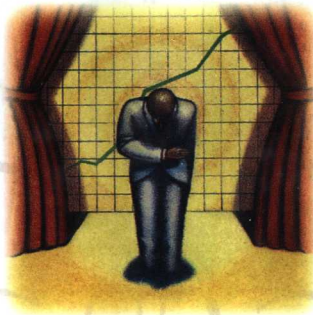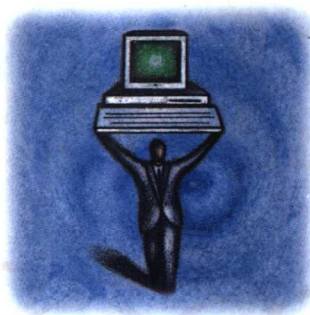# BUSINESS
Communication:
PROCESS & PRODUCT

MARY ELLEN GUFFEY

2ND EDITION

BUSINESS

Communication:

PROCESS & PRODUCT

2ND EDITION

Mary Ellen Guffey

LOS ANGELES PIERCE COLLEGE

About the Author

A dedicated professional, Mary Ellen Guffey has taught business communication for over thirty years. She received a bachelor's degree, *summa cum laude,* in business education from Bowling Green State University; a master's degree in business education from the University of Illinois, where she held a fellowship; and a doctorate in economic and business education from the University of California, Los Angeles. Dr. Guffey is a professor of business and has taught at the University of Illinois, Santa Monica College, and Los Angeles Pierce College.

In addition to *Business Communication: Process and Product,* she is the author of *Business English,* Fifth Edition, which serves more students than any other book in its field; the recently published *Essentials of College English;* and *Essentials of Business Communication,* Third Edition, a highly successful text-workbook. Dr. Guffey also serves on the review boards of *The Delta Pi Epsilon Journal* and *The Business Communication Quarterly* of the Association of Business Communication.

A teacher's teacher and leader in the field, Dr. Guffey acts as a partner and mentor to hundreds of business communication instructors across the country. Her workshops, seminars, newsletters, articles, and teaching materials help novice and veteran business communication instructors achieve effective results in their courses.
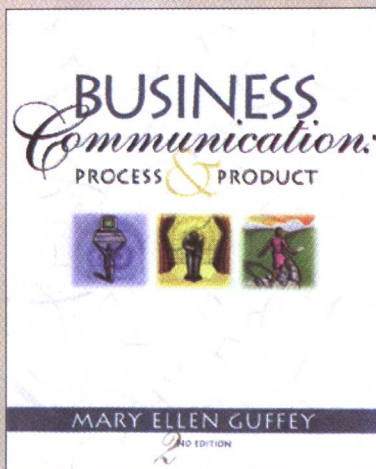
The Visual Sampler

In successful business communication, process and product are closely related. The second edition of **Business Communication: Process and Product** continues its emphasis on a consistent, logical process approach that you can apply to solve communication problems and create successful communication products—both written and oral. And the manner of presentation continues to be innovative. Author Mary Ellen Guffey introduces unique visualization techniques that involve you actively in learning communication skills and applying them effectively. In addition to state-of-the-art graphics, you'll find model documents and inside tips from some of the country's best-run and most-respected organizations.

Process is a strategy developed early and applied consistently throughout the book. Easy-to-follow models translate theory into concrete visuals so that you can see the process in action and apply it yourself. You'll learn to analyze a problem, organize your ideas logically, and express your ideas correctly and persuasively.

Product represents the wide range of communication skills and applications today's successful business people must have at their command. Both process and product are presented visually for quick comprehension and lasting retention.

Chances to learn from the best—in the form of excellent model documents—appear in every chapter. Among them are résumés for job hunters, memos that monitor operations and gain support, business letters that satisfy customers and deliver information, and reports that analyze problems and offer solutions.

In the **Visual Sampler** that follows, you'll see the process, products, and features of **Business Communication: Process and Product**. You'll also see current coverage of topics essential to contemporary business communicators, including critical thinking, the Internet, World Wide Web, E-mail, and other technological tools. These features will introduce you to the process of successful business communication and show you how to convert that process into effective products.

The 3-✕-3 process, a practical and helpful approach to written and oral communication, is developed fully and applied consistently. With the book's strong graphics to guide you, you'll understand and remember this multi-stage process of analyzing-anticipating-adapting, researching-organizing-composing, and revising-proofreading-evaluating. After detailed discussions of each of these nine steps (in Chapters 3, 4, and 5), the 3-✕-3 process is then applied to create communication products in all the chapters that follow. Process visualizers are colorful graphics that summarize the writing process and show how to apply it in solving specific problems. By consistent repetition and application of the process, you will learn and retain an invaluable problem-solving strategy you can take with you and use every day in your future career. Visualizing makes the process easy to understand and easy to remember.

Figure 9.3 *Persuasive Favor Request*

1

Analyze: The purpose of this letter is to persuade the reader to speak at a dinner meeting.

Anticipate: Although the reader is busy, he may respond to appeals to his ego (describing his successes before an appreciative audience) and to his professionalism.

Adapt: Because the reader will be uninterested at first and require persuasion, use the indirect pattern.

2

Research: Study the receiver's interests and find ways to relate this request to the reader's interests.

Organize: Gain attention by opening with praise or a stimulating remark. Build interest with explanations and facts. Show how compliance benefits the reader and others. Reduce resistance by providing ideas for the dinner talk.

Compose: Prepare first draft on a computer.

3

Revise: Revise to show direct and indirect benefits more clearly.

Proofread: Use quotes around "R" to reflect their usage. In the fourth paragraph, use a semicolon in the compound sentence. Start all lines at the left for block-style letter.

Evaluate: Will this letter convince the reader to accept the invitation?

Dallas–Fort Worth Chapter
American Marketing Association
P.O. Box 3598
Dallas, TX 74209

January 28, 1997

Mr. Elliott P. Tarkanian
Marketing Manager, Western Division
Toys "R" Us, Inc.
Dallas, TX 75232

Dear Mr. Tarkanian:

One company is legendary for marketing American products successfully in Japan.

That company, of course, is Toys "R" Us. The triumph of your thriving toy store in Amimachi, Japan, has given other American marketers hope. But this success story has also raised numerous questions. Specifically, how did Toys "R" Us circumvent local trade restrictions? How did you solve the complex distribution system? And how did you negotiate with all the levels of Japanese bureaucracy?

The members of the Dallas–Fort Worth chapter of the American Marketing Association asked me to invite you to speak at our March 19 dinner meeting on the topic of "How Toys 'R' Us Unlocked the Door to Japanese Trade." By describing your winning effort, Mr. Tarkanian, you can help launch other American companies who face the same quagmire of Japanese restrictions and red tape that your organization overcame. Although we can offer you only a small honorarium of $300, we can assure you of a big audience of enthusiastic marketing professionals eager to hear your war story.

Our relaxed group doesn't expect a formal address; they are most interested in what steps Toys "R" Us took to open its Japanese toy outlet. To make your talk easy to organize, I've enclosed a list of questions our members submitted. Most talks are about 45 minutes long.

Can we count on you to join us for dinner at 7 p.m. March 19 at the Cattleman's Inn in Grand Prairie? Just call me at (214) 860-4320 by February 15 to make arrangements.

Sincerely,

Timothy W. Ellison

Timothy W. Ellison
Program Chair, AMA

TWE:grw
Enclosure

Marginal annotations (left): Piques reader's curiosity; Notes indirect benefit; Notes direct benefit; Offsets reluctance by making the talk informal and easy to organize; Makes acceptance as simple as a telephone call

Marginal annotations (right): Gains attention; Builds interest; Reduces resistance; Motivates action

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Career Track Profiles, in-depth interviews with successful business communicators, open each chapter. Since many of those profiled are front-line employees in entry-level or mid-career positions, you can relate to their "in-the-trenches" experiences easily. These interviewees discuss their careers and employers, offering practical advice that directly relates to the material covered in the chapter.

As you discover how strong communication skills helped these communicators move into rewarding and often unexpected new careers, you can look to the profiles to inspire you and serve as role models for your own career track ascent.

Career Track Profile
Microsoft Corporation

"I remember being 22, right out of college, and thinking, 'I'm not successful right now, and I'm pretty sure I'm not going to be successful next year. My life is a failure.'"

Like many college graduates, Mario Juarez despaired when his degree (in journalism and mass communication) didn't immediately unlock the doors to a secure career. Without a clear career path in sight, he followed his heart and his dreams, developing writing and journalism skills in adventurous spots. He worked as a reporter for radio stations in Alaska, traveled in Europe and New England, and, when he needed quick cash, wrote computer documentation. Settling on the West Coast, Mario signed on as a temporary technical writer at the Microsoft Corporation eight years after graduation.

Based in Redmond, just outside Seattle, Washington, Microsoft was soon to become the largest and most profitable software company in the world. It designs, develops, markets, and supports software for personal computers. The company's immense profits result largely from its MS/DOS and Windows programs, which account for nearly 90 percent of the world's PC operating software. And its youthful co-founder and chairman, Bill Gates, became the richest man in America.

> "At Microsoft, there's always been a feeling that anyone can ask anything of anyone."

Mario joined Microsoft during its most explosive growth period. Building on his writing, journalism, and computer skills, he moved from a temporary position to eventually become manager of Employee Communications. He also serves as editor of *MicroNews*, the weekly company newspaper. "One of the intangible benefits of my job is that I get to see Bill Gates in action. And I am in awe of the guy," confesses Mario. "Blessed with an incredible business mind, he's also one of the best engineers in the company. Some people regard him as ruthless; actually, he's aggressive—and also extremely efficient and knowledgeable."

Mario has watched Microsoft grow into a huge company with over 14,000 employees on a campus of 400 acres. Keeping the lines of communication open and information flowing in such a large organization is a difficult but critical task. Bill Gates particularly wants communication to be open and free of regulation. The right things must be communicated to the right people at the right time without excessive channels of approval or restrictions.

One tool that facilitates open communication at Microsoft is electronic mail (E-mail). Every new employee gets a computer and is automatically connected to the company network. "E-mail is a great equalizer," says Mario. "At Microsoft there's always been a feeling that anyone can ask anything of anyone. The lowliest technical writer or administrative assistant can E-mail a suggestion to one of our senior VPs or even to Bill Gates—and look forward to a response. It might take a while, but all senior people read their E-mail personally and respond."

Employees are expected to analyze the way things are being done and offer suggestions for improvement. "We have a very flat hierarchy of command here," says Mario. "I'm sure Bill Gates would be dismayed if any employee did not feel

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◄ Spotlight on Communicators features professional and business leaders and their comments on successful communication strategies that helped them achieve their goals. Each chapter highlights pictures of and tips from prominent communicators such as Bill Gates, Microsoft; Jack Welch, General Electric; Jane Bryant Quinn, *Newsweek* columnist; and Justice Sandra Day O'Connor. Their advice always correlates with chapter topics so that you learn many dimensions of effective business communication.

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412   PART FOUR   Reports and Proposals

Spotlight on Communicators

Start at the library, advises Ruth Owades, who has founded two successful companies, Gardener's Eden and Calyx and Corolla. Whether you're considering the feasibility of an action or an entirely new business, you need facts. Extensive research in the card catalog helped her learn about flowers, florists, marketing, and advertising. She also used books to learn how to write a concise business plan that helped finance her $10 million mail-order flower business with headquarters in San Francisco.

☑ **Determine degree of formality.** Use an informal, conversational writing style unless the audience expects a more formal tone.

☑ **Enhance readability with graphic highlighting.** Make liberal use of bullets, numbered and lettered lists, headings, underlined items, and white space.

Summary/Conclusion

☑ **When necessary, summarize the report.** Briefly review the main points and discuss what action will follow.

☑ **Offer a concluding thought.** If relevant, express appreciation or describe your willingness to provide further information.

Analytical Reports

5 Analytical reports differ significantly from informational reports. Although both seek to collect and present data clearly, analytical reports also analyze the data and typically try to persuade the reader to accept the conclusions and act on the recommendations. Informational reports emphasize facts; analytical reports emphasize reasoning and conclusions.

For some readers analytical reports may be organized directly with the conclusions and recommendations near the beginning. Directness is appropriate when the reader has confidence in the writer, based on either experience or credentials. Front loading the recommendations also works when the topic is routine or familiar and the reader is supportive.

Directness can backfire, though. If you announce the recommendations too quickly, the reader may immediately object to a single idea, one that you had no suspicion would trigger a negative reaction. Once the reader is opposed, changing an unfavorable mind-set may be difficult or impossible. A reader may also think you have oversimplified or overlooked something significant if you lay out all the recommendations before explaining how you arrived at them. When the reader must be led through the process of discovering the solution or recommendation, use the indirect method: present conclusions and recommendations last.

Most analytical reports answer questions about specific problems. How can we boost sales to baby boomers? Should we close the El Paso plant? Should we buy or lease company cars? How can we improve customer service? Four typical analytical reports answer business questions: justification/recommendation reports, feasibility reports, yardstick reports, and research studies. Because these reports all solve problems, the categories are not mutually exclusive. What distinguishes them is their goals and organization.

Justification/recommendation reports follow the direct or the indirect pattern depending on the audience and the topic.

Justification/Recommendation Reports

Both managers and employees must occasionally write reports that justify or recommend something, such as buying equipment, changing a procedure, hiring an employee, consolidating departments, or investing funds. Large organizations sometimes prescribe how these reports should be organized; they use forms with conventional headings. When you are free to select an organizational plan yourself, however, let your audience and topic determine your choice of direct or indirect structure.

◀ **Communicating by computer** is almost mandatory for today's businesspeople. And no book in the field better prepares you to be immediately productive than the second edition of **Business Communication: Process and Product**. So that you can "hit the ground running" when you begin using information technology on the job, the second edition provides countless tips, guidelines, and boxes with secrets for effective use of computers. For example, this technology box discusses how to control E-mail, which can overwhelm untrained users. Other boxes advise you in using computers to compose and revise documents, to conduct research, to make charts, and even to make multimedia presentations.

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208   PART THREE Letters and Memos

TECHNOLOGY

Once viewed as the panacea of paper-clogged offices, E-mail is fast becoming a brain dump, complain many users.

Because of its remarkable advantages, electronic mail rapidly revolutionized business communication in the 1990s. Even its greatest critics would not dispute these E-mail benefits:

- Reduces telephone tag, shrinks telephone bills, and improves response times
- Eliminates time barriers enabling users to send and receive messages 24 hours a day, 365 days a year
- Shortens the cycle of written communication because messages need not be rekeyed
- Encourages open communication and flattens corporate hierarchies
- Accelerates decision-making, reduces telephone interruptions, and facilitates meeting planning
- Enhances workday flexibility by allowing people to work at home or at remote locations

So what's the beef? Users now complain of information overload. They're receiving too much E-mail! It's not unusual for managers to receive 50 to 150 messages daily, all demanding reading and response. Computer systems are increasingly clogged with hundreds of unsorted electronic messages, some important and many not so important. E-mail is so convenient that people use it for everything. One manager

E-Mail: Brain Dump or Communication Enhancer?

griped, "It's a brain dump. I think 50 percent of E-mail is a complete waste of time to the person who receives it."[11]

Just a flick of a key distributes a message to an entire organization. As a result, many E-mail users are overwhelmed by the rapid accumulation of messages. One Fortune 500 manager had a system in which each mailbox held 458 messages. After maxing one out, the manager would open a second mailbox, which also quickly filled up. Eventually, the company called in consultants to teach its managers how to keep up with the volume of mail and to dispose of acted-on messages.

Here are some of the suggestions given by consultants to organizations striving to help users control their E-mail glut:

- Designate a special E-mail team to develop procedures for getting the most out of the system.
- Preprogram functions keys to capture time-saving keystrokes such as calendar reminders and delete functions.
- Create electronic files for messages that must be saved.
- Organize electronic subject folders for quick retrieval of filed messages.
- Name a common folder or electronic bulletin board where senders can route reports and memos meant for general distribution.
- Recommend that a busy manager give his or her computer access codes to a trained and trusted assistant to screen unwanted messages.
- Set up formal training for everyone using an organization's E-mail system.

Properly managed, E-mail can enhance communication and boost productivity. The trick, though, is all in the managing.

Career Track Application

Conduct a class discussion centered on the use and abuse of E-mail. Who is using E-mail at home or on the job? What kind of messages are sent? What do users like about E-mail? What complaints do they have? Is E-mail appropriate for personal messages on the job? Is it safe for transmitting confidential information? Should company guidelines for use be established?


Cruising the Internet becomes less intimidating when you can follow a step-by-step model search, such as that shown here. No other book gives you sample gopher and World Wide Web searches, along with specific Internet addresses for you to visit with your computer. You even have your own Web site as a textbook resource. Developing Internet skills can increase your value immeasurably when it comes to finding a job in today's technology-centered workplace. ▶

CHAPTER 11 Report Planning and Research   349

Figure 11.9   *Internet Session: Typical World Wide Web Research Sequence*

Alan starts his search for information about recycling by accessing Netscape's "Internet Search" page (address or URL: "http://home.mcom.com/home/internet-search.html").

Alan decides to use a WebCrawler for his search and therefore, with his mouse, clicks on the appropriate underlined phrase. (All underlined phrases or "links" on page are "clickable.")
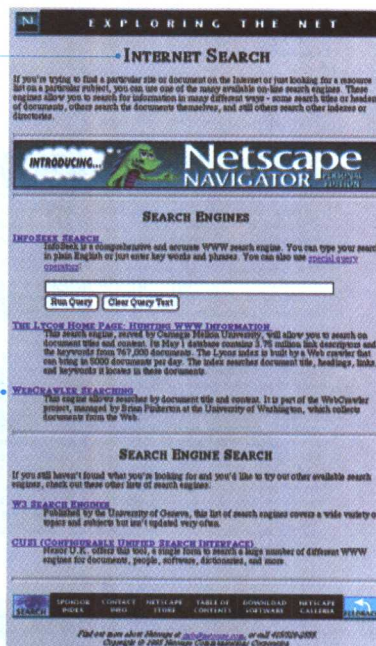
To help you recognize and apply intercultural sensitivity and ethical considerations in all communication settings, Dr. Guffey integrates these concepts throughout the book. This integrative approach puts ethical conduct and cross-cultural tolerance in context, rather than isolating these increasingly important considerations from the reality of day-to-day business interactions. Discussion appears in the text wherever relevant, along with Ethics and Cross-Culture boxes. An "Ethical Issues" question for class discussion also appears in every chapter.

CROSS-CULTURE

The international management consulting firm of Burns & McCallister finds itself in cultural hot water. The problem? It refuses to send female executives abroad to negotiate contracts in certain countries.

Despite its current bad publicity, Burns & McCallister has previously earned a reputation as a liberal firm that encourages the employment of women. Over 50 percent of its partners are female, and both *Working Woman* and *Working Mother* magazines have ranked it among the nation's top firms for women. It attracts women by offering exceptional benefits, such as flexible hours, family leave, home-based work, and part-time partner-track positions.

Silent Women. Why, then, does it send only male partners on certain assignments? In over fifty years of consulting, Burns & McCallister has learned that the cultures in certain countries do not allow women to be treated as they are in America. In some cultures, for example, women are not permitted to speak in a meeting of men. Although clerical help in these cultures might be female, contacts with clients must be through male partners or account executives.

Japan, for example, has a two-track hiring system with women represented in only 3 percent of all professional positions. Other women in the work force are uniformed office ladies who do the fil-

Cultural and Ethical Dilemma for Women Managers

ing and serve tea. They generally are pressured to leave the work force when they marry in their mid-twenties. A recruiting brochure for Dentsu, a large Japanese advertising firm, pictured the typical Dentsu "Working Girl" and described only her attractive physical characteristics." In America, such a sexist ad would infuriate women. But attitudes toward working women differ in other cultures."

Company Justification. In defense of its ban on sending women to negotiate in certain cultures, the head of Burns & McCallister said: "Look, we're about as progressive a firm as you'll find. But the reality of international business is that if we try to use women, we don't get the job. It's not a policy on all foreign accounts. We've just identified certain cultures in which women

will not be able to successfully land or work on accounts. This restriction does not interfere with their career track."

The National Organization for Women (NOW) argues that Burns & McCallister should apply its American standards throughout the world. Since women are not restricted here, they should not be restricted abroad. No special policy, especially one so discriminatory against women, should be instituted for cultures that vary from ours. Our culture treats women fairly, and other cultures should recognize and respect that treatment. Unless Burns & McCallister stands up for its principles, change can never be expected.

Career Track Application

Organize a debate or class discussion focused on these questions: On what grounds do you support or oppose the position of Burns & McCallister to prohibit women from negotiating contracts in certain cultures? Should American businesses impose their cultural values abroad? Should Burns & McCallister sacrifice potential business to advance a high moral position? If the career advancement of women within the firm is not affected by the policy, should women care? Do you agree with NOW that change cannot occur unless Burns & McCallister takes a stand?

send women to negotiate in certain countries, the company enraged some women's rights groups. But was Burns & McCallister actually respecting the cultures of those countries?

Developing Tolerance. Working among people from different cultures demands tolerance and acceptance of diversity. Closed-minded people cannot look beyond their own ethnocentrism. But as global markets expand and as our own so

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ETHICS

As our nation emerges from the profit-oriented 1980s, business has rediscovered values and social responsibility. Greed is out; ethics are in. Scrambling to do the right thing, businesses and their employees are actively engaged in such activities as working with the homeless and tutoring underprivileged children. Many businesses are also reevaluating their product lines and investments to enhance quality of life and the environment.

To spell out their goals, companies are increasingly developing codes of ethics and mission statements. Such statements are not easily written because they require consensus and commitment. The employees and directors of Ben & Jerry's, for example, worked for over a year to hammer out the concise and meaningful three-part statement of mission shown here.

Not everyone, however, agrees with the trend toward the strong social stances of some public corporations. Respected economist Milton Friedman, a Nobel laureate, contends, "Few trends could so thoroughly undermine the very foundations of our free society as the acceptance by corporate officials of a social responsibility other than to make as much money for their stockholders as possible."" As you read Ben & Jerry's mission statement in this box, consider how its writers confronted the issue raised by economist Friedman.

Greed Is Out; Ethics and Mission Statements Are In

you were an employee at Ben & Jerry's, how would it affect your actions if you worked in production, marketing, or accounting? How do you think it affects Alice Blachly in Consumer Affairs? Do you see any contradictions in the statement that might force compromises for the company and its employees? As a shareholder, how would you feel if a percentage of profits went to a foundation for charity but no dividends were paid? As a consumer, how would you feel about paying more for a product so that charitable causes could be supported?

MISSION

Ben & Jerry's is dedicated to the creation and demonstration of a new corporate concept of linked prosperity. Our mission consists of three interrelated parts.

Product Mission: To make, distribute and sell the finest quality all-natural ice cream and related products in a wide variety of innovative flavors made from Vermont dairy products.

Social Mission: To operate the company in a way that actively recognizes the central role that business plays in the structure of society by initiating innovative ways to improve the quality of

life of a broad community: local, national and international.

Economic Mission: To operate the company on a sound financial basis of profitable growth, increasing value for our shareholders and creating career opportunities and financial rewards for our employees.

Underlying the mission of Ben & Jerry's is the determination to seek new and creative ways of addressing all three parts, while holding a deep respect for individuals, inside and outside the company, and for the communities of which they are a part.

Career Track Application

Analyze the Ben & Jerry's mission statement in terms of applying it. If

◄ **In the new work world,** employees no longer check their brains at the door and do only as told. Today's employers have fewer layers of management, and employees are empowered to use their brains in thinking critically. Thus, they can expect to be solving problems and making decisions. Numerous Critical Thinking Case Studies, BusinessLink video case studies, and end-of-chapter activities provide a context in which you can analyze problems and apply critical-thinking guidelines introduced in Chapter 1.

Critical Thinking Case Study

Helping McDonald's Find a New Hitwich

Recently analysts doomed McDonald's for becoming a lumbering cash cow in a mature industry. Unable to compete with more nimble fast-food purveyors and unwilling to budge from its rigid menu, said its detractors, had reached a saturation point and must plummet from its king-of-the-mountain perch.

But the doomsayers were wrong. With a new store opening every eight hours, McDonald's remains the nation's most profitable major retailer. Although fresh outlets continue to pop up in fast-growing U.S. suburbs, its major growth has been abroad. McDonald's now has restaurants on all continents of the world except Antarctica. Some analysts say that today's McDonald's is the most awesome service machine on the planet and a virtual blueprint for taking a service organization global.

Much of its global triumph results from its incredible marketing program, which blankets the globe

Regimentation may be the key to [McDonald's] global success, but its rigid menu may also open the door to ultimate failure.

with advertising and promotion. A $1.4 billion annual global budget makes McDonald's the most advertised single brand in the world. Kids, minorities, and the handicapped tug at emotional sleeves in dozens of languages, begging potential customers to "get up and get away." Ronald McDonald, according to some in the company, is more recognizable than Santa Claus.

While many of the company's greatest successes, such as the Big Mac and the Egg McMuffin, came from rank-and-file U.S. franchisees, other brainstorms—mostly operational—have begun to filter in from overseas. The Dutch created a prefab modular store that can be moved over a weekend. The Swedes came up with an enhanced meat freezer. And satellite stores, or low-overhead mini-McDonald's, were invented in high-rent Singapore.

"There used to be resistance to ideas from abroad," says Ed Rensi, the portly chief of McDonald's USA. "No more." Yet, McDonald's needs more than ideas from

abroad to solve its menu problem; McDonald's desperately needs a break-out-of-the-box, home-run innovation. It needs a new "hitwich" on the order of the Big Mac or the Quarter Pounder. CEO Mike Quinlan, or "Q," as he is called, is proud of the company's advances under his watch. But he's more frustrated than anyone else by its inability to develop that next big hitwich. So Q has placed a bounty on innovation and is now scouring the globe for winners. "Want to know my definition of insanity?" asks Q. "It's doing the same thing over and over again and expecting different results. If there's anything I try to impart to our people, it's never to be satisfied. That means coming up with new ideas."

McDonald's past devotion to regimentation may be the key to its global success, but its rigid menu

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Cases like the McDonald's "hitwich" dilemma and the Dayton-Hudson store opening in Michigan spotlight real people and real problems. A series of six BusinessLink videos presents cases in cross-cultural communication, listening and nonverbal communication, ethical communication, persuasive messages, reports and proposals, and employment communication. Case study questions help you analyze data and alternatives often in a team environment.

Part One BusinessLink Video Case Studies

Intercultural and Diversity Issues

The Dayton-Hudson Corporation, with headquarters in Minneapolis, is the fourth largest general merchandise retailer in the United States. The corporation consists of Target, an upscale discount chain; Mervyn's, a middle-market promotional department store; and the Department Store Division, consisting of Dayton's, Hudson's, and Marshall Field's, all upscale department stores. Two major goals of the Dayton-Hudson Corporation include being (1) a good corporate citizen as well as being (2) a premier growth company.

Dayton-Hudson is opening new stores in its three categories across the nation. One of these is Hudson's, scheduled to open in August in Somerset Mall, a thriving shopping center in suburban Detroit. Hudson's is committed to developing a diverse work force that can effectively serve its diverse customer population.

In an ideal workplace, people would accept co-workers on the basis of merit. Yet even among the most sincerely open-minded people, stereotypes and subtle prejudices can create difficulties. Stereotypes tend to develop because individuals hold differing systems of cultural values, traits, morals, and customs.

Analyze

1. What is a stereotype?
2. What are some North American values that might conflict with values of people from Asia, South America, or the Middle East?
3. What is ethnocentrism? How can Hudson's help its employees to avoid ethnocentrism and stereotyping?
4. In a diverse work force such as Hudson's, employees may worry about extending trust to colleagues who appear to be unlike themselves. How can workers from different backgrounds and cultures develop trust in each other?

Apply

As a member of the new work force at Somerset Hudson's, you are part of a diversity training program. Your trainer asks you to work with a team to discover ways to value diversity as a business asset. How can Dayton-Hudson achieve both of its goals (being a good corporate citizen and also being a premier growth company) by capitalizing on the benefits of diversity? Your team should submit a list of diversity benefits to your instructor/trainer.

Listening and Nonverbal Skills

The Bank of Alma is a community bank with seven branches located in Alma, Michigan, and surrounding communities. It has approximately $150 million in assets. Alma is a small rural community, and the Bank of Alma emphasizes customer service, individual attention, and speedy loans.

Customers generally request loans in three main areas: commercial loans, consumer loans (such as car loans), and residential mortgages. Effective listening skills and perceptive nonverbal communication skills are especially important to loan officers. Customers frequently are nervous, confused, frightened, or even hostile about the loan process. They are concerned about revealing personal information such as their family finances. They are frightened by complicated forms. Most importantly, they fear and resent the possibility of being rejected for a loan.

Analyze

1. What are possible mental barriers that could prevent loan officers at Bank of Alma from listening effectively when customers discuss the loan process? What are possible physical barriers?
2. List six or more specific techniques that loan officers could apply to improve their listening effectiveness.
3. How can loan officers send positive nonverbal messages to facilitate the loan process?
4. What kinds of silent messages sent by time, space, and territory should loan officers be aware of?

Apply

As assistant to the vice president of Bank of Alma, you have been asked to watch the video reenactment of a loan process. Then, you are to submit suggestions for ensuring listening and nonverbal communication effectiveness by future loan officers. List specific actions to exhibit or avoid. Your suggestions will be evaluated by management in preparation for a loan officer training program.

6

COMMUNICATION IN MANY FORMS

Sophisticated visualization techniques reinforce your understanding of the principles involved in creating your communications. Colorful pointers on the letters, memos, and reports lead to concise annotations that point out communication strategies and applications of theory. Tips boxes appear with many of the documents, spotlighting and summarizing key procedures. These concise Tips boxes supply you with a valuable reference resource when you are on the job and need fast answers.

Figure 11.4   *Portion of Analytical Report—Manuscript Format*

Tips for Manuscript Reports
- Use manuscript format for long, complex, or formal reports and proposals.
- Print the report on plain paper.
- Allow side and bottom margins of 1 to 1¼ inches.
- Display primary and secondary headings appropriately (see Chapter 12).
- Use single or double spacing depending on your organization's preferences.
- Document sources with appropriate citations.

REDUCING VEHICLE EMISSIONS AND SMOG IN THE LOS ANGELES BASIN

INTRODUCTION

Pacific Enterprises, Inc., is pleased to submit this report to the Air Resources Board of Los Angeles County in response to its request of April 18. This report examines the problem of vehicle emissions in the Los Angeles Basin. Moreover, it reviews proposed solutions and recommends a course of action that will lead to a significant reduction in the hydrocarbon and nitrogen oxide emissions of older vehicles.

Background and Discussion of Problem

The County of Los Angeles has battled dirty air for five decades. The largest stationary polluters (manufacturers, petroleum refineries, and electric power plants, for example) are no longer considered a major source of pollution. Today, the biggest smog producers are older automobiles, trucks, and buses. Newer vehicles, as a result of improved technology and government regulation, have sharply reduced their emissions. However, nearly 400,000 pre-1980 vehicles continue to operate on Southern California's streets and freeways. A recent state-funded study (Rutman 37) estimated that 50 percent of the smog generated in Southern California comes from these older vehicles.

Yet, many of these vehicles are either undetected or exempted from meeting the clean-air standards. Little has been done to solve this problem because retrofitting these old cars with modern pollution control systems would cost more than many of them are worth. Two innovative solutions were recently proposed.

Reducing Smog by Eliminating Older Cars

Two large organizations, Unocal and Ford Motor Company, suggested a buy-out program to eliminate older cars. To demonstrate its effectiveness, the two firms bought more than 8,000 pre-1975 cars in the Los Angeles area for $700 each. These cars were junked, and buyers were encouraged to purchase newer and cleaner automobiles. One of

RECOMMENDATIONS

Based on our findings and the conclusions discussed earlier, we submit the following recommendations to you:

1. Study the progress of Germany's attempt to reduce smog by retrofitting older vehicles with computer-controlled fuel management systems.
2. Encourage Ford Motor Company and Unocal to continue their buy-out programs in exchange for temporary smog credits.
3. Invite Neutronics Enterprises in Carlsbad, California, to test its Lamba emission-control system at your El Monte test center.

Annotations: Uses plain paper, title, and manuscript format for long, complex report · Cites source of data with author · Uses single spacing to save paper and filing space · Organizes data indirectly, with recommendations last, to inform and persuade readers · Arranges recommendations from least important to most important

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Figure 16.11   *Computer-Friendly Résumé*

Casandra prepared this "vanilla" resume (free of graphics and fancy formatting) so that it would scan well if read by a computer. Notice that she begins with a keyword summary that contains job titles, skills, traits, and other descriptive words. She hopes that some of these keywords will match those submitted by an employer. To improve accurate scanning, she avoids italics, vertical and horizontal lines, and double columns.

Casandra L. Johnson
3340 Bay Drive
Clearwater, FL 33704
813 742-4490

KEYWORDS
Operations Officer. Operations Department. Bank Teller. Head Teller. Customer Service. Accountant. Bookkeeper. Payables. Receivables. Management. Communication Skills. Organizational Skills. Computer Proficiency. AA, Hillsborough Community College. BS in progress, University of South Florida.

OBJECTIVE
Customer-oriented, fast-learning individual seeks to work in financial institution in career leading to management.

EXPERIENCE
First Federal Bank, Pinellas Park, FL 33705
July 1995 to present
Teller

Cheerfully greet customers, make deposits and withdrawals, accurately enter on computer. Balance up to $10,000 in cash with computer journal tape daily within 15-minute time period. Solve customer problems and answer questions patiently. Issue cashier's checks, savings bonds, and traveler's checks.

Ames Aviation Maintenance Company, St. Petersburg, FL 33706
June 1993 to June 1995
Bookkeeper

Managed all bookkeeping functions, including accounts payable, accounts receivable, payroll, and tax reports for a small business.

EDUCATION
Hillsborough Community College, Tampa, FL
Associate of Arts Degree, 1995
Major: Business Administration and Accounting

University of South Florida, Tampa, FL
*Bachelor of Science in Business Management

STRENGTHS
Computer: Accounting software, banking CRT experience, EXCEL spreadsheet, WordPerfect 6.0. Learn new programs quickly.

Interpersonal: Persuasive, communicative, open-minded. Selected to represent our branch on company diversity committee. Able to set priorities and follow through. Maintain 3.2 GPA while working nearly full time to pay for college.

Professional: Certificate of Merit, presented by First Federal to outstanding new employees.

*Will complete in 1998.

Annotations: Includes job title desired, alternative titles, skills, and other words that might match job description · Prevents inaccurate scanning by using type font in which letters do not touch · Mentions some interpersonal traits known to be most requested by employers · Place name alone at top of résumé where scanner expects to find it · Surrounds headings with white space for accurate scanning · Uses synonyms for some data (BS in keyword section and Bachelor of Science here) to protect against possible scanning confusion

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As a business communicator you must be able to direct messages in different formats to diverse audiences. This book goes beyond traditional topics to provide strategic coverage in several crucial areas. A full chapter is devoted to memos, the most commonly written business documents. A powerful employment communication chapter contains advice for job-hunting, with twice the number of model résumés found in other leading texts. And comprehensive, yet concise, material on report-writing is included, with 15 excellent, fully annotated models of reports and proposals.

Preface

Thanks to the contributions and support of business communication instructors and to the enthusiastic acceptance of students across the country, the first edition of *Business Communication: Process and Product* met with enormous success. It immediately tied the market leader in number of adopting schools,* a remarkable feat for any book in its first edition.

Business Communication: Process and Product takes students inside some of the country's best-run and most respected organizations, such as American Airlines, Hewlett-Packard, Lands' End, and Walt Disney Imagineering. Students thrive in the communication environment of real businesses, real documents, and real people. This emphasis on reality coupled with career skills and a process approach to communication made the first edition an immense success.

But today's students will be working in environments with increasing demands. They will be expected to solve problems, collaborate with work teams, and use sophisticated technology to communicate. To meet this challenge, we have responded with an even stronger second edition.

Based on student feedback and extensive instructor reviews, we have added critical-thinking case studies, BusinessLink video case studies requiring analysis and application, Internet and World Wide Web experiences, and expanded E-mail and collaboration coverage. We've even developed a World Wide Web site just for the students using *Business Communication: Process and Product.* Further strengthening the usefulness of the book is an integrated learning/testing system that correlates chapter objectives in the text, supplements, and tests. This integrated learning/testing system pulls together all the book's resources into one package that's convenient for both readers and instructors.

Features That Build Career Skills for the Changing Workplace

Success in today's competitive, diverse, and global business environment requires top-notch communication and career skills. The first edition included numerous features that supplied both process and product, the two keys to developing the kind of communication skills needed to survive and succeed in the rapidly changing workplace of today and tomorrow. Briefly described here, many of the following features are also illustrated in the preceding Visual Sampler.

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* As reported in Scot Ober and Alan Wunsch, "The Status of Postsecondary Business Communication Instruction in the United States," *The Delta Pi Epsilon Journal,* Fall, 1995, p. 231.

3-×-3 Writing Process. This rational, comprehensive process outlines a plan that guides both oral and written composition. Developed in Chapters 3, 4, and 5, the process is then applied in all following chapters. Phase 1 includes analyzing, anticipating, and adapting. Phase 2 covers researching, organizing, and composition. Phase 3 presents revising, proofreading, and evaluating. In addition to explaining the writing process, these chapters teach basic writing techniques.

Career Track Profiles. Each chapter begins with an interview of a front-line employee from a leading company. Personally conducted by the author, these interviews provide insights, tips, and, in many instances, role models for readers. Interviewees like Brian Finnegan at Lands' End and Tania Sabol at Marriott International discuss their careers and supply practical advice for beginning business communicators. Because many interviewees are entry-level or mid-career employees and not CEOs or company presidents, readers can relate to their experiences and identify with them readily. In addition to real people, you'll find real documents illustrating successful communication strategies.

Integration of Ethics and Cross-Cultural Issues. Instead of treating these topics in separate chapters or in appendixes, we introduce ethics and cross-cultural issues early and in all relevant chapters thereafter. Marginal icons, shown here, identify textual discussions of these topics. Each chapter also includes one or more ethical questions to stimulate discussion and focus attention.

Career Track Feature Boxes. Twenty-nine colorful boxes discuss topics in four areas: ethics, cross-cultural issues, technology, and career skills. These enrichment boxes keep readers current with fast-paced articles providing career tips, communication strategies, and stimulating insights on current issues.

Spotlight on Communicators. Every chapter contains pictures of at least one professional or business leader—such as Bill Gates, Lee Iacocca, Justice Sandra Day O'Connor—who comment on relevant communication strategies that helped them succeed.

C.L.U.E. Competent Language Usage Essentials. Students can review and reinforce grammar and language principles by using the C.L.U.E. program. This business writer's handbook contains 50 of the most used and abused writing concepts, along with frequently misspelled and misused words. Students can complete the diagnostic test and learning exercises independently. Instructors can also use the C.L.U.E exercises at the ends of Chapters 1 through 10 for class instruction and review.

Process Visualizers. Many model documents illustrate the 3-×-3 writing process in colorful graphics. Readers immediately see how the process relates to a specific letter, memo, or report. For today's visually oriented audiences, these process visualizers emphasize and demonstrate the most important part of the course—a strategy and basic pattern to follow in solving communication problems.

Variety of Relevant End-of-Chapter Activities. Reviewer after reviewer commended the excellent assortment of communication exercises and chapter ac-

tivities, many of which are real-world problems. One reviewer says they are a mix of "analyzing and rewriting exercises, problem solving, role playing, and discussion. They give students sufficient background information to write meaningful pieces of their own even if they lack extensive business experience. Yet they don't 'spoon feed' or talk down to more experienced students."

Complete but Concise Coverage.   In just 16 succinct chapters (instead of 18 to 24 in other books), all the traditional business communication topics are covered. Additionally, students will find career communication extras such as performance appraisals, employee warnings, and letters of recommendation.

Powerful Employment Chapter.   Practical and up-to-date model resumes, letters of application, and job-search suggestions led many reviewers to praise Chapter 16. Two veteran business communication professors said that this chapter was the best they had ever seen in any textbook.

What's New? A Reader-oriented Revision

The second edition focuses on improvements that enhance the book's usefulness for readers. Since students will be communicating in a world with increasing dependence on technology, many of the revisions involve the Internet and on-line services for communicating and researching. In fact, we think our updated treatment of communication technology is the best in the field. The following new features in the second edition of *Business Communication: Process and Product* make a successful first edition even more helpful to students requiring high-level communication skills:

- **Internet search tools.**   The second edition includes model gopher and World Wide Web searches on the Internet. This is the only textbook in its field that shows a step-by-step example of research using the Internet.

- **Critical-thinking case studies with Internet addresses.**   Sixteen new case studies require students to analyze problems and communicate solutions to decision-makers. Many of the problems relate to issues of ethics, diversity, cross-culture, collaboration, and technology. The case studies emphasize real problems for today's workers, including "Whose Computer Is It, Anyway?" (rights of employers and employees); "A Marriage Made in Hell" (problems of a cross-cultural business union); "Helping McDonald's Find a New Hitwich" (brainstorming in a team effort to develop menu ideas); and "A Sexual Harassment Nightmare" (how to handle a real situation). The case studies also provide suggested Internet addresses for additional research.

- **Integrated learning and testing system.**   The text, testing materials, and supplements are now organized around the learning objectives shown at the beginning of each chapter. Numbered icons identify objectives in the text, end-of-chapter questions and activities, study guide, and test questions. When your students need further review to meet a certain objective, you and they can quickly identify the material covering that objective by looking for the appropriate icon. This learning/testing system represents a real breakthrough in course convenience because it systematically organizes all the resources by learning objectives.

- **Expanded coverage of E-mail.** Chapter 7 includes a detailed discussion of smart E-mail practices to prepare students for the electronic world they are entering. A new box entitled "E-mail: Brain Dump or Communication Enhancer" discusses problems and solutions for E-mail users.

- **Computer-friendly résumés.** Students learn about résumé databanks and how to prepare their résumés for computer scanning in Chapter 16. A special case study highlights using the World Wide Web for job-search advice. It also provides an excellent selection of addresses for on-line classified ads and résumé services.

- **New chapter-opening interviews.** Giving students a glimpse of the new world of work, Mario Juarez discusses how E-mail empowers employees at Microsoft. Additional new chapter interviews feature employees at State Farm Insurance, J. D. Powers & Associates, Pepsi-Cola, and other leading companies.

- **Comprehensive PowerPoint Presentation software.** Chapter outlines, bonus lectures, problem solutions, and other lecture supplements are now available in PowerPoint. Our easy-to-use presentation software enables instructors to enrich their lectures and increase concept retention.

- **BusinessLink video case studies correlated with the text.** Featuring real companies with real communication issues that managers and employees face, these videos require student analysis, problem-solving skills, and application of communication concepts from the text. For maximum classroom effectiveness, we provide case study synopses and relevant discussion questions in the text. A special video guide workbook supplies students with additional critical-thinking direction and instruction.

- **Expanded team skills.** With employees increasingly working together and communicating as teams, we've expanded the discussion of collaboration and team writing in Chapter 4. Throughout the book we provide suggestions and opportunities for students to work as teams in solving problems. We've also enlarged the section on effective meetings in Chapter 15. To provide concrete examples, we compare a good meeting with a bad one.

- **Updated and broadened documentation section.** Business writers today must know how to cite numerous electronic and on-line references. *Business Communication: Process and Product, 2E,* offers the most complete guidance in documenting the latest data sources, including World Wide Web and Internet references. We've also broadened considerably our documentation discussion in Chapter 11 and in Appendix C. Students can now easily compare the three most widely used documentation formats: The Chicago Manual of Style, the Modern Language Association, and the American Psychological Association. No book in the field is more up-to-date or complete in its coverage of documentation formats.

- **Updated technology news.** In addition to including updated tips for using computers in all phases of business communication, we've added a box on making colorful multimedia presentations. A marginal icon, shown here, identifies technology issues within the text.

- **New Employment Interview Kit.** Included in the Student Study Guide is a helpful manual with interview tips, along with many all-time favorite interview questions and suggested answers. Readers also are provided with a list of the most effective questions for them to ask to learn about the job.
- **World Wide Web student site.** To update Internet addresses for our case problems and to supply students with current Internet resources, we provide a WWW site expressly for students of *Business Communication: Process and Product, 2E.*

Text Aids That Promote Learning and Retention

The message of this book centers on both process and product. To deliver the message most effectively to readers, we introduced a unique pedagogical program featuring visualization. More than ever, today's sophisticated audiences respond to visual cues. Moreover, visualization is an important part of learning theory, helping readers understand and retain concepts. Thus, the following textual aids contain many elements that involve showing as well as telling.

- Dozens of fully formatted memos, letters, reports, résumés, and other documents
- Targeted annotations on model documents that direct the eye to specific strategies, applications, and examples (instead of unfocused marginal comments)
- Numerous bulleted items highlighting important concepts in the text
- Colorful graphics to emphasize important strategies, such as the components of a persuasive message
- Tips boxes to spotlight and summarize practical, "how-to" advice
- Over 100 color photos with provocative images and relevant captions
- Numerous good/bad writing examples to help readers visualize successful communication strategies and techniques
- Draft documents to stimulate discussion and provide revision practice
- Checklists and marginal notes that capsulize relevant concepts for rapid review

## Instructional Resources That Facilitate Dynamic Teaching

A rich variety of instructional resources supplement and support the book, giving every instructor working tools to create a dynamic, exciting, and effective course.

Integrated Learning/Testing System. New to the second edition, the integrated learning system helps instructors immediately identify chapter learning objectives and see where they are covered in the text, chapter summaries, end-of-chapter activities, and supplements. Most important, this well-organized system enables instructors to select appropriate problem-solving activities and test items to reflect the course objectives that they emphasize.
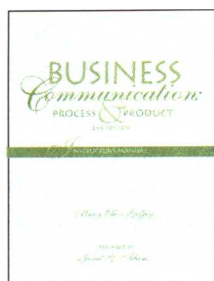
Instructor's Resource Manual. This useful guide includes model course schedules, sample syllabi, teaching ideas, classroom management techniques, focus for chapter lectures, answers for chapter review questions, suggested responses for discussion questions, suggested responses for critical thinking case studies, and a discussion guide for the BusinessLink video case studies.
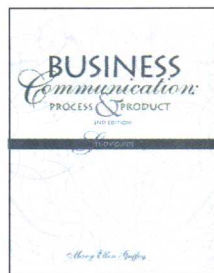
Student Study Guide. Promoting success in the course and in future careers, this hands-on study guide provides students with a variety of exercises and sample test questions that review chapter concepts and key terms. The study guide also helps students enrich their vocabularies, master frequently misspelled words, and develop language competency with bonus C.L.U.E. exercises. Nearly all exercises are self-checked so that students receive immediate feedback. New to the second edition is a comprehensive Employment Interview Kit. Its interview tips and lists of frequently asked interview questions (with some suggested answers) are guaranteed to make job candidates more confident and effective.
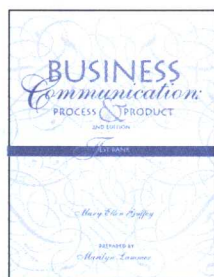
Test-Item File, Software, and Custom Test Service. Instructors may generate their own tests from a test-item file containing 60 to 150 questions for each chapter. Now organized by the integrated learning system, each chapter test bank opens with a correlation table that identifies questions by chapter learning objective and by content: factual, conceptual, or application. Page references to the text are also provided. All test bank items are available on MicroExam 4.0. Custom printed tests may be ordered through South-Western's teletesting service.

Transparency Acetates and Masters. Written by the author, approximately 170 acetates and masters summarize, supplement, and highlight course concepts. One-, two-, and four-color acetates include text figures and lecture enrichment material. Additional transparency masters contain lecture outlines for every chapter and solutions to key problems. This complete package, one of the best transparency instructional programs in the field, is free to adopters.

BusinessLink Video Case Studies. Six video case studies feature real companies as employees confront typical business problems. Correlated with the text, many of these problems require students to examine issues of ethics, nonverbal communication, and diversity. Other videos encourage students to analyze and apply effective strategies involving persuasion and employment interviewing. These unique videos provide a nice change of pace while linking classroom instruction to real-world problem-solving and applications.

Videotapes. Specially filmed to supplement *Business Communication: Process and Product* is a set of five videotapes that introduce each book part. They include com-