Workplace Communication with Computers

CREDIT HOURS 3
LEVEL LOWER

EXAM CODE 256  CATALOG NUMBER BUSx220

PUBLISHED NOVEMBER 2017
The most current content guides are available at: www.excelsior.edu/contentguides
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for the Exam</td>
<td>1</td>
</tr>
<tr>
<td>Before You Choose This UExcel Exam</td>
<td>1</td>
</tr>
<tr>
<td>Uses for the Examination</td>
<td>1</td>
</tr>
<tr>
<td>Examination Length and Scoring</td>
<td>1</td>
</tr>
<tr>
<td>UExcel Exam Resources</td>
<td>1</td>
</tr>
<tr>
<td>Excelsior College Bookstore</td>
<td>1</td>
</tr>
<tr>
<td>UExcel Practice Exams</td>
<td>1</td>
</tr>
<tr>
<td>Excelsior College Library</td>
<td>2</td>
</tr>
<tr>
<td>Online Tutoring</td>
<td>2</td>
</tr>
<tr>
<td>MyExcelsior Community</td>
<td>2</td>
</tr>
<tr>
<td>Preparing for UExcel Exams</td>
<td>2</td>
</tr>
<tr>
<td>How Long Will It Take Me to Study?</td>
<td>2</td>
</tr>
<tr>
<td>Study Tips</td>
<td>2</td>
</tr>
<tr>
<td>Using UExcel Practice Exams</td>
<td>2</td>
</tr>
<tr>
<td>About Test Preparation Services</td>
<td>3</td>
</tr>
<tr>
<td>Preparing for This Exam</td>
<td>3</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Using the Content Outline</td>
<td>3</td>
</tr>
<tr>
<td>Using the Sample Questions and Rationales</td>
<td>3</td>
</tr>
<tr>
<td>Recommended Resources for the</td>
<td>3</td>
</tr>
<tr>
<td>UExcel Exam in Workplace Communication with Computers</td>
<td>4</td>
</tr>
<tr>
<td>Textbooks</td>
<td>4</td>
</tr>
<tr>
<td>Open Educational Resources</td>
<td>4</td>
</tr>
<tr>
<td>Other Web Resources</td>
<td>4</td>
</tr>
<tr>
<td>Reducing Textbook Costs</td>
<td>4</td>
</tr>
<tr>
<td>Content Outline</td>
<td>5</td>
</tr>
<tr>
<td>General Description of the Examination</td>
<td>5</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>Content Outline</td>
<td>6</td>
</tr>
<tr>
<td>Sample Questions</td>
<td>10</td>
</tr>
<tr>
<td>Rationales</td>
<td>13</td>
</tr>
<tr>
<td>Taking the Exam</td>
<td>17</td>
</tr>
<tr>
<td>Registering for Your Exam</td>
<td>17</td>
</tr>
<tr>
<td>Register Online</td>
<td>17</td>
</tr>
<tr>
<td>Examination Administration</td>
<td>17</td>
</tr>
<tr>
<td>Computer-Delivered Testing</td>
<td>17</td>
</tr>
<tr>
<td>On the Day of Your Exam</td>
<td>17</td>
</tr>
<tr>
<td>Important Reminders</td>
<td>17</td>
</tr>
<tr>
<td>Academic Honesty Nondisclosure Statement</td>
<td>17</td>
</tr>
<tr>
<td>Information About UExcel Exams for Colleges and Universities</td>
<td>18</td>
</tr>
<tr>
<td>Workplace Communication with Computers</td>
<td>18</td>
</tr>
<tr>
<td>Exam Development Committee</td>
<td>18</td>
</tr>
</tbody>
</table>
Before You Choose This UExcel Exam

Uses for the Examination

• Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill a core requirement for Business degrees or as a free elective for all Excelsior College degree programs that allow for free electives.

• Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.

• Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 100 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at: www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.
Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

• 24/7 availability
• The world’s most current authoritative resources
• Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smartthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

MyExcelsior Community

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. Enrolled students have automatic access from their MyExcelsior page. Visit www.excelsior.edu/myexcelsiorcommunity.

Preparation for UExcel Exams

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you've learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don't know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

• preview or survey each chapter
• highlight or underline text you believe is important
• write questions or comments in the margins
• practice re-stating content in your own words
• relate what you are reading to the chapter title, section headings, and other organizing elements of the textbook
• find ways to engage your eyes, your ears, and your muscles, as well as your brain, in your studies
• study with a partner or a small group (if you are an enrolled student, search for partners on MyExcelsior Community)
• prepare your review notes as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.
Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student’s home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge

Students are expected to have basic proficiency in computer use and in the office application they will use to help prepare for this examination.

Using the Content Outline

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.
Recommended Resources for the UExcel Exam in Workplace Communication with Computers

The study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 1 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Textbooks

The following textbook was used by the examination development committee to verify all questions on the exam. This resource may be purchased from the Excelsior College Bookstore.

www.excelsior.edu/bookstore


Open Educational Resources

The Saylor Foundation provides free, high quality courses through online, self-paced, free learning resources.

Saylor Foundation: Corporate Communication
http://www.saylor.org/courses/bus210/

Other Web Resources

Excelsior Online Writing Lab (OWL)
http://owl.excelsior.edu/

Purdue University Online Writing Lab (OWL)
http://owl.english.purdue.edu

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.
Content Outline

General Description of the Examination

The UExcel Workplace Communication with Computers examination is based on material typically taught in a one-semester lower-level course in workplace communication with computers. The content of the examination corresponds to course offerings such as Business Communications, Workplace Communications, Introduction to Communication Technology for Business, and Managerial Communications.

The examination measures knowledge and understanding of business communications principles, including the foundations of communication, effective and ineffective teams, interpersonal communication, and diversity within the business environment; how to write effective business messages; how to select the most appropriate technologies to enhance communication within organizations; how to use various message patterns effectively; how to use visual aids and supporting data to enhance communications; and how to use oral and online presentations to improve business communications.

Those beginning to study for this exam should have basic proficiency in computer use.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe and/or explain the basic principles of business communication including the foundations of communication, team skills, listening skills, interpersonal communications, and how global markets and diversity impact effective communication within the work environment.

2. Describe the processes associated with effective writing within the business environment, including planning your message; choosing appropriate message delivery channels; writing drafts; revising documents, reports, and proposals; and designing resumes and cover letters.

3. Analyze the use of the different technologies available to enhance business communications, including mobile computing, social media, e-mail, text messaging, blogging, and collaborative writing and to understand the role of positive, negative, and persuasive messages within the business environment.

4. Explain how to plan research and provide sound data in support of your message and the role visuals play in effective communication.

5. Discuss the planning and design of oral and online presentations.
Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Workplace Communication with Computers examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Principles of Business Communications</td>
<td>20%</td>
<td>27</td>
</tr>
<tr>
<td>II. Writing in the Business Environment</td>
<td>25%</td>
<td>34</td>
</tr>
<tr>
<td>III. Technology and Message Patterns</td>
<td>25%</td>
<td>34</td>
</tr>
<tr>
<td>IV. Supporting Data and Visual Aids</td>
<td>15%</td>
<td>21</td>
</tr>
<tr>
<td>V. Oral and Online Presentations</td>
<td>15%</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

3. An audience centered approach
4. Communication models
   a. Basic
   b. Social
5. Technology and business communication
6. Ethical and legal considerations

B. Team skills/interpersonal communication (Ch. 2)

1. Effective teams and group dynamics
   a. Advantages and disadvantages of teams
   b. Characteristics of teams
   c. Group dynamics
2. Team technologies
3. Productive meetings
   a. Preparing
   b. Conducting/contributing
   c. Meeting technologies

I. Principles of Business Communications

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of Exam</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why communication is important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The global environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

Thill & Bovee

Ch. 1, Achieving Success through Effective Business Communication
Ch. 2, Mastering Team Skills and Interpersonal Communication
Ch. 3, Communicating in a World of Diversity
4. Listening skills
5. Nonverbal communication
6. Business etiquette
   a. In the workplace
   b. In social settings
   c. On line

C. Dealing with diversity (Ch. 3)
   1. Global markets and cultural diversity
      a. Opportunities/challenges
      b. Cultural competency
   2. Differences
      a. High and low context
      b. Legal, ethical, nonverbal, age, gender, religious, ability differences
   3. Intercultural communication
      a. Other cultures
      b. Other languages
      c. Writing clearly
      d. Speaking/listening clearly
      e. Translation issues

II. Writing in a Business Environment

25 PERCENT OF EXAM  |  34 HOURS OF STUDY

Bovee & Thill

Ch. 4, Planning Business Messages
Ch. 5, Writing Business Messages
Ch. 6, Completing Business Messages
Ch. 14, Planning Reports and Proposals
Ch. 15, Writing and Completing Reports and Proposals
Ch. 18, Building Careers and Writing Résumés
Ch. 19, Applying and Interviewing for Employment

A. Planning your message (Ch. 4)
   1. Planning and audience analysis
   2. Choosing the media
      a. Oral
      b. Written
      c. Visual
   d. Electronic
   3. Organizing your material

B. Writing (drafting) (Ch. 5)
   1. “You” focus
      a. Audience needs
      b. Bias-free language
      c. Building relationship with audience (including credibility)
   2. Word choices and mechanics
      a. Controlling style and tone
      b. Choosing the right words
      c. Creating effective sentences
      d. Creating strong paragraphs
      e. Plain language

C. Completing (editing, proofreading, readability) (Ch. 6)
   1. Revising (clarity, conciseness, readability)
   2. Producing (formatting, editing, proofreading, distribution)

D. Reports and proposals (Ch. 14–15)
   1. Analytical and informational reports
      a. Comparison of planning processes
      b. Appropriate uses of these reports
      c. Importance of executive summaries
   2. Collaborative report writing (wikis)

E. Resumes and cover letters (Ch. 18-19)
   1. Building your resume
      a. Know your audience
      b. Mechanics of a resume
   2. Cover letters
III. Technology Choices and Message Patterns

Bovee & Thill

Ch. 7, Electronic Media
Ch. 8, Social Media
Ch. 10, Writing Routine and Positive Messages
Ch. 11, Writing Negative Messages
Ch. 12, Writing Persuasive Messages

A. Technology choices (Ch. 7 and 8)
1. Mobile computing
2. Social media
   a. Compositional modes
   b. Creating content
   c. Managing communication
3. Social networks
   a. Uses of social networking
   b. Business strategies
   c. User-generated sites
4. E-mail
   a. Planning
   b. Writing
   c. Completing
5. Instant/text messaging
6. Blogging and podcasting
7. Collaborative (see IB2 “Team technologies” above)

B. Positive messages (Ch. 10)
1. Strategies including goodwill ending
2. Types of positive messages
   a. Routine requests
   b. Claims and adjustments
   c. Good news
   d. Letters of recommendation

C. Negative messages (Ch. 11)
1. Strategies
   a. Direct vs. indirect
   b. Goodwill ending/respectful close
2. Types of negative messages
   a. Routine
   b. Rejecting suggestions
   c. Refusing a claim
   d. Layoffs and firings

D. Persuasive messages (Ch. 12)
1. Strategies
2. Types of persuasive messages
   a. Sales and marketing (for example: AIDA)
   b. Promotional messages for social media
3. Legal and ethical concerns

IV. Supporting Data and Visual Aids

Bovee & Thill

Ch. 9, Visual Media
Ch. 13, Finding, Evaluating, and Processing Information

A. Research (Ch. 13)
1. Planning your research
2. Supporting your message with reliable information (primary vs. secondary)
   a. Secondary research
      1) Evaluating information validity
      2) Locating sources
      3) Documenting sources
   b. Primary research
      1) Using surveys
      2) Using interviews
   c. Quoting, paraphrasing, and summarizing
   d. Analyzing data
3. Applying findings
   a. Summarizing research
   b. Drawing conclusions
   c. Making recommendations/managing information

B. Visuals in communication (Ch. 9)
   1. Visual design
   2. Ethical considerations
   3. Types of visuals
      a. For presenting data
      b. For information, concepts, and ideas
   4. Producing and using visuals
      a. Creating visuals
      b. Integrating with text
      c. Verifying quality

V. Oral and Online Presentations

Bovee & Thill
   Ch. 16, Developing Oral and Online Presentations
   Ch. 17, Enhancing Presentations with Slides and Other Visuals

A. Planning and designing presentations (Ch. 16)
   1. Planning presentations
      a. Analyzing situation
      b. Selecting medium
      c. Organizing presentation
   2. Developing presentations
      a. Adapt to audience
      b. Compose presentation
   3. Delivering presentations
      a. Presentation method
      b. Practice and preparation
      c. Overcoming anxiety
      d. Handling questions

4. Incorporating technology
   a. The back channel
   b. Online presentations

B. Slides and other visuals for presentations (Ch. 17)
   1. Planning visuals
      a. Selecting types
      b. Verifying designs
   2. Types of slides
      a. Structured
      b. Free form
      c. Designing slides
         1) Design elements (color, artwork, typeface, consistency)
         2) Effective slides (text, tables, graphics, animation)
   3. Supporting materials and handouts
      a. Navigation and support slides
      b. Effective handouts
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 13–16 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which action is an example of a team-maintenance role?
   1) diverting
   2) controlling
   3) compromising
   4) procedure setting

2. When are communications breakdowns most likely to occur within teams?

When teams work
   1) across cultures, countries, or time zones
   2) between organizations, states, or regions
   3) between conflict groups, participants, or agendas
   4) with local, state, or federal agencies

3. Provided a meeting is necessary, what is the last of the four planning tasks for that meeting?
   1) Set the agenda.
   2) Select participants.
   3) Identify your purpose.
   4) Choose the venue and the time.

4. Which intercultural communication skill is improved by forgoing the use of humor or references to popular culture?
   1) writing clearly
   2) speaking and listening carefully
   3) helping others adapt to one’s culture
   4) respecting preferences for communication style

5. What is the first step in planning a message?
   1) Select strong words.
   2) Establish credibility.
   3) Analyze the situation.
   4) Choose a layout for the message.

6. A team at a small company that has been developing a new product for the company’s product line selects one of the teammates to present their ideas to company staff now that their ideas are ready for outside input. What would be the best communication method to use in this situation?
   1) electronic
   2) oral
   3) visual
   4) written
7. Which statement best exemplifies the use of the “you” attitude?
   1) You failed to complete the report on time.
   2) We are not able to find you a replacement part until next week.
   3) Once again, you caused another employee to walk off the job.
   4) Your purchase order should be submitted by 3:00 PM today if you would like the product by Tuesday.

8. Mindful business writers use the words chairperson, executive, or flight attendant to avoid what type of bias?
   1) age
   2) disability
   3) gender
   4) race

9. What should be included in an executive summary?
   1) headings and visual aids
   2) a prose-based table of contents
   3) a synopsis or abstract of the report
   4) an appendix

10. What is the term for the Web presence that a firm owns and controls?
    1) hub
    2) microblog
    3) brand community
    4) user-generated content site

11. Which suggestion is most important to address when planning a business e-mail?
    1) Use a conversational, informal tone.
    2) Write detailed e-mails to avoid misunderstandings.
    3) Choose the first few words carefully to get the reader’s attention.
    4) Use capitalized letters, bolding, and italics to emphasize specific points.

12. How are public good news announcements most often communicated?
    1) in a blog
    2) in a press release
    3) through a newsletter
    4) through a social networking site

13. What type of routine message must be written carefully to avoid potential legal problems for employees, such as defamation of character?
    1) press release
    2) adjustment letter
    3) condolence letter
    4) recommendation letter

14. In a bad news correspondence, avoiding negative conclusions, offering sincere statements, and expressing optimism about the future are used when writing which type of statement?
    1) buffer
    2) refusals
    3) positive close
    4) crisis communication

15. When conducting primary research, one should use what common research tools?
    1) ReferenceUSA
    2) class textbooks
    3) surveys and interviews
    4) Google and Bing searches

16. What term best defines the link between cause and effect when examining two factors?
    1) median
    2) causation
    3) correlation
    4) cross-tabulation

17. Which term best describes the logical interpretation of the facts and information in a report?
    1) conclusion
    2) primary research
    3) recommendation
    4) summary
18. What presentation medium involves an online presentation that combines a webinar with a back channel?
   1) screencast
   2) tumblr
   3) twebinar
   4) webcast

19. What would be the best way of holding an audience’s attention during a highly technical informative speech to a lay audience?
   1) restating your main points
   2) asking if anyone has questions
   3) involving the audience by soliciting opinions
   4) explaining the relationship between technical concepts and familiar concepts

20. What methods are used to arouse audience interest during a presentation?
   (Select the 4 that apply.)
   1) Read directly from your notes.
   2) Tell a story.
   3) Use a monotone voice.
   4) Ask a question.
   5) Share an intriguing statistic.
   6) Use humor.
SECTION FOUR
Rationales

1. (IB1)
1) Diverting refers to focusing the team on topics when the individual, and not the team, is getting off task.
2) Controlling is dysfunctional to the team.
*3) Members in compromising roles assist in team maintenance by being willing to yield on a point in order to reach a mutually acceptable decision.
4) Procedure setting is the task-facilitating role of suggesting productive decision-making procedures.

2. (IB1b)
*1) Breakdowns in communication occur most commonly across cultures, countries, or time zones as these categories encompass the differences of how individuals would work and contribute best in conflict resolution situations and other relational understanding situations central to team building.
2) Typically, organizations and even states or regions can negotiate the needed skills such as conflict resolution needed for effective teams.
3) Conflict groups, agendas, and participants are all parts of what makes up effective teams, but not what contributes to breakdowns in team communications.
4) Typically, while there is sometimes a breakdown in communications when dealing with bureaucratic agencies, breakdowns are much more likely to occur across cultures and between cultures.

3. (IB3a)
*1) Setting the agenda is the last of the four planning tasks required for planning a required meeting.
2) Selecting participants is the second of the four planning tasks.
3) Identifying your purpose is the first of the four planning tasks.
4) Choosing a venue and time for the meeting is the third of the four planning tasks.

4. (IC3c)
*1) International correspondence is often much more clear and understandable if the author avoids the use of humor or references to popular US culture that could easily be misinterpreted by the foreign recipient.
2) See 1).
3) See 1).
4) See 1).

5. (IIA1)
1) Strong words in business terms help to create an effective and efficient message.
2) Part of writing and adapting your message to your audience is establishing your credibility.
*3) The first step is to define your purpose and profile your audience.
4) Choosing a layout is part of the message creation process and it gives your message a professional look.

*correct answer
6. (IIA2c)
1) Electronic communication is the best and fastest method to communicate important information quickly, but it is not appropriate for this situation.

*2) Oral communication is used where you want to see interactions among the members of the audience and watch expressions.

3) Visual communication is used to support what the speaker has to say as using a presentation enhances the facts.

4) Written communication is a more formal communication method usually used to present important facts and information to people outside the organization.

7. (IIB1a)
1) “You” messages should not make someone else feel guilty or sound dictatorial.

2) The “you” used should reflect a positive attitude.

3) The “you” attitude should always maintain standards of etiquette.

*4) The “you” attitude is best presented when the writer expresses the message in terms of the audience’s needs and interests.

8. (IIB1b)
1) Age bias refers to how old or young someone is and often implies something about the experience or inexperience of an individual.

2) Physical, mental, sensory, or emotional impairments should never be mentioned in business messages.

*3) Gender bias-free language avoids sexist labels for positions.

4) Racial or ethnic bias identifies people by ethnic origin, which is usually irrelevant in the workplace.

9. (IIID1c)
*1) Executive summaries are intended for readers who do not take the time to read the complete text. They often include headings and visual aids, as they are a mini version of the longer report.

2) A prose-based table of contents is a synopsis.

3) A synopsis or abstract is a brief overview, usually one page or less, and is designed to give the reader a preview of the contents.

4) An appendix is not found in the executive summary.

10. (IIIA3b)
*1) A hub is a combination of a conventional Web site, a blog, and a company-sponsored online community.

2) A microblog is a variation on blogging in which messages are restricted to specific character count. Twitter is the best-known example.

3) Brand communities are groups of people united by their interest in and ownership or use of particular products.

4) A user-generated content site exists when users rather than Web site owners contribute most or all of the content.

11. (IIIA4b)
1) Avoid long e-mails, and if the communication is lengthy, write a report. Choose the first few words carefully, as many e-mail programs display the first few words that serve as an extension of the subject line.

2) Instant messaging is a better choice for a clarifying conversation after a concise initial message.

*3) Many e-mail programs display the first few words; consequently, think of the first sentence as an extension of the subject line.

4) Typing in capitalized letters is the equivalent of screaming. Use other emphasis very sparingly, as it can be distracting. In addition, some e-mail programs will not display such formatting correctly.
12. (IIIB2c)
1) Good news announcements could be discussed in a blog, but it is not the most frequent way they are communicated.
2) **Good new announcements are most often communicated through a press release.**
3) Good news announcements could be discussed though a newsletter, but it is not the most frequent way they are communicated.
4) Good news announcements could be discussed through a social networking site, but it is not the most frequent way they are communicated.

13. (IIIB2d)
1) Press releases share information with the media. They should not routinely lead to legal issues.
2) Adjustment letters are written in response to dissatisfaction over a product or service.
3) Condolence letters are written to express sympathy when an employee experiences a loss.
4) **If not handled properly, recommendation letters may cause legal issues, and firms should publish policies as to how they are managed.**

14. (IIIC1b)
1) A buffer is a neutral, non-controversial statement that connects with the reader.
2) Refusals involve turning down a request.
3) **The closing statement in a bad news correspondence is the last thing its viewer reads; consequently, you should leave them with the impression they were treated with respect.**
4) Crisis communications are used during serious incidents (crimes, accidents, terrorist attacks).

15. (IVA2b1)
1) ReferenceUSA provides secondary, not primary, data.
2) Class textbooks provide secondary data.
3) **Primary data is collected by researchers. The two most common primary research methods are surveys and interviews.**
4) Google and Bing searches provide secondary data.

16. (IVA2d)
1) This is the midpoint of a series of numbers.
2) **Causation is the link between cause and effect when examining two factors.**
3) A correlation is the simultaneous change that occurs when measuring two variables.
4) Cross-tabulation looks at the relationship of subsets of data.

17. (IVA3b)
1) **Conclusions are based on the facts and evidence presented in the report.**
2) Primary research is conducted specifically for a project.
3) A recommendation is a suggested course of action.
4) A summary is a collection of information presented, but it does not attempt to draw conclusions.

18. (VA1b)
1) Screencasts are recordings of activities on computer displays with audio voiceover.
2) Tumblr is a microblogging platform and a social networking site.
3) **Twbinars allow real-time conversations during the presentation.**
4) Webcasts are online presentations conducted via the web.

19. (VA2b)
1) Restating main points can become tedious and is not a good way of holding attention.
2) Audiences are unlikely to have questions about topics they know nothing about.
3) Audiences are unlikely to have opinions about topics they know nothing about.
4) **Explaining relationships between technical concepts and familiar ones helps audiences to understand them, which gives them a way to remember and relate to your points.**
20. (VA2b)

1) Reading directly from notes often just repeats information already presented in those notes. Notes should just remind the speaker of main ideas on which to expand.

2) To arouse audience interest, you need to make them feel personally engaged or grab their imaginations. Techniques include stories, questions, humor, and startling details.

3) A monotone voice often puts the audience to sleep. Varying tone keeps the audience more engaged.

4) See 2).

5) See 2).

6) See 2).
Registering for Your Exam

Register Online

www.excelsior.edu/examregistration
Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams. The Disability Services office at Excelsior College is responsible for considering requests for reasonable accommodations (exceptions for individual students with documented disabilities). If you are requesting an accommodation due to a disability, download and complete a Request for Accommodation form that can be accessed by visiting the Excelsior College website at www.excelsior.edu/disability-services.

Computer-Delivered Testing

You will take the exam by computer, entering your answers using either the keyboard or the mouse. The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet.

We strongly encourage you to use the online tutorial before taking your exam at a Pearson Testing Center. To access the tutorial, go to www.pearsonvue.com/uexcel and click on the Pearson VUE Tutorial link on the right hand side of the page.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

• dress comfortably: the computer will not mind that you’re wearing your favorite relaxation outfit
• arrive at the test site rested and prepared to concentrate for an extended period
• allow sufficient time to travel, park, and locate the test center
• be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
• bring your ID, but otherwise, don’t weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Honesty
Nondisclosure Statement

• All test takers must agree to the terms of the Excelsior College Academic Honesty Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
• Once the test taker agrees to the terms of the Academic Honesty Nondisclosure Statement, the exam will begin.

If you choose not to accept the terms of the agreement

• your exam will be terminated
• you will be required to leave the testing center
• you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

**Information About UExcel Exams for Colleges and Universities**

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill a core requirement for Business degrees or as a free elective for all Excelsior College degree programs that allow for free electives. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

**Workplace Communication with Computers Exam Development Committee**

Phillip Knutel, PhD  
(University of Michigan, Ann Arbor, 1998)  
Assistant Professor of Info. Design & Corporate Communication and Executive Director of Academic Technology, Bentley University

John Thomas, MIS  
(Syracuse University, 1983)  
Adjunct Instructor of Computer Science and Business & Economics, Hudson Valley Community College

Karen Messina, MSEd  
(NYIT, 2002)  
Assistant Professor (Adjunct) Computer Applications, Business Communication, SUNY Orange County