

BUSINESS AND ADMINISTRATIVE COMMUNICATION

KITTY O. LOCKER

BUSINESS AND ADMINISTRATIVE COMMUNICATION



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To my husband, Bob Mills, with love



January 3, 1989

Dear Student:

Business and Administrative Communication (BAC) takes the mystery out of writing and speaking effectively. You can use the strategies and guidelines in BAC both in this course and on the job.

BAC's chapters are short. Your instructor may ask you to read them in order: Introduction, Building Blocks of Effective Messages, Letters and Memos, Reports, Oral and Nonverbal Communication, and Job Hunting. Some courses will be organized in other ways. Even if your course doesn't use all the chapters now, you may want to read them later when you need to write a specific kind of message or when you're ready to job hunt.

Before you read a chapter, you may want to read the Chapter Outline to get an overview of what the chapter covers.

As you read,

- You may want to look for the answers to the Questions at the beginning of the chapter.
- Note the terms in boldface type and their definitions. When you read chapters out of order, check the Glossary at the end of the book for the definitions of terms defined in other chapters.
- Pay special attention to the lists, whether the items are numbered or set off with the round dots called bullets. Come back to them when you prepare your assignments or review for tests.
- Use the examples, especially the paired examples of effective and ineffective communication, as models for your own work.
- Check the side columns for anecdotes and examples that show the principles in the text at work in a variety of business and administrative situations.
- Use the Summary of Key Points at the end of the chapter to review crucial points.

When you prepare an assignment,

- Review the analysis questions in Chapter 2. Some assignments have "Hints" which help you probe the problem. Some of the longer assignments have preliminary assignments analyzing the audience or developing reader benefits or subject lines. Even if your instructor has not assigned these, you may want to read them over for ideas.
- The exercises and problems following each chapter focus on the strategies discussed in that chapter, but a good solution often incorporates material covered elsewhere in the book. You may want to review the formats in Appendix A, the advice about composing strategies in Chapter 5, or the suggestions for student groups in Chapter 25.
- If you're writing a letter or memo, check the sample problems in Chapters 12, 13, and 14. Each has a detailed analysis, a strong and weak solution, and a discussion of the solutions to help you see how to apply the principles in this book to your own writing.
- The Student Workbook by my colleague Professor Meada Gibbs will give you additional practice in reviewing each chapter, mastering its concepts, and practicing for exams.

When you study for tests, try not only to memorize the Key Points listed in the Summaries but also to understand the reasons behind each point. Why does the pattern of organization put this idea first and that one last? Why do two different situations call for different patterns of organization? Why is this version wordy and that one tight? The more fully you understand the theories presented in BAC, the better you'll do on tests.

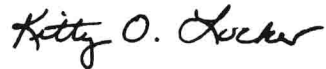
Feedback from my own students and from students at other colleges has helped me improve this book. (Even professors revise what they write!) I'd like to hear from you, too. Write to me in care of the publisher:

Professor Kitty O. Locker
c/o Richard D. Irwin, Inc.
1818 Ridge Road
Homewood, IL 60430.

Let me know what you like and don't like, what works and doesn't work for you. Tell me how the book can be made even more useful, even more interesting. Suggest examples or anecdotes for the next edition. Send me copies of especially good papers or outlines of especially good presentations.

I look forward to hearing from you!

Cordially,

A handwritten signature in cursive script that reads "Kitty O. Locker". The signature is written in dark ink and is positioned below the word "Cordially,".

Kitty O. Locker



January 3, 1989

Dear Professor:

Business and Administrative Communication (BAC) is designed to make your job teaching business communication just a little bit easier.

- **BAC is flexible.** Short chapters let you create the schedule that best fits your course and your students. You may choose to teach the units in order: Introduction, Building Blocks of Effective Messages, Letters and Memos, Reports, Oral and Nonverbal Communication, and Job Hunting. You may prefer to get into full messages immediately, coming back to earlier chapters as necessary to work on specific skills. The Teaching Guide contains sample syllabi for several courses with different emphases.

BAC's assignments are flexible, too. Some of the class-tested assignments are easy enough for in-class writing or impromptu speeches. Others are challenging enough for your best students. Many problems offer several options: small group discussions, individual writing, group writing, or oral presentations. Choose from a variety of in-class exercises, messages to revise, raw data for reports, problems with hints, unclassified cases, and cases presented as they'd arise in the "real world."

- **BAC is specific.** Every experienced teacher knows that students learn better from specifics: specific strategies, specific guidelines, specific examples. BAC takes the mystery out of creating effective messages by showing students, for example, five ways to create you-attitude, four kinds of openers for direct mail or oral presentations, five kinds of buffers, seven patterns of organization for reports--and illustrating each technique with an example.

BAC analyzes and provides a strong and a weak solution for three sample problems: a positive message, a negative message, and a persuasive message. A discussion of what makes each solution good or bad shows students how to apply the principles in their own papers.

- **BAC is interesting.** Anecdotes from a variety of fields show students principles of business communication at work. The lively side columns from The Wall Street Journal and a host of other sources keep students turning pages and provide insights into the "real world" that business students demand. And the examples aren't just "empty calories." Instead, each illustrates or enlarges a point made in the text.
- **BAC is comprehensive.** BAC covers not only traditional topics but also topics on the cutting edge of the field: international communication, ethics, collaborative writing, direct mail, technology. Side columns throughout the book highlight international, ethical, and technological concerns. Assignments allow students to deal with international audiences or to cope with ethical dilemmas in informative, negative, and persuasive messages. And if you have more time for special topics, the Lecture Resource Manual and the Teaching Guide provide lecture outlines, in-class exercises, and out-of-class assignments.
- **BAC is up-to-date.** More than technology has changed in the last twenty years. Research about the composing process, document design, negative messages, group dynamics, and conflict resolution (to name only a few areas) can help us communicate more effectively. BAC incorporates research from these and other fields to show students why a specific guideline or strategy produces better messages.

BAC is the first business communication text to offer up-to-date information both about composition and about communication in business, government, and nonprofit organizations.

A comprehensive teaching package accompanies BAC.

- In the Answers and Analyses for Exercises and Problems, you'll find answers to all exercises, an overview and difficulty rating for each problem, and, for 30 of the problems in the book, a detailed analysis, discussion and quiz questions, and a good solution.

Even if you rarely use an Instructor's Manual, you may want to check the Answers and Analyses for answers to unusual exercises, such as which reader benefit drew the biggest response in a series of ads.

- **One hundred transparencies** include strong, average, and weak solutions for problems in the book, documents to critique, and summaries of key points to use in lectures and discussions.
- **An additional one hundred transparency masters** provide further structure for lectures and material for class discussions. These ready-to-duplicate masters include both material from BAC--patterns of organization, lists, and figures--and additional material to enrich your classes.
- **The Teaching Guide** provides sample syllabi, suggests class activities to reinforce chapter materials and prepare students for assignments, and provides sample handouts for group work, peer editing, and other activities. It suggests ways to use each transparency; it offers an overview of each chapter with cross references to the relevant transparencies, transparency masters, and the Answers and Analyses.
- **The Lecture Resource Manual** contains lecture outlines, additional transparency masters, class activities, and a list of related assignments in BAC for six topics that can enrich your course: The History of Business Jargon, Presenting Numerical Data, Presenting Information in Reports, Ethics in Business Communication, Writing Magazine Subscription Letters, and Communicating with International Audiences.
- **The test bank** contains 1500 true-false, multiple choice, and essay questions with answers and a difficulty rating for each. The questions are arranged by chapter so that you can tailor each quiz and exam to the way you arrange the course.
- **A computerized version of the objective questions in the test bank** allows you to generate random tests, add your own questions, and calculate student grades.
- **The Student Workbook**, by Professor Meada Gibbs of North Carolina Agricultural and Technical State University, provides exercises to help students master grammar, polish style, and apply the principles

in BAC. A study guide and practice test for each chapter let students monitor their own progress.

For ongoing information about new strategies for teaching business communication and for the latest research in business communication, attend the meetings of the Association for Business Communication and read its publications: The Bulletin (formerly The ABC Bulletin) and The Journal of Business Communication. To learn about ABC meetings, publications, and membership, write

Professor Robert D. Gieselman, Executive Director
The Association for Business Communication
University of Illinois
608 S. Wright Street
Urbana, IL 61801.

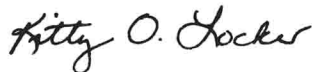
The instructors who have used this book in manuscript have helped me improve it. I'd like to hear from you, too. Write to me in care of the publisher:

Professor Kitty O. Locker
c/o Richard D. Irwin, Inc.
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Homewood, IL 60430.

Tell me what works for your students. Suggest examples, anecdotes, or assignments for the next edition. Send copies of especially good student work. Tell me about your own success stories teaching Business and Administrative Communication.

I look forward to hearing from you!

Cordially,



Kitty O. Locker

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No writer is an island. Even those of us who are sole authors benefit from the ideas and advice of many people. This informal collaboration is particularly important for textbook authors who try to include the best research and pedagogical thinking in the field. Many of the people whose ideas have enriched this book are quoted or cited in the text; more general debts are acknowledged here.

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