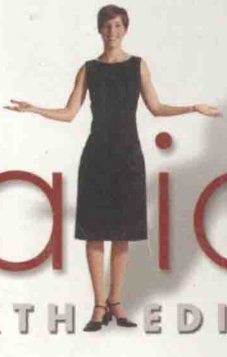
Excellence in Business Communication



SIXTH EDITION

John V. Thill

Courtland L. Bovée

Excellence in Business Communication

SIXTH EDITION

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Preface

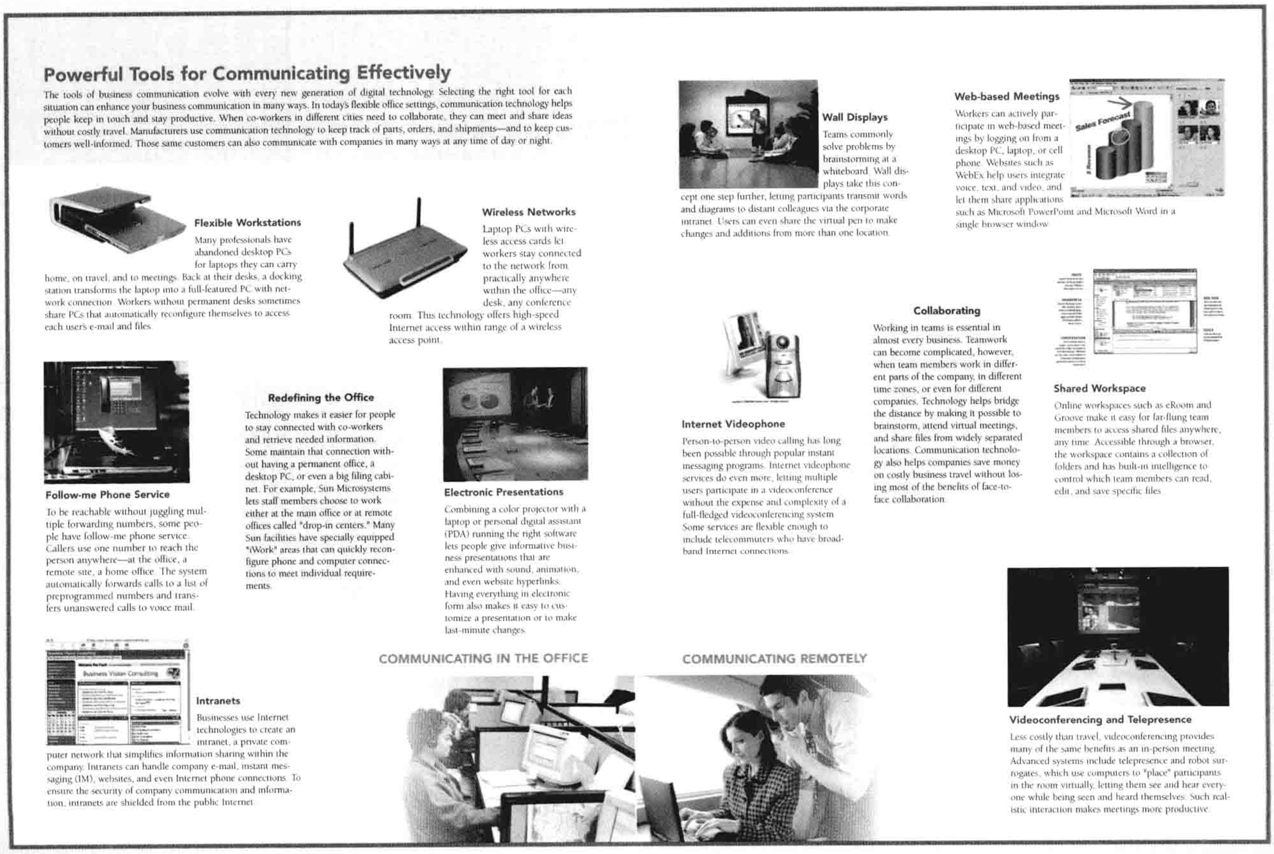
Learn How We Blend Text and Technology to Create a Total Teaching and Learning Solution

Excellence in Business Communication is a compelling model of today's most effective instructional techniques. Students can experience business communication firsthand through a variety of highly involving simulations, activities, and real-world examples that no other textbook matches.

This textbook offers an extraordinary number of devices to simplify teaching, promote active learning, stimulate critical thinking, and develop career skills. That's why it's the most effective teaching and learning tool you'll find for a business communication course. As you'll see on the pages that follow, this text makes classes livelier, more relevant, and more enjoyable.

NEW TECHNOLOGY IN THIS EDITION

Integrated Approach to Technology. Students are introduced to the pervasive role of communication technology in a special four-page photo essay in Chapter 1, "Powerful Tools for Communicating Effectively." Colorful photos and informative text illustrate e-mail, instant messaging, wireless networks,



Powerful Tools for Communicating Effectively

The tools of business communication evolve with every new generation of digital technology. Selecting the right tool for each situation can enhance your business communication in many ways. In today's flexible office settings, communication technology helps people keep in touch and stay productive. When co-workers in different cities need to collaborate, they can meet and share ideas without costly travel. Manufacturers use communication technology to keep track of parts, orders, and shipments—and to keep customers well-informed. Those same customers can also communicate with companies in many ways at any time of day or night.

Flexible Workstations

Many professionals have abandoned desktop PCs for laptops they can carry home, on travel, and to meetings. Back at their desks, a docking station transforms the laptop into a full-featured PC with network connection. Workers without permanent desks sometimes share PCs that automatically reconfigure themselves to access each user's e-mail and files.

Wireless Networks

Laptop PCs with wireless access cards let workers stay connected to the network from practically anywhere within the office—any desk, any conference room. This technology offers high-speed Internet access within range of a wireless access point.

Follow-me Phone Service

To be reachable without juggling multiple forwarding numbers, some people have follow-me phone service. Callers use one number to reach the person anywhere—at the office, a remote site, a home office. The system automatically forwards calls to a list of preprogrammed numbers and transfers unanswered calls to voice mail.

Redefining the Office

Technology makes it easier for people to stay connected with co-workers and retrieve needed information. Some maintain that connection without having a permanent office, a desktop PC, or even a big filing cabinet. For example, Sun Microsystems lets staff members choose to work either at the main office or at remote offices called "drop-in centers." Many Sun facilities have specially equipped "iWork" areas that can quickly reconfigure phone and computer connections to meet individual requirements.

Electronic Presentations

Combining a color projector with a laptop or personal digital assistant (PDA) running the right software lets people give informative business presentations that are enhanced with sound, animation, and even website hyperlinks. Having everything in electronic form also makes it easy to customize a presentation or to make last-minute changes.

Intranets

Businesses use Internet technologies to create an intranet, a private computer network that simplifies information sharing within the company. Intranets can handle company e-mail, instant messaging (IM), websites, and even Internet phone connections. To ensure the security of company communication and information, intranets are shielded from the public Internet.

COMMUNICATING IN THE OFFICE

Wall Displays

Teams commonly solve problems by brainstorming at a whiteboard. Wall displays take this concept one step further, letting participants transmit words and diagrams to distant colleagues via the corporate intranet. Users can even share the virtual pen to make changes and additions from more than one location.

Web-based Meetings

Workers can actively participate in web-based meetings by logging on from a desktop PC, laptop, or cell phone. Websites such as WebEx help users integrate voice, text, and video, and let them share applications such as Microsoft PowerPoint and Microsoft Word in a single browser window.

Internet Videophone

Person-to-person video calling has long been possible through popular instant messaging programs. Internet videophone services do even more, letting multiple users participate in a videoconference without the expense and complexity of a full-fledged videoconferencing system. Some services are flexible enough to include telecommuters who have broadband Internet connections.

Collaborating

Working in teams is essential in almost every business. Teamwork can become complicated, however, when team members work in different parts of the company, in different time zones, or even for different companies. Technology helps bridge the distance by making it possible to brainstorm, attend virtual meetings, and share files from widely separated locations. Communication technology also helps companies save money on costly business travel without losing most of the benefits of face-to-face collaboration.

Shared Workspace

Online workspaces such as eRoom and Groove make it easy for far-flung team members to access shared files anywhere, any time. Accessible through a browser, the workspace contains a collection of folders and has built-in intelligence to control which team members can read, edit, and save specific files.

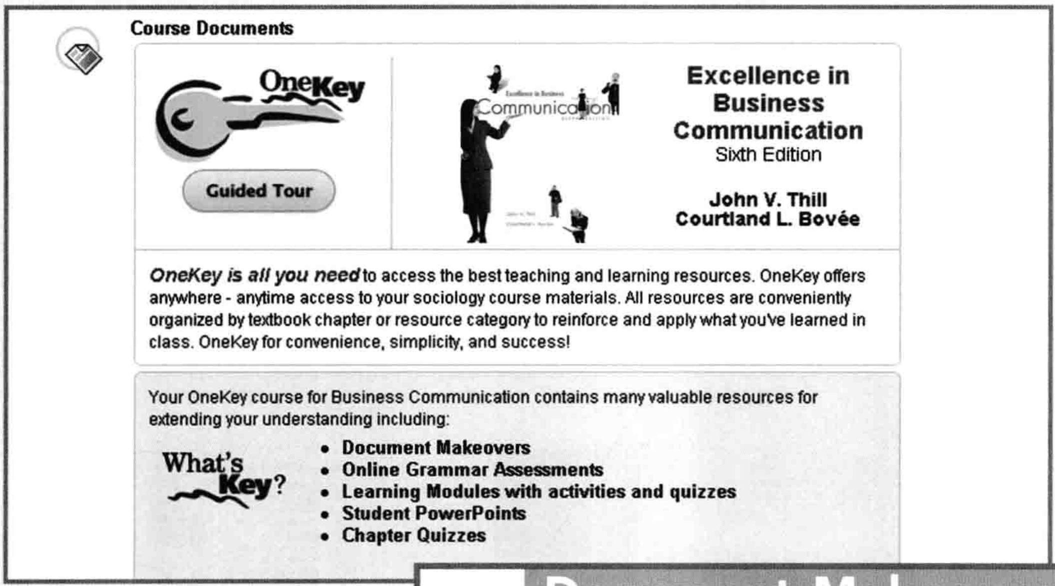
COMMUNICATING REMOTELY

Videoconferencing and Telepresence

Less costly than travel, videoconferencing provides many of the same benefits as an in-person meeting. Advanced systems include telepresence and robot surrogates, which use computers to "place" participants in the room virtually, letting them see and hear everyone while being seen and heard themselves. Such realistic interaction makes meetings more productive.

web-based meetings, videoconferencing and telepresence, intranets, extranets, Internet videophones, flexible workstations, electronic wall displays, electronic presentations, corporate blogs, and online workspaces. This overview helps students quickly grasp how technology is helping businesspeople communicate effectively.

"Document Makeovers." In each chapter of the book, an assignment overview directs students to the OneKey website, where interactive exercises help them apply chapter concepts to an actual business document. "Document Makeovers" offer students an appealing opportunity to refine and reinforce their writing skills in a dynamic multimedia environment.



Excellence in Business Communication
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OneKey is all you need to access the best teaching and learning resources. OneKey offers anywhere - anytime access to your sociology course materials. All resources are conveniently organized by textbook chapter or resource category to reinforce and apply what you've learned in class. OneKey for convenience, simplicity, and success!

Your OneKey course for Business Communication contains many valuable resources for extending your understanding including:

- **Document Makeovers**
- **Online Grammar Assessments**
- **Learning Modules with activities and quizzes**
- **Student PowerPoints**
- **Chapter Quizzes**

Document Makeover

IMPROVE THIS MEMO

To practice correcting drafts of actual documents, visit **www.prenhall.com/onekey** on the web. Click "Document Makeovers," then click Chapter 1. You will find a memo that contains problems and errors relating to what you've learned in this chapter about overcoming communication barriers in business messages. Use the Final Draft decision tool to create an improved version of this memo. Check the memo for an audience-centered approach, ethical communication, communicating efficiently, and facilitating feedback.

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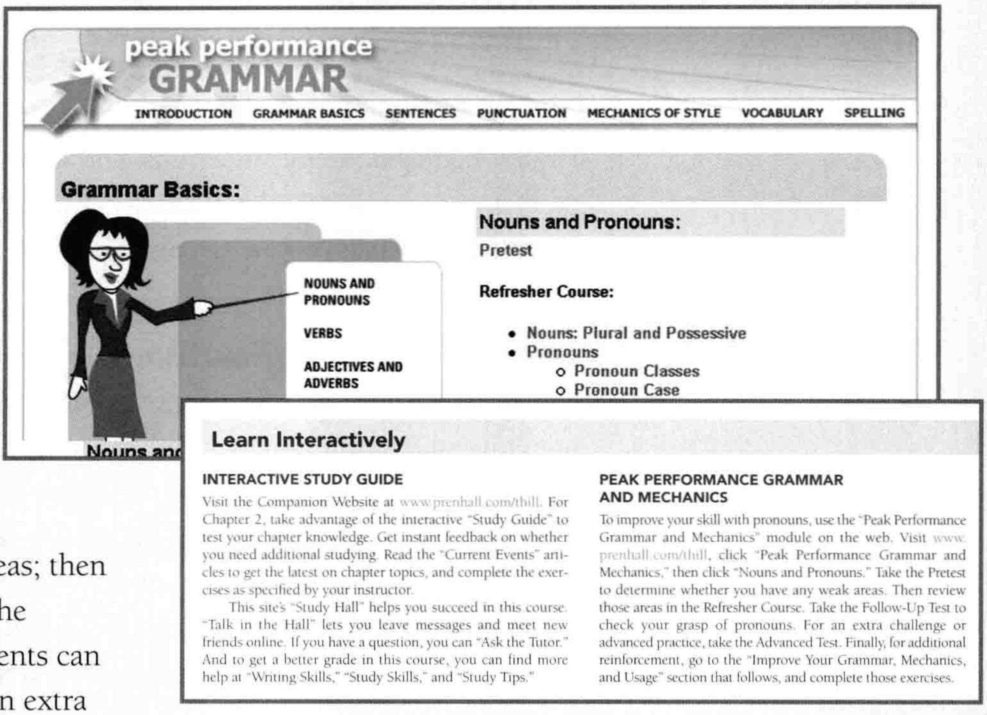
"Peak Performance Grammar and Mechanics." In each chapter, students are directed to the OneKey website to improve their skills with mechanics and specific parts of speech by using the "Peak Performance Grammar and Mechanics" module. Students can take the pretest to determine whether they have any weak areas; then they can review those areas in the module's refresher course. Students can also take a follow-up test. For an extra challenge or advanced practice, students can take the advanced test.



Grammar Basics:

Nouns and Pronouns:

Pretest

Refresher Course:

- Nouns: Plural and Possessive
- Pronouns
  - Pronoun Classes
  - Pronoun Case

Learn Interactively

INTERACTIVE STUDY GUIDE

Visit the Companion Website at www.prenhall.com/thill. For Chapter 2, take advantage of the interactive "Study Guide" to test your chapter knowledge. Get instant feedback on whether you need additional studying. Read the "Current Events" articles to get the latest on chapter topics, and complete the exercises as specified by your instructor.

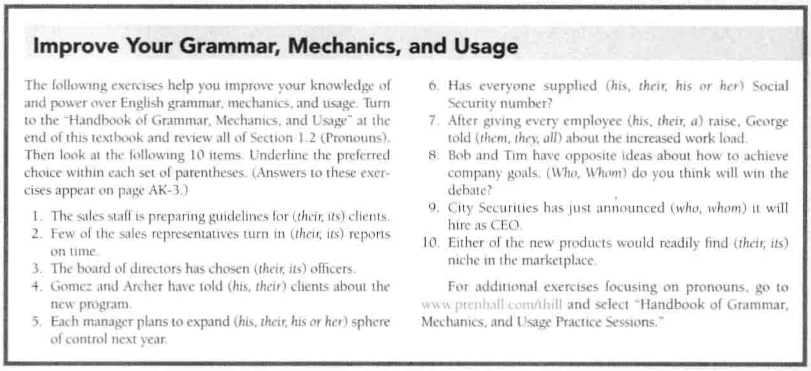
This site's "Study Hall" helps you succeed in this course. "Talk in the Hall" lets you leave messages and meet new friends online. If you have a question, you can "Ask the Tutor." And to get a better grade in this course, you can find more help at "Writing Skills," "Study Skills," and "Study Tips."

PEAK PERFORMANCE GRAMMAR AND MECHANICS

To improve your skill with pronouns, use the "Peak Performance Grammar and Mechanics" module on the web. Visit www.prenhall.com/thill, click "Peak Performance Grammar and Mechanics," then click "Nouns and Pronouns." Take the Pretest to determine whether you have any weak areas. Then review those areas in the Refresher Course. Take the Follow-Up Test to check your grasp of pronouns. For an extra challenge or advanced practice, take the Advanced Test. Finally, for additional reinforcement, go to the "Improve Your Grammar, Mechanics, and Usage" section that follows, and complete those exercises.

NEW CONTENT IN THIS EDITION

"Improve Your Grammar, Mechanics, and Usage" exercises. To give students additional practice in and reinforcement of English skills, each chapter includes one set of 10 exercises. These exercises help students identify specific areas of weakness so that they can overcome them by studying the "Handbook of Grammar, Mechanics, and Usage," which appears near the end of the book. Students are directed to the text's website for additional exercises that they can complete online using the "Handbook of Grammar, Mechanics, and Usage Practice Sessions."



Improve Your Grammar, Mechanics, and Usage

The following exercises help you improve your knowledge of and power over English grammar, mechanics, and usage. Turn to the "Handbook of Grammar, Mechanics, and Usage" at the end of this textbook and review all of Section 1.2 (Pronouns). Then look at the following 10 items. Underline the preferred choice within each set of parentheses. (Answers to these exercises appear on page AK-3.)

1. The sales staff is preparing guidelines for (*their, its*) clients.
2. Few of the sales representatives turn in (*their, its*) reports on time.
3. The board of directors has chosen (*their, its*) officers.
4. Gomez and Archer have told (*his, their*) clients about the new program.
5. Each manager plans to expand (*his, their, his or her*) sphere of control next year.
6. Has everyone supplied (*his, their, his or her*) Social Security number?
7. After giving every employee (*his, their, a*) raise, George told (*them, they, all*) about the increased work load.
8. Bob and Tim have opposite ideas about how to achieve company goals. (*Who, Whom*) do you think will win the debate?
9. City Securities has just announced (*who, whom*) it will hire as CEO.
10. Either of the new products would readily find (*their, its*) niche in the marketplace.

For additional exercises focusing on pronouns, go to www.prenhall.com/thill and select "Handbook of Grammar, Mechanics, and Usage Practice Sessions."

Increased Coverage of Listening and Teams. To help students strengthen their communication skills, material on listening and working in teams effectively has been expanded and updated to include the latest information. Improved coverage provides students with the foundation they'll need to gain a competitive edge in today's workplace.

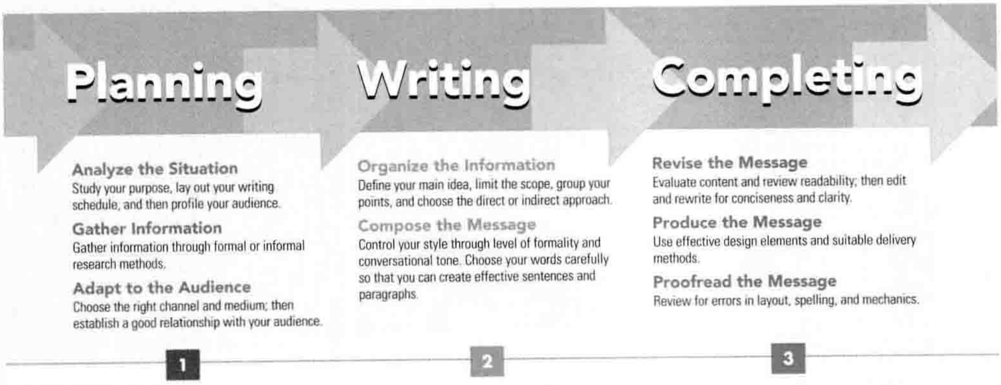
Increased Coverage of Business Etiquette. To obtain employment and succeed on the job, students need to understand and practice workplace etiquette in areas such as personal appearance, face-to-face interactions (smiles, handshakes, introductions, and dinner meetings), and telephone interactions (receiving calls, making calls, and using voice mail). New material on business etiquette covers all these topics and more.

Business Communication Video Library. Entirely new, professionally produced videos cover topics such as ethics, technology, globalization, and intercultural communication. Each video features real-world examples and is designed to effect a deeper understanding of the concepts and issues covered in the text. Video cases and teaching guides, located at www.prenhall.com/thill, are introduced with a synopsis, and exercises ask students to react to the videos by responding to questions, making decisions, and taking the initiative to solve real business communication problems. Titles in the video library:

- *Technology and the Tools of Communication*, 2003, 5.13 minutes
- *Communicating Effectively in the Global Workplace*, 2003, 11.12 minutes
- *Ethical Communication*, 2003, 11.40 minutes
- *Impact of Culture on Business*, 2004, 18.26 minutes
- *Global Business and Ethics*, 2004, 12.07 minutes
- *Teamwork and the WNBA's Connecticut Sun*, 2005, 12.05 minutes
- *Second City: Communication, Innovation, & Creativity*, 2005, 11.13 minutes

Chapter-Framing "On-the-Job" Vignettes and Simulations. Each chapter opens with a vignette that describes communication in an actual company, and each chapter closes with a simulation that provides situational problems for students to solve. Both "On the Job" features vividly demonstrate the link between chapter contents and life on the job, while offering students an opportunity for real-world decision making.

Emphasis on Process and Product. To help students write business messages quickly, easily, and effectively, chapters are organized into a series of three easy-to-follow steps (planning, writing, and completing business messages). A “Three-Step Writing Process” graphic not only illustrates the general process but is also applied to specific examples throughout the book.



Analyze the Situation
Study your purpose, lay out your writing schedule, and then profile your audience.

Gather Information
Gather information through formal or informal research methods.

Adapt to the Audience
Choose the right channel and medium; then establish a good relationship with your audience.

Organize the Information
Define your main idea, limit the scope, group your points, and choose the direct or indirect approach.

Compose the Message
Control your style through level of formality and conversational tone. Choose your words carefully so that you can create effective sentences and paragraphs.

Revise the Message
Evaluate content and review readability; then edit and rewrite for conciseness and clarity.

Produce the Message
Use effective design elements and suitable delivery methods.

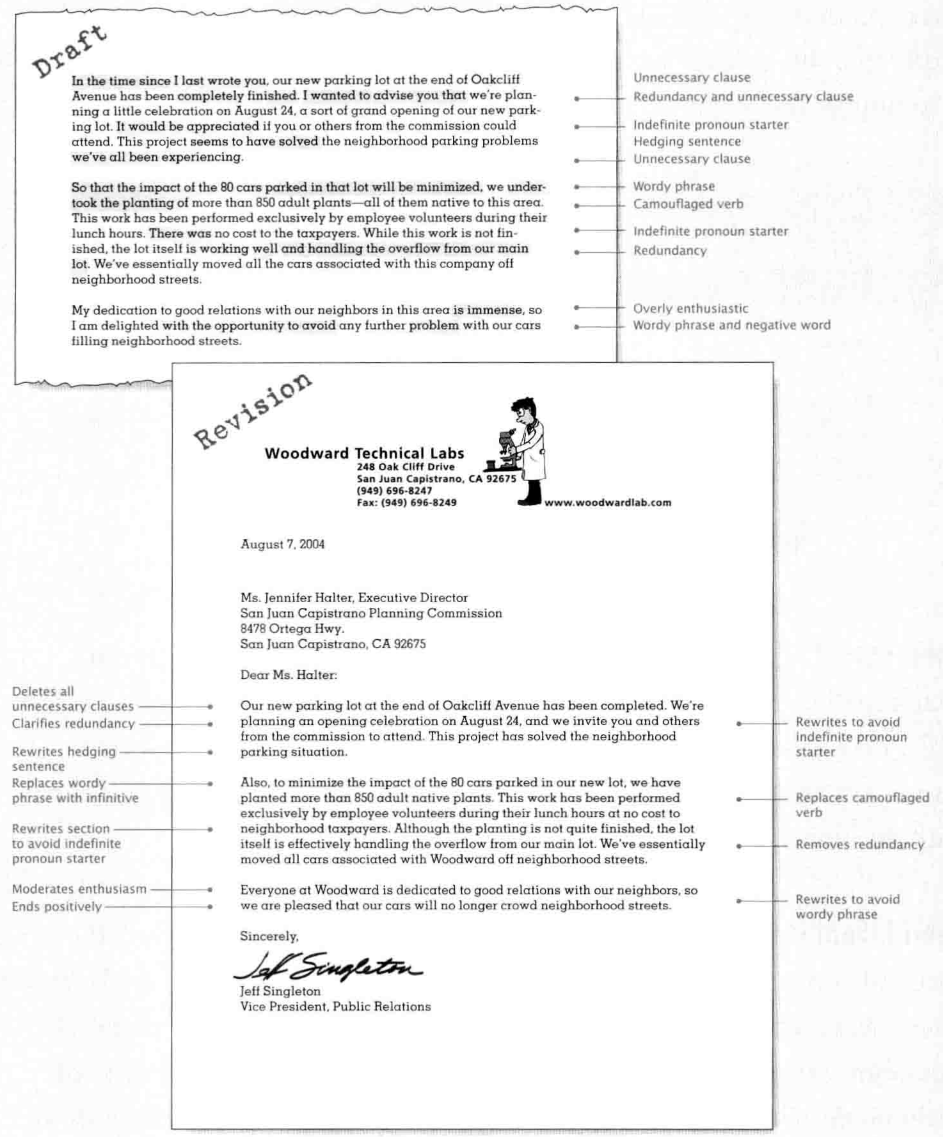
Proofread the Message
Review for errors in layout, spelling, and mechanics.

Checklists. Useful during the course and even years after completion, checklists help students organize their thinking when they begin a project, make decisions as they write, and check their own work. Operating as reminders rather than “recipes,” these checklists provide useful guidelines without limiting creativity.

Special Feature Sidebars. Boxed and strategically placed within each chapter, special-feature sidebars extend the chapter material and center on four well-integrated themes: **Promoting Workplace Ethics**, **Achieving Intercultural Communication**, **Sharpening Your Career Skills**, and **Using the Power of Technology**. The boxes provide students with additional opportunities to analyze business communication principles and practices.

Sample Documents with Annotated Comments. Students can examine numerous sample documents, many collected by the authors in their consulting work at well-known companies. Some documents are accompanied by a three-step-writing-process graphic, and all documents include marginal annotations to help students understand how to apply the principles being discussed.

“Documents for Analysis.” Students have the opportunity to critique and revise a wide selection of documents, including letters, memos, e-mail, graphic aids, and résumés. Hands-on experience in analyzing and improving sample documents helps students revise their own business messages, and extends the experience students gain working with the Document Makeover feature in OneKey.



Draft

In the time since I last wrote you, our new parking lot at the end of Oakcliff Avenue has been **completely finished**. **I wanted to advise you that** we're planning a little celebration on August 24, a sort of grand opening of our new parking lot. **It would be appreciated** if you or others from the commission could attend. This project **seems to have solved** the neighborhood parking problems **we've all been experiencing**.

So that the impact of the 80 cars parked in that lot will be minimized, we **undertook the planting of** more than 850 adult plants—all of them native to this area. This work has been performed exclusively by employee volunteers during their lunch hours. **There was** no cost to the taxpayers. While this work is not finished, the lot itself is **working well and handling the overflow from our main lot**. We've essentially moved all the cars associated with this company off neighborhood streets.

My dedication to good relations with our neighbors in this area **is immense**, so I am delighted **with the opportunity to avoid** any further **problem** with our cars filling neighborhood streets.

Unnecessary clause
Redundancy and unnecessary clause
Indefinite pronoun starter
Hedging sentence
Unnecessary clause
Wordy phrase
Camouflaged verb
Indefinite pronoun starter
Redundancy
Overly enthusiastic
Wordy phrase and negative word

Revision

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August 7, 2004

Ms. Jennifer Halter, Executive Director
San Juan Capistrano Planning Commission
8478 Ortega Hwy.
San Juan Capistrano, CA 92675

Dear Ms. Halter:

Our new parking lot at the end of Oakcliff Avenue has been completed. We're planning an opening celebration on August 24, and we invite you and others from the commission to attend. This project has solved the neighborhood parking situation.

Also, to minimize the impact of the 80 cars parked in our new lot, we have planted more than 850 adult native plants. This work has been performed exclusively by employee volunteers during their lunch hours at no cost to neighborhood taxpayers. Although the planting is not quite finished, the lot itself is effectively handling the overflow from our main lot. We've essentially moved all cars associated with Woodward off neighborhood streets.

Everyone at Woodward is dedicated to good relations with our neighbors, so we are pleased that our cars will no longer crowd neighborhood streets.

Sincerely,

Jeff Singleton

Jeff Singleton
Vice President, Public Relations

Deletes all unnecessary clauses
Clarifies redundancy
Rewrites hedging sentence
Replaces wordy phrase with infinitive
Rewrites section to avoid indefinite pronoun starter
Moderates enthusiasm
Ends positively
Rewrites to avoid indefinite pronoun starter
Replaces camouflaged verb
Removes redundancy
Rewrites to avoid wordy phrase

Exercises and Cases. Hundreds of exercises challenge students with practical assignments like those they will most often face at work. Each exercise is labeled by type (such as "Team," "Ethical Choices," "Self-Assessment," or "Internet") to make it easier for instructors to assign specific types of homework activities. Exercises appear in each chapter of the book. Real-world cases are based on actual organizations and appear in Chapters 7–9, 11–12, and 14–15. All exercises and cases have suggested answers in the instructor's manual.

INSTRUCTOR'S SUPPLEMENTS

- Instructor's Resource Manual
- Test Item File

- Electronic Test Generator
- Color Acetate Transparency Program
- PowerPoint Presentation—Basic and Enhanced Versions
- Video Series
- Instructor Resource Center on CD and online includes all supplements and is available for downloading
- Authors' E-Mail Hotline for Faculty (hotline@leadingtexts.com)
- Course Management: WebCt, Blackboard, and Course Compass—all available in OneKey

OneKey

STUDENT'S SUPPLEMENTS

- **Study Guide**
- **Companion Website** for students includes a student version of the PowerPoint package, an online Study Guide, the English-Spanish Audio Glossary of Business Terms, the Handbook of Grammar, Mechanics, and Usage Practice Sessions, and the Business Communication Study Hall—which allows students to brush up on several aspects of business communication—grammar, writing skills, critical thinking, report, résumé, and PowerPoint development.

Companion Website

- **OneKey Learning Modules** Each chapter is divided in approximately four sections. Each section has a pretest of five questions, a summary for review, an online learning activity, and a post test of 10 questions. Also included in the OneKey website are a grammar assessment tool and document makeovers which allow students to practice their revision skills.

REVIEWERS

We especially want to thank the reviewers of this new, sixth edition. Their detailed and perceptive comments resulted in excellent refinements. These reviewers include Cynthia Drexel, Western State College; J.Thomas Dukes, University of Akron; Karen Eickhoff, University of Tennessee; Joyce Hicks, Valparaiso University; Mark Hilton, Lyndon State College; Sandie Idziak, University of Texas; Jennifer Loney, Portland State University; Melinda McCannon, Gordon College; Bronna McNeely, Midwestern State University; William McPherson, Indiana University of Pennsylvania; Russ Meade, Tidewater Community College; Joe Newman, Faulkner University; Barbara Oates, Texas A&M University; Salvatore Safina, University of Wisconsin; Andrea Smith-Hunter, Siena College; Carol Smith White, Georgia State University; Karen Sneary, Northwestern Oklahoma State University; Terisa Tennison, Florida International University; Robert von der Osten, Ferris State University; Karl V. Winton, Marshall University.

Thanks to the many individuals whose valuable suggestions and constructive comments contributed to the success of this book. The authors are deeply grateful to Anita S. Bednar, Central State University; Donna Cox, Monroe Community College; Sauny Dills, California Polytechnic State University–San Luis Obispo; Charlene A. Gierkey, Northwestern Michigan College; Sue Granger, Jacksonville State University; Bradley S. Hayden, Western Michigan University; Michael Hignite, Southwest Missouri State; Cynthia Hofacker, University of Wisconsin–Eau Claire; Louise C. Holcomb, Gainesville College; Larry Honl, University of Wisconsin–Eau Claire; Kenneth Hunsaker, Utah State University; Robert O. Joy, Central Michigan University; Paul Killorin, Portland Community College; Al Lucero, East Tennessee State University; Rachel Mather, Adelphi University; Betty Mealor, Abraham Baldwin College; Mary Miller, Ashland University; Richard Profozich, Prince George's Community College; Brian Railsback, Western Carolina University; John Rehfuss, California State University–Sacramento; Joan C. Roderick, Southwest Texas State University; Jean Anna Sellers, Fort Hays State University; Carla L. Sloan, Liberty University; Michael Thompson, Brigham Young University; Betsy Vardaman, Baylor University; Billy Walters, Troy State University; George Walters, Emporia State University; F. Stanford Wayne, Southwest Missouri State; Robert Wheatley, Troy State University; Rosemary B. Wilson, Washtenaw Community College; Beverly C. Wise, SUNY–Morrisville; Janet Adams, Minnesota State University–Mankato; Gus Amaya, Florida International University; Ruthann Dirks, Emporia State University; Mary DuBoise, DeVry Institute of Technology–Dallas; Lindsay S. English, Ursuline College; Mike Flores, Wichita State University; Paula R. Kaiser, University of North Carolina–Greensboro; Linda M. LaDuc, University of Massachusetts–Amherst; Linda McAdams, Westark Community College; Jeanne Stannard, Johnson County Community College; John L. Waltman, Eastern Michigan University; Aline Wolff, New York University; Bonnie Yarbrough, University of North Carolina–Greensboro.

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REVIEWERS OF "DOCUMENT MAKEOVER" FEATURE

Lisa Barley, Eastern Michigan University; Marcia Bordman, Gallaudet University; Jean Bush-Bacelis, Eastern Michigan University; Bobbye Davis, Southern Louisiana University; Cynthia Drexel, Western State College; Kenneth Gibbs, Worcester State College; Ellen Leathers, Bradley University; Diana McKowen, Indiana University; Bobbie Nicholson, Mars Hill College; Andrew Smith, Holyoke Community College; Jay Stubblefield, North Carolina Wesleyan College; Dawn Wallace, South Eastern Louisiana University.

Personal Acknowledgments

Excellence in Business Communication, Sixth Edition, is the product of the concerted efforts of a number of people. A heartfelt thanks to our many friends, acquaintances, and business associates who provided materials or agreed to be interviewed so that we could bring the real world into the classroom.

Our thanks to Terry Anderson, whose outstanding communication skills, breadth of knowledge, and organizational ability assured this project's clarity and completeness.

We are grateful to Jackie Estrada for her remarkable talents and special skills; to George Dovel for his dedication and expertise; to Lianne Downey for her unique insights and valuable contributions; to Gail Olson for her astute attention to details and exceptional abilities; and to Joe Glidden for his research efforts.

We also appreciate the notable talents and distinguished contributions of Deborah Valentine, Emory University; Anne Bliss, University of Colorado–Boulder; Carolyn A. Embree, University of Akron; Carla L. Sloan, Liberty University; Doris A. Van Horn Christopher, California State University–Los Angeles; and Susan S. Rehwaldt, Southern Illinois University.

We also feel it is important to acknowledge and thank the Association for Business Communication, an organization whose meetings and publications provide a valuable forum for the exchange of ideas and for professional growth.

Thanks to the many individuals whose valuable suggestions and constructive comments contributed to the success of this book. The authors are deeply grateful to Anita S. Bednar, Central State University; Donna Cox, Monroe Community College; Sauny Dills, California Polytechnic State University–San Luis Obispo; Charlene A. Gierkey, Northwestern Michigan College; Sue Granger, Jacksonville State University; Bradley S. Hayden, Western Michigan University; Michael Hignite, Southwest Missouri State; Cynthia Hofacker, University of Wisconsin–Eau Claire; Louise C. Holcomb, Gainesville College; Larry Honl, University of Wisconsin–Eau Claire; Kenneth Hunsaker, Utah State University; Robert O. Joy, Central Michigan University; Paul Killorin, Portland Community College; Al Lucero, East Tennessee State University; Rachel Mather, Adelphi University; Betty Mealor, Abraham Baldwin College; Mary Miller, Ashland University; Richard Profozich, Prince George's Community College; Brian Railsback, Western Carolina University; John Rehfuss, California State University–Sacramento; Joan C. Roderick, Southwest Texas State University; Jean Anna Sellers, Fort Hays State University; Carla L. Sloan, Liberty University; Michael Thompson, Brigham Young University; Betsy Vardaman, Baylor University; Billy Walters, Troy State University; George Walters, Emporia State University; F. Stanford Wayne, Southwest Missouri State; Robert Wheatley, Troy State University;

Rosemary B. Wilson, Washtenaw Community College; and Beverly C. Wise, SUNY–Morrisville.

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John V. Thill
Courtland L. Bovée

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