Institute of Business Ethics ([www.ibe.org.uk](file:///C:\Users\Owner\Downloads\www.ibe.org.uk))
* Society of Corporate Compliance and Ethics ([www.corporatecompliance.org](file:///C:\Users\Owner\Downloads\www.corporatecompliance.org))
* *Business Ethics* magazine (<http://business-ethics.com>)
* International Business Ethics Institute ([www.business-ethics.org](file:///C:\Users\Owner\Downloads\www.business-ethics.org))
* *Edelman Trust Barometer* ([www.edelman.com/trustbarometer](http://www.edelman.com/trustbarometer))

Responses will vary widely. Students should be rewarded for choosing specific and challenging topics.

1. Watch Interviews with Business Executives about Corporate Values (LO 1.2, LO 1.3)

Watch at least three videos of interviews with executives talking about corporate values. In four to five paragraphs, summarize what you learned. Consider the following options for gathering information:

* Go to CNBC’s website (www.cnbc.com) and search with terms such as ethics, integrity, character, credibility, values, and/or corporate values; next, apply the filter for video content and search for CEO interviews about corporate values or corporate culture.
* Go to YouTube and search with terms such as *business ethics, corporate values, core values,* and *corporate culture.* Select videos of business executives and managers speaking about corporate values. Choose videos that are five minutes or longer.

Responses will vary widely. You may need to help students find useful and current interviews with executives. See the textbook website ([connect.mheducation.com](http://connect.mheducation.com/)) and Facebook page ([facebook.com/cardonbcomm](file:///C:\Users\Editorsinc1\Dropbox\2021%20M-H\Cardon%20BComm%204e%20supplements\Cardon%204e%20IM\IM%20ready%20for%20Connect%20-%20to%20Jennifer\facebook.com\cardonbcomm)) for options.

1. Learn about Corporate Citizenship (LO 1.3)

In recent years, companies have increasingly focused on their social responsibility. Many companies refer to the actions they take to help or give back to society as corporate citizenship. Learn about corporate citizenship from at least three reliable organizations or sources. In four to five paragraphs, summarize what you’ve learned. Consider the following options for gathering information:

* Boston College Center for Corporate Citizenship (<https://ccc.bc.edu/>)
* *Forbes* Special Section on America’s best corporate citizens ([www.forbes.com/just-companies/](file:///C:\Users\Owner\Downloads\www.forbes.com\just-companies\))
* World Economic Forum special section on corporate global citizenship (<http://web.worldbank.org/archive/website00818/> WEB/OTHER/GLOBAL-3.HTM)
* Santa Clara University Markkula Center for Applied Ethics ([www.scu.edu/ethics/](file:///C:\Users\Owner\Downloads\www.scu.edu\ethics\))

Responses will vary widely. Students should be rewarded for choosing specific and challenging topics.

1. Identify Specific Approaches to Corporate Citizenship and Corporate Responsibility (LO 1.3)

Choose a company and analyze its corporate citizenship measures. In four to five paragraphs, explain the company’s major corporate citizenship initiatives and how they reflect its core values. Generally, you can find a corporate citizenship page at a company’s website by navigating sections with titles such as “About Us,” “Company Overview,” “Public Relations,” “Media,” “ESG,” and so on. If you aren’t sure which company you would like to learn about, consider the following:

* Microsoft (<https://www.microsoft.com/en-us/corporate-responsibility>)
* Citigroup (<https://www.citigroup.com/citi/about/citizenship/citizenship-approach.html>)
* Accenture ([www.accenture.com/us-en/company/citizenship/Pages/index.aspx](file:///C:\Users\Owner\Downloads\www.accenture.com\us-en\company\citizenship\Pages\index.aspx))
* IBM ([www.ibm.com/ibm/responsibility/initiatives.html](file:///C:\Users\Owner\Downloads\www.ibm.com\ibm\responsibility\initiatives.html))

Responses will vary widely. You might direct students to particular companies. Most public companies create annual corporate social responsibility (CSR) reports, which are nearly always housed on their websites. You might also direct students to corporate Facebook pages, YouTube channels, or other outlets where CSR initiatives are often publicized.

1. Business Ethics and Changing Values (LO 1.3)

David Pottruck, former president and co-CEO of the Charles Schwab Corporation, explained the following regarding ethics and law:

At Schwab, we are constantly looking for new ways to express our values without compromising them. For example, we built the company on the principle of “no conflict of interest.” For many years, we defined that principle as “we will not give investment advice,” because we equated advice with the old-line practice of selling hot stocks to maximize brokerage commissions. When we found that our customers were demanding advice from us, we realized that our business model, one that did not compensate brokers for sales, made it possible for us to give advice and continue to avoid conflict. We changed our practice to give the customers what they wanted, expert advice that is “objective, uncomplicated and not driven by commission,” and at the same time we strengthened our commitment to our values. We feel that was a highly responsible change.

In three to five paragraphs, discuss whether you think corporate and personal values can and/or should change over time. Specifically discuss Pottruck’s statements.

Responses will vary widely here. Consider rewarding students for providing a nuanced view of this issue, such as giving examples where expressions of values vary over time *and* examples where expression of values do not change over time. For example, students might argue that values such as ensuring the safety of employees by having no workplace accidents is a constant expression of a value. On the other hand, they might argue that values such as providing fair compensation to employees remain constant but that what constitutes *fair compensation* will naturally evolve over time.

1. Watch Ted Talks about Credibility and Trust (LO 1.1, LO 1.2, LO 1.3)

Watch a TED Talk about credibility and trust. You might consider one of the following:

* “How to Build and Rebuild Trust” by Frances Frei ([www.ted.com/talks/frances\_frei\_how\_to\_build\_and\_rebuild\_trust](file:///C:\Users\Owner\Downloads\www.ted.com\talks\frances_frei_how_to_build_and_rebuild_trust))
* “We’ve Stopped Trusting Institutions and Started Trusting Strangers” by Rachel Botsman (<https://www.ted.com/talks/rachel_botsman_we_ve_stopped_trusting_institutions_and_started_trusting_strangers?language=en>)
* “What We Don’t Understand about Trust” by Onora O’Neill (<https://www.ted.com/talks/onora_o_neill_what_we_don_t_understand_about_trust>)
* “What Really Motivates People to Be Honest in Business” by Alexander Wagner ([www.ted.com/talks/alexander\_wagner\_what\_really\_motivates\_people\_to\_be\_honest\_in\_business](file:///C:\Users\Owner\Downloads\www.ted.com\talks\alexander_wagner_what_really_motivates_people_to_be_honest_in_business))

“How to Spot a Liar” by Pamela Meyer ([www.ted.com/talks/pamela\_meyer\_how\_to\_spot\_a\_liar](file:///C:\Users\Owner\Downloads\www.ted.com\talks\pamela_meyer_how_to_spot_a_liar))

Write three to five paragraphs about the following:

1. A brief summary (four to five sentences) of the talk.
2. Two or three insights about credibility.
3. Two or three related recommendations for how professionals can act with higher credibility.

Answers will vary.

## Solutions to Evaluation Exercises

*In these suggested approaches and solutions, you’ll find key points to look for in students’ responses.*

1. Compare Two Individuals’ Credibility (LO 1.1, LO 1.2)

Think about two people—one whom you trust implicitly and another whom you do not trust. Ideally, these should be two people you currently work with or have worked with in the past. Compare them in the following ways: (a) competence, (b) caring, (c) character, (d) openness of communication, and (e) ease of communication. Write four to five paragraphs. Conclude with several general statements about the impact of credibility on communication efficiency and effectiveness.

Responses will vary widely. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose individuals from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

1. Assess Credibility (LO 1.1, LO 1.2)

Think about four people: (a) a person who lacks complete credibility because they lack competence, (b) a person who lacks credibility because they lack caring, (c) a person who lacks credibility because they lack character, and (d) a person with complete credibility. Compare and contrast these four individuals in terms of communication effectiveness in the workplace.

Responses will vary widely. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose individuals from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

1. Evaluate a Communication Event (LO 1.1, LO 1.2)

Choose two communication events (conversations, email exchanges, and so on) that you were involved in—one in which you had credibility from the perspective of others and one in which you did not. If possible, choose communication events that occurred in the workplace or at your university. Respond to the following items about these two events:

1. Provide an overview of each communication event.
2. Explain the results of each event in terms of ease of communication and accomplishment of workplace objectives.
3. Explain why in one situation others granted you credibility but not in the other.
4. For the situation in which you had less perceived credibility, think about how you might have better established trust. Write down three ways you could have done so before the communication event occurred.

Responses will vary widely. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose individuals from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

1. Examine Personal Credibility (LO 1.2)

Think about a specific professional context, and respond to each of the following questions. For the context, you can use a current or previous job. Or you could use a professional or student activity in which you participated. Ideally, you will select a context with challenging cooperation issues.

1. How much do/did others trust you in this situation?
2. How credible are/were you in terms of competency, caring, and character (from the perceptions of others)?
3. Do you think you are/were being perceived inaccurately in any ways? Why?
4. Have you done/did you do anything that may have broken trust in any way?
5. Have you kept/did you keep all your agreements? Explain.
6. List three things you need to do or should have done to better establish credibility.

Responses will vary widely. I’ve found that some students are hesitant to share personal information if they think it might be shared with other classmates. You might consider telling the students that you will be the only person who sees this assignment and that you won’t share it with anyone.

Alternatively, if you intend to have peers share the information with one another, you might consider telling them to write only about information they are comfortable sharing with classmates.

1. Apply the FAIR Test (LO 1.4)

Choose a recent communication event (conversation, email exchange, and so on) that you were involved in, observed, or heard about. If possible, choose a communication event that occurred in the workplace and that involved a challenging ethical problem. Analyze the communication event with the FAIR test of ethical business communication. Devote at least one paragraph to each aspect of the test: (a) **facts** (how factual was the communication?); (b) **access** (how accessible or transparent were the motives, reasoning, and information?); (c) **impacts** (how did the communication impact stakeholders?); (d) **respect** (how respectful was the communication?). See Figure 1.4 for more information about the FAIR test.

Responses will vary widely. You might prompt students to do the following for this exercise: (a) make sure they are constructive with their comments; (b) choose individuals from the workplace or school if possible; and/or (c) use pseudonyms to protect the identity of others if they feel the information is sensitive.

1. Apply the FAIR Test to a Customer Letter (LO 1.4)

Using the FAIR test, evaluate Jeff Bezos’s open letter to employees at the beginning of the pandemic (published as “A Message from our CEO and Founder” on March 21, 2021, on the Amazon website: (<https://www.aboutamazon.com/news/company-news/a-message-from-our-ceo-and-founder>). Address each aspect of the FAIR test: (a) **facts** (how factual was the communication?); (b) **access** (how accessible or transparent were the motives, reasoning, and information?); (c) **impacts** (how did the communication impact stakeholders?); (d) **respect** (how respectful was the communication?). See Figure 1.4 for more information about the FAIR test.

Responses will vary widely. Student answers must cover all aspects of the FAIR test: facts, access, impacts, and respect. Students should be rewarded for specificity in their evaluation.

1. Apply the Fair Test to a Leaked Memo (LO 1.4)

Some Amazon employees organized protests over working conditions. Amnesty International sided with the workers and insisted that Jeff Bezos make a statement about employee’s concerns, stating, “It is repugnant that the company’s workforce feel their safety is not being taken seriously. Jeff Bezos needs to step up and address the legitimate and vital concerns raised by Amazon staff—profits should never be put above people.” One of the most well-known protestors was Chris Smalls. (Eventually, he was fired and has become an active advocate for unionization for Amazon employees.) Leaked notes from an Amazon meeting attended by Jeff Bezos revealed some aspects of Amazon’s public relations (PR) strategy. Amazon general counsel David Zapolsky referred to Mr. Smalls as “not smart" and not “articulate.” Amazon executives even discussed how to discredit the workers who were trying to unionize. Read more about this situation in this VICE News article: <https://www.vice.com/en/article/5dm8bx/leaked-amazon-memo-details-plan-to-smear-fired-warehouse-organizer-hes-not-smart-or-articulate>. How would you characterize this meeting based on the FAIR test?

Address each aspect of the FAIR test: (a) **facts** (how factual was the communication?); (b) **access** (how accessible or transparent were the motives, reasoning, and information?); (c) **impacts** (how did the communication impact stakeholders?); (d) **respect** (how respectful was the communication?). See Figure 1.4 for more information about the FAIR test. Use other online materials as needed to help you evaluate the fairness of this meeting.

Responses will vary widely. Student answers must cover all aspects of the FAIR test: facts, access, impacts, and respect. Students should be rewarded for specificity in their evaluation.

## Solutions to Application Exercises

*In these suggested approaches and solutions, you’ll find key points to look for in students’ responses.*

1. Personal Mission Statement and Code of Conduct (LO 1.3)

Write your own mission statement, including a code of conduct. Consider the following steps as you create the statement:

* Find several companies you admire. Use their code of conduct statements to help you craft your personal statement. Make sure you’ve personalized the statement to capture your deepest values and goals.
* Go to a career development website. These websites often contain articles and blogs about creating personal statements. For example, see the following:
  + “The Five-Step Plan for Creating Personal Mission Statements” by Randall S. Hansen ([www.quintcareers.com/creating\_personal\_mission\_statements.html](http://www.quintcareers.com/creating_personal_mission_statements.html))
  + “How to Write a Personal Mission Statement (40+ Examples)” by the Indeed Editorial Team (<https://www.indeed.com/career-advice/career-development/personal-mission-statement-examples>)
  + “How to Write a Personal Mission Statement” (<https://www.ramseysolutions.com/personal-growth/mission-statement-101>)
* Go to a consultant website specializing in mission statements. Usually, these websites provide free resources for developing your own statement. In some cases, you will be required to create a username and password, but the online assistance is free. For example, see Franklin Covey’s step-by-step guide ([www.franklincovey.com/msb/](http://www.franklincovey.com/msb/)).

Responses will vary widely. You might ask students to work in teams initially and brainstorm about what they’d like to include in their personal statements. You might also consider asking students to share their personal statements with small groups or with the entire class. Finally, you might consider asking students to modify their personal statements at the end of the semester after they’ve spent several months developing their communication skills and career aspirations.

1. Statement of Career Aspirations (LO 1.3)

When asked “What’s your career advice for young people?” Vineet Nayar, former CEO of HCL Technologies, a $5 billion IT services company centered in India, said the following:

When you come out of college, you’re raw. You have energy. You want to experiment. You want to learn. You have hopes. You have aspirations. You want to be Oprah Winfrey. You want to be Steve Jobs. You want to be Bill Gates. You want to be all that. Slowly, over time, you lose it. And by looking in the mirror every day as you get older, you fool yourself that you’re OK. There has to be another way of looking in the mirror and revisiting what you really want to do. So I would say, maybe at the end of college, write it down honestly, in 100 words or whatever it is, and put it in a box. I call it the magic box. Revisit it once a year or once every two years and say, how honest are you to that? Don’t let anybody run your life. That, in my mind, is very, very important. You should be in control of your life.

Think about what Nayar’s comments mean for you. In approximately 100 to 200 words, describe your deepest career aspirations. Include several statements about your guiding philosophy and the core personal values that drive your ambitions. Explain who you want to be in the future. Write the statement assuming that you will return to it in five, ten, or more years to see what progress you have made with your self-determined career aims.

This is not an easy assignment for many students. Many of them have not thought deeply about these issues. Tell the students that being certain is not essential. Rather, by committing their thoughts about their goals—however undeveloped they may be—to a document, they are pushing themselves to become strategic and purposeful about their career directions. Over time, these ideas will evolve. You might even consider asking them to return to this exercise at the end of the semester.

## Solutions to Language Mechanics Check

1. Review the comma rules C1 through C4 in Appendix A. Then, rewrite each sentence to add commas where needed.
2. Financial advisors who have CFA certification can provide better advice. (C1)
3. Janice and Jim Atkinson, who are certified financial advisors, pay attention to your unique investment situation. (C1)
4. Janice received her CFA certification at the same time that I did. (C1)
5. Janice Atkinson, president of Atkinson Financial, will speak at the next Chamber of Commerce event. (C2)
6. Level 1 of the CFA exam focuses on ethical standards, and Level 2 focuses on security valuation and portfolio management. (C4)
7. Janice spent almost three months preparing on her own for the CFA exam but still didn’t pass it on her first try. (C4)
8. As a result, she took a workshop in portfolio management from one of the top local experts. (C3)
9. Janice received her CFA certification last year, the same time that I did. (C1)
10. Janice specializes in retirement planning and Jim specializes in tax preparation. (C4)
11. Jim, not Janice, prepares all their slide decks. (C2)

## Connect Exercises

### Evaluating Professional Credibility

**Activity Summary:** This activity helps students understand the three key elements of professional credibility: competence, caring, and character. Understanding each of these elements will help students identify ways that they can become more credible to others.

**Type:** Case Analysis

**Learning Objectives:**

Learning Objective: 01-02 Describe how competence, caring, and character affect your credibility as a communicator.

**Difficulty Level:** 1 Easy

**Blooms:** Understand

**AACSB:** Communication

**Follow-Up Activity:** Create a list of various kinds of jobs. Break students into small groups and assign each group one job. Ask them to make a brief list of ways a person in this job might demonstrate competence, caring, and character to establish credibility with coworkers and customers. Have them share their results with the class.

### Credibility as a Communicator

**Activity Summary:** This activity helps students identify actions that demonstrate the three different elements of credibility: competence, caring, and character. In the exercise, students click and drag the behaviors that demonstrate each element into the correct column.

**Type:** Click and Drag

**Learning Objectives:**

Learning Objective: 01-02 Describe how competence, caring, and character affect your credibility as a communicator.

Learning Objective: 01-03 Define and explain business ethics, corporate values, and personal values.

Learning Objective: 01-04 Explain the FAIR approach to ethical business communications.

**Difficulty Level:** 2 Medium

**Blooms:** Analyze

**AACSB:** Communication; Ethics

**Follow-Up Activity:** Instructors could ask for volunteers to provide specific examples of each of these behaviors. Students should be encouraged to think of examples that occur within business settings.

### Reviewing Communications with the FAIR Test

**Activity Summary:** This activity teaches students about the FAIR test for evaluating if communications are fair and ethical. FAIR stands for facts, access, impacts, and respect. In the exercise, students click and drag the behaviors that demonstrate these four categories into their correct columns.

**Type:** Click and Drag

**Learning Objectives:**

Learning Objective: 01-03 Define and explain business ethics, corporate values, and personal values.

Learning Objective: 01-04 Explain the FAIR approach to ethical business communications.

**Difficulty Level:** 3 Hard

**Blooms:** Evaluate

**AACSB:** Communication; Ethics

**Follow-Up Activity:** Instructors could present examples of communications that do not pass the FAIR test and call on students to identify which categories of the test the communications fail to meet.

### Manager’s Hot Seat: Credibility for a Young Manager

**Activity Summary:** In this activity, students view a ten-minute video and then answer a series of multiple-choice questions about the case. The video features a young project manager having a meeting with three demoralized employees. The questions focus on the ways that the manager demonstrates, or fails to demonstrate, the three aspects of credibility: competence, caring, and character.

**Type:** Video Case

**Learning Objectives:**

Learning Objective: 01-02 Describe how competence, caring, and character affect your credibility as a communicator.

Learning Objective: 01-03 Define and explain business ethics, corporate values, and personal values.

Learning Objective: 01-04 Explain the FAIR approach to ethical business communications.

**Difficulty Level:** 3 Hard

**Blooms:** Evaluate

**AACSB:** Communication; Ethics

**Follow-Up Activity:** Instructors could lead a further discussion of what the manager did well when it comes to establishing her credibility and what the manager could have done better. Students should be encouraged to consider all three aspects of credibility.

### Credibility for an Entry-Level Professional

**Activity Summary:** This activity teaches students about the real-world implications of credibility for young professionals. They must analyze the credibility of three audit assistants described in a case study and then answer multiple-choice questions about the assistants. Each of the assistants demonstrates strength in one of the three aspects of credibility—competence, caring, and character—but shows weakness in another aspect.

**Type:** Case Analysis

**Learning Objectives:**

Learning Objective: 01-02 Describe how competence, caring, and character affect your credibility as a communicator.

Learning Objective: 01-03 Define and explain business ethics, corporate values, and personal values.

Learning Objective: 01-04 Explain the FAIR approach to ethical business communications.

**Difficulty Level:** 2 Medium

**Blooms:** Analyze

**AACSB:** Communication; Ethics

**Follow-Up Activity:** Students could be encouraged to further explore the impact of credibility through a role-play exercise. Assign them into groups of three and have them play the parts of the three audit assistants. The three characters should have a conversation about the ways in which each assistant's lack of credibility affects the work of the other two.

### Manager's Hot Seat: Speaking Up When Faced with an Ethical Dilemma

**Activity Summary:** Marcus, an early-career accountant, comes to see Natalie, a more senior manager. During the meeting to discuss the purchase of Sybil Systems, a struggling computer chip manufacturer, one of Sybil’s accountants discovers a significant expenditure that his boss is looking to push into the next year, which would potentially eliminate it from consideration in the negotiations with the purchasing company. This expenditure could significantly bring down the value of the organization, and pushing off its disclosure to the following year could have drastic effects for different stakeholders.

The goal of this exercise is to demonstrate your understanding of character and the FAIR test of ethical communication.

**Type:** Video Case

**Learning Objectives:**

Learning Objective: 01-03 Define and explain business ethics, corporate values, and personal values.

Learning Objective: 01-04 Explain the FAIR approach to ethical business communications.

**Difficulty Level:** 2 Medium

**Blooms:** Apply

**AACSB:** Communication; Ethics

**Follow-Up Activity:** Students should think of a situation in their own life involving an ethical decision. Have them describe how they handled it and whether it met the FAIR test criteria of ethical communication.