



BASIC BUSINESS COMMUNICATION

Skills for Empowering the Internet Generation

N I N T H E D I T I O N

Lesikar
Flatley

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P R E F A C E

Our overall objective in this revision was to produce the most technologically current and pedagogically effective book in the field. We modestly believe we have succeeded. Because in a sense business communication is technology in today's business world, to thoroughly emphasize technology wherever it applies was a logical first goal in our efforts. In working to produce the most pedagogically effective book possible, we continued to pursue the goals that enabled preceding editions to enjoy wide acceptance. These goals were to produce the most authoritative, thorough, learnable, and teachable book possible. Our specific efforts in pursuing all these goals are summarized as follows.

TECHNOLOGICALLY CURRENT

Because the computer and the Internet have affected business communication in so many ways, we worked this subject into the book wherever applicable. Where technology is integral to the way business communicates today, we integrated it into the text discussion. In those cases where technology helps students perform special tasks, we presented it in boxes. Additionally, both the textbook cases and the Web cases use technology in ways typical of today's businesspeople. We believe these efforts will enable students to leverage the power of the computer to save time and improve work quality.

AUTHORITATIVE

Our efforts to present the subject matter authoritatively involved a thorough review of the field. The information presented and procedures recommended are not just our ideas and preferences, though we support them. They represent the mainstream of business communication thought developed by researchers, teachers, and practitioners over the years.

THOROUGH

We worked diligently to cover the subject thoroughly. The content of the earlier editions was based on the results of two extensive surveys of business communication teachers. In this edition we supplemented the results of those surveys with suggestions from the highly

competent professionals who reviewed the book. And we implemented the research findings and suggestions we heard from colleagues at professional meetings. The result is a book whose content has been developed and approved by experts in the field. As well as we can determine, this edition covers every topic that today's business communication leaders say it should have.

LEARNABLE

As in earlier editions, we worked hard to make the book serve the student in every practical way. Our goal was to make the learning experience easy and interesting. Our efforts led us to implement the following features, all of which have proved to be highly successful in preceding editions:

Readable writing. The writing is in plain, everyday English—the kind the book instructs the students to use.

Chapter objectives. Placed at the beginning of all chapters, clearly worded objectives emphasize the learning goals and are tied in to the chapter summaries.

Introductory situations. A realistic description of a business scenario introduces the student to each topic, providing context for discussion and examples.

Outlines of messages. To simplify and clarify the instructions for writing the basic message types, outlines of message plans follow the discussions.

Margin notes. Summaries of content appear in the margins to help students emphasize main points and to review text highlights.

Specialized report topics. List of research topics by major business discipline is available for teachers who prefer to assign reports in the students' area of specialization.

Communications in brief. Boxes containing anecdotal communication messages add interest and make points throughout the book.

Abundant real business illustrations. Both good and bad examples with explanatory criticisms show the student how to apply the text instructions.

Cartoons. Carefully selected cartoons emphasize key points and add interest.

Photographs. Full-color photographs throughout the text emphasize key points and add interest to content. Teaching captions enhance the textual material.

Computer and Internet applications. Computer and Internet applications have been integrated throughout the book wherever appropriate—into topics such as readability analysis, graphics, research methods, and formatting.

Computer use suggestions. For students who want to know more about how useful computers can be in business communication, pertinent suggestions appear in boxes and on the text website.

Chapter summaries by chapter objectives. Ending summaries in fast reading outline form and by chapter objectives enable students to recall text highlights.

Critical thinking problems. Fresh, contemporary, in-depth business cases are included for all message and report types—more than in any competing text.

Critical thinking exercises. Challenging exercises test the student's understanding of text content.

Critical thinking questions. End-of-chapter questions emphasize text concepts and provide material for classroom discussion.

New cases. As in past editions, the realistic and thorough case problems are new.

With this edition, we have two up-to-date learning tools:

CD-ROM Study Guide. (Free with every new text) This supplement is designed to reinforce the text instructions in the student's mind by providing interactive exercises with immediate feedback, grammar exercises, and chapter quizzes.

Student Resources portion of the Online Learning Center.

(www.mhhe.com/lesikar9e). Additional resources are provided on a comprehensive, up-to-date website. Included are online quizzes, PowerPoint slides, Web cases, an extensive collection of annotated links to relevant Websites organized by topic, and more.

TEACHABLE

Perhaps more than anything we can do to help the teacher teach is to help the student learn. The features designed to provide such help are listed above. But there are additional things we can do to help the teacher teach. We worked very hard to develop these teaching tools; and we think we were successful. We sincerely believe the following list of features created for this edition are the most useful and effective ever assembled for a business communication textbook.

Instructor's Resource Manual. (007-244496-7) The following support material is available for easy use with each lecture:

Sample syllabi and grading systems.

Summary teaching notes.

Teaching suggestions.

Illustrated discussion guides for the slides/transparencies.

Answers to end-of-chapter critical thought questions.

Answers to end-of-chapter critical thinking exercises.

Sample solutions to cases.

Case problems from the previous edition (online).

Transparency package. (007-244503-3) Fifty-four color acetates are included.

PowerPoint slides. (007-244504-1) Complete full-chapter slide shows are available for the entire text. These colorful slides provide summaries of key points, additional examples, and examples to critique.

Grading checklists. (Part of the Online Learning Center) Lists of likely errors keyed to marking symbols are available for messages and reports. Similarly, symbols for marking errors of grammatical and punctuation correctness are

available. They help the teacher in the grading process and provide the students with explanations of their errors.

The McGraw-Hill/Irwin Business Communication Video Series. (007-244501-7) This series consists of self-contained, informative segments covering such topics as writing correctly and the power of listening. Presented in a clear and engaging style, every segment holds students' interest while presenting the techniques for sharpening their communication skills. (Contact your McGraw-Hill/Irwin representative for more information.)

Test bank. (007-244498-3) This comprehensive collection of objective questions covers all chapters.

Computerized testing software. (Win: 007-244497-5, Mac: 007-244499-1) This advanced test generator enables the teacher to build and restructure tests to meet specific preferences.

Instructor Resources portion of the Online Learning Center.

(www.mhhe.com/lesikar9e) A new Website fully supports the text. It includes a database of cases, new Web cases that entail using Web resources to write solutions, an author-selected collection on annotated links to relevant Websites organized by topic, a continually updated and enhanced technology chapter, and other active learning material.

Blackboard/WebCT plug-ins for testing and review.

ORGANIZATION OF THE BOOK

In response to reviewer's suggestions, we made some organization changes. First, we created a new Chapter 5. In this chapter we introduce the students to business messages in general. We describe the conventional messages—letters and memorandums—and we introduce the student to email messages with emphasis on good email writing techniques and procedures. We conclude with a description of the writing process as applied to business writing.

While we have given email the emphasis its growing importance justifies, a second change concerns moving some content to the textbook Website (www.mhhe.com/lesikar9e). Two topics—order messages and collection messages—were moved there since today's technology seems to be taking over much of this kind of writing. Because of its rapidly changing nature, wireless communication also is there. We will be able to update it as major changes take place.

A third change was the revised order of the special-topics chapters. Reviewer's preferences explain part of the change, but these chapters are presented as a stand-alone module. They can be used at the instructor's option and in the order most appropriate to individual courses and schedules.

Although significant, these changes did little to alter the basic organization plan that has characterized this book through eight successful editions.

Part I begins with an introductory summary of the role of communication in the organization, including a description of the process of human communication.

Part II is a review of the basic techniques of writing and an introduction to messages and the writing process. Here the emphasis is on clear writing, the effect of words, and applications to messages, especially to email.

Part III covers the patterns of business messages—the most common direct and indirect ones.

Part IV concentrates on report writing. Although the emphasis is on the shorter report forms, the long, analytical reports also receive complete coverage.

Part V reviews the other forms of business communication. Included here are communication activities such as participating in meetings, telephoning, dictating, and listening.

Part VI comprises a four-chapter group of special communication topics—cross-cultural communication, correctness, technology-assisted communication, and business-research methods. Because teachers use these topics in different ways and in different sequences, they are placed in this final part so that they can be used in the sequence and way that best fit each teacher's needs.

ADDITIONS TO CONTENT

As with previous editions, we thoroughly updated this edition. We expanded coverage wherever we and our reviewers thought it would improve content. Although not an addition in the true sense, we continued to use the word *message* in place of *letter* in most places. Our purpose was to use a word more consistent with the additional means of communication (fax, email) brought about by technology. Our most significant additions or expansions are the following:

Email coverage has been greatly expanded.

Résumé writing now includes three formats: traditional print résumés, scannable résumés, and electronic résumés. Electronic résumés include those formats the majority of employers are using today, including htm and rich email. Examples are also on the text Website so students can see samples of typical links.

All of the graphics examples are new. Most are ones writers could create with basic graphic and draw programs. Their content is current and contains data that should draw business students' interest.

The technology chapter was updated to reflect today's tools. Some discussion of wireless was added in the section on transmitting messages. A more thorough treatment of wireless communication is on the textbook Website.

The business research chapter was extensively updated to reflect today's greater use of the Internet and private databases to gather secondary research.

The chapter boxes were updated to include some new and important topics. Email stationery, intranets, voice recognition, and web survey tools are a few of the current topics. Updated quotes from recent graduates on the importance of communication on the job as well as quotes from college recruiters on importance of thank-you notes help students recognize the value of communication.

The PowerPoint slides accompanying the text have been updated not only to reflect the current content but also to help gain student interest. More photos have been added, and interactive slides as well as animation and videos have been added where appropriate.

Finally, the Website has updated online quizzes and new Web-based and video cases. The Web-based cases include ones for PDA devices, where students can sync using Avantgo.com to get the cases from a simulated in-box. The all-new video cases are delivered by real businesspeople presenting real business problems.

ACKNOWLEDGMENTS

Any comprehensive work such as this must owe credit to a multitude of people. Certainly, we should acknowledge the contributions of the pioneers in the business communication field, especially those whose teachings have become a part of our thinking. We should acknowledge also those colleagues in the field who served as reviewers for this edition. They are primarily responsible for the improvements that have been made. Although all identification was removed from the reviews given us, we were told that these people served as reviewers:

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Raymond V. Lesikar
Marie E. Flatley

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