



BUSINESS AND PROFESSIONAL

COMMUNICATION

IN THE GLOBAL WORKPLACE



THIRD EDITION | H.L. GOODALL, JR. - SANDRA GOODALL - JILL SCHIEFELBEIN

BUSINESS AND PROFESSIONAL COMMUNICATION IN THE GLOBAL WORKPLACE

THIRD EDITION

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BUSINESS AND PROFESSIONAL COMMUNICATION IN THE GLOBAL WORKPLACE

PREFACE

We are very excited about the newest edition of *Business and Professional Communication in the Global Workplace* (formerly *Communicating in Professional Contexts: Skills, Ethics, and Technologies*). Writing a new edition of a textbook offers unique challenges. Authors must parse reviews and suggestions received from adopters and students, and from them make changes that significantly improve the text. Authors should then look around them and see what is new and emerging within their area of expertise, asking themselves: what are people in the field concerned about? How has the field changed since the last edition of the book? Where is the field going? A successful new edition is a blend of subtle changes that address the concerns of current users and new information that incorporates the changes that have occurred in the field since the last edition. We think *Business and Professional Communication in the Global Workplace* addresses both of these needs.

WHAT HAS CHANGED

First, we would like to thank all of you who have reviewed, adopted, supported, and offered your suggestions for improving the first two editions of the book. Your generous gift of time and insights for improving the book for future audiences have been extremely valuable and greatly contributed to this edition.

The reviewers of the second edition felt that while students found the CCCD model—choose, create, coordinate, and delivery—used throughout the book to be helpful, it was perhaps too embedded in the examples and might be overemphasized. We felt this was a valid observation. We have kept CCCD. However, rather than using it as an overarching methodology, CCCD is now used simply to remind students of the steps in the communication process and how following the steps ensures a successful outcome. We have removed or simplified the CCCD charts to reduce the visual clutter within the chapters.

Another element that was prevalent in the first two editions of the book that received mixed reviews was the use of narratives at the beginning of each chapter. While many students and instructors enjoyed the narratives, others found them distracting and unnecessary. In this edition, we have either removed the narratives or incorporated them as case studies within the chapter. Instructors now have the choice to use the case studies as teaching tools or ignore them altogether. One note about the narratives: we received a few e-mails from instructors wondering about the veracity of the narratives. Often, authors use examples or stories within their text that reflect a perfect case or things as they should be in business. The narratives in this book are drawn from Sandra's actual experiences as an organizational consultant. The names and companies have been changed but the underlying circumstances, the situations, and the interactions are all accurate. Some of these examples depict messy, imperfect, and mindless (a term we use throughout the book) reactions to business situations. Many of the students using the book have found these less-than-perfect scenarios extremely educational. We hope you do too.

An important part of this edition has been the review and revision of each and every chapter. During this review, we streamlined the text, paying particular attention to dense paragraphs and identifying those we could break down using bulleted lists and additional headings. And, of course, we have updated the exercises, ancillaries, and other materials that accompany this text.

WHAT IS NEW

For many students, the term “global” when used in conjunction with the economy, workplace, markets, etc. may seem like nothing more than a buzzword. The world of business is a messy place. In the world of work, valid notions of fairness, political correctness, and gender and racial sensitivity are often at odds with generational, regional, and cultural understandings. The way we *should* treat one another in the workplace may not be the way we *do* treat one another. This is especially true of those who have not been taught how to communicate in the global workplace. Throughout the text, we provide tips, hints, and strategies for communicating in the global workplace. In each chapter, we offer examples taken from actual business situations to highlight what can happen when people communicate in the global workplace using mindless, rather than mindful, approaches to communication. And we emphasize communicating ethically, responsibly, and appropriately in the workplace. We encourage students to be sensitive and mindful when faced with different views of gender, culture, race, age, or religion in the global workplace. For this new edition, we have added three teaching tools that instructors can use to generate discussion and build on the concepts explored in each chapter. These tools include:

GLOBAL PROFILES FOR SUCCESS

To get students thinking globally, this new edition includes a *Global Profile for Success* feature in each chapter. We selected companies for these profiles that students might not immediately view as companies positioned in the global workplace or those that truly represent the global workplace. The companies profiled

offer a unique perspective on the content in the chapter in which they appear. For example, in Chapter 5 we focus on interpersonal communication. The company selected for this chapter's profile is the Virgin Group, an internationally recognized company with operations in 29 countries. The Virgin Group's website emphasizes "responsible business practise [as] an integral part of the Virgin culture—ensuring it is part of every individual's role and responsibility." By highlighting the actual corporate policies and ideology espoused on corporate websites, students see that the techniques, strategies, processes, and concepts for communicating they read about in the pages of *Business and Professional Communication in the Global Workplace* are being practiced by the companies that they may work for someday.

FOCUS ON ETHICS

The *Focus on Ethics* boxes placed throughout the text pose ethical situations that students may encounter in the global workplace. We ask students to consider the situation from different viewpoints or perspectives. Instructors can use the situations as presented or incorporate additional elements to the situation to complicate it further. The *Focus on Ethics* scenarios can also be used as the base for writing, group, or impromptu speaking assignments.

THINKING GLOBALLY

The *Thinking Globally* boxes emphasize specific cultural situations that occur in the global workplace. For example, in Chapter 6, *Interviewing and Conscious Communication*, we ask students to imagine that they are interviewing for a job in a different country or with a company that is based in another country. To be successful, the student needs to learn about the interviewing practices of a particular country or culture. We provide an Internet site detailing interviewing practices by country. The *Thinking Globally* questions can also be used as the basis of a resume, writing, or group exercise.

CASE STUDIES

The detailed case studies we have included in each chapter allow students to put themselves in complex, workplace situations. At the end of each case study, we explain the significance of the case and walk students through a set of questions designed to expand the discussion beyond the facts presented so that students learn to consider communication situations from different viewpoints and look beyond the obvious. Students are then given options for putting what they have learned into practice.

Finally, some of you may have noticed that we have added a third author in the third edition. Jill Schiefelbein has extensive experience teaching the business and professional speaking course. She has designed an online business and professional communication course, and has developed online ancillary materials for the *Business and Professional Communication in the Global Workplace* text. She also provided input on many of the changes and revisions in this edition. Welcome, Jill.

WHAT IS INSIDE

Our goal throughout this text has been to incorporate the best academic approaches with the most up-to-date skill set on the market. We have found that students who receive basic instruction in researching, organizing, and delivering informative and persuasive presentations will find that they are far ahead of their peers in the workplace who lack this training. And while it is possible to learn how to interview, work in small groups or on a team, or communicate interpersonally on the job, those who develop these skills in this classroom will find themselves prepared to lead and succeed in the workplace, where others can merely follow. And of course, no instruction in business and professional communication would be complete without training in listening, verbal and nonverbal communication, the components of the communication process, and an introduction to communication theory.

In addition to introducing students to the topics listed above, we provide:

- a theoretical orientation to guide each chapter, derived from current research in *mindful* and *ethical* communication practices within a global context.
- a consistent model for guiding the communication process called CCCD—*choose* (a communication goal and strategy), *create* (the message), *coordinate* (with other people), and *deliver* (the message).
- integrated materials and examples of *cultural diversity* and *gender differences* in most chapters.
- a focus on *information technologies* to underscore how e-mail exchanges, cross-company networking, the use of the Internet to find information and conduct research, the use of PowerPoint to develop presentations, and the use of the telephone to conduct initial employment interviews intersect with everyday interpersonal, group, team, and presentational business contexts.
- a *focus on ethics* that combines a posed dilemma with discussion questions for each chapter
- an emphasis on practical exercises that come from actual business consulting experience

Welcome to *Business and Professional Communication in the Global Workplace*. It is our sincere hope that this book is a useful and valuable resource for the class and in the future. Good luck in the course and in all of your future endeavors in the global workplace!

H. L. “Bud” Goodall
Sandra Goodall
Jill Schiefelbein

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