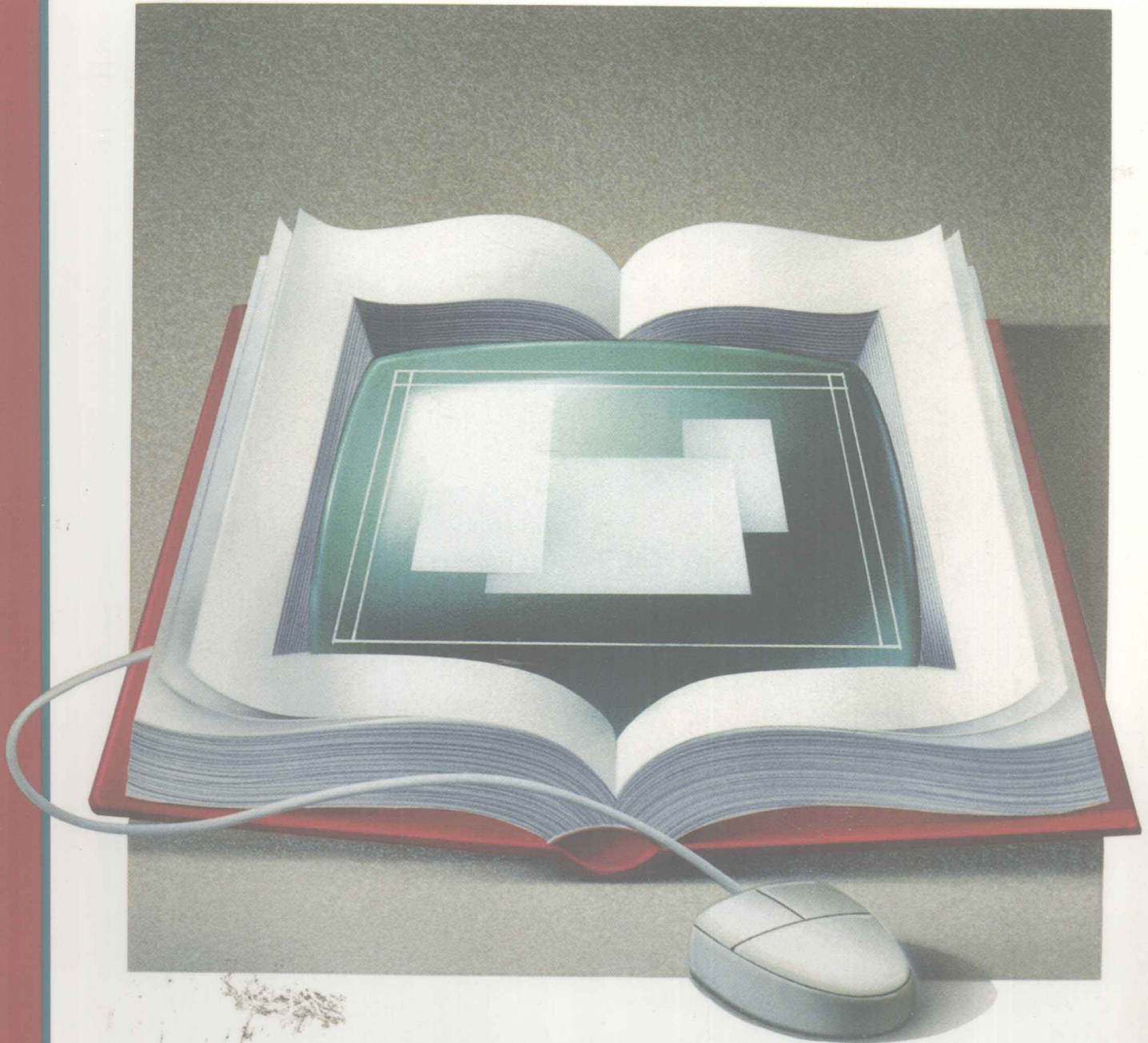


FIFTH EDITION

# Excellence in Business COMMUNICATION



John V. Thill ♦ Courtland L. Bovée

# EXCELLENCE IN BUSINESS COMMUNICATION

FIFTH EDITION

**John V. Thill**

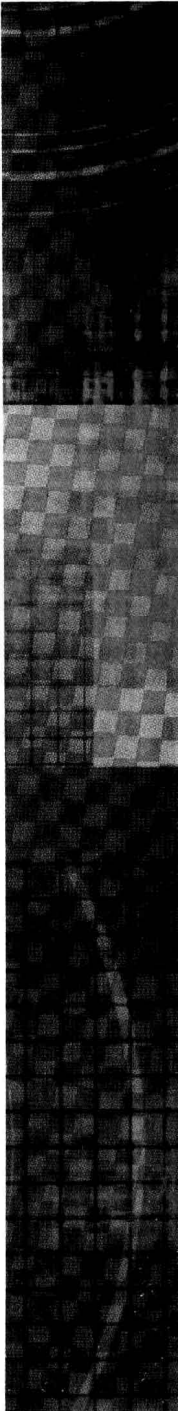
*Chief Executive Officer  
Communication Specialists of America*

**Courtland L. Bovée**

*Professor of Business Communication  
C. Allen Paul Distinguished Chair  
Grossmont College*

Prentice  
Hall

Upper Saddle River, New Jersey 07458



**Library of Congress Cataloging-in-Publication Data**

Thill, John V.

Excellence in business communication / John V. Thill, Courtland L. Bovée.—5th ed.  
p. cm.

Includes bibliographical references and index.

ISBN 0-13-090947-5

1. Business communication—United States—Case studies. I. Bovée, Courtland L. II.  
Title.

HF5718.2.U6 T45 2001  
658.4'5--dc21

2001021273

Editor-in-Chief: Jeff Shelstad  
Assistant Editor: Jennifer Surich  
Editorial Assistant: Virginia Sheridan  
Media Project Manager: Cindy Harford  
Senior Marketing Manager: Debbie Clare  
Managing Editor (Production): Judy Leale  
Production Editor: Cindy Spreder  
Permissions Coordinator: Suzanne Grappi  
Associate Director, Manufacturing: Vincent Scelta  
Production Manager: Arnold Vila  
Art Director: Cheryl Asherman  
Interior Design: Jill Little  
Cover Design: Jill Little  
Cover Illustration: Theo Rudnak/Stock Illustration Source  
Illustrator (Interior): Electra Graphics  
Assoc. Director, Multimedia Production: Karen Goldsmith  
Manager, Multimedia Production: Christy Mahon  
Page Formatter II: Ashley Scattergood  
Composition: Carlisle Communications  
Full-Service Project Management: Lynn Steines, Carlisle Communications  
Printer/Binder: Courier

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on page R1.

**Copyright © 2002, 1999, and 1997 by Bovée & Thill LLC.** All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department, Prentice Hall.



10 9 8 7 6  
ISBN 0-13-090947-5

# PREFACE

## Only One Text Gives Students Experience "On the job"

Each chapter opens with an exclusive feature, "On the job: FACING A COMMUNICATION DILEMMA." This slice-of-life vignette summarizes a communication problem being faced by an actual company, such as American Express, Home Depot, the U.S. Mint, Patagonia, and Dell Computer. The solution to the dilemma is found in the concepts presented in the chapter, and the featured company reappears from time to time throughout the chapter to dramatize the connection between chapter principles and life on the job.

WRITING BUSINESS MESSAGES

# 5

FACING A COMMUNICATION DILEMMA AT THE U.S. MINT  
*Making Money by Making Change*  
www.usmint.gov

It's a nickel-and-dime operation—literally—producing all those coins that jingle in your pockets. But the U.S. Mint does more than manufacture and distribute pocket change for U.S. commerce. As an agency of the U.S. Treasury Department, the Mint has a legal mission not only to serve but also to educate the public about U.S. coins. In addition, the Mint operates a mail-order business, with distributors in 45 countries selling coins, medals, and coin-based consumer products.

When Philip Diehl took charge of the agency in the mid-1990s, the Mint was struggling to overcome a tarnished image. Most of the Mint's commemorative coins weren't compelling enough to excite coin collectors on the general public, and what orders did come in took months to fill. Diehl worked hard to streamline internal operations and improve customer service, but that wasn't enough. He also had to rejuvenate interest in coin collecting. First, he and his team selected topics from the public and from avid coin collectors. Then they created two exciting new products: the 50 State Quarters Program (which honors each state with its own special quarter) and the golden dollar coin (featuring Sacagawea—the Shoshone woman who played a strategic role in Lewis and Clark's 1804 expedition from the Ohio River Valley to the Pacific Ocean).

Now Diehl must educate the public about the Mint's fascinating new products and do what he can to stimulate interest in coin collecting. He must compose effective messages that create a desire for the new coins, and he must appeal to audience members ranging from coin distributors to vending machine owners to parents helping their children with school projects.

If you were Philip Diehl, how would you go about writing these messages? How would you organize your messages? Would you use an outline? What style and tone would you use?

**ORGANIZING YOUR MESSAGE**


Like Philip Diehl, all business communicators face the problem of conveying a complicated web of ideas in an understandable fashion. People don't remember separate facts and figures, so successful communicators rely on organization to make their messages meaningful (take another look at Figure 4.13).<sup>2</sup> However, before thinking about *how* to achieve good organization, let's look at *what* it means and *why* it's important.

**What Good Organization Means**

The definition of good organization varies from country to country. But in the United States and Canada, it generally means creating a linear message that proceeds point by point. If you've ever received a disorganized message, you're familiar with the frustration

After studying this chapter, you will be able to

- 1 Explain why good organization is important to both the communicator and the audience
- 2 Summarize the process for organizing business messages effectively
- 3 Discuss two ways of achieving a tone that is businesslike and a style that is clear and concise
- 4 Briefly describe how to select words that are not only correct but also effective
- 5 Explain four guidelines that help you achieve clarity and efficiency in your sentences
- 6 List five ways to develop a paragraph and discuss three factors that increase paragraph readability



In his role at the U.S. Mint, Philip Diehl communicates about coins. Whether addressing requests from the public, educating the public about U.S. Mint products, or writing catalogs to create demand for commemorative coins, Diehl and his staff must organize messages that are clear, concise, and well organized.

But we don't stop there. Each chapter ends with another exclusive feature, "On the job: SOLVING A COMMUNICATION DILEMMA." These simulations expand on the chapter-opening dilemma and are set within the featured company. Students are asked to solve situational problems by applying the principles discussed in the text, by making decisions about the communication process, and by selecting the best alternatives from the choices offered.

Not only do these simulations give students the opportunity to practice real-world decision making, they also tie the textual information to real-life examples, providing a concrete basis for analyzing the chapter principles. This feature provides a dimension of reality unmatched by other textbooks in the field.

and dynamically. Choose words that are strong, choose words that are familiar, avoid clichés, and use jargon only when your audience will understand it.

**5 Explain four guidelines that help you achieve clarity and efficiency in your sentences.** To create effective sentences, follow stronger sentences, and use the passive voice to produce shorter, to avoid taking credit or placing blame, or to create an objective tone. Second, emphasize key ideas by using more words to describe them, by making them the subject of sentences, or by placing them at the beginning or end of sentences. Third, vary sentence length to emphasize points, to enhance the writing, and to make information more appealing to readers. Avoid, fourth,

**6 List five ways to develop a paragraph and discuss three factors that increase paragraph readability.** Paragraphs can be developed by illustration (giving examples), by comparison and contrast (pointing out similarities or differences), by focusing on cause and effect (giving reasons), by classification (dividing into categories), and by focusing on the solution to a problem (stating a problem and showing how to solve it). Paragraphs are easier to read when they are short (100 words or fewer), when they are broken up by headings (which highlight and summarize the material covered), and when they occasionally contain questions (which engage reader interest).

**SOLVING A COMMUNICATION DILEMMA AT THE U.S. MINT**

Philip Diehl needs to create and maintain demand for the Mint's 50 State Quarters Program and the golden dollar coin. He has to compose messages that educate the public about coins and that revive interest in coin collecting. Diehl's messages must also be well organized in order to communicate all relevant product information in a logical manner to coin distributors, banks, and the retail industry.


Diehl and his staff write seasonal catalogs featuring the Mint's new products along with a wide range of coin collectibles, gifts, and coin-based jewelry. To capture reader interest, these catalogs are audience-centered. They maintain a conversational tone, and they use strong words to formulate appealing product descriptions and clear ordering procedures.

With the help of his e-commerce staff, Diehl has created a well-organized Web site at [www.usmint.gov](http://www.usmint.gov)—both to accept online catalog orders and to educate visitors about the Mint's history, the State Quarters Program, the golden dollar, and other relevant information of interest to coin enthusiasts and collectors. To establish and maintain long-term relationships with online customers, Diehl's staff formulates well-organized, courteous e-mail messages to process orders. Moreover, Diehl's team composes electronic newsletters and frequently updates the Web site to provide customers with prompt, accurate information about the Mint and its products.

In order to prepare coin distributors, banks, and the retail industry, Diehl also writes catalogs that include information about the "Teacher's Lounge" that provides lesson plans and additional exercises for the classroom.

From all indications, Diehl's business messages have been successful in creating demand for the Mint's products and have sparked new interest in coin collecting. Within three months after launching [www.usmint.gov](http://www.usmint.gov), the Mint fulfilled more than \$7 million in online coin sales, generating 40 percent of its orders from new customers. To meet sales surges \$1 billion each year. In addition, the Mint was forced to double its production within the first month of release. Overall, mail-order sales over 100 million kids and adults are actively collecting the 50 state quarters—and 150 million more people are expected to become collectors by the time the last state quarter is minted in 2008.

**Your Mission** As assistant director at the U.S. Mint's Office of Electronic Products and Information, you are responsible for preparing catalogs that include information about the "Teacher's Lounge" that provides lesson plans and additional exercises for the classroom.

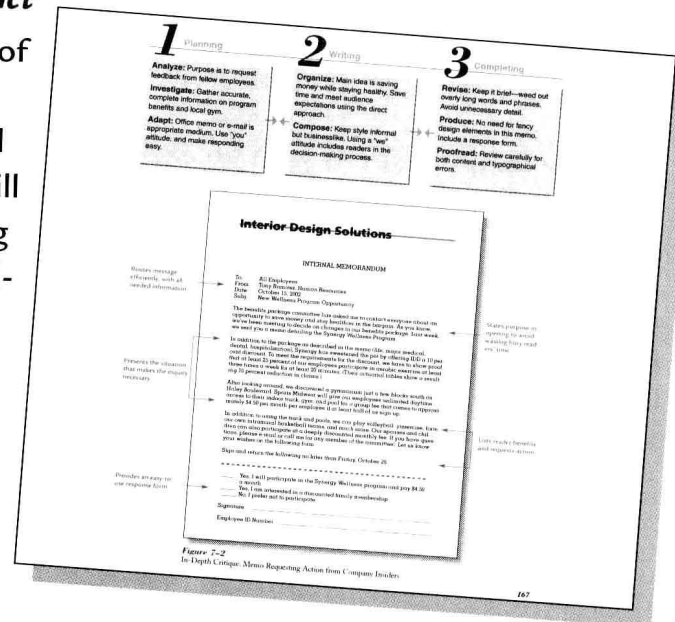


# New Feature in This Edition

## New Features in This Edition

### A Greater Emphasis on Process and Product

We have reorganized the material in many of the text's chapters into a series of three easy-to-follow steps: planning, writing, and completing business messages. Students will appreciate this practical strategy for solving communication problems and creating well-crafted communication products. The three-step process is explained in detail (Chapters 4–6) before it is applied to specific types of business messages: letters, memos, and e-mail messages (Chapters 7–9); reports and proposals (Chapters 10–12), and speeches and oral presentations (Chapter 13). The three-step writing process even serves as the framework for writing employment messages (Chapters 14–15).



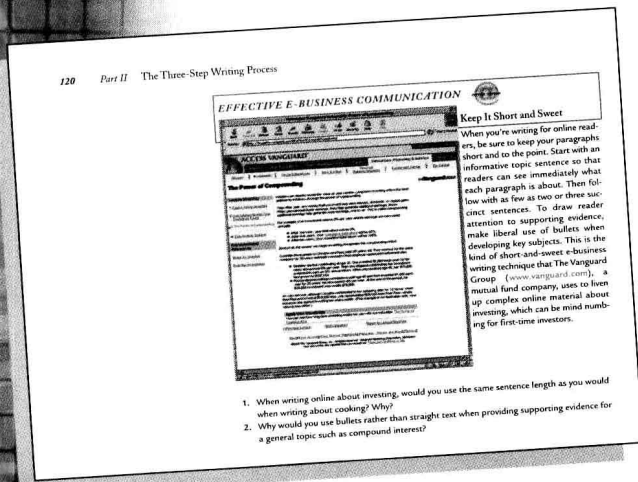
### Writing for the Web

Writing for the Web is quite different from writing for print, so anyone who wants to be an effective Web writer must learn new skills. Discussed briefly in Chapters 1 and 4, writing for the Web is covered more fully in Chapter 5, which also includes a checklist. In addition, an "Effective E-Business Communication" feature is included in each chapter of the text. Using real-company Web pages as examples, these features present important Web-writing guidelines and include two discussion questions. Topics include:

- ◆ Get to the Point—Quickly (Southwest Airlines)
- ◆ Calling a Meeting in Cyberspace (WebEx)
- ◆ Putting the World in the Web (REI)
- ◆ Design Messages for Easy Navigation (UPS)
- ◆ Annual Reports in Cyberspace (Compaq)
- ◆ Speeches That Live On and On (Sears)

### Special Feature Sidebars

Boxed and strategically placed within each chapter, special-feature sidebars extend the chapter material. We've included discussion questions at the end of each special feature to give students numerous opportunities to analyze business communication principles and practices. These special features center on four well-integrated themes:



**Achieving Intercultural Communication** Tested techniques help students communicate successfully in the global arena and in the culturally diverse business world at home. Cultural issues are well explored in special features such as:

- ◆ Test Your Intercultural Knowledge
- ◆ Communicating with a Global Audience on the Web
- ◆ Good Ways to End Bad News Around the World

**Achieving Intercultural Communication**

**Test Your Intercultural Knowledge**

Never take anything for granted when you're doing business in a foreign country. All sorts of assumptions that we add to our place can have an effect on how we do business. Here are some questions to help you think about some of the most important cultural differences. If you're not sure, look up the answer in a dictionary or on the Internet.

1. You're at a dinner and you want to order a new topic. You ask your American business associate, "Can we talk about this?" He says, "I'm sorry, your colleague kept right on talking about it." How do you react?
  - a. You're annoyed that he's not listening to you.
  - b. You're surprised that he's not listening to you.
  - c. You're not sure how to react.
  - d. You're not sure how to react.
2. You're at a dinner and you want to order a new topic. You ask your American business associate, "Can we talk about this?" He says, "I'm sorry, your colleague kept right on talking about it." How do you react?
  - a. You're annoyed that he's not listening to you.
  - b. You're surprised that he's not listening to you.
  - c. You're not sure how to react.
  - d. You're not sure how to react.
3. You're at a dinner and you want to order a new topic. You ask your American business associate, "Can we talk about this?" He says, "I'm sorry, your colleague kept right on talking about it." How do you react?
  - a. You're annoyed that he's not listening to you.
  - b. You're surprised that he's not listening to you.
  - c. You're not sure how to react.
  - d. You're not sure how to react.
4. You're at a dinner and you want to order a new topic. You ask your American business associate, "Can we talk about this?" He says, "I'm sorry, your colleague kept right on talking about it." How do you react?
  - a. You're annoyed that he's not listening to you.
  - b. You're surprised that he's not listening to you.
  - c. You're not sure how to react.
  - d. You're not sure how to react.

It's not the problems here that are the most important. Here are the explanations of what's going on:

1. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.
2. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.
3. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.
4. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.

**Promoting Workplace Ethics** By examining critical ethical issues that face business communicators in today's workplace, students gain instruction on how to identify areas of ethical vulnerability, how to steer clear of ethical perils, and when to seek ethical advice. Special features include a wide range of topics such as:

- ◆ Spin Cycle: Deciphering Corporate Doublespeak
- ◆ Recommendation Letters: What's Right to Write?
- ◆ Inflating Your Résumé: Is It Worth the Risk?

**Promoting Workplace Ethics**

**Spin Cycle: Deciphering Corporate Doublespeak**

It's not the problems here that are the most important. Here are the explanations of what's going on:

1. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.
2. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.
3. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.
4. The "table" is a metaphor for the dinner table. In the West, we usually sit at a table. In the East, we usually stand. In the West, we usually sit at a table. In the East, we usually stand.

**Sharpening Your Career Skills** Practical pointers and confidence-building guidelines help students improve their writing and speaking skills. Special features help students strengthen their career skills by exploring such topics as:

- ◆ Beating Writer's Block: Nine Workable Ideas to Get Words Flowing
- ◆ How to Proofread Like a Pro
- ◆ Interview Strategies: Answering the 16 Toughest Questions

**Sharpening Your Career Skills**

**Beating Writer's Block: Nine Workable Ideas to Get Words Flowing**

Putting words on a page or on screen can be a real struggle. Some people get stuck so often that they develop a mental block. If you get stuck, here are some ways to get words flowing:

1. Use positive self-talk. Stop worrying about how well or easily you write, and stop thinking of writing as difficult, time-consuming, or complicated. Tell yourself that you're capable and that you can do the job. Also, recall past examples of your writing that were successful.
2. Know your purpose. Be specific about what you want to accomplish with this particular piece of writing. Without a clear purpose, writing can indeed be impossible.
3. Visualize your audience. Picture audience backgrounds, interests, subject knowledge, and vocabulary (including the technical jargon they use). Such visualization can help you choose an appropriate style and tone for your writing.
4. Create a productive environment. Write in a place that's for writing only and make that place pleasant. Set up "writing appointments." Scheduling a session from 9:30 to noon is less intimidating than an indefinite session. Also, keep your mind fresh with scheduled breaks.
5. Make an outline or a list. Even if you don't create a formal outline, at least jot down a few notes about how your ideas fit together. As you go along, you can revise your notes, as long as you end up with a plan that gives direction and coherence.

When deadlines loom, don't freeze in panic. Concentrate on the major ideas first, and save the details for later, after you have something on the page. If you keep things in perspective, you'll succeed.

**CAREER APPLICATIONS**

1. List the ways you procrastinate, and discuss what you can do to break these habits.
2. Analyze your own writing experiences. What negative self-talk do you use? What might you do to overcome this tendency?

**Using the Power of Technology** Specific techniques offer students guidance for using technological applications to improve business communication. Special features present a well-balanced selection of technological topics, including:

- ◆ Elements of Cyberstyle
- ◆ Spam: Putting a Lid on It
- ◆ Netting a Job on the World Wide Web

### **Streamlined and Reorganized Text**

This edition streamlines and reorganizes the text, reducing the number of regular chapters from 18 to 15, making it easier to cover the

entire text in one term. Material previously covered in Chapters 1 and 2 has been combined into Chapter 1. The chapter on writing direct requests has been combined with the chapter on writing routine, good-news, and goodwill letters—shortening the letter-writing chapters from four to three. The discussion of interpersonal communication skills such as listening and working in teams has been expanded and moved to Chapter 2. And the discussion of the writing process now begins one chapter earlier.

## **Trademark Features — All Updated for This Edition**

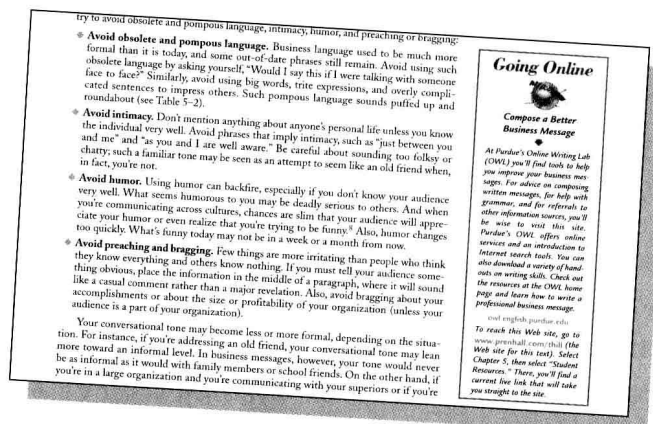
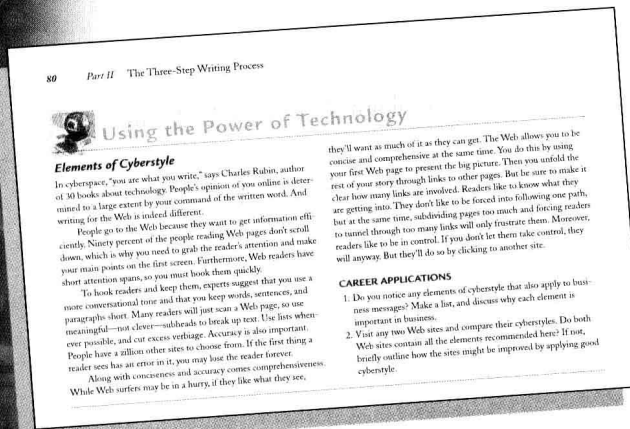
### **Up-to-Date Internet Resources**

The World Wide Web contains a wealth of valuable resources. To acquaint students with Web sites that relate to the content of *Excellence in Business Communication*, each chapter includes a Going Online feature that describes an especially useful Web site.

Students can access the site by using the URL provided or by visiting the Web site for this text ([www.prenhall.com/thill](http://www.prenhall.com/thill)), where live links take students straight to the site of their choice.

Examples of the Going Online feature include:

- ◆ Write Is Right: Rethink and Revise
- ◆ Announcing an Employee Layoff: How to Write a Termination Notice



- ◆ Influence an Official and Promote Your Career
- ◆ Pointers for Business Plans
- ◆ Post an Online Résumé

To give students practice exploring the rich resources of the Web, Going Online Exercises are included at the end of each chapter. These exercises are directly tied to the Going Online sites showcased within the chapters. Moreover, students can access online instructions for completing these exercises.

**GOING ONLINE EXERCISES**  
*Compose a Better Business Message, page 111*

To be effective, the ideas you express in a written message must be logically organized. The style and tone of your business message are equally important and should fit the occasion and the intended audience. To reinforce what you've learned in this chapter about writing a business message, log on to Bardonia University's OWL.

1. Explain why positive wording in a message is more effective than negative wording. Why should you be concerned about the position of good news or bad news in your written message?
2. What six factors of tone should you consider when conveying your message to your audience?
3. What points should you include in the close of your business message? Why?

Hot links and detailed instructions for Going Online exercises are provided at the Web site for this book, [www.prenhall.com/thill](http://www.prenhall.com/thill). Log on to the Web site, select the chapter, then click on the Going Online feature for navigational directions and up-to-date links.

## Gallery of Business Communication Professionals

Another unique feature of this text is the inclusion of full-color photographs with incisive captions that focus on 30 highly successful communication professionals from business, industry, government, and the media.

Among the new individuals featured are Meg Whitman (eBay), Martha Stewart (Martha Stewart Living Omnimedia), Gerald Levin (AOL Time Warner), Andrea Jong (Avon), Carly Fiorina (Hewlett-Packard), and Sherry Lansing (Paramount Studios).


Strategically placed in the margins throughout each chapter, these captions with accompanying photographs expand the amount of insight to be gained from this book. Each caption relates specifically to the text and adds a

new dimension to student learning

by giving a communication expert's view about a particular aspect of business communication.

100 Part II The Three-Step Writing Process

**of trying to sort through a muddle of ideas. Consider this letter from Jill Saunders, the office manager at Boswell & Sons, mapmakers:**



Our president, Mr. Boswell, was in an accident last year, and he hasn't been able to work full-time. His absence has affected our business, so we don't have the budget we used to. His two sons are working hard, so we aren't bankrupt by any means, and soon Mr. Boswell will be coming back full-time. Boswell & Sons has been doing business with ComputerTime since I was hired six years ago. Your building was smaller then, and it was located on the corner of Federal Avenue and 2nd N.W. Mr. Boswell bought our first laser printer there. I still remember the day. It was the biggest check I'd ever written. Of course, over the years, I've gotten used to larger purchases.

We have seven employees. Although not all of them are directly involved in producing the maps we sell, they all need to have their computers working so that they can do their jobs. The CD-ROM drive we bought for my assistant, Suzanne, has been a problem. We've taken it in for repairs three times in the month to the authorized service center, and Suzanne is very careful with the machine and hasn't abused it. She does like playing interactive adventure games on lunch breaks. Anyway, it still doesn't work right, and she's tired of hauling it back and forth. We're all putting in longer hours to make up for Mr. Boswell's not being here, and none of us has a lot of spare time.

This is the first time we've returned anything to your store, and I hope you'll agree that we deserve a better deal.

This letter displays a lack of organization that U.S. and Canadian readers find frustrating. By taking a closer look at what's wrong, you can distinguish four of the most common organization problems:

- ◆ **Taking too long to get to the point.** Saunders didn't introduce her topic, the faulty CD-ROM drive, until the third paragraph. Then she waited until the final paragraph to state her purpose: requesting an adjustment. *Solution:* Make the subject and purpose clear.
- ◆ **Including irrelevant material.** Does it matter that ComputerTime used to be smaller or that it was in a different location? Is it important that Saunders's boss is working only part-time or that her assistant likes playing computer games during lunch? *Solution:* Include only information that is related to the subject and purpose.
- ◆ **Getting ideas mixed up.** Saunders tries to make six points: (1) Her company has money to spend, (2) it's an old customer, (3) it pays by check, (4) it has purchased numerous items at ComputerTime, (5) the CD-ROM drive doesn't work, and (6) Saunders wants an adjustment. However, the ideas are mixed up and located in the wrong places. *Solution:* Group the ideas and present them in a logical way. For example, begin with the fact that the drive doesn't work, and group some ideas to show that the company is a valuable customer.
- ◆ **Leaving out necessary information.** ComputerTime may want to know the make, model, and price of the CD-ROM drive, the date of purchase, the specific problems the machine has had, and whether the repairs were covered by the warranty. Saunders also failed to say what she wants the store to do: send her a new CD-ROM drive of the same type, send her a different model, or simply refund her money. *Solution:* Include all the necessary information.

Achieving good organization can be a challenge. However, solving these common problems can help you communicate clearly. Saunders can make her letter more effective by organizing all the necessary information in a sequence that helps ComputerTime understand the message (see Figure 5-1).

**Why Good Organization Is Important**

Does it matter whether a message is well organized as long as its point is eventually made? Why not just let your ideas flow naturally and trust your audience to grasp your

**Objective 1**  
 Explain why good organization is important to both the communicator and the audience.

Most disorganized communication suffers from problems with clarity, relevance, grouping, and completeness.

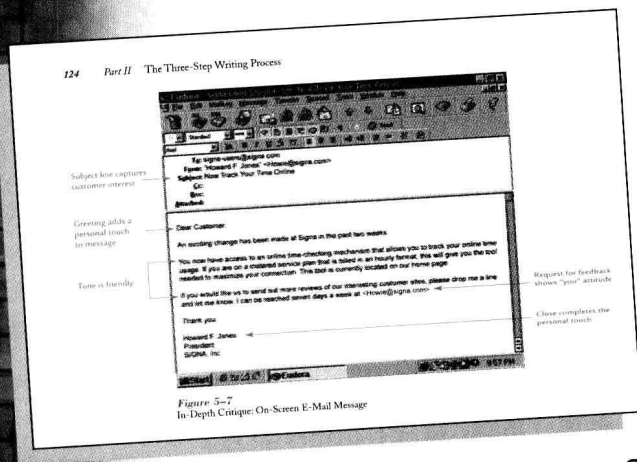
As chairman and CEO of Living Omnimedia, Martha Stewart publishes two magazines, numerous books, and a newspaper column. Her creative, practical ideas on cooking, gardening, crafts, holidays, and home improvement have made Stewart a household name. Stewart's messages are a prime example of good organization: the subject and purpose are clear, information relates to the subject and purpose, and good organization allows the audience to receive only the information they need.

A message is well organized when all the pieces fit together in a coherent pattern.



## Example After Example of Letters, Memos, E-Mail Messages, and Reports

This text contains outstanding examples of documents from numerous types of organizations and from people working in a variety of functional areas. Many of these documents are fully formatted, and some are presented on the letterhead of well-known companies. Accompanying analyses help students see precisely how to apply the principles discussed in the text. Poor and improved examples illustrate common errors and effective techniques for correcting them.



The report-writing chapters give numerous examples too. And the last chapter of the report unit illustrates the step-by-step development of a long report, which appears in its entirety to show how all the parts fit together.

### Real-World Issues

The boundaries of business communication are always expanding. In addition to covering all the traditional subjects, *Excellence in Business Communication*, Fifth Edition, provides material to help students manage these important current issues in business communication:

- ◆ **Ethics.** Taking an ethical position in the face of pressures and temptations requires more than courage—it requires strong communication skill.
- ◆ **Communication Barriers.** The shift toward a service economy means that more and more careers will depend on interpersonal skills, making it vital for people to overcome communication barriers.
- ◆ **Cultural Diversity.** The changing nature of the domestic work force requires strong communication skills to relate to older workers, women, members of various socioeconomic groups, immigrants, and others. Also, strong skills are needed to communicate effectively with people from other cultures.
- ◆ **Communication Technology.** More and more face-to-face interactions are giving way to interactions with and through computers. And this trend will continue. To survive in today's business world, students must master high-tech communication skills.
- ◆ **Law.** The increasing tendency of people to sue makes it important to understand the legal implications of written and oral communication.
- ◆ **Employment Search.** More and more people are making radical mid-career job changes, whether by choice or because their companies are downsizing and

flattening hierarchies. These people need to master new communication skills to compete in today's job market.

- ◆ **Communication Versatility.** Small businesses create most of the new jobs and employ more people than large corporations do. Since these small businesses are unable to support communication specialists for specific jobs, people working for them need to be versatile in their communication skills.

## **Real-World Competencies—SCANS (Secretary's Commission on Achieving Necessary Skills)**

Like no other business communication text, this edition emphasizes the skills and competencies necessary for students to make the transition from academia to the workplace. As described in the SCANS report from the Department of Labor, it is essential that students meet national standards of academic and occupational skill. To help accomplish the SCANS goal, this text offers a wide variety of interactive pedagogy (much of which is grounded in real-world situations).

### **Checklists**

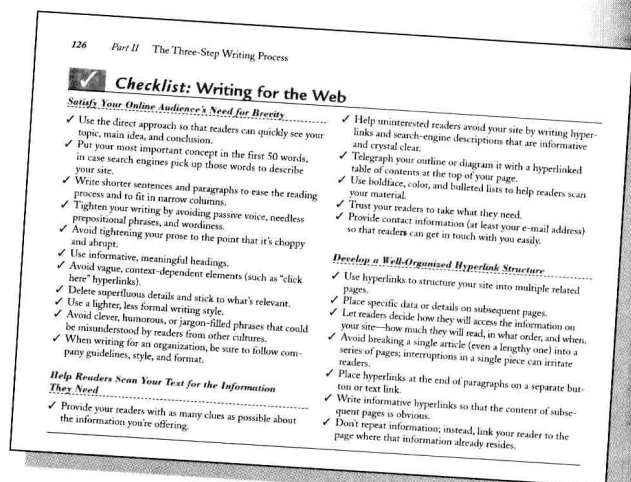
To help students organize their thinking when they begin a communication project, make decisions as they write, and check their own work, we've included numerous checklists throughout the book. In the Fifth Edition, we've streamlined and condensed them to increase their usefulness. Appearing as close as possible to the related discussion, these checklists are reminders, not "recipes." They provide useful guidelines for writing, without limiting creativity.

### **Documents for Analysis**

In this textbook we have provided a wide selection of documents that students can critique and revise. Documents include letters, memos and e-mail messages, a letter of application, and a résumé. This hands-on experience in analyzing and improving sample documents will help students revise their own business messages.

### **In-Depth Critiques**

You will find up-to-date sample documents, many collected in our consulting work. All In-Depth Critiques are introduced in the text (identifying the particular business





- ◆ Air rage fiasco: Letter requesting refund from British Airways
- ◆ Travel turnaround: E-mail message at Travelfest convincing your boss to expand client services

## Learning Objectives

Chapter-opening learning objectives are clearly stated to signal important concepts that students are expected to master. In addition, the numbered objectives reappear in the text margins, close to the relevant material. Moreover, the end-of-chapter "Summary of Learning Objectives" reinforces basic concepts by capsulizing chapter highlights for students.

## Margin Notes

To reinforce learning, the book's margins contain short summary statements that highlight key points of *Excellence in Business Communication*, Fifth Edition. These notes are no substitute for reading the chapters, but they help students quickly get the gist of a section, review a chapter, and locate areas of greatest concern.

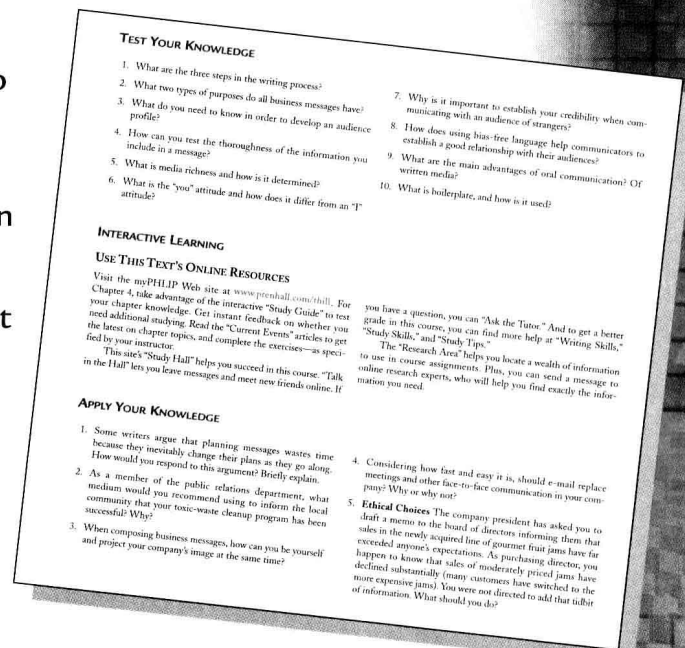
## End-of-Chapter Questions

The end-of-chapter questions (225) are divided into two types: Test Your Knowledge (review questions), and Apply Your Knowledge (application questions). One application question in each chapter focuses on ethics and is labeled "Ethical Choices."

The end-of-chapter questions are designed to get students thinking about the concepts introduced in each chapter. The questions may also prompt students to stretch their learning beyond the chapter content. Not only will students find them useful in studying for examinations, but the instructor may also draw on them to promote classroom discussion of issues that have no easy answers.

## Appendixes

*Excellence in Business Communication*, Fifth Edition, contains four appendixes: Appendix A, "Format and Layout of Business Documents," discusses in one convenient place the formatting for all types of documents. Appendix B, "Documentation of Report Sources," gives basic guidelines for handling reference citations, bibliographies, and source notes. Appendix C, "Fundamentals of Grammar and Usage," is a primer in brief, presenting the basic tools of language. Appendix D, "Correction Symbols," provides convenient symbols for students to use when revising documents.



## ***Indexes***

To assist students and instructors in locating information as conveniently as possible, two types of indexes are included in the book: an Organization/Company/Brand Index and a Subject Index.

## ***Book Design***

This book's state-of-the-art design is based on extensive research and invites students to delve into the content. It also makes reading easier, reinforces learning, and increases comprehension. For example, the special features do not interfere with the flow of text material, a vital factor in maintaining attention and concentration. The design of this book, like much communication, has the simple objective of gaining interest and making a point.

## **An Unparalleled Supplements Package Offers a Fully Integrated Teaching System**

The instructional resource package accompanying this text is specially designed to simplify the task of teaching and learning. Several new and exciting items have been added.

## ***All-New! Instructor's Resource Manual***

This comprehensive paperback book is an instructor's tool kit. Among its many teaching aids, this manual provides a section about collaborative writing, suggested solutions to exercises, suggested solutions and fully formatted letters for *every* case in the letter-writing chapters, and a grammar pretest and posttest.

This all-new, comprehensive manual contains a set of completely integrated support materials. It is designed to assist instructors in quickly finding and assembling the resources available for each chapter of the text and includes the following new material:

- ◆ Course planning guide
- ◆ Collaborative writing guide
- ◆ Diagnostic tests of English skills
- ◆ Chapter outline
- ◆ Changes to the new edition
- ◆ Detailed lecture outlines keyed to the transparency acetates
- ◆ Answers to all end-of-chapter questions and assignments
- ◆ Solutions to all cases and exercises

## ***Test Item File***

The ***Test Item File*** contains approximately 1,500 questions, all of which have been carefully reviewed to provide a fair, structured program of evaluation. The questions for each chapter consist of a comprehensive set of multiple-choice, true/false, and

fill-in questions. The *Test Item File* reinforces students' understanding of key terms and concepts and requires them to apply their critical-thinking and analytical skills.

### **All New! Prentice Hall's Computerized Test Manager 4.2—ESATEST 2000 (Windows Version)**

Our user-friendly software allows you to generate error-free tests quickly and easily by previewing questions individually on the screen and then selecting randomly by query or by number. The *Computerized Test Manager* allows you to generate random tests with our extensive bank of questions. You can also edit our questions/answers and even add some of your own. You can create an exam, administer it traditionally or online, and analyze your success with the simple click of the mouse. The newest version of our *Computerized Test Manager*, **ESATEST 2000**, has been improved to provide users with a vast array of new options. Enhancements now allow you to:

- ◆ Import Test Questions from Word Processors
- ◆ Import/Export Tests
- ◆ Correlate Charts
- ◆ Select by Query
- ◆ Select by Review (redesigned)
- ◆ Select by Criteria
- ◆ Archive Database Capability
- ◆ Analyze Test Bank Items
- ◆ Export Grades to Excel
- ◆ Weight Grades
- ◆ Record Grades in a New Spreadsheet Format and Create a Grade Database
- ◆ Control Online Testing

### **All-New! Telephone Test Preparation**

For those instructors who prefer not to use the *Computerized Test Manager*, Prentice Hall provides a special 800 call-in service for ease of use. All you need to do is call the **800 Testing Help Desk** to have a customized test created. The test can then be delivered by e-mail, U.S. mail, or overnight carrier.

### **All-New! Color Acetate Transparency Program**

A set of 140 large-type transparency acetates are available to instructors on request. These visuals help bring concepts alive in the classroom and provide a starting point for discussing communication techniques. All transparencies are keyed to the *Instructor's Resource Manual*. Many contrast poor and improved solutions to featured cases from the textbook.

### **All-New! PowerPoint Presentation**

Enhance your classroom presentations with this well-developed PowerPoint presentation set created by Jimidene Murphey, Clarendon College. The colorful text-specific electronic slides highlight and reinforce the important concepts of the text. Free to

adopters, PowerPoint slides are available on CD or can be downloaded from the Instructor's Resource Web site at [www.prenhall.com/thill](http://www.prenhall.com/thill).

### **Study Guide**

A *Study Guide for Excellence in Business Communication* by Jimidene Murphy, Clarendon College, is designed to increase your students' comprehension of the concepts presented in this text. The guide provides chapter-by-chapter explanations and exercises designed to reinforce comprehension of key terms and concepts and to promote concept-application skills.



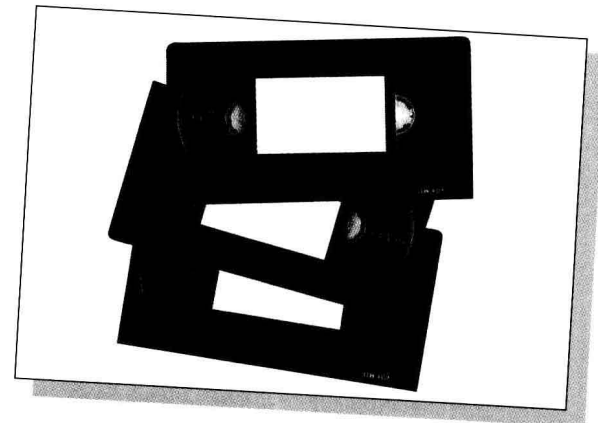
### **Mastering Business Communication: The Perils of Pauline, 2.0**

Let students learn valuable lessons about communicating effectively in a variety of business situations prior to experiencing them first-hand. The Perils of Pauline is an exciting interactive CD that uses custom video scenarios linked with exercises and activities. These tools allow your students to help Pauline, a recent college graduate, deal with real-world communication predicaments on her first job. Twelve individual episodes are featured, each including unique video scenarios that set up the episode, interactive exercises that offer feedback based on student decisions, video conclusions for both good and bad endings, and stimulating discussion questions. This CD can be packaged with the text for a nominal fee.

### **Communication Briefings Video Series and Video Guide**

Accompanying the text is a series of videos from Communication Briefings, a firm known for its monthly newsletter and its informative videos. The video set is available without charge to adopters of *Excellence in Business Communication*. Included in the series are the following videos:

- Everyone's Teamwork Role*
- Communicating for Results: How to Be Clear, Concise, and Credible*
- Better Business Grammar*
- Make the Phone Work for You*
- Listen and Win: How to Keep Customers Coming Back*
- How to See Opportunity in a Changing Workplace*
- Resolving Conflict: Strategies for a Winning Team*
- Make Presentations Work for You*



In addition, a separate video guide is available. Features include synopses of each video and discussion questions. To order the set, please call 1-800-388-8433.

### **Business Communication Update *Newsletter for Faculty***

Delivered exclusively by e-mail every month, this newsletter provides interesting materials that can be used in class and offers a wealth of practical ideas about teaching methods. To receive a complimentary subscription, send an e-mail to bovee-thill@uia.net. In the subject line, put "BCU Subscription Request." In the message area, please list your name and institutional affiliation.

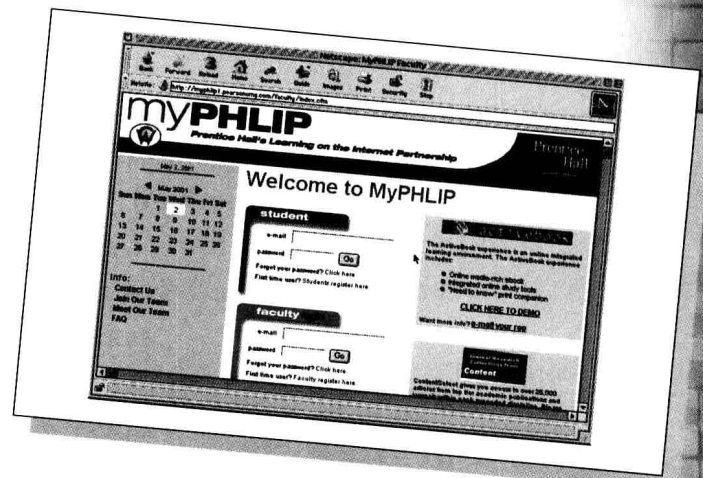
### ***Authors' E-Mail Hotline for Faculty***

Integrity, excellence, and responsiveness are our hallmarks. This means providing you with the textbooks that are academically sound, creative, timely, and sensitive to instructor and student needs. As an adopter of *Excellence in Business Communication*, you are invited to use our E-Mail Hotline. We want to be sure you're completely satisfied, so if you ever have a question or concern related to the text or its supplements, please e-mail us at bovee-thill@uia.net. We'll get back to you as quickly as possible.

## **Introducing the myPhlip Companion Web Site for *Excellence in Business Communication*, Fifth Edition**

The myPhlip (Prentice Hall's Learning on the Internet Partnership) Companion Web site is your personal guide to the free online resources for your book and is located at [www.prenhall.com/thill](http://www.prenhall.com/thill). It's the most advanced, text-specific site available on the Web!

Featuring one-click access to all of the resources created by an award-winning team of educators, here is a preview of its exciting features.



- ◆ **myPHLIP pages**—Your personal access page unites all your myPHLIP texts.
- ◆ **Notes**—Add personal notes to our resources for personal reminders and references.
- ◆ **Messages**—Instructors can send messages to individual students or to all students linked to a course.
- ◆ **Student Resources**—Add premium PHLIP resources for your students to view and download (such as PowerPoint slides, videos, and spreadsheets).



- ◆ **Business Headlines**—Check out links to articles in today’s business news.
- ◆ **Search**—Search all PHLIP resources for relevant articles and exercises.
- ◆ **Instructor’s Manual**—For instructors, the myPHLIP Instructor’s Manual

provides tips and suggestions from our PHLIP faculty for integrating PHLIP resources into your course.

- ◆ **Current Events**—These articles and exercises, linked to relevant chapters, are added throughout the year. Each article is summarized by our team of expert professors. Group activities, critical thinking questions, discussion questions, and reference citations follow each article, all supported by instructor materials.

- ◆ **Study Guide**—An interactive, online study guide written by William Peirce, Prince Georges Community

College, offers a wide variety of self-assessment questions for every chapter. Results from the automatically graded questions for every chapter provide immediate feedback for students that can be e-mailed to the instructor for extra credit or serve as practice exams.

- ◆ **Research Area**—Let myPHLIP save you time finding the most valuable and relevant material available on the Web. With a compilation of the best search tools currently available, plus links to virtual libraries, students and instructors can quickly and efficiently

search the Web for just the right piece of information.

- ◆ **Internet Resources**—Links connect you to discipline-specific sites, including preview information that allows you to review site information before viewing the site, ensuring that you visit the best available business resources found by our learning community.

### *For the Student*

- ◆ **Talk to the Tutor** has virtual office hours that allow students to post questions from any supported discipline and receive responses from the dedicated PHLIP/CW faculty team.

