

THOMSON
SOUTH-WESTERN

English & Communication

FOR COLLEGES

4e



Means

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SOUTH-WESTERN

English & Communication for Colleges, Fourth Edition
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Employers say that communication is one of the most important skills they look for in job applicants. Unfortunately, many students lack the communication skills that will make them competitive in the job market. The goal of English and Communication for Colleges 4E is to help you improve your communication skills so you can communicate effectively in the workplace.

You will be working in an environment that requires you to collaborate in teams, solve problems, gather information, and use technology to communicate with and serve your internal and external customers. To meet those needs, *English and Communication for Colleges 4E* supplements the traditional teaching of grammar, mechanics, and writing with activities and documents that mirror communications used in business. The text covers the basics of workplace communication—e-mail, letters, reports, memos, telephone conversations, teamwork, one-to-one communication, and internal and external customer relations. Beyond the basics, you will learn persuasive and technical writing, create graphics and visual aids, compose and format documents from agendas to resumes, plan and deliver oral presentations, and practice job search skills.

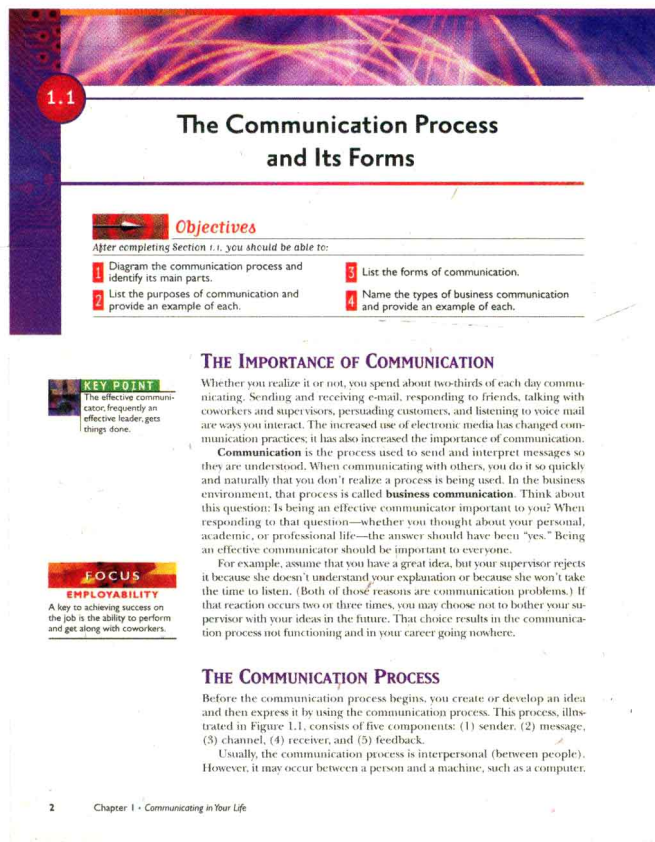
English and Communication for Colleges 4E contains features and user-friendly content that make it a powerful tool for teaching business communication. The chapters are written in easy-to-read style. Numerous bulleted and/or enumerated lists highlight important concepts.

Margin Features.

A variety of margin features provide additional information to reinforce and support the text.

Key Point states the essential or most important point in a text discussion.

Focus Employability contains meaningful workplace information and tips.



Complete but Concise Coverage.

This text is organized into 17 chapters. Each chapter is divided into sections for readability and ease of learning. Sections begin with a list of learning objectives.

Key Terms.

Key terms appear in bold and are defined in a glossary at the end of the text.

In addition to a new chapter on workplace technology, technology concepts and exercises are integrated throughout the text.

NEW! Popular workplace technology such as e-mail, cell phones, message systems, networks, laptops, tablets, and podcasts.

NEW! *Think Critically*
questions within the
chapter sections
challenge you to
consider key topics
or issues.

NEW! Customer-friendly *web site design* and web page creation.

Technology and Effective Communication

Objectives

After completing Section 13.3, you should be able to:

- 1 Identify common problems in the use of communications technologies.
- 2 Record effective voice mail greetings and messages.
- 3 Observe etiquette in using cell phones, pagers, e-mail, and instant messages.
- 4 Avoid communication barriers associated with use of technologies.

one-fifth left sites that didn't seem trustworthy or secure. Shoppers preferred fewer links on a page rather than pages cluttered with them, and nearly a third left sites without making purchases if they were required to register.⁴

As an employee, you may be asked to design a company web site, to contribute to the content, or to respond to customer inquiries made through the site. This section of the chapter offers guidelines for basic web site design with an emphasis on customer service.

THINK CRITICALLY

Analyze the preferences expressed by customers in the paragraph on the previous page that begins "Studies confirm." What conclusions about web site design can you draw from them?

WEB SITE DESIGN

Web sites can consist of hundreds of pages and can cost thousands of dollars to create. But they also can be simple in design, easy to build, and inexpensive.

Plan the Site

The first step in web site design is to plan the site. Remember that a web site consists of a set of related web pages written in a computer language called HTML. Each page is a separate document that you create in web page editing software, word processing software, or some other type of software.

The pages in a web site are organized in a logical way. A common method of organization is a hierarchical, or tree, structure like the files on your computer. Figure 14.1 shows an example of a hierarchical web site design. In the example, each box represents one page of the web site.



FIGURE 14.1 Web site design

The opening page of a web site is called the **home page**. It is the first page you see when you visit a web site. Figure 14.1, *Fairbairn Pet Services, Inc.*, shows the home page of a pet services company. The home page had this URL:

URL:
http://

1995, January 26, 2000.

Section I.I Assessment

KEY TERMS

- business communication
- channel
- communication
- external communication
- feedback

- formal communication
- goodwill
- informal communication
- internal communication
- message

- nonverbal communication
- nonverbal symbols
- receiver
- sender
- verbal symbols

REVIEW

Fill in the blank, using the correct term from the chapter.

1. The process used to send and interpret messages is called _____.
2. The mode used to send a message is called the _____.
3. _____ is the response of a receiver to a message.
4. Messages that are sent without words are called _____.
5. An oral message is composed of both _____ and non-verbal symbols.

APPLY

Write complete answers to the following items.

1. Compose a short paragraph about each form of communication. In each paragraph, explain how important the form of communication is or will be in your career and why.
2. Look at the photo on page 4. How do you think the person who is standing feels about the message he is receiving? Why? What does the dress of the two participants tell you about the company they work for?

DISCUSS

Write complete answers to the following questions.

1. Is the increased use of electronic communication changing the communication process? Justify your answer.
2. Which of the three types of communication—written, oral, or electronic—is most important? Justify your answer.
3. When you send a message but the receiver provides no feedback, how do you interpret the receiver's reaction?

His voice mail greeting says he'll call, and he doesn't call. Late that afternoon else in his department. She said won't be back until Monday. Covered under your insurance. Working your way through the message system, only to find you need to place your call again. Sales figures you needed when. When you got back to the office, by e-mail. Unfortunately, you didn't with the client.

Went down, but the light on the cell is not. It looks as though she plans an entire presentation. You find the behavior rude. Judging from the way they do, too.

phone calls, formal correspondence, employees use a variety of new technologies and with customers. Professional technologies can be highly effective as inconsiderate use can leave people ignored.

provide a greeting for callers when answering the phone. An effective

KEY POINT

The forward slashes (/) indicate that the Services page (Services.htm) is in the Services subfolder on the Fairbairn Pet Hospital web site.

Section 14.2 • Communication on the Web 497

NEW! *End-of-Section Assessment*
consisting of key terms, activities, and
review and discussion questions.

Diversity and Ethics

Sections

2.1 Diversity at Work

2.2 Differences

KEY POINT

Two or more words can form one verb, just as two or more words can form one noun.

FOCUS

DIVERSITY

When you hear people from foreign countries speaking English, be patient and understanding. Verb tenses often pose a problem. Learning English as a second language is a long-term endeavor.

FOCUS

TECHNOLOGY

A search of the Internet for "grammar and usage" revealed more than a half-million matches! Browse some sites to find courses, tips, quizzes, and games about grammar, spelling, and English mechanics.

Verbs

A verb is a word that indicates action or a condition or a state of being. When a verb indicates action, it describes what a noun or pronoun is doing or what is being done to a noun or pronoun. For example:

Vance is discussing his proposal. (The verb *is discussing* shows the action that the noun *Vance* is performing.)

The proposal is being discussed. (The verb *is being discussed* shows what is being done to the noun *proposal*.)

Instead of action, some verbs show a condition or a state of being.

Ms. Sosa is the chief financial officer. (The verb *is* shows no action; it indicates Ms. Sosa's state of being.)

She was formerly the sales manager. (The verb *was* shows no action; it indicates the state of being for the pronoun *she*.)

In those examples, consider the words *is* and *was* as equal signs: Ms. Sosa = chief financial officer; she = sales manager.

Verbs tell time. They indicate when the action occurred, when the action will occur, or if the action is occurring right now. Verb tenses indicate time (present, past, future, etc.). For example:

She is vice president. (The **present tense verb** *is* describes a current state.)

She was treasurer. (The **past tense verb** *was* describes a former state.)

She will be president. (The **future tense verb** *will be* describes a state that has not yet taken place.)

Two, three, or four words often are combined to form one verb phrase. In the following sentences, the words in italics are verb phrases.

He *has managed* many ad campaigns. Both managers *have been evaluating* the latest offer. This proposal *must have been developed* by the planning committee.

See page 62 for a brief discussion and examples of verb phrases. See Sections 3.5 and 3.6 for an in-depth discussion of verbs and subject-verb agreement.

Checkpoint

Nouns, Pronouns, and Verbs

Identify the italicized words as nouns (N), pronouns (P), or verbs (V).

Theresa Amato, the manager of our Data Processing Department, has submitted¹ her revised expense budget to the Finance Committee. When *she*² receives official approval, she will process³ our orders for new equipment. All of us in the Data Processing Department⁴ hope that the budget will be approved⁵ quickly so we can have our new computers⁶ in operation by next month.

Check your answers in the Appendix.

FOCUS

ETHICS

In a survey of more than 3,000 American workers, 52 percent reported having observed at least one type of ethical misconduct at work in the past year.
—Ethics Resource Center recent annual survey

FOCUS

ETHICS

"A recent study found that 55 percent of workers who describe their workplace environment as ethical are more likely to be loyal and stay with the same organization."
—Summit, June 2005

Dealing

In a recent survey about the workplace, 52 percent of workers reported having observed at least one type of ethical misconduct at work in the past year.

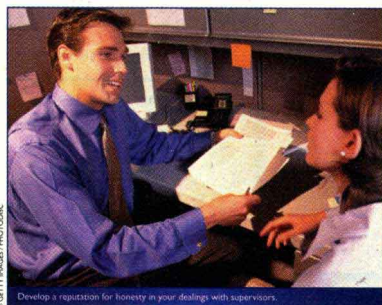
- Del him off in the client's office.

Ant

line is three days away. She knows that fully testing the software will take two weeks, but she also knows that her supervisor likes results and not bad news. Aurora decides not to say anything to her supervisor, but to continue testing as much as she can in the time she has available.

When supervisors behave unethically or an organization lacks a set of clearly defined rules for conduct, dishonesty among employees is more likely to occur. Dishonesty is also more common when employees perceive that they are being treated unfairly or when communication channels for expressing concerns are nonexistent or poor.

If you are tempted to be less than honest with an employer, carefully weigh the consequences for others as well as yourself. In the long run, identifying problems and admitting mistakes serve you and your company best.



Develop a reputation for honesty in your dealings with supervisors.

INTEGRATION OF IMPORTANT WORKPLACE ISSUES

Issues such as diversity, ethics, technology, and leadership are integrated within the chapter discussions, special features, and activities.

NEW! *Diversity issues* you are likely to encounter in communicating and working with clients and fellow employees from other cultures.

NEW! *Contemporary ethical issues* in confidentiality, privacy, electronic rights, security of information, honesty, and plagiarism.

Examples. Abundant examples show you how to use correct grammar and mechanics and how to improve your writing.

Focus Diversity introduces international and cultural differences in communication.

Focus Technology highlights technologies used at work as well as issues brought about by the use of technology.

Focus Ethics discusses common ethical issues that arise on the job.

Checkpoints provide immediate feedback, enhancing learning. You can check your answers in the Appendix.

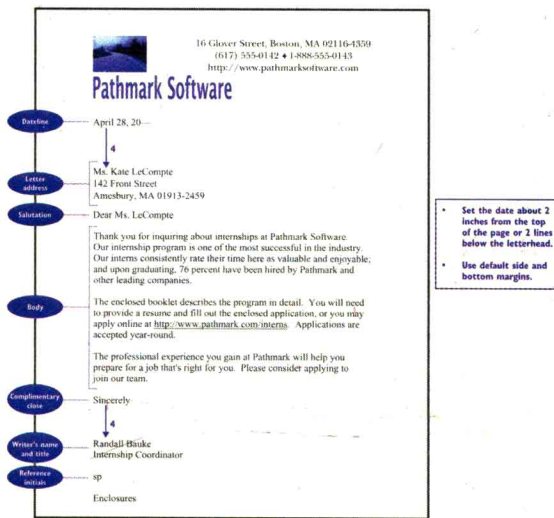


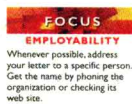
FIGURE 8.7 Standard letter parts

Dr. Sanjida). If you and the person you are writing to are on a first-name basis, use the first name instead. Use the name you would use if you were addressing the person face-to-face.

If you are writing to a company and don't know the name of the appropriate person to receive the letter, use the salutation *Ladies and Gentlemen*. If the letter is addressed to a job title, use the title in the salutation.

Dear Mrs. Nunez Ladies and Gentlemen
Dear Frederick Dear Service Manager

You may use one of two punctuation styles for the salutation and complimentary close. **Open punctuation** means that no punctuation follows the



ENGAGING AND USEFUL ILLUSTRATIONS

Color photographs, illustrations, and sample documents assist learning by providing visual reinforcement and act as a starting point for class discussion.

Correct and consistent document formats.

All document illustrations model correct formatting. Numerous illustrations show you how to format letters, memos, reports, resumes, minutes, agendas, and news releases.

Ineffective/effective models.

Ineffectively written as well as well-written messages are illustrated to provide you with models of good writing. Callouts highlight important features.

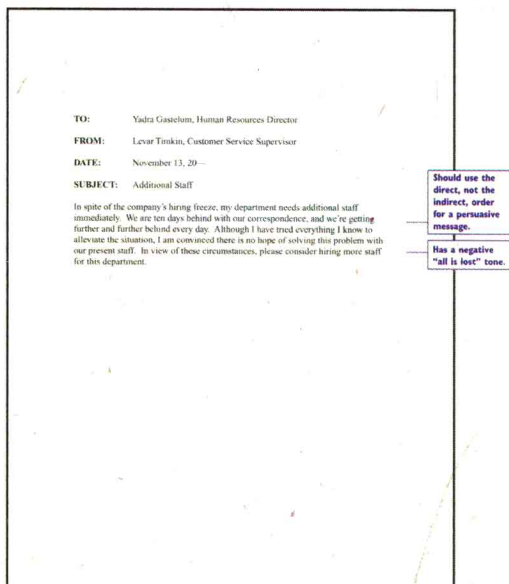


FIGURE 9.9 Ineffectively written persuasive memo

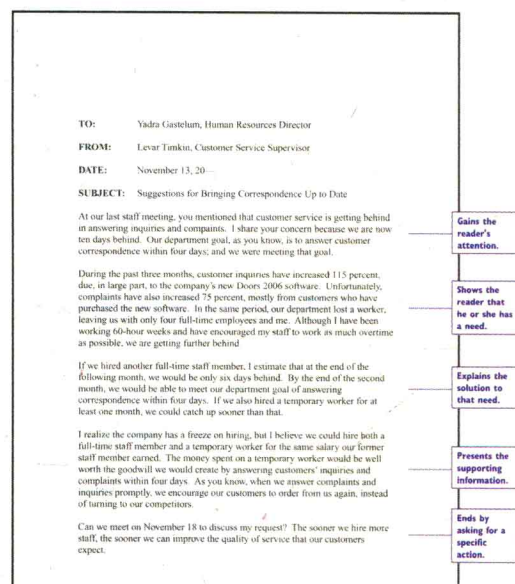


FIGURE 9.10 Well-written persuasive memo

COMPREHENSIVE END-OF-CHAPTER ACTIVITIES, ADDITIONAL STUDENT RESOURCES, AND WEB SITE

Applications at the end of each chapter give you many opportunities to write and use technology, develop editing and proofreading skills, and apply knowledge in realistic workplace scenarios.

The student supplement that accompanies *English and Communication for Colleges 4E* provides even more opportunities to learn and apply the principles of effective communication.

Study Guide provides numerous additional review questions and exercises for each chapter.

Chapter 2 Review and Apply

SUMMARY

- 1 To succeed at work, you need to get along with many different kinds of people. Like other skills, interpersonal skills can be learned.
- 2 Because diverse people have different backgrounds, it is important to understand and respect differences.
- 3 Today's older workers and younger workers have different values and expectations.
- 4 Because of differences in culture, it is important to understand and respect differences.
- 5 People differ in their communication styles and preferences.
- 6 Differences in communication styles can be a source of conflict.

APPLICATIONS

- 1 Go to www.thomsonedu.com/bcomm/means and access the U.S. Census Bureau web site. Use the American FactFinder feature to get a Fact Sheet of a community in which you have lived, were born or currently reside. Write a paragraph analyzing the results.

- 2 Support your work with a page from a book or a magazine.

- 3 See a Write

Summaries focus on the main points of each chapter and reinforce the material presented.

Applications, including Internet and team activities, provide abundant practical opportunities for you to use what you have learned.

EDITING ACTIVITY

Edit the following sentences so they are bias-free or would be easily understood by someone whose first language isn't English. Invent details as needed. If a sentence is acceptable as is, write OK.

1. Please send me the results of your study ASAP.
2. We want to hit the ground running on this project.
3. Ralph Colter, a deaf student at Grand Vista College, won the prize.
4. Filling out this form will enable us to expedite your services.
5. Jean is one of our best female lab technicians.
6. Please join me in extending your thoughts and prayers to Emiko Soga, our school nurse, whose mother died last night.
7. Your son will need a tonsillectomy.
8. We plan to hire two Latina police officers.

CASE STUDIES

- 1 Choose or invent a product or service. Create an advertisement for the product or service that is targeted to a particular cultural group. Your work may be a radio, television, web site, magazine, or newspaper ad. Be creative! Research the culture and the methods that marketers use to appeal to people in that culture. Make sure you follow the chapter guidelines for dealing honestly with customers.
- 2 Shariq Malouf is close to being hired for a job he really wants, as project manager in the IT department of a large corporation. He's on his third interview, this time with Alicia Rhodes, who would be his supervisor. Ms. Rhodes asks for a detailed account of Shariq's most recent projects. Shariq signed a nondisclosure agreement with his current employer, who happens to be one of the corporation's competitors. He explains this fact to Ms. Rhodes, who says, "I need to know that you are capable of handling this job. Anything you say won't leave this room, I assure you."

Should Shariq disclose information about his recent work? Write a paragraph that answers that question. Then write whether your answer would change under any of the following circumstances:

 - If Shariq knew and trusted Alicia Rhodes
 - If Shariq had been dismissed unfairly from his last job
 - If the two companies weren't competitors
 - If the nondisclosure agreement were about to expire

EXERCISES

1. Indicate the type of message each sentence might open. Choose from these types of messages:

order claim	acknowledgement routine request	positive response to a request negative news
----------------	------------------------------------	---

- a. The brochures you ordered are enclosed.

- b. Please send me the items listed below.

- c. Please send me information about your health club.

- d. Thank you for your letter asking for a refund.

- e. Thank you for requesting information about our firm.

2. Read the following message; then answer the questions.

A new rugby shirt is being sent to you today. You made an excellent choice when selecting this shirt, but two rules for washing must be followed:

1. The shirt must be washed in cold water.
2. No bleach should be used when the shirt is washed.

If you send the shirt to a laundry, make sure you give the clerk those instructions. By following the instructions, you will enjoy the shirt for a long time.

During next week, April 13–20, wrinkle-free cotton shirts will be reduced 30 percent. Come in and take a look. You may find something you like.

- a. In what order is the message written?
- b. What type of message is it?
- c. What is the objective?
- d. What is the main idea?
- e. What is the supporting information?
- f. Is the closing appropriate? Why or why not?
- g. Is this letter you-oriented? Why or why not?

WEB SITE

The companion web site, www.thomsonedu.com/bcomm/means, contains the following material:

- Web resources and links for chapter Internet activities
- Flash cards and crossword puzzles using chapter vocabulary terms
- List of frequently misspelled and misused words
- Information about citation styles

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Communicating in Your Life

Sections

1.1

**The Communication
Process and Its Forms**

1.2

**Barriers to Communication
and Ways to Overcome Them**

The Communication Process and Its Forms



Objectives

After completing Section 1.1, you should be able to:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Diagram the communication process and identify its main parts. 2 List the purposes of communication and provide an example of each. | <ol style="list-style-type: none"> 3 List the forms of communication. 4 Name the types of business communication and provide an example of each. |
|--|--|

THE IMPORTANCE OF COMMUNICATION



KEY POINT

The effective communicator, frequently an effective leader, gets things done.

Whether you realize it or not, you spend about two-thirds of each day communicating. Sending and receiving e-mail, responding to friends, talking with coworkers and supervisors, persuading customers, and listening to voice mail are ways you interact. The increased use of electronic media has changed communication practices; it has also increased the importance of communication.

Communication is the process used to send and interpret messages so they are understood. When communicating with others, you do it so quickly and naturally that you don't realize a process is being used. In the business environment, that process is called **business communication**. Think about this question: Is being an effective communicator important to you? When responding to that question—whether you thought about your personal, academic, or professional life—the answer should have been “yes.” Being an effective communicator should be important to everyone.

For example, assume that you have a great idea, but your supervisor rejects it because she doesn't understand your explanation or because she won't take the time to listen. (Both of those reasons are communication problems.) If that reaction occurs two or three times, you may choose not to bother your supervisor with your ideas in the future. That choice results in the communication process not functioning and in your career going nowhere.

FOCUS

EMPLOYABILITY

A key to achieving success on the job is the ability to perform and get along with coworkers.

THE COMMUNICATION PROCESS

Before the communication process begins, you create or develop an idea and then express it by using the communication process. This process, illustrated in Figure 1.1, consists of five components: (1) sender, (2) message, (3) channel, (4) receiver, and (5) feedback.

Usually, the communication process is interpersonal (between people). However, it may occur between a person and a machine, such as a computer.

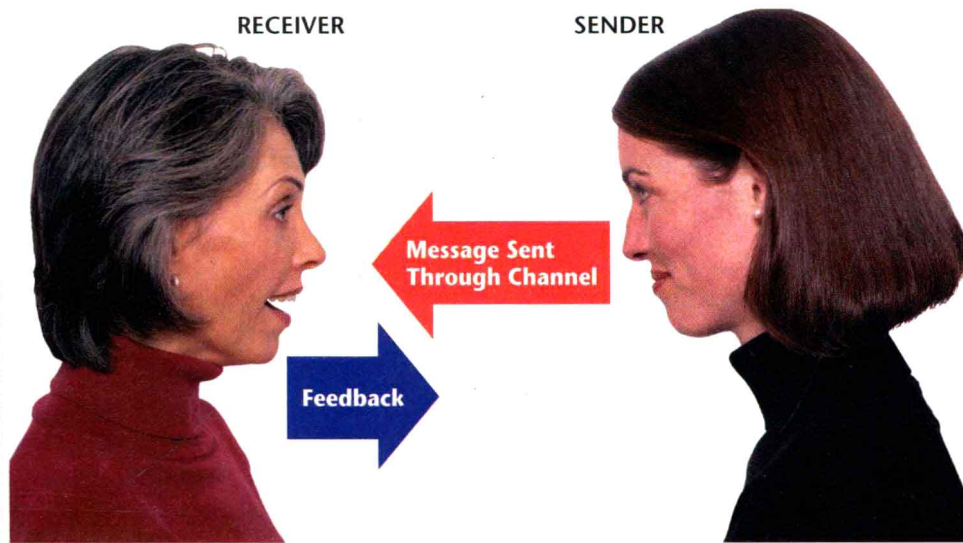


FIGURE 1.1 The main components of communication are sender, message, channel, receiver, and feedback.

It may also occur between two machines; for example, between a combination of computers, printers, and fax machines.

Sender

The **sender** is a person or thing that originates a message and initiates the communication process. When you are the sender, you have major responsibilities in the communication process. Those responsibilities are described in more detail in Section 1.2 of this chapter.

Message

A **message** is composed of a set of symbols. The symbols can be verbal or nonverbal. **Verbal symbols** are words used in speaking and writing. Letters, memos, reports, brochures, catalogs, manuals, and annual reports are composed of verbal symbols. Symbols also are used when speaking face-to-face, listening to voice mail, talking on the telephone, sending an e-mail, or delivering a speech.

Nonverbal symbols such as gestures, posture, facial expressions, appearance, use of time, tone of voice, eye contact, and space usually accompany verbal symbols. Whether you realize it or not, you use nonverbal symbols to send and determine attitudes. In fact, all messages contain nonverbal symbols that help the receiver interpret verbal symbols.

Channel

The mode a sender selects to send a message is called the **channel**. Letters, memos, and reports are the most common channels for written messages. Face-to-face conversations, meetings, and telephone conversations are common channels of oral messages. E-mail, videoconferences, and voice mail are common channels of electronic messages.

Selecting the appropriate channel becomes more significant as the importance or sensitivity of a message increases. For example, when trying to resolve a sensitive issue with a client, you must carefully weigh the merits of communicating face-to-face or by telephone or letter. Face-to-face communication sends a message of personal concern and permits immediate

FOCUS

TECHNOLOGY

Today's electronic equipment allows messages to be sent anywhere in the world—even to remote areas of the globe.

FOCUS

TECHNOLOGY

E-mail, a popular channel of communication, makes it easy to send a message and "copy everyone." However, that practice can damage your image as a coworker and/or a friend.

feedback. Using the telephone indicates a sense of urgency and also allows immediate feedback. On the other hand, a letter enables the sender to explain a position and provides a written record of the message. It also gives the receiver time to think about his or her reply. Often, using two channels is appropriate—you might discuss a situation face-to-face and then follow up with a letter, a memo, or an e-mail.

Receiver

A person or thing to whom a message is sent is the **receiver**. When you are the receiver, your responsibility is to give meaning to the verbal and nonverbal symbols used by the sender. (Techniques to accomplish that task are discussed in Section 1.2 of this chapter.) The meaning receivers give to messages depends on their respective educational backgrounds, experiences, interests, opinions, and emotional states. Miscommunication results when the receiver gives the message a different meaning than the sender intended.

Feedback

Feedback is the receiver's response to a message. Feedback may be nonverbal (a smile, a frown, or a pause), or it may be verbal (a telephone call or an e-mail). Any response—even no response—is feedback.

Feedback is a critical component of communication because it helps you determine whether the receiver has understood the message. If the receiver looks confused (nonverbal feedback), you know you need to clarify by providing additional information or by modifying the message. To be meaningful, feedback must accurately reflect the receiver's reaction to the message.

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ETHICS

Using nonverbal symbols to deliberately mislead receivers can cause others to question your honesty.



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A key to the success of an apprentice is being able to give and receive effective feedback.