

INSTRUCTOR'S ANNOTATED EDITION

FOURTH EDITION

Contemporary Business Communication



Scot Ober

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Contemporary Business Communication

Scot Ober

BALL STATE UNIVERSITY

**INSTRUCTOR'S
ANNOTATED
EDITION**

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(Acknowledgments continued on page 630.)

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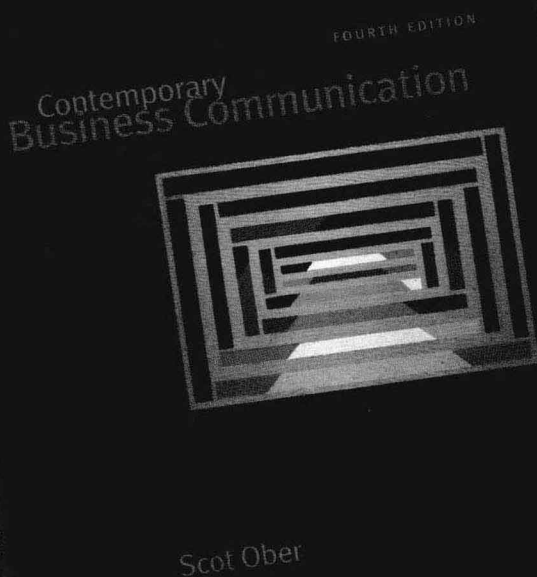
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Welcome to

Contemporary Business Communication

FOURTH EDITION



Dear Colleague:

In teaching business communication for more than twenty years, I've learned that students appreciate a textbook that fully prepares them for the real world of business.

That is why I have designed a text that provides students with a solid, practical guide to business communication and an accessible, engaging look into the real business world.

I've often said, "Students learn to communicate by communicating—not by just reading about communicating." The Fourth Edition of *Contemporary Business Communication* stands true to this principle. Although this text is packed with information and examples from the real world of business, it still gives students ample opportunities to apply what they have learned, reinforce basic skills, and analyze business problems and propose creative solutions.

On the following pages, you will find an introduction to the key features of the student text and Instructor's Annotated Edition, as well as a description of the support items available with the text for both you and your students.

Cordially,

Scot Ober
Ball State University

helping students communicate...

Opening profiles are based on actual interviews and provide insight and advice about business communication on the job.

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PART ONE CORE CONCEPTS

spotlight3 ACROSS CULTURES

Internationally Yours

Most of the correspondence between American or Canadian firms and foreign firms takes place in English. In other cases, the services of a qualified interpreter (for oral communication) or translator (for written communication) may be available. Even when the language is the same, however, different meanings can result.

Losing Something in the Translation

Consider, for example, the miscommunication that occurred when these phrases were translated from English into the local language:

American English: "The Electrolux is the strongest."

2086. Dot-style telephone numbers seem to be gaining popularity in the United States, where they are sometimes viewed as classier and more elegant.

Spelling and Word Choice The British (and current and former British colonies, such as Canada) use these spellings: behaviour, centre, theatre, authorise, cheque, labour, legalise, organisation, practice, and programme, among others. Unless your spelling checker uses a British dictionary, it will probably reject those spellings. The British also use *holiday* instead of *vacation*; *lift* instead of *elevator*; and *underground* instead of *subway*.

Punctuation Americans put periods inside closing quo-

Spotlights on technology, diversity, and ethics enhance student awareness of the key issues in business communication today.

Yrès Chic: Communicating Continentally

When communicating with international business colleagues, customers, venture capitalists, and other important audiences, you will often find not only language differences but also other differences.

Phone Numbers Continental (European) style calls for the use of periods rather than hyphens or parentheses to separate parts of a phone number: for example, 317.555.1086 rather than 317-555-1086 or (317) 555-1086.

Writing requires putting the year first, month second, and day last (3/9/99-06/15). Because so many companies seek ISO approval to simplify international trade, this year-month-day style (already used by the American military)

will likely become more of a trend, however, that twenty less were predicting that it would convert from the conventional measurement; so far, the pass.)

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figure 7.2 Ineffective Example of a Routine Request

Uses a subject line that is too general to be helpful. (It is not even clear to the reader whether you're providing or requesting product information.)
Reasons do not inform.

PART THREE BASIC CORRESPONDENCE

First draft/second draft examples show how a document evolves through rewriting and refining. Final draft annotated models help students develop basic writing skills.

Chapter 6 THE PROCESS OF WRITING

an insider's perspective

KNOWING THAT PEOPLE CAN CLICK AWAY AT ANY MOMENT, NANCY EVANS BELIEVES THAT CONNECTING WITH THE AUDIENCE IS AS CRITICAL IN CYBERSPACE AS IT IS IN PRINTED AND ORAL MESSAGES. As cofounder, coauthor, and editor-in-chief of *Village*, the leading women's online network, Evans is responsible for the editorial content of the company's internet, print, and television products. Whether she is checking a web page, developing a new feature, or firing up a new speaker, Evans never forgets the differing needs of her online audience, the more than 7 million members (mostly women) who point their Web browsers to *Village* for practical ideas on parenting, relationships, and much more.

Evans initiates or responds to as many as 300 email messages as well as any number of traditional letters during an average business day. She also sends periodic email messages to the entire *Village* membership. Despite this high volume of correspondence, she carefully plans what she will say in each message and customizes the content for each recipient, rather than falling back on generic language. "You might as well not even write a letter if it's going to be generic," says Evans. "Personalization shows that you've done your homework. I always think about what my goal is, how to connect with the audience, and what will get someone to read to the end."

Early in her publishing career—Evans was president of *Outstanding*, editor-in-chief of the *Book of the Month Club*, and co-author of *How to Get Happily Published*—she developed what she calls "letter letters." These out-of-the-ordinary letters are designed to capture the attention of busy readers and achieve a particular purpose. The first letter



NANCY EVANS
Cofounder, Coauthor, and Editor-in-Chief, *Village*

ACCESS OF WRITING

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he has used such letters when he's on. The letters are effective. The writer's voice and feel—his voice, his voice of enthusiasm. This makes my letters stand out in very direct, simple language.

every message at least twice. I'd say "and then I put it in to see whether the message is all the fluff and my points are not and forth communication, I'll message to highlight key

pages for mistakes. "Leaving a I didn't care enough to proof people may defer that you will ahead everything I write."



PART THREE BASIC CORRESPONDENCE

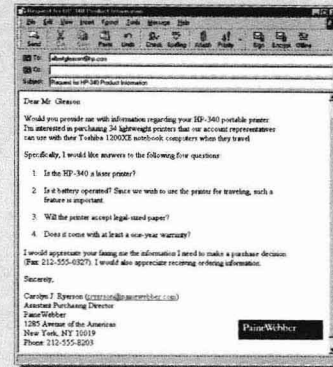
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model2 ROUTINE REQUEST

This message is from a potential customer to a manufacturer.

Enumerates questions for emphasis and clarity, makes questions easy to answer.

Expresses appreciation, hints at a reader benefit.



Grammar and Mechanics Notes

- 1 Format e-mail messages for easy readability—and always proofread before sending.
- 2 Your HP-340 portable printer: Use a period after a polite request.
- 3 appreciate your faxing: Use the possessive form of a pronoun (your) before a gerund (faxing).

The 3Ps

Problem, Process, Product

A BAD-NEWS MESSAGE

Problem

You are a facilities manager at General Mills. Your firm recently constructed a new administrative building on a five-acre lot, and you've landscaped the unused four acres with lighted walkways, fountains, and ponds for employees to enjoy during their lunch hours and before and after work. Your lovely campus-like site is one of the few such locations within the city limits.

Jean Bradley, the mayor of your city, is running for reelection. She has written to you asking permission to hold a campaign fund-raiser on your grounds on July 7 from 8 p.m. until midnight. This event will be for "heavy" contributors; as many as 150 people, each paying \$500, are expected. Her reelection committee will take care of all catering, security, and cleanup.

You do not want to become involved in this event for numerous reasons. Write to the mayor (The Honorable Jean Bradley, Mayor of Clarkfield, Clarkfield, MN 56223) and decline her request.

Process

- Describe your primary audience.
 - Very important person (don't want to offend her)
 - Wide political views different from my own
 - Possibility of her losing the election (don't want to appear to be backing a loser)
- Describe your secondary audience.
 - The 150 big contributors (What will be their reaction to my refusal?)
 - The other candidates (do not wish to offend anyone who might become the next mayor)
- Brainstorm: List as many reasons as you can think of why you might refuse her request. Then, after you've come up with several, determine which one will be most effective. Underline that reason.
 - Other sites in the city offering a more suitable environment for the event
 - Would have to provide the same favor for every other candidate
 - Excessive harm to lawn, plants and animals
 - Company policy that prohibits outside use
- Write your buffer opening—neutral, relevant, supportive, interesting, and short.

Thank you for your kind comments about our lovely grounds. Our staff has been able to create an environment in which plants and animals not normally found in the Midwest are able to thrive.



General Mills
General Office
Post Office Box 1112
Minneapolis, Minnesota 55402

May 20, 20--

The Honorable Jean Bradley
Mayor of Clarkfield
Clarkfield, MN 56223

Dear Mayor Bradley:

Thank you for your kind comments about our lovely grounds. Our staff has been able to create an environment here in which plants and animals not normally found in the Midwest are able to thrive.

For example, after much effort, we have finally been able to attract a family of Eastern Bluebirds to our site. At this very moment, the female is sitting on three eggs, and various members of our staff periodically check on her progress each day.

Similar efforts have resulted in the successful introduction of beautiful but sensitive fireweed, asters, and marsh grasses. To protect this delicate environment, we restrict the use of these grounds to company employees, many whom have contributed ideas, plants, and time in developing the grounds.

As an alternative, may I suggest the beautiful grounds at the Minnesota Educational Consortium on Lower Street. They were designed with a Minnesota trail by Larry Miller, the designer for our grounds. Various public events have been held there without damage to the environment. Susan Stahold, their executive director (555-9832), is the person to contact about using MEC's facilities.

Sincerely,

J. W. Hudson
J. W. Hudson
Facilities Manager

Encs.

General Office of the Mayor (The General Mills Building)

Product

The 3Ps (Problem, Process, and Product) model helps students analyze a business situation (the Problem), determine the specific communication strategies required (the Process), and prepare the most effective business communication format (the Product) to address the situation.

EVALUATING THE QUALITY OF INTERNET RESOURCES

Criterion 1: Authority

- ✓ Is it clear who sponsors the page and what the sponsor's purpose in maintaining the page is?
- ✓ Is it clear who wrote the material and what the author's qualifications for writing on this topic are?
- ✓ Is there a way of verifying the legitimacy of the page's sponsor; that is, is there a phone number or postal address to contact for more information? (An email address is not enough.)
- ✓ If the material is protected by copyright, is the name of the copyright holder given?

Criterion 2: Accuracy

- ✓ Are the sources for any factual information clearly listed so they can be verified in another source?
- ✓ Has the sponsor provided a link to outside sources (such as product reviews or reports filed with the SEC) that can be used to verify the sponsor's claims?
- ✓ Is the information free of grammatical, spelling, and other typographical errors? (These kinds of errors not only indicate a lack of quality control but can actually produce inaccuracies in information.)
- ✓ Are statistical data in graphs and charts clearly labeled and easy to read?
- ✓ Does anyone monitor the accuracy of the information being published?

Criterion 3: Objectivity

- ✓ For any given piece of information, is the sponsor's motivation for providing it clear?
- ✓ Is the information any advertising?
- ✓ Is the point of view clear in a clear manner?

Criterion 4: Currency

- ✓ Are there dates on the page to indicate when the page was written, first placed on the Web, and last revised?
- ✓ Are there any other indications that the material is kept current?
- ✓ If material is presented in graphs or charts, is it clearly stated when the data were gathered?
- ✓ Is there evidence that the page has been completed and is not still in the process of being developed?

Source: This material was compiled from a set of five checklists created by Jan Alexander and Marsha Tate, Teaching Critical Evaluation Skills for World Wide Web Resources, October 26, 1996. <http://www.widener.edu/libraries.html>. (Select link "Evaluating Web Resources.") Copyright Widener University, 1999.

checklist2

Checklists recap essential points for student review.

turn the
page for
more
features

End-of-chapter exercises

reinforce a variety of communication skills: critical thinking, audience analysis, drafting, and revising. In addition, at least one **team exercise** and one **Internet exercise** are provided for each chapter. **Help Wanted** exercises provide guided editing practice to develop and reinforce revision skills, while **LAB test** exercises, which are new to this edition, reinforce grammar skills.

Exercises

1 Communication Application
the chapter-opening pro
as a way of facilitating g
bring together diverse g

Imagine that you are
meeting for February 2
tising campaign for a
include As
Denlinger, a
creative dire
brief email
about topics

- Why would you meet in advance?
- Who should be invited?
- What should be discussed?
- What information should be shared?

2 Work-Team
the five-year
would be an
meeting? W
Statements V

- Fred did late).
- Thales did deadline).
- Anita not tive design).
- Snuggon into a dit
- Elvira left was work

3 Internet Exercise
States. To re
Census that
tion statistic

www.census.gov/population/www/index.html). Click on
then go to the link titled *Languages Spoken at Home by Persons 5 Years and Over*,

LABtest

Retype the following news item, correcting any grammar errors according to the rules introduced in LAB 3 on page 535.

With 14,000 professionals registered, Lightfair International has won its bet that Las Vegas would be a good location for its trade show for architectural lighting. Not only is Vegas one of the top trade show cities in the world. But its streets simply shimmer with billions of bright lights. This show is the biggest of the two international lighting shows planned this year. In fact, if it wasn't for the competing smaller regional shows, this would be the largest lighting show ever held.

The conference program at this and similar shows offer light designers and architects a chance to earn continuing education credits. None of the

help wanted

Directions: This form letter is from Gwendolyn Douglas, sales manager at Shop-at-Home Appliances, to all of the company's customers. Revise the letter to make it more effective, taking into consideration the editor's marginal comments.

October 5, 19—

Dear Shop-at-Home Customer:

How would you like to save big bucks on the purchase of your next refrigerator?

Solve your frozen-food problems by buying a new Penguin refrigerator. The advanced technology built into the Penguin guarantees automatic temperature control so that you don't have to check or reset the thermostat. And the penguin is worry-free, thanks to a ten-year warranty on parts and labor.

In addition, the Penguin comes with these features:

- 10 cubic feet of food storage
- a door rack that stores 12 bottles in an upright position
- five attractive colors

This roomy, efficient refrigerator safely stores your frozen foods for only pennies per day. And by ordering before September 1, you can save even more because we've slashed our everyday low price by 20%.

Stop the waste that comes from throwing away spoiled frozen foods and start saving money today. Call us toll-free at 800-555-8755, to order your new Penguin.

Sincerely,

Should you date your form letters?

How much does it cost?

Would a customer really buy a refrigerator without first inspecting it?

Avoid rhetorical questions with obvious answers.

Introduce the features benefit the customer?

punct



APPENDIX TO CHAPTER 1 Urban Systems, Inc.

The Company

URBAN SYSTEMS, INC. (US) IS A SMALL "START-UP"

WHOSE PRIMARY PRODUCT IS ULTRA-THIN, PAPER-THIN LIGHT SOURCE THAT revolutionize the illumination industry. The 178 people at its corporate headquarters in Michigan, and in a completely autonomous plant in Charlotte, North Carolina. It is under the laws of the state of Michigan, and is held by the founders and their

has annual sales in the \$30 million profit last year of \$1.4 million. It is a private company by the investment company management and good earnings community considers US to be a good company. It is a nonpolluting firm, and its officers are members of the chamber of commerce and in com-

treated material laminated between thin layers of clear plastic. In effect, it is a credit-card-thin light fixture that is bendable and that can be produced in a variety of shapes and sizes. Operated by either battery or wall current, it generates bright white or colored light.

Ultra Light is cost-competitive with other, more conventional lighting, and its life expectancy is measured in years. All of this, combined with the appeal of its very thin profile, battery operation ("use it anywhere"), the evenly distributed light it produces, and the way it can conform to a variety of physical shapes, makes Ultra Light a new product with a lot of potential.

Company History

US was founded in 1995 by two brothers, David and Marc Kaplan. David was a chemical engineer at Industrial Chemical, Inc., when he developed the concept of Ultra Light while working on another project.

Paine Webber, where the pace never slows, Gwen Salley and other investment executives have to consider each family's or company's financial situation and provide factual information while at the same time building a client relationship. In some cases, the

The continuing case on Urban Systems allows students to experience the unique and complex communication challenges posed by workplace policies and organizational dynamics. It also ties to an interactive CD-ROM simulation.

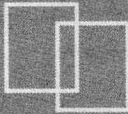
Instructor Supplements



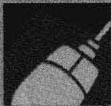
Instructor's Resource Manual The Instructor's Resource Manual provides additional teaching materials including chapter overviews; lecture and discussion notes; supplemental lecture notes; suggested answers to and/or teaching tips for all review and discussion questions, writing exercises, and case problems; additional 3P (Problem, Process, and Product) exercises with formulated solutions; an answer key to grammar and mechanics exercises; fully formatted solutions to all letter writing assignments; sample long report and memo report; and over 50 transparency masters.



PowerPoint Slides Over 150 PowerPoint slides include summaries of key concepts, good/bad paired examples, and supplementary information, including answers to selected exercises.



Acetate Transparencies Nearly 100 acetate transparencies are also available, including summaries of key concepts, writing examples, text figures, and answers to selected exercises.



Instructor Web Site The BusCom Online Teaching Center can be accessed via a free password provided to instructors using this text. The site provides a monthly newsletter with additional teaching tips and hot-off-the-press current event items that illustrate business communication concepts, detailed lecture and supplemental discussion notes for each chapter, additional application exercises and cases, the PowerPoint slides for previewing and downloading, and a forum for exchanging ideas with the author, publisher, and other instructors around the country teaching this course.



Test Bank and Computerized Test Bank The Test Bank and Computerized Test Bank contain approximately 1,200 test items including multiple-choice, short answer, true-false, revisions, and writing items.



Video Program Video case studies of well-known companies reinforce text concepts by directly relating them to the footage being shown. In addition, discussion questions and suggested writing assignments are provided for each video.



NEW! Blackboard and WebCT Houghton Mifflin presents a new option for instructors who want to create and customize online course materials for use in distance learning, distributed learning, or as a supplement to traditional classes. This service helps you create and manage your own web site to bring learning materials, class discussions, and tests online. Houghton Mifflin provides all of the necessary content for an introductory course in business communication using Ober's *Contemporary Business Communication*.

helping instructors communicate...

The Instructor's Annotated Edition helps you to see *at a glance* the supporting materials available for use in the classroom.

- For more on ethics and communication, see Video Case Study 1.

Cross-references to other teaching materials, such as the Instructor's Resource Manual and Video Case Studies, provide additional support.

Cartoons in every chapter provide humorous examples of business communication problems and opportunities to enhance the classroom experience.

LABtest

Retype the following news item, correcting any grammar errors according to the rules introduced in LAB 3 on page 535.

With 14,000 professionals registered, Lightfair International has won its bet that Las Vegas would be a good location for its trade show for architectural lighting. Not only is Vegas one of the top trade show cities in the world but its streets simply shimmer with billions of bright lights. This show is the ^{biggest (MOD)} ~~present~~ of the two international lighting shows planned this year. In fact, if it ^{weren't (AGR-SUBJ)} ~~wasn't~~ for the competing smaller regional shows, this would be the largest lighting show ever held.

The conference program at this and similar shows ^{offers (AGR-INT WD)} ~~offer~~ light designers and architects a chance to earn continuing education credits. None of the ^{also (MOD)} ~~also~~ tape recorders nor videotaping

ation by Luc Lafortune, lighting ^(RUN-ON) ~~also~~ has organized a group trip to

INVASION OF PRIVACY

Any unreasonable intrusion into a person's right to be left alone or the right to be free from someone's name or photograph being taken without their consent may be an invasion of privacy. Large amounts of employee and customer information are stored in databases. The proliferation of databases makes it possible to access information very freely.

Various state and federal laws

- Investment banker Michael Milken earned as much as \$550 million in a single year, but because of his unethical and illegal business practices, his firm, Drexel Burnham Lambert, was heavily fined by the federal government. The company was forced eventually into bankruptcy, and Milken was imprisoned.
- For more on legal considerations, see the supplemental lecture or discussion notes in the Instructor's Resource Manual.

deliberately conceals some information that he or she is required to reveal (passive fraud).

To be fraudulent is to argue or argue fraud or American-made of fact, the most luxurious car in the world. You should agree with the president, might steal a luxurious car if, in fact, Misrepresentation deceive the other party.

Competent communicators are aware of the relevant laws and ensure that their oral and written messages are accurate, in terms of what is communicated and what is left uncommunicated.

Teaching tips and interesting business examples offer additional resources for enriching your lectures.

CHAPTER 1 UNDERSTANDING BUSINESS COMMUNICATION

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Competent communicators make the effort to write and speak clearly and consistently and try to avoid or minimize any verbal or nonverbal barriers that might cause misunderstandings.

Ethics and Communication

Each of us has a personal code of ethics, or rules of conduct, that might go beyond legal rules to tell us how to act when the law is silent. When composing a business proposal, drafting a sales letter, writing a human resources policy, or recruiting a candidate for a job, we make conscious decisions regarding what information to include and what information to exclude from our messages. For the information that is included, we make conscious decisions about how to phrase the language, how much to emphasize each point, and how to organize the message. Such decisions have legal and ethical dimensions—both for you as the writer and for the organization.

DEFAMATION

Any false and malicious statement that is communicated to others and that injures a person's good name or reputation may constitute defamation. Defamation in a temporary form such as in oral communication is called slander; defamation in a permanent form such as in writing or videotape is called libel. The three major conditions for defamation are that the statement be false, be communicated to others, and be harmful to a person's good name or reputation. Thus, telling Joe Smith to his face that he is a liar and a crook does not constitute defamation (slander) unless a third person hears the remark. In addition, truth is generally an acceptable

verifiable information. Mr. Baker is a late in making his



- See Slide 1.6.
- For more on ethics and communication, see Video Case Study 1.

inducing someone to do something when one party is not or when one party

Answers to LAB exercises appear only in the IAE.

Tools for Student Success



NEW! Interactive Case Study CD-ROM A CD-ROM packaged with each text brings the world of Urban Systems to life. Each case scenario is simulated so that students can virtually experience the situation and actively solve the problem. Immediate feedback is provided by the program. Additional scenarios allow students to work independently, while still receiving guidance when needed.



Student Web Site The BusCom Online Learning Center provides students with a one-stop guide to the world of online business communication. Here they can learn more about the Internet, locate business information, get help with writing problems, complete enrichment exercises designed to help them get more from the course, and get information about employment communication, available jobs, and employers.



BusCom Writer CD-ROM This CD-ROM provides a set of interactive computer modules that guide students through the development of 10 basic business documents. Based on the text-book's 3Ps (Problem, Process, and Product) model, each module (1) presents students with a unique business situation; (2) guides them through the process of analyzing the situation, developing communication goals, and preparing the document; and (3) prompts students to proofread and revise the finished product to meet proper writing guidelines.



NEW! Language Arts CD-ROM This CD-ROM, by Professors Johnson, Miller, and Padgett of the State University of West Georgia, supplements the grammar and mechanics coverage in the text through interactive review and reinforcement exercises. The six modules include Using Commas, Spelling Exercises, Grammar Applications, Word Usage Exercises, Punctuation Exercises I, and Punctuation Exercises II.



NEW! CommonSpace CommonSpace is collaborative writing software developed for students and instructors who participate in the creation and revision of a document. CommonSpace makes the inherent complexities of multiple inputs on multiple drafts easy to organize and track. Linked annotations in side-by-side columns offer the electronic equivalent of writing in the margins, without cluttering up original writing with invasive editing marks. Cross-platform capability makes collaborating on a document easy, regardless of whether writers are working on Macintosh or Windows computers.



The Business Communicator's Guide to the Internet Provides students with a detailed introduction to the Internet, specifically the use of key Internet tools and features: email, discussion lists, newsgroups, and the World Wide Web. The text is specifically designed to help business communicators conduct research and locate jobs.



The Business Communicator's Guide to PowerPoint Provides readers with a detailed introduction to this powerful slide-creation tool and emphasizes tools and techniques for creating effective business presentations.



The American Heritage Dictionary, Third Edition, at a special low price This acclaimed dictionary is an invaluable aid to student writing. It is available at a special low net price to the bookstore when ordered together with *Contemporary Business Communication*, Fourth Edition, or any Houghton Mifflin College text.

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PART 1 CORE CONCEPTS

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- B. FORMATTING BUSINESS DOCUMENTS**
- C. GLOSSARY**

To my mother-in-law, Helen Lalin, with great affection.

Preface

Students don't have to be convinced of the need for competent communication skills. By the time they enter the business communication class, students know enough about the business environment to appreciate the critical role communication plays in the contemporary organization. They're also aware of the role communication will play in helping them secure an internship or get a job and be successful at work. To sustain this inherent interest, students need a textbook that is current, fast-paced, and interesting—just like business itself. Thus, a major objective of the fourth edition of *Contemporary Business Communication* is to present comprehensive coverage of real-world concepts in an interesting and lively manner.

This edition of *Contemporary Business Communication* has been extensively revised to provide students with the skills they need to communicate effectively in the complex and ever-changing contemporary work environment. The revision was based on helpful feedback received from current users around the country (and, indeed, around the English-speaking world), changes in the discipline, and, especially, changes in the workplace itself. The following discussion highlights the features of this complete teaching and learning system:

- Business communication—in context
- Technology-centered
- Work-team communication
- Spotlights on contemporary issues
- The 3Ps (Problem, Process, and Product) model
- Annotated models and checklists
- Basic skills first
- Unprecedented instructor support
- Additional student support materials

Business Communication—In Context

Business communication problems in the real world do not occur in a vacuum. Events have happened before the problem and will happen after the problem, affecting its resolution. Thus, in addition to typical end-of-chapter exercises, three

learning tools in this text provide more complete long-term situations that provide a “slice-of-life” reality students will actually face on the job.

An Insider’s Perspective. Each chapter begins with an on-the-job interview with managers from multinational companies (such as 3M), small entrepreneurial companies (such as Hilliard-Jones Marketing Group), and nonprofit organizations (such as the Wilderness Society). All opening vignettes continue at the end of each chapter with a 3Ps (Problem, Process, and Product) activity.

New to this edition are chapter-opening interviews with

- Steve Messinetti at Habitat for Humanity International
- John Grossman at CDNOW, a leading online music retailer
- Nancy Evans at iVillage, the leading women’s online network
- Ann Withey at Annie’s Homegrown, a start-up retailer of all-natural food products
- Steve Jarman, vice president of communications for Snapple and Mistic Beverages

Continuing Text Examples and End-of-Chapter Exercises. Continuing examples are often used throughout the chapter (and sometimes carried forward to the next chapter) in both the text and end-of-chapter exercises. For example, in Chapter 7, students first assume the role of buyer and write a claim letter. Later, they assume the role of seller and answer the same claim letter by writing an adjustment letter. In Chapter 8, students write a persuasive request from a subordinate; and in Chapter 9 (about bad-news messages), they assume the role of superior and turn down a well-written persuasive request.

Such situations are realistic because they give a sense of following a problem through to completion. They are interesting because they provide a continuing thread to the chapters. They also reinforce the concept of audience analysis because students must first assume the role of sender and later the role of receiver for the same communication task.

Urban Systems: An Ongoing Case Study. Every chapter ends with a case study involving Urban Systems (US), a small entrepreneurial start-up company whose primary product is Ultra Light, a new paper-thin light source that promises to revolutionize the illumination industry. A company profile is contained in the Appendix to Chapter 1, and each chapter presents a typical communication problem faced by one of the employees. As students systematically solve these 15 case studies, they face communication problems similar to those typically found in the workplace. The continuing nature of the case studies provides these positive learning experiences:

- Students are able to use richer contextual clues to solve communication problems than is possible in the shorter end-of-chapter exercises.
- Students become intimately familiar with the managers and the company and must select what is relevant from a mass of data, thereby learning to handle information overload.

- Because the same situations frequently carry over into subsequent chapters, students must face the consequences of their earlier decisions.
- Many cases require students to solve the same communication problem from two different perspectives—thereby enhancing the process of audience analysis.
- The cases provide realistic opportunities for practicing work-team communication and critical-thinking skills.
- New to this edition is the inclusion of action photographs illustrating each case—for added realism. Also new to this edition is an interactive CD-ROM that brings each case to life by allowing students to virtually experience the situation and actively solve the problem. The program provides immediate feedback, and additional scenarios allow students to work independently, while still receiving guidance when needed.

Technology-Centered

If in the 1967 movie *The Graduate*, the buzzword was “plastics,” today it has to be “technology.” And with good reason. Every aspect of contemporary business communication—from determining what information to communicate to processing the information and sharing it—depends on technology. In *Contemporary Business Communication* students learn to:

- Compose, format, and manage email (with increased emphasis on the importance of a descriptive subject line in *all* communications).
- Access the Internet and World Wide Web and evaluate the quality of the information they receive.
- Format an electronic résumé and search online for a job.
- Give an electronic presentation.
- Cite electronic sources such as web pages, online journals and directories, email, and other Internet sources in business, APA, and MLA formats.

New to this edition are six new Spotlights on Technology. There is less emphasis on traditional technology (such as word processing), and greater emphasis on newer technologies (such as teleconferencing, videoconferencing, and video and electronic presentations). In addition, every chapter now includes at least one Internet exercise.

Work-Team Communication

Fed by global competition and global opportunities, contemporary organizations are making extensive use of project management, continuous process improvement, and work teams to encourage their employees to work and communicate collaboratively to solve complex workplace problems. Thus, competent communicators

need to develop high-level interpersonal skills for working in small groups as well as for writing and presenting collaboratively.

Work-team communication competence is another one of those “up-front” skills students must have to benefit completely from the discussion of other business communication topics. Many instructors assign group projects right from the beginning of the term. Unfortunately, instructors often erroneously assume students already know how to work together effectively.

Chapter 2, “Work-team Communication,” introduces these topics:

- The role of conflict, conformity, and consensus in work teams.
- Proven methods for giving constructive feedback, including a new checklist for commenting on peer writing.
- Work-team intercultural diversity that stresses diversity within the United States—for example, ethnicity, gender, age, and physical abilities (new to this edition).

Also new to this edition is at least one exercise at the end of each chapter that provides students the opportunity to work together in teams to solve typical business communication problems.

Spotlights on Contemporary Issues

Throughout the text, boxed features called Spotlights illustrate how business communication is affected by three contemporary issues: the increasing international and intercultural nature of today’s business world (with an emphasis on demographic diversity within the *domestic* work environment), technology in the workplace, and the growing importance of the ethical dimensions of communicating.

Spotlights are specifically designed to reinforce criteria from AACSB (the International Association for Management Education) for teaching the international, technological, ethical, and demographically diverse dimensions of business. As a matter of fact, the entire text has been designed to meet AACSB Accreditation Standard C.1.2.c, which states directly that “the business curriculum should include written and oral communication as an important characteristic.”*

Because these are *contemporary* issues, all Spotlights have been updated. In addition, new to this edition are these Spotlights:

- On Ethics: Whose Idea Was This?
- Across Cultures: Race Manners (by Bruce A. Jacobs)
- On Technology: The Paperless Office? Not Yet—and Maybe Never
 - Browsing and Searching the Web
 - Using Microsoft Word to Edit a Team Document
 - Use You’re Grammar Check Her—Four What Its Worth
 - Finding *Printed* Sources on the Internet
 - Converting Presentation Slides into an Audience Handout

*“Business Accreditation Standards,” AACSB Home Page, April 1999, <http://www.aacsb.edu/stand5.html> (April 2, 2000).

The 3Ps (Problem, Process, and Product) Model

The 3Ps (Problem, Process, and Product) models and activities, with their step-by-step analyses of typical communication tasks, have been one of the most popular features of previous editions. These models comprise a *problem* (a situation that requires a communication task), *process* (step-by-step guidance for accomplishing the communication task), and *product* (a fully formatted finished document).

The 3Ps activities require students to focus their efforts on developing a strategy for any message (including email messages) before beginning to compose it, and they serve as a step-by-step model for composing the end-of-chapter exercises.

The 3Ps activities within each chapter all contain the solutions to the process questions. The 3Ps exercises at the end of the chapter (plus additional ones in the *Instructor's Resource Manual*) pose process questions and then require the student to provide the solutions. This format more actively engages the student in the problem-solving process.

New to this edition are five new 3Ps activities:

- Writing an Ethical Statement
- Planning a Business Meeting
- Evaluating the Quality of Internet Data
- Writing a Concise Memo
- Writing an Unbiased Message

Annotated Models and Checklists

Full-page models of each major writing task appear in this edition, shown in complete ready-to-send format, so that students become familiar with the appropriate format for every major type of writing assignment. Each model provides marginal step-by-step composing notes as well as grammar and mechanics notes that point out specific illustrations of the grammar and mechanics rules presented in the Reference Manual.

New to this edition are annotated first-draft/second-draft models in the correspondence chapters that show how a document evolves through rewriting and refining. There are also new annotated models of the minutes of a business meeting, a transmittal memo for a business report, and a research proposal, as well as a new checklist for commenting on peer writing.

Basic Skills First

Language Arts Basics (LABs). No one can communicate effectively if he or she communicates *incorrectly*. It is an unfortunate fact of life that contemporary students today have not had the advantage of the nuts-and-bolts grammar and mechanics instruction that their instructors took for granted in their own prior