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FOURTH EDITION

BUSINESS COMMUNICATION

Polishing Your Professional Presence
Dedication

We dedicate this book:

To our students at Northwestern and North Carolina A&T for challenging us to learn more every day, to stretch our perspectives, and to be better teachers.

To our colleagues in our universities, in the Association for Business Communication, and in business for providing valuable feedback and insight about best practices in polishing professional presence.

To you, who are learning and teaching from this book. We thank you for giving us the opportunity to contribute to your success.

–Barbara and Lisa

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- **Updated appendix on documentation and reference styles:** The new appendix includes guidance for the MLA 8th edition.

SOLVING TEACHING AND LEARNING CHALLENGES

A memorable model

At the heart of the book is a flexible communication process called ACE—Analyzing, Composing, and Evaluating—that applies to any situation, from simple email messages to formal business presentations. As you go through the book, you continue to acquire knowledge about how to apply this framework and why it is important. There are many practice opportunities both in the book and in MyLab Business Communication.

“I anticipate using the ACE communication process beyond this course when I write emails, prepare papers, and apply for internships and jobs because the first impression of writing is very important.”

—Andronico P., Student at the University of California–Santa Barbara

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- **New @work features:** Nine new end-of-chapter company profiles showcase how businesses are addressing the challenges of business communication. Seven new “new hires” tell us how they put their communication skills to work.
- **New figures and new models:** New models include a new formal report that both illustrates concepts and addresses an authentic business challenge—developing an organic restaurant. You will also find new PowerPoint models and a new graphical white paper from Welch’s Global Ingredients.
- **Updated appendix on documentation and reference styles:** The new appendix includes guidance for the MLA 8th edition.
Practical advice

The chapters are full of annotated examples that show you how to apply concepts to your own work.

“I like all the examples of the various communications, such as emails, memos, thank-you notes, etc. I use them as a guide when I am writing.”
—Kenneth P., Student at Middle Tennessee State University

Business focus

An “@ WORK” section in each chapter highlights contemporary businesses and professionals who are implementing the core concepts of each chapter.

The New Hires @ Work feature helps you imagine yourself as part of a larger business communication community. At the beginning of each chapter, and on select pages within each chapter, a recent graduate describes communication challenges on the job and how communication skills help meet those challenges.

New Hires @ Work

Shannon Rocheleau
Western Michigan University
Business Servics Credit Specialist II Consumers Credit Union

When I worked as a member services representative in the Credit Union call center, I learned how to listen carefully and match my communication style with the person to whom I was talking. If callers got to the point immediately, I provided information promptly. If they began by chatting, I chatted, too. And if callers seemed to need a lot of support, I knew not to apply pressure. Instead, I gave them time to decide and then provided reassurance when they made a decision.

Great member service involves understanding your audience.

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Effectiveness of Messages

**Practical advice**

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Examples of authentic business documents and presentations help you see the principles of the book at work.

Integrated knowledge

Business communication involves more than just writing and speaking well. A competent business communicator must also be ethical, collaborative, and open to new technologies and new cultures. Every chapter of this book includes an in-depth focus on ethics, technology, culture, and collaboration. To build your skills in these areas, you will see end-of-chapter exercises linked to each feature that challenge you to think critically about these topics and provide you with hands-on practice. You can complete many of these exercises at MyLab and receive instant feedback.

Chapter 10

CULTURE REPORTING MAKERS READY-FRIENDLY FOR INTERNATIONAL AUDIENCES

In this section, you will learn how to make English more accessible to speakers of other languages. Although English is the universal language, English as a second language (ESL) speakers face challenges when they try to understand English-written documents. The graphs on the left are potentially misleading, as the following guidelines adapted from Global English Style Guide provide.

- Use simple English. English used for news reports and advertisements should be clear and concise.
- Be consistent in number and tense. Always use singular number and past tense.
- Avoid idioms. Idioms are difficult for non-native English speakers to understand.
- Avoid jargon. Jargon is language that is specific to a particular group or field.
- Use clear and specific language. Avoid vague or overcomplicated language.

TECHNOLOGY HOW TO USE SOFTWARE FEATURES TO HELP FORMAT FORMAL REPORTS

Microsoft Word and other word processing programs offer powerful features that help you format formal reports. The following features will save you time and improve the professional look of your work.

- Automated page numbering, using both Roman and Arabic numerals. You can control the placement of page numbers in your document by inserting headers or footers. You can further control page numbers by using Word’s “Insert Section Break” feature and formatting the page numbers differently for each section. For example, you can create a title page with no page number. Then insert a section break and use small Roman numerals (i, ii, and so on) for the page numbering on the table of contents page and executive summary. Insert another section break and begin the numbering again with Arabic numerals (1, 2, 3, and so on), with the introduction counting as page 1, even though sequentially it is not the first page of the file.
- Automated footnotes, endnotes, citations, bibliographies. Most word processing applications allow you to insert footnotes and endnotes, automatically. As you add, remove, or cut and paste text in your draft, your note numbers automatically change to reflect your revisions and position. Note, however, that some citation formats assign one style for the first use of a citation and a different style for all subsequent occurrences. If so, you may need to make sure that double-check your footnote styles in the final document.
- Automated page numbering.

ETHICS REPRESENTING DATA ETHICALLY

Businesses rely on data to make informed decisions. To support these decisions, graphs must display data ethically and not mislead your audience. Graphs can mislead in many ways. For example, they can manipulate the scale, distortion perspective, and show trends using different methods. If graph designers do not intend to be dishonest, they may make design choices that result in bad graphs. As Naomi Hafstein, an expert in data visualization, says, “The designers of many of the graphs we see daily pay more attention to grabbing the audience’s attention than to communicating clearly and accurately. They choose design options that they think look better but are actually graphical gimmicks, since they mislead or confuse their readers.”

For an Ethics exercise, go to Exercise 21 on page 498.

COLLABORATION WRITING A REPORT AS A TEAM

In the course of your career, you might be tasked to write a report as part of a team, especially for long- and comprehensive reports. There are many ways to work collaboratively, and what your team chooses to do will depend on factors such as the date the due report is due, the size of the team, the location of team members, and the specific expertise of team members. Here are some things to keep in mind when approaching collaborative report writing at work.

- Communication protocol. Writing can be a very solitary exercise, especially for writers who are not used to working on extensive projects in groups. But in group projects, it is unusual for writers to work without consulting each other. So, at the start of a project, it is important to discuss how team members will check in and communicate with each other, and what kind of direction is appropriate for each stage of the writing process. For instance, a team on a month-long project might decide to meet in person or via conference call every two weeks to assess its progress and email each other before meetings. A small team on a tight deadline might prefer to meet every other day and use text messaging in addition to email. You might even consider documenting long-distance communications by including a writing protocol in each writer’s research.
- Feedback and editing. In the process of collaborating, all team members are among the most important to follow up to have your work edited by someone else in your team. You might also be expected to provide feedback to a team member’s writing. Today, this back-and-forth is easier than ever before using groupware or platforms with commenting and change-tracking functions (for example, Microsoft Word and Google Docs). However, in information science professors Birnholz and Blytz point out, these digital platforms are often “improvised environments” for communication where “people [may] incorporate certain cues,” possibly leading to “subverted interpretive frameworks and allowing both credit and blame are attributed.”

In the following activity, you will practice writing your own reports and providing feedback for your team members, similar to the activities you will use in the course of your career.

For an Ethics exercise, go to Exercise 21 on page 498.
Appendix C includes a complete grammar text that you can use for reference or for independent review. You can test your knowledge with exercises at the end of each chapter. Answers are in Appendix D.
DEVELOPING EMPLOYABILITY SKILLS

Communication skills top the list of what employers want, and working through this course gives you opportunity to practice your communication abilities, receive feedback, and polish your professional presence. However, the skills you will gain do not stop there. This course will also help you develop these other skills that employers value.

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking is foundational to problem solving.</td>
<td>Every chapter includes a set of questions that focus on critical thinking, and most of the end-of-chapter exercises are designed to engage your critical thinking abilities.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Today’s workplace is team oriented, and collaboration is a core ability for team success.</td>
<td>Every chapter includes a collaboration feature and a set of collaborative exercises to practice your teamwork skills.</td>
</tr>
<tr>
<td>Ethical reasoning</td>
<td>Poor ethical decisions put the entire company at risk.</td>
<td>Every chapter includes an ethics feature and end-of-chapter questions that explicitly address ethical reasoning.</td>
</tr>
<tr>
<td>Ability to apply knowledge in new situations</td>
<td>Employers hire new employees expecting that those employees can translate the knowledge they have gained in school to the practical requirements of the job.</td>
<td>At the end of every chapter, a case scenario challenges you to apply the chapter concepts and skills to a new situation. Many of the end-of-chapter exercises provide similar opportunities.</td>
</tr>
<tr>
<td>Ability to use technology effectively</td>
<td>Communication technology is evolving quickly, and employers require that you adapt quickly to use new technology effectively.</td>
<td>Every chapter includes a technology feature and at least one end-of-chapter exercise for more practice with technology.</td>
</tr>
<tr>
<td>Data literacy</td>
<td>For data to be useful in making business decisions, employees must know how to analyze the data and communicate it effectively to a variety of audiences.</td>
<td>Exercises throughout the book give you the opportunity to communicate insights from data, use data to support arguments, and communicate data effectively in tables, graphs, and text.</td>
</tr>
</tbody>
</table>

MYLAB BUSINESS COMMUNICATION

Reach every student with MyLab

MyLab is the teaching and learning platform that empowers you to reach every student. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. Learn more at MyLab Business Communication.

Deliver trusted content

You deserve teaching materials that meet your own high standards for your course. That’s why we partner with highly respected authors to develop interactive content and course-specific resources that you can trust — and that keep your students engaged.

MyLab Business Communication offers a variety of grammar exercises, flashcards, and audio lessons to test your learning and skills and get instant feedback.

Empower each learner

Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need — when and where they need it — to be successful.
Teach your course your way
Your course is unique. So whether you’d like to build your own assignments, teach multiple sections, or set prerequisites, MyLab gives you the flexibility to easily create your course to fit your needs.

Improve student results
When you teach with MyLab, student performance improves. That’s why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students.

INSTRUCTOR TEACHING RESOURCES
This program comes with the following teaching resources.

<table>
<thead>
<tr>
<th>Supplements available to instructors @ <a href="http://www.pearsonhighered.com">www.pearsonhighered.com</a></th>
<th>Features of the Supplement</th>
</tr>
</thead>
</table>
| Instructor’s Manual | - Chapter-by-chapter summaries  
- Examples and activities not in the main book  
- Teaching outlines  
- Teaching tips  
- Solutions to all questions and problems in the book |
| Test Bank | More than 1,500 multiple-choice, true/false, short-answer, and graphing questions with these annotations:  
- Difficulty level (1 for straight recall, 2 for some analysis, 3 for complex analysis)  
- Type (multiple-choice, true/false, short-answer, essay)  
- Question category (the type of knowledge required to solve the question)  
- AACSB learning standard (Written and Oral Communication; Ethical Understanding and Reasoning; Analytical Thinking; Information Technology; Interpersonal Relations and Teamwork; Diverse and Multicultural Work; Reflective Thinking; Application of Knowledge) |
| Computerized TestGen | TestGen allows instructors to:  
- Customize, save, and generate classroom tests  
- Edit, add, or delete questions from the Test Item Files  
- Analyze test results  
- Organize a database of tests and student results. |
| PowerPoints | Slides include Key images and tables in the textbook. PowerPoints meet accessibility standards for students with disabilities. Features include, but not limited to:  
- Keyboard and Screen Reader access  
- Alternative text for images  
- High color contrast between background and foreground colors |
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