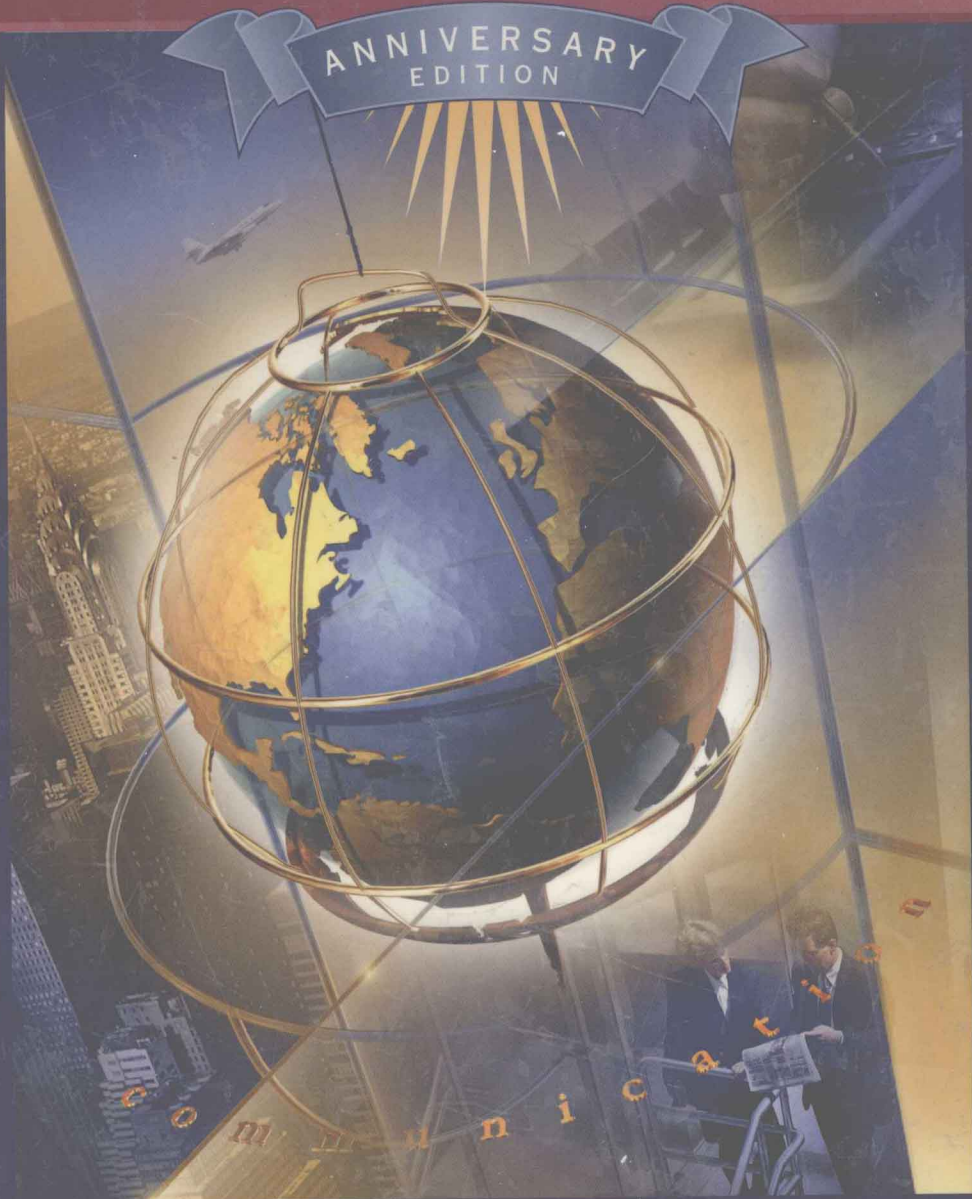


LEHMAN & DUFRENE

BUSINESS COMMUNICATION

ANNIVERSARY
EDITION



Thirteenth Edition

Business Communication

C A R O L M . L E H M A N

Professor of Management
Mississippi State University

D E B B I E D . D U F R E N E

Professor of General Business
Stephen F. Austin State University

SOUTH-WESTERN
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Business Communication 13e, by Carol M. Lehman and Debbie D. DuFrene

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Dear Business Communication Colleagues:

We have something exciting to celebrate, as the Anniversary Edition of *Himstreet and Baty's Business Communication* marks the 40-year milestone of this classic business communication text. Throughout the years, *Business Communication* has inspired more than a million students to improve communication skills as a key ingredient in career success. Today, we are happy to be part of a product that combines a rich legacy with contemporary experience to prepare students to meet the increasing demands of today's workplace.

As business professors, we realize the challenge of incorporating contemporary themes into an otherwise full course. That's why *Business Communication* utilizes an integrated strategic model that highlights the four major strategic forces that impact the effectiveness of business communication. Students learn to communicate with a diverse work force, to work as team players, to think critically, and to use advanced technology to communicate effectively and productively. This unique model helps students better understand the interrelationship of these business communication forces while analyzing business communication situations and designing effective documents.

You will also find expanded coverage of contemporary topics, an abundance of new activities, and cases that emphasize Internet investigation and critical-thinking skills. New chapter openers and Spotlight Communicators add to a wealth of real-world examples. A new *Building High-Performance Teams* handbook, packaged with the text, enforces a strong emphasis on teamwork. We've also used our experience in distance training and current research to develop a complete package of instructional resources and on-line tools to simplify planning and class preparation.

Best wishes for a rewarding course as you develop your students' abilities to communicate strategically, think critically, write and speak proficiently, and interface effectively in a high-tech world. Please contact us or visit us at upcoming ABC conferences to share your comments, questions, and successes as we work together to strengthen the study of business communication.

Sincerely,

A handwritten signature in cursive script that reads "Carol Lehman".

Carol M. Lehman

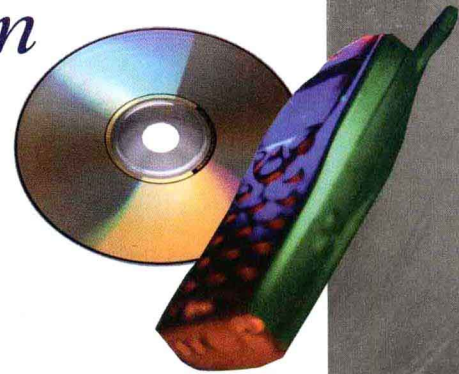
A handwritten signature in cursive script that reads "Debbie D. DuFrene".

Debbie D. DuFrene

Himstreet and Baty's Business Communication, 13e Anniversary Edition

Carol M. Lehman
Professor of Management
Mississippi State University

Debbie D. DuFrene
Professor of General Business
Stephen F. Austin State University



SPANNING FIVE DECADES OF BUSINESS COMMUNICATION SUCCESS

For 40 years *Business Communication* has pioneered important communication principles and strategies that have become today's standards for writing and speaking proficiency. While known for its strong theoretical base, this text has maintained its relevance in the dynamic environment of contemporary business. The new edition continues to blend hallmark and contemporary features to create an innovative text.

INNOVATION BUILT ON A PROVEN FOUNDATION

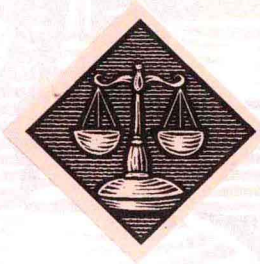
- **Timely and comprehensive coverage** of up-to-date business communication issues is presented in 14 chapters to conform with a semester-length course.
- **An expert author team is actively involved in teaching and business communication research** to deliver class-tested learning materials that capture students' interest.
- **A critical-thinking focus** is integrated throughout with margin notes, organizational showcases, chapter applications, and Internet Investigation cases.
- **A unique strategic communication model**, integrated into every chapter, demonstrates the impact of four dynamic, strategic forces throughout business.
- **An emphasis on systematic team development** begins with the new *Building High-Performance Teams* handbook that accompanies the text and guides students to become high-performance team members.
- **Abundant examples and documents** demonstrate communication theory, while Spotlight Communicators and cases highlight challenges in the real world.
- **Evaluative checklists and a strong theoretical foundation** guide students to improve their writing.
- **A focus on cutting-edge technology** prepares students to communicate effectively and productively using the latest technology. Technology aids equip instructors with valuable resources such as new student and instructor web sites, new *WebTutor* tools, and a partnership with award-winning teleweb and Internet courseware for distance or on-campus courses.

For more information about these resources, log on to South-Western's home page (<http://www.swcollege.com>) or call your South-Western sales representative at 1-800-423-0653.

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Strategic Model for Communication

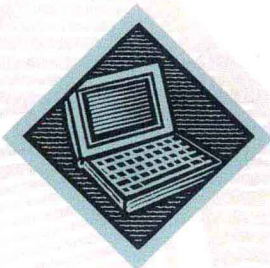
FOUR DYNAMIC ENVIRONMENTAL FORCES



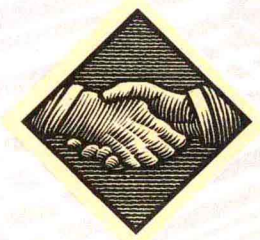
Legal and Ethical Constraints. Students see how legal and ethical issues set the boundaries in which communication occurs. International, federal, state, and local laws affect the way business communication activities are conducted. An individual's ethical standard—or personal sense of right and wrong—also influences the content of professional communication.



Diversity Challenges. Understanding how to communicate with people of other cultures and characteristics has become integral to success in today's diverse work environment. Students review international, intercultural, intergenerational, and gender communication challenges.

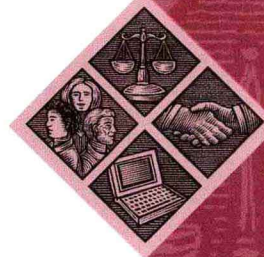


Changing Technology. Electronic tools offer exciting new opportunities, yet they have not eliminated the need for basic communication skills. While providing flexible solutions for message preparation and exchange, electronic tools have also created new obstacles or communication barriers that must be overcome. Students recognize the possibilities and challenges posed by technology solutions.



Team Environment. A team-oriented approach is quickly replacing the traditional, top-down management style in today's globally competitive organizations. Effective communication is the single most important aspect of successful teamwork. Students learn to identify communication patterns and develop specialized skills for maximum team effectiveness.

Guides Instruction



→ An integrated strategic model highlights the four dynamic environmental forces that impact the effectiveness of business communication. These include **legal and ethical constraints, diversity challenges, changing technology, and team environment.**

As students learn to communicate using this approach, they will better understand the interrelationship of business communication and further appreciate the complex, dynamic environment in which business occurs.

STRATEGIC MODEL INTEGRATED THROUGHOUT THE TEXT



Cultural Differences in Nonverbal Messages

Although no one can give a set of rules for interpreting nonverbal messages, being aware of their presence and impact will improve chances of encoding nonverbal messages effectively. International communication poses particular challenges for proper use of nonverbal signals. At the opening session of Bangladesh's new parliament in July 1996, legislators reacted with fury to a gesture by U.S. Shipping Minister A. S. M. Abdur Rob. "This is a dishonor not only to parliament but to the nation," said Dr. A. Q. M. Badrud-doza Chowdhury, the Bangladesh Nationalist Party's deputy leader.

What Rob had done to provoke such anger was to give the thumbs up sign. In the United States, the gesture means "good going!" But in Bangladesh, it is a taunt; in other

Islamic countries, it is an obscenity.

This example is only one of the huge array of cross-cultural gaffes a naive U.S. businessperson could make on an overseas assignment.⁶

Becoming familiar with subtle and not so subtle differences in nonverbal communication in other cultures can avoid the creation of barriers to effective communication. Some cultural examples of nonverbal behavior include the following:

- The Japanese greet with a respectful bow rather than the traditional handshake. Middle Easterners may exchange kisses on the cheek as the preferred form of greeting.
- While North Americans believe that eye contact is an indicator of interest and trust, Japanese believe that lowering the eyes is a sign of respect. Asian females and many African Americans listen without direct eye contact.
- The time-conscious North American can expect to be kept waiting for an appointment in Central

America, the Middle East, and other countries where the North American sentiment that "time is money" is not accepted.

- North Americans, who often slap each other on the back or put an arm around the other as a sign of friendship, receive disapproval from the Japanese, who avoid physical contact. Japanese shopkeepers place change on a plastic plate to avoid physical contact with customers.⁷

Cultural awareness includes both education and sensitivity concerning behaviors, expectations, and interpretations of persons with different backgrounds and experiences.

Application

Interview a person from another culture or subculture to determine how his or her expectations for nonverbal behavior differ from your own. Prepare a chart that shows three to five particular nonverbal actions and their meanings in each of the two cultures.

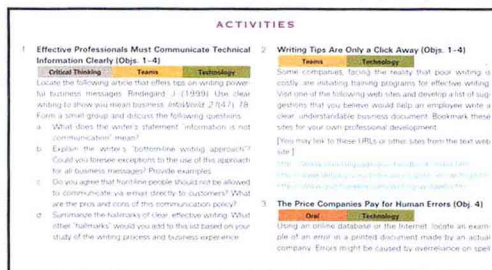
• Chapter 2, page 55

■ Two chapter feature boxes in each chapter address pertinent strategic forces.

■ **Internet Investigation cases** in each chapter address pertinent strategic forces.



- Chapter 4, page 152



- Chapter 4, page 148

End-of-chapter activities, reviews, and applications require students to further examine the strategic forces highlighted in the chapter.

The Table of Contents provides a quick look at the encompassing coverage of the strategic forces throughout all chapters.

EMPHASIS ON TEAMWORK WITH BUILDING HIGH PERFORMANCE TEAMS



This Anniversary Edition prepares students for effective communication within today's quickly emerging team environment. Specialized team skills, such as trust building, active listening, problem solving, conflict resolution and negotiation, are emphasized through the strategic forces model, text discussion, activities, and interactive web tools.

A new handbook, ***Building High-Performance Teams***, is packaged with each new Anniversary Edition to provide exciting, effective methods for developing critical team skills. Students begin with general concepts, such as team roles, responsibilities, goal setting, problem solving, synergy, negotiation, and performance appraisal. They then move into the four phases of team building. Each phase includes references to business articles and Internet sites that encourage further exploration. As they complete activities, students learn about team experience—both good and bad—in real companies.

Sample team documents and worksheets within the handbook provide a head start for effective team development within student teams.

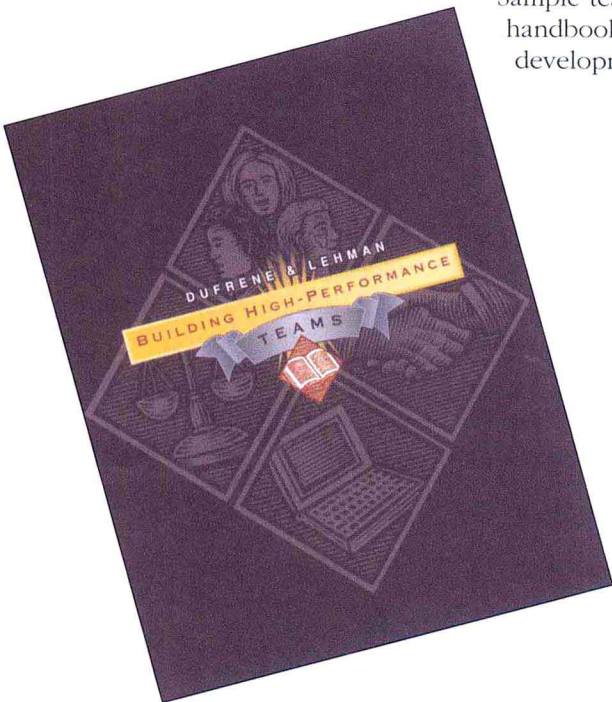


Table of Contents

Project 1	Team Effectiveness
Project 2	Forming
Project 3	Norming
Project 4	Storming
Project 5	Performing

Team Forms

Team Information: Getting to Know Your Team
Team Performance Contract
Model Agenda for a Team's Initial Meetings
Model Minutes of Team Meeting
Team Member Evaluation
Group Dynamics Evaluation

The Instructor's Manual and Instructor's Web Site support this emphasis on team building with an array of processes, handouts, evaluation forms, and teaching suggestions.

To obtain a copy of this dynamic team building handbook, contact your local South-Western representative or call 1-800-423-0563 today.

**STUDENT
WEB SITE**

[illegible]

- **Interactive Chapter Review and Interactive Language Review** provide quizzes, feedback, and exercises to assess understanding.
- **PowerPoint™ Lecture Slides** overview important chapter concepts in full color. Students can print slides for convenient in-class notetaking.
- **Model Documents** link students to additional documents that demonstrate effective writing principles.
- **Communication in Contemporary Companies** extends the text's organizational showcases with links to web sites for the featured organizations, as well as references to related business articles.
- **Spotlight Communicator Queries** continue the spotlight communicators' comments with threaded discussion questions and student responses.
- **Internet Investigation and GMAT Writing Tips** link students to updated Internet sites that correspond with the text's most challenging activities. Students complete critical-thinking activities after investigating a topic. Cases provide opportunities to prepare for the GMAT with valuable GMAT writing tips.
- **Team Development** complements the new team handbook with links to project-related Internet sites and templates for important team documents.

The Instructor web site provides valuable resources for today's busy instructor.



- **Teaching Suggestions** highlight critical components of the text and team handbook, including chapter suggestions, organizational showcases, strategic forces features, Internet Investigation cases, and videos.
- **Evaluation Guidelines** provide overall grading suggestions and evaluation forms for major messages and business presentations.
- **GMAT Applications** highlight activities to prepare students for the GMAT Analytical Writing Assessments with scoring instructions for holistic grading of GMAT assignments.
- **New applications** for Chapters 5–8 and a new report topic are posted at the beginning of each semester to add variety to the course.
- **PowerPoint™ Lecture Slides** overview important chapter concepts in color. Supplementary information, class enrichment activities, and solutions to selected end-of-chapter activities are also included.

Students and instructors gain the full functionality of WebCT and Blackboard with built-in content related to *Business Communication*. Instructors can customize the site to specific course needs. Students simply access the course URL and create a secured account on your course site. The course may be housed on your university server or the Thomson Learning server.

- **A Course Calendar** provides an up-to-date schedule of class discussions, readings, and assignments, while **content customized to your course** can highlight resource materials, the class syllabus, or other helpful links.
- **Built-in content**, which corresponds directly to *Business Communication*, includes objectives, threaded discussion questions, flashcards, and links to resource materials.
- **E-Mail, chat rooms, and discussion groups** allow students to communicate with the instructor and other students within the WebTutor site.
- **Narrated PowerPoint™ Slides** allow students to simulate the classroom lecture environment while studying on their own.
- **The Collaborative Team Function** handles many of the administrative details of assigning teams, while creating a secure area for discussing ideas and sharing files among teams and the instructor.
- **Student Progress and Course Management** functions allow students to view grades from on-line quizzes, written tests, and assignments. Instructors can even track student access to the web site.

Introduction to Business Communication: Tools for Leadership

Business Communication is also available as part of *Introduction to Business Communication: Tools for Leadership*. This courseware received the 1998 First Place Award for "Excellence in Distance Learning Teaching" from the United States Distance Learning Association (USDLA). Developed by Quisic, formerly University Access, this courseware can be used for a teleweb course or as a complete web course. For a demonstration or for more information, visit <http://www.quisic.com/demo/undergrad/> or call 1-888-960-1700.

INNOVATIVE FEATURES FROM A HALLMARK TEXT

Communication Challenges in Real-World Companies

- **Lehman/DuFrene video series** and **BusinessLink videos** take students inside real companies to learn how business executives solve communication problems, while **new end-of-chapter activities** focus on real companies.
- **New organizational showcases** highlight 14 prominent organizations and communicators, including Hewlett-Packard, General Electric, Procter & Gamble, Sun Microsystems, JanSport, and the Security and Exchange Commission. Each offers three engaging parts:

1 Opening organizational showcases unveil the organization's approach to the chapter focus.

2 Spotlight Communicators provide comments directly related to the chapter's discussion from a key communicator within the organization.



• Chapter 3, page 75

3 ShowCASEs require students to practice critical-thinking skills as they apply concepts.



• Chapter 4, page 131

Timely, Comprehensive Coverage in 14 Concise Chapters

In response to feedback, the Anniversary Edition addresses major business communication issues in 14 chapters, corresponding well with the weeks in a semester. Areas of expanded or new coverage include:

- **Effective meeting management**, including electronic meetings.
- **Group and team communication**, including the new team handbook.
- **Web page publishing** as a universal communication medium.
- **New strategic forces features and Internet Investigation cases** that address timely topics, such as bridging the generation gap, using e-cards, using the Web to facilitate teamwork, copyright infringements, and effects of the cyber revolution on employment.

Focus on Critical Thinking

Students learn to solve complex issues and communicate solutions through business messages that are logical, concise, and technically correct.



• Chapter 5, page 172



• Chapter 4, page 141

- **Critical-thinking margin notes, new showcase features, applications, and Internet Investigation cases** all highlight critical-thinking skills and activities.

- **GMAT Analytical Writing Assessments** explore timely communication issues and provide feedback with GMAT's holistic grading scale.



Annotated Model Documents for Powerful Writing Proficiency

Important examples assist students in grasping important concepts and evaluating their own work.

- **Before-and-after writing examples.** A wealth of poor and revised documents use concise annotations to explain communication strategies, effective writing principles, and related strategic forces.
- **Correctly formatted model documents.** Realistic letters, memos, résumés, and e-mail reinforce student understanding of standard business formats.
- **Evaluative checklists.** “General Writing Guidelines” and “Check Your Writing” checklists enable students to evaluate their documents.

Extensive End-of-Chapter Activities

An abundance of end-of-chapter activities and reviews—many new to this edition—relate directly to learning objectives. These activities range in difficulty and require students to apply chapter concepts to produce business solutions.

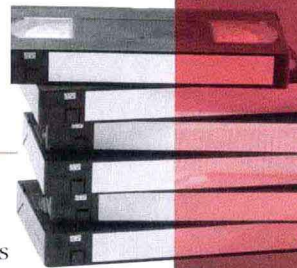
CHAPTER REVIEW

1. What is the central idea of a message? What two purposes do most business messages serve? (Obj. 1)
2. Why is selecting an appropriate communication channel important to the overall effectiveness of the message? Provide two examples. (Obj. 1)
3. How does envisioning the audience affect the message? What factors about the audience should you consider? (Obj. 2)
4. What is empathy and how does it affect business writing? (Obj. 3)
5. Explain major differences in the ideals of the older (matures and boomers) and younger (Generation X and Generation Y) generations that may explain communication clashes between these groups in the workplace. (Obj. 3)
6. List four guidelines for avoiding gender-biased language. (Obj. 3)
7. When is use of a euphemism appropriate? Detrimental? Under what conditions are connotative words acceptable? (Obj. 3)
8. Provide five guidelines for projecting a positive, tactful tone. (Obj. 3)
9. How does the expression “with power comes responsibility” relate to business writing? (Obj. 4)
10. List six guidelines for communicating responsibly and ethically. (Obj. 4)
11. What primary benefits does the writer gain from outlining before writing? How does the receiver benefit? (Obj. 5)
12. Is writing rapidly with intent to revise or writing slowly and deliberately more effective? Explain. (Obj. 5)
13. What three questions should be answered before a writer decides whether to write deductively or inductively? (Obj. 6)
14. When is active voice preferred? When is passive voice preferred? (Obj. 7)
15. Discuss several strategies that will enhance the quality and efficiency of writing with a computer. (Objs. 3, 7)

ACTIVITIES

1. **So What If the Writing Is Bad? (Objs. 1–5)**
Critical Thinking **Oral** **Technology**
Visit the following web site to read Julie Miller’s article that shares CEOs’ viewpoints on the crucial need for employees capable of writing clear, understandable messages:
<http://www.waco.com/archive/jan99/0199-BusWriting.html>
Prepare a short oral presentation that addresses one of the following points:
 - Describe the challenges companies are facing with employee selection. How will the nature of jobs in the 21st century affect the need for effective writing skills?
 - List several examples that illustrate the CEOs’ general theme that “missed opportunities, lost productivity, and thinner bottom line, are due in part to poor writing skills.” Include similar examples that you may have experienced in the workplace.
2. **Communicating at Miller Brewing Company (Objs. 1–5)**
Critical Thinking **Teams** **Technology**
Locate the following article that describes communication strategies at Miller Brewing Company: Parnell, Charles L. (1996) Effective business communications: It’s not just for the communication department. *Executive Speeches*, 11(2), 9–13.
Form a small group and discuss the following questions. Prepare a short summary for the instructor.

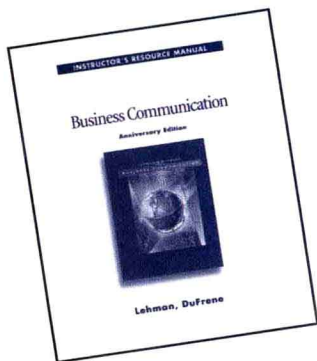
EXCEPTIONAL INSTRUCTIONAL RESOURCES



An Integrated Teaching/Learning System organizes the text and supplements around learning objectives. Special icons located throughout the body of the text, chapter summaries, end-of-chapter activities, and supplements help identify objectives. This integrated structure facilitates student understanding and makes it easy to select appropriate activities and assessment items.

Instructor's Resource CD-ROM (ISBN 0-324-11158-4)

Planning and delivering class presentations is simple with key instructional materials now available in one place on the Instructor's CD-ROM. Here you will find a *Test Bank*, *PowerPoint™* lecture and resource slides, and the *Instructor's Resource Manual*.



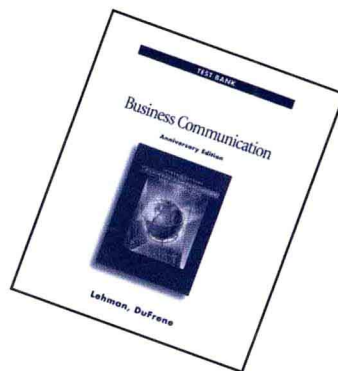
Instructor's Manual (ISBN 0-324-03730-9)

Prepared by the authors, the *Instructor's Manual* organizes each chapter by learning objectives and includes teaching suggestions, answers to end-of-chapter activities, and a list of related transparencies and PowerPoint™ lecture and resource slides.

Printed Test Bank (ISBN 0-324-03734-1)

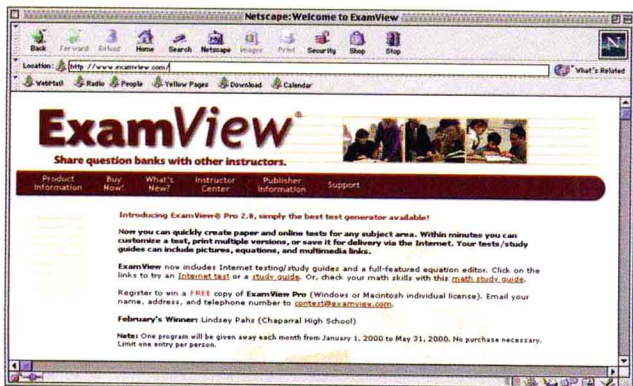
Prepared by Estelle Sloomaker, Aquinas College, the *Test Bank* is available in printed and electronic formats. A table at the beginning of each chapter classifies each question according to learning objective, type (true/false, multiple choice, or short answer), and level of difficulty (factual or application).

The *Test Bank* contains approximately 1,000 questions, 25 percent of which are new to the Anniversary Edition.



ExamView™ Testing Software

The entire *Test Bank* is available electronically (Windows or MS-DOS). Instructors can create custom exams by selecting questions, editing existing questions, and adding new questions. Instructors can also have tests created and printed by calling Thomson Learning's Academic Resource Center at 1-800-423-0563 (8:30 a.m. to 6:00 p.m. EST).



Transparency Acetates (ISBN 0-324-03736-8)

100 color acetates relate to teaching suggestions in the *Instructor's Resource Manual* and include selected figures and key communication concepts to assist in lectures.



PowerPoint™ Lecture and Resource Slides

Available on the Web or the Instructor's Resource CD-ROM, PowerPoint resource slides provide supplementary information, activities to reinforce key concepts, and solutions to end-of-chapter activities. Students can view the lecture slides on the Web and print copies for taking notes.

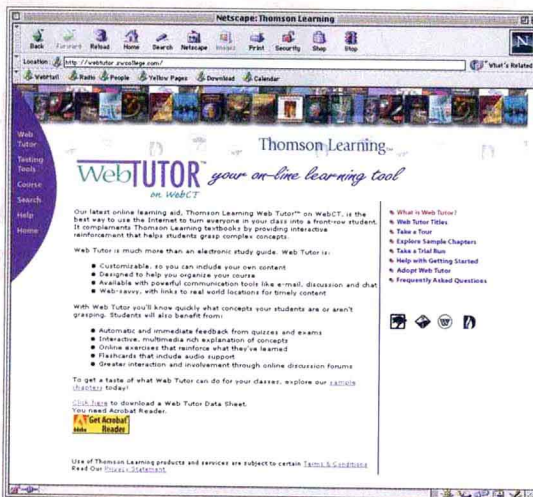


BusinessLink Videos (ISBN 0-324-03729-5)

BusinessLink videos expose students to communication challenges experienced by real companies. Teaching/learning support materials are provided.

Distance Learning Resources

The hallmark features that have made *Business Communication* a valuable resource in the traditional classroom also work well for distance delivery. Comprehensive—yet concise—coverage, an integrated learning system, and a variety of activities foster critical thinking rather than rote learning. On-line resources, such as the student web site and *WebTutor on WebCT* and *Blackboard*, provide immediate access to class materials. *Business Communication*, packaged with Quisic's teleweb courseware, is another option for your distance business communication course.



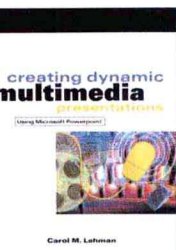
WebTutor to Accompany Business Communication <http://webtutor.swcollege.com>

WebTutor's built-in course content, interactive chapter and language reviews, links to PowerPoint™ lecture slides with narration, and links to additional Internet resources allow you to easily customize the site to your course.

Instructor Web Site (<http://lehman.swcollege.com>)

Explore teaching suggestions, evaluation guidelines, GMAT applications, language quizzes, supplementary case problems, and links to the latest business communication resources at <http://lehman.swcollege.com>.

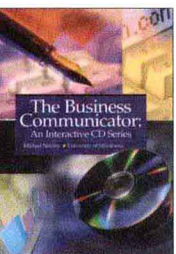
ENHANCE YOUR COURSE WITH THESE OUTSTANDING RESOURCES



Creating Dynamic Multimedia Presentations Using Microsoft PowerPoint™

(ISBN 0-324-02537-8) by Carol M. Lehman

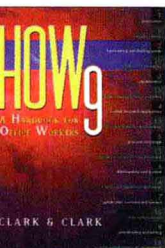
Have you ever seen a PowerPoint™ presentation with 18 bullet points to a slide? Ideas head in all directions as words simply assemble themselves from colored fragments. The slides keep coming, too fast to read, each with a new template. With this brief book by Carol Lehman, you'll never be trapped in this nightmare again! This book moves beyond the traditional step-by-step manual to explore specific design techniques that lead to superior PowerPoint presentations.



The Business Communicator: An Interactive CD-ROM Series

(ISBN 0-324-02234-4) by Michael Netzley

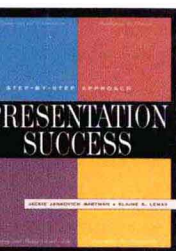
This series of interactive, technology-based learning tools focuses on enhancing the delivery of key business communication issues using a CD-ROM. Various modules cover organizing a message, document design, visual presentations, presenting financial information, communicating a message, and analyzing an audience. Technology-based delivery enhances understanding of the material through multimedia and highly interactive lessons, examples, and skill checks.



HOW 9: A Handbook for Office Workers

(ISBN 0-324-01357-4) by James L. Clark and Lyn R. Clark

This handbook is the perfect supplement for any business communication class. Students will find it valuable far beyond the classroom. Practical guidelines help students produce effective communication in the actual business workplace. While maintaining its easy-to-follow format and clear writing style, this updated edition expands its focus on technology.



Presentation Success: A Step-by-Step Approach

(ISBN 0-324-10092-2) by Jackie Jankovich Hartman and Elaine LeMay

This book uses four phases to teach readers how to organize a presentation, develop the content, create and use visual aids, and deliver the presentation. Useful checklists help readers avoid common mistakes and eliminate frantic moments and memorable disasters.

Career Café

(<http://careercafe.swcollege.com>)

Take control of your career and professional development with premier on-line tips and resources related to career opportunities. This valuable site provides detailed information about all of South-Western's career resources and shows how to receive discounts when ordering online.

