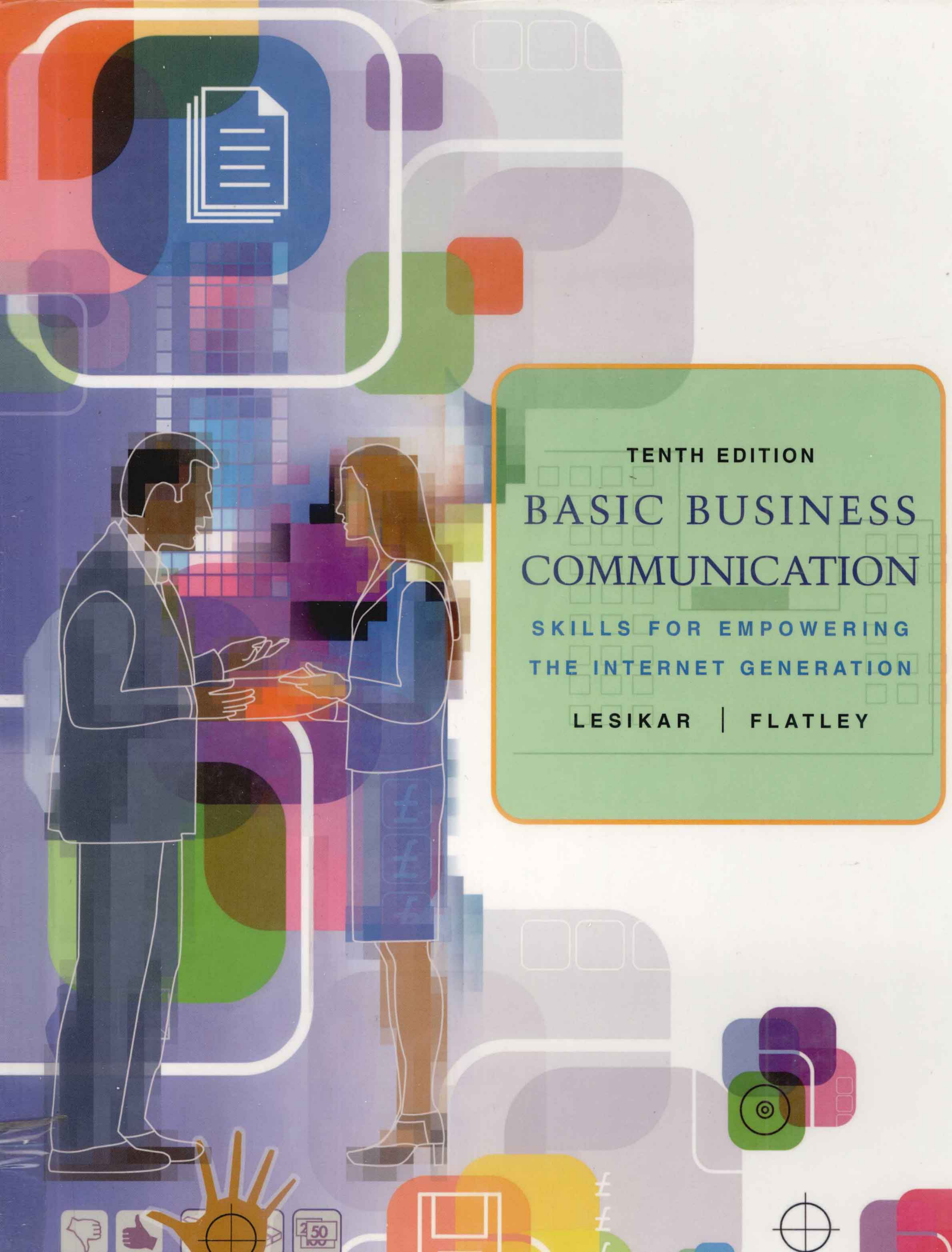

TENTH EDITION

BASIC BUSINESS COMMUNICATION

SKILLS FOR EMPOWERING THE INTERNET GENERATION

LESIKAR | FLATLEY

Basic Business Communication

SKILLS FOR EMPOWERING THE INTERNET GENERATION

TENTH EDITION

Raymond V. Lesikar, Ph.D.
EMERITUS, LOUISIANA STATE UNIVERSITY

Marie E. Flatley, Ph.D.
SAN DIEGO STATE UNIVERSITY

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BASIC BUSINESS COMMUNICATION:
SKILLS FOR EMPOWERING THE INTERNET GENERATION

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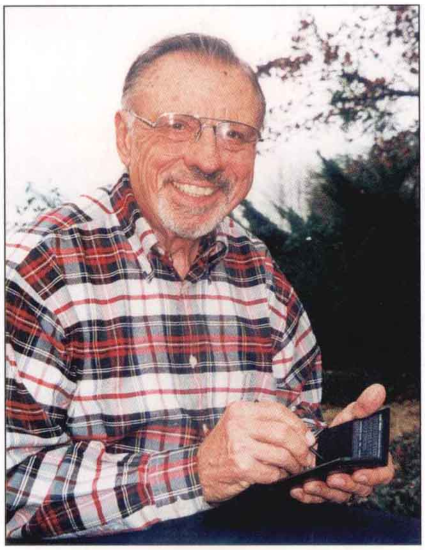
To those dear ones, both here and departed, whose love, patience, and encouragement are a part of this book. —R.V.L.

To my family, friends, and colleagues who helped make working on this text possible and enjoyable. —M.E.F.

ABOUT THE AUTHORS



Raymond V. Lesikar

Dr. Raymond V. Lesikar has served on the faculties of the University of North Texas, Louisiana State University at Baton Rouge, The University of Texas at Austin, and Texas Christian University. He served also as a visiting professor at the University of International Business and Economics, Beijing, China. His contributions to the literature include six books and numerous articles.

Dr. Lesikar has been active in consulting, serving over 80 companies and organizations. He is a Fellow, Distinguished Member, and former president of the Association for Business Communication. In addition, he has served ABC in many capacities over the years. He also holds membership in the Federation of Administrative Disciplines and is a former president of the Southwest Social Science Association. His distinguished teaching career was highlighted by his service as major professor for 23 recipients of the doctoral degree.

Marie E. Flatley

Dr. Marie E. Flatley is a Professor of Information and Decision Systems at San Diego State University, where she teaches various courses in business communication. Additionally, she has served as a Fellow at the university's Center for Teaching and Learning. Dr. Flatley received her B. B. A., M. A., and Ph.D. from the University of Iowa. In addition, she has done postgraduate study in AACSB-sponsored programs at the University of Minnesota and Indiana University.

Dr. Flatley is active in numerous professional organizations, including the Association for Business Communication, the California Business Education Association, Delta Pi Epsilon, and the National Business Education Association. She has served as president of the Association for Business Communication and is a distinguished member of the Association. Additionally, she has served as associate editor for the *Journal of Business Communication* and editor the *NABTE Review.* Currently, she is a member of the editorial board for the *Delta Pi Epsilon Journal.*

Her current research interests involve using technology to assist with the communication process. Her current research spans the investigation of the effectiveness of video email to wireless communication technologies.

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PREFACE

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

TECHNOLOGICALLY CURRENT

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

AUTHORITATIVE

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

THOROUGH

We worked diligently to cover the subject thoroughly. The content of the earlier editions was based on the results of two extensive surveys of business communication teachers. In this edition we supplemented the results of those surveys with suggestions from the highly competent professionals who reviewed the book. And we implemented the research findings and suggestions we heard from colleagues at professional meetings. The result is a book whose content has been developed and approved by experts in the field. As well as we can determine, this edition covers every topic that today's business communication leaders say it should have.

LEARNABLE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CD-ROM. (Free with every new text) This supplement is designed to reinforce the text instruction in the student's mind by providing interactive exercises and grammar exercises. It includes a free *one-year* subscription to Merriam-Webster Collegiate website <www.merriam-webstercollegiate.com> and the Bullfighter jargon fighter software tool.

Student Resource portion of the Online Learning Center <www.mhhe.com/lesikar05>. Additional resources are provided on a comprehensive, up-to-date website. Included are online quizzes, PowerPoint slides, web cases, video cases, an extensive collection of annotated links to relevant websites organized by topic, and more.

TEACHABLE

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

Instructor's Resource Manual. The following support material is available for easy use with each lecture:

Sample syllabi and grading systems.

Summary teaching notes.

Teaching suggestions with notes for each kind of message.

Illustrated discussion guides for the slides/transparencies.

Answers to end-of-chapter critical thought questions.

Answers to end-of-chapter critical thinking exercises.

Sample solutions to cases.

Case problems from the previous edition (online).

Transparency package. Available on demand.

PowerPoint slides. Complete full-chapter slide shows are available for the entire text. These colorful slides provide summaries of key points, additional examples, and examples to critique. Several new ones are presented as voiceover slides.

Grading checklists and software. (Part of the Online Learning Center) Lists of likely errors keyed to marking symbols are available for messages and reports. Similarly, symbols for marking errors of grammatical and punctuation correctness are available. They help the teacher in the grading process and provide the students with explanations of their errors. Similarly, a software tool coordinated with the text grading symbols is available. It's particularly helpful with students documents received digitally.

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

Test bank. This comprehensive collection of objective questions covers all chapters.

Computerized testing software. This advanced test generator enables the teacher to build and restructure tests to meet specific preferences.

Instructor Resources portion of the Online Learning Center. <www.mhhe.com/lesikar05>. A new website fully supports the text. It includes a database of cases, new web cases that entail using web resources to write solutions, an author-selected collection on annotated links to relevant websites organized by topic, enhanced links for technology chapter, and other active learning material.

Blackboard/WebCT plug-ins for testing and review.

ORGANIZATION OF THE BOOK

Because the reviewers and adopters generally approve of the organization of the book we made no major organization changes. Thus the plan of presentation that has characterized this book through nine successful editions remains as follows:

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

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

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

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

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

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

ADDITIONS TO CONTENT

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

As a result of the recent scandals concerning corporate behavior, ethics was emphasized in this revision wherever appropriate. For added effect, a special icon appears at each discussion involving this topic.

The related ethics problem of plagiarism has been thoroughly addressed with all its ramifications and moral implications.

Email writing has been expanded and made current.

The Communication in Brief boxes have been expanded to include supporting words from leading scholars in business communication.

Text messaging has been added to content.

Coverage of research has been expanded to emphasize web-based information gathering and evaluation of websites.

The job-search chapter has been updated with new résumé models and portfolios.

The number of challenging and proven problems for student assignment has been increased.

DOI (digital object identification) has been added to the documentation coverage.

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

ACKNOWLEDGMENTS

Any comprehensive work such as this must owe credit to a multitude of people. Certainly, we should acknowledge the contributions of the pioneers in the business communication field, especially those whose teachings have become a part of our thinking. We are especially indebted to those business communication scholars who served as reviewers for this edition. They truly deserve much of the credit for improvements in this book. It is with a sincere expression of gratitude that we recognize them:

Melinda Knight, *University of Rochester*
Diana Green, *Weber State University*
Kathryn Rentz, *University of Cincinnati*
Robert Insley, *University of North Texas*
Lecia Barker, *University of Colorado*
Karen Schneiter Williams, *San Diego Mesa College*
Zane Quible, *Oklahoma State University*

Without exception, their work was good and helpful. Because this tenth edition has evolved from all the previous editions, we also acknowledge those who contributed to those editions. These reviewers and the schools with which they were affiliated at the time of the reviews are as follows:

Bertee Adkins, *Eastern Kentucky University*
Barbara Alpern, *Walsh College*
Frank Andera, *Central Michigan University*
J. Douglas Andrews, *University of Southern California*
Dan Armstrong, *Oregon State University*
Joan Beam, *Ferris State University*
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Dwight Bullard, *Middle Tennessee State University*
Connie Jo Clark, *Lane Community College*
Nancy Cooper, *Edison Community College*
Andrea Corbett, *University of Lowell*
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Larry Honl, *University of Wisconsin–Eau Claire*
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Carol L. Huber, *Skagit Valley College*
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Edwina Jordan, *Illinois Central College*
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David Ramsey, *Southeastern Louisiana University*
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Elizabeth Regimbal, *Cardinal Stritch College*
Deborah Roebuck, *Kennesaw State College*
Jim Rucker, *Fort Hays State University*
Tim Sabin, *Portland Community College*
Donna Sarchet, *Wayland Baptist University–Plainview*
Betty Schroeder, *Northern Illinois University*
Jean Shaneyfelt, *Edison Community College*
Barbara Shaw, *University of Mississippi*
Cheryl Shearer, *Oxnard College*
Douglas H. Shepherd, *State University of New York*
C. Douglas Spitler, *University of Nebraska–Lincoln*
Lila B. Stair, *Florida State University*
Jerry Sullivan, *University of Washington*
Phyllis Taufen, *Gonzaga University*
Sandy Thomas, *Kansas City Kansas Community College*
Ruth Walsh, *University of South Florida*
George Walters, *Emporia State University*
Kathy Wessel, *South Suburban College*
James J. Weston, *California State University–Sacramento*
Michael Wunsch, *Northern Arizona University*

In addition, over the life of this book many of our professional colleagues have made a variety of inputs. Most of these were made orally at professional meetings. Our memories will not permit us to acknowledge these colleagues individually. Nevertheless, we are grateful to all of them. Finally, on our respective home fronts, we acknowledge the support of our loved ones. Marie acknowledges husband Len Deftos and her immediate family. Ray acknowledges all his family members, both present and departed, who have provided love and inspiration over the years. Without the support of all these dear people this book would not exist.

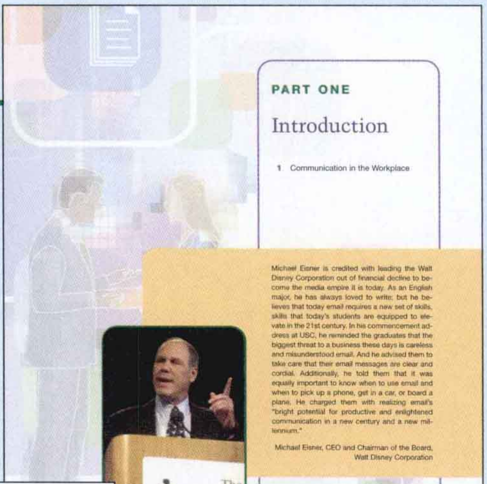
Raymond V. Lesikar
Marie E. Flatley

A Quick Look

BASIC BUSINESS COMMUNICATION by Raymond Lesikar and Marie Flatley attends to the dynamic, fast-paced, and ever-changing means by which business communication occurs by being the most technologically current and pedagogically effective book in the field. The 10th edition continues to set the standard by incorporating a multitude of real business examples and a thorough treatment of technology-driven business communication.

NEW PART OPENERS

Each section in the book begins with part-openers featuring quotes from distinguished business leaders from recognized companies such as Disney and Dell Computer. This illustrates for students the importance of business communication skills in the real-world.



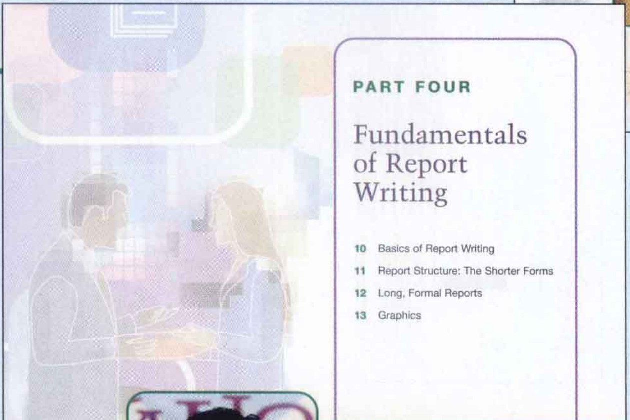
PART ONE

Introduction

1 Communication in the Workplace

Michael Eisner is credited with leading the Walt Disney Corporation out of financial decline to become the media empire it is today. As an English major, he has always loved to write; but he believes that today email requires a new set of skills, skills that today's students are equipped to elevate in the 21st century. In his commencement address at USC, he reminded the graduates that the biggest threat to a business these days is careless and misunderstood email. And he advised them to take care that their email messages are clear and cordial. Additionally, he told them that it was equally important to know when to use email and when to pick up a phone, get in a car, or board a plane. He charged them with realizing email's "bright potential for productive and enlightened communication in a new century and a new millennium."

Michael Eisner, CEO and Chairman of the Board,
Walt Disney Corporation



PART FOUR

Fundamentals of Report Writing

10 Basics of Report Writing
11 Report Structure: The Shorter Forms
12 Long, Formal Reports
13 Graphics

Jerry Yang's success stems from knowing what information is needed and packaging it in a user-friendly way.

"The ability for people to obtain information down the line is going to be the critical way for people to communicate with each other, the critical way for people to influence thought and opinion, and it is going to change the way we think about issues and the way we think about our lives."

Jerry Yang, Co-Founder and "Chief Yahoo,"
Yahoo

at the New Edition

GOOD AND BAD EXAMPLES

Numerous good and bad examples of various business documents—from messages to memos to reports—are featured throughout the text. These writing samples allow students to learn by example and are highlighted with a stoplight icon for easy referencing.

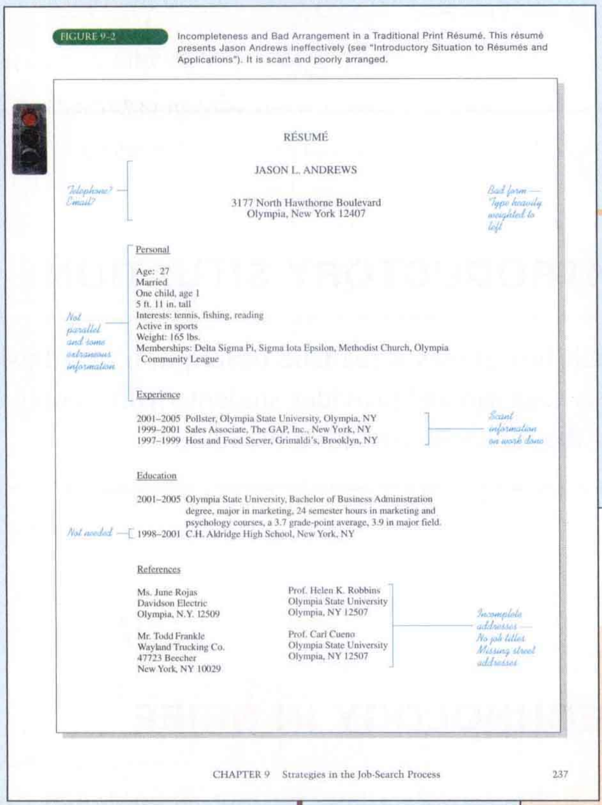


FIGURE 9-2 Incompleteness and Bad Arrangement in a Traditional Print Résumé. This résumé presents Jason Andrews ineffectively (see "Introductory Situation to Résumés and Applications"). It is scant and poorly arranged.

RÉSUMÉ

JASON L. ANDREWS

3177 North Hawthorne Boulevard
Olympia, New York 12407

Telephone? Email?

Bad form — Type heavily weighted to left

Personal

Age: 27
Married
One child, age 1
5 ft. 11 in. tall
Interests: tennis, fishing, reading
Active in sports
Weight: 165 lbs.
Memberships: Delta Sigma Pi, Sigma Iota Epsilon, Methodist Church, Olympia Community League

Not parallel and some extraneous information

Experience

2001–2005 Pollster, Olympia State University, Olympia, NY
1999–2001 Sales Associate, The GAP, Inc., New York, NY
1997–1999 Host and Food Server, Grimaldi's, Brooklyn, NY

Scant information on work done

Education

2001–2005 Olympia State University, Bachelor of Business Administration degree, major in marketing, 24 semester hours in marketing and psychology courses, a 3.7 grade-point average, 3.9 in major field.
1998–2001 C.H. Aldridge High School, New York, NY

Not needed

References

Ms. June Rojas
Davidson Electric
Olympia, N.Y. 12509

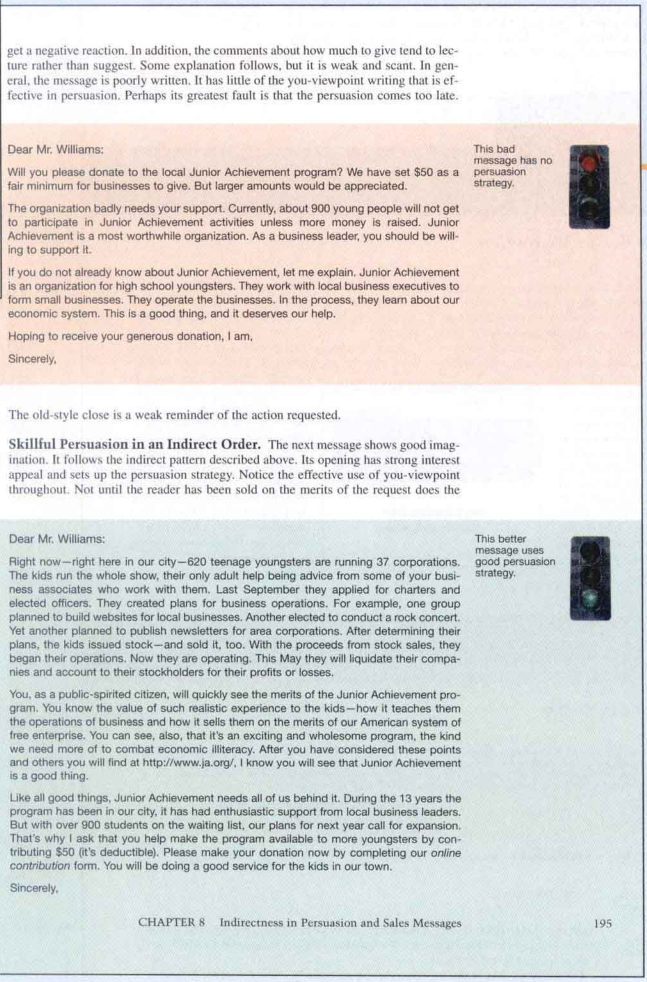
Mr. Todd Frankle
Wayland Trucking Co.
47723 Beecher
New York, NY 10029

Prof. Helen K. Robbins
Olympia State University
Olympia, NY 12507

Prof. Carl Cueno
Olympia State University
Olympia, NY 12507

Incomplete addresses — No job titles Missing street addresses

CHAPTER 9 Strategies in the Job-Search Process 237



get a negative reaction. In addition, the comments about how much to give tend to lecture rather than suggest. Some explanation follows, but it is weak and scant. In general, the message is poorly written. It has little of the you-viewpoint writing that is effective in persuasion. Perhaps its greatest fault is that the persuasion comes too late.

This bad message has no persuasion strategy.

Dear Mr. Williams:

Will you please donate to the local Junior Achievement program? We have set $50 as a fair minimum for businesses to give. But larger amounts would be appreciated.

The organization badly needs your support. Currently, about 900 young people will not get to participate in Junior Achievement activities unless more money is raised. Junior Achievement is a most worthwhile organization. As a business leader, you should be willing to support it.

If you do not already know about Junior Achievement, let me explain. Junior Achievement is an organization for high school youngsters. They work with local business executives to form small businesses. They operate the businesses. In the process, they learn about our economic system. This is a good thing, and it deserves our help.

Hoping to receive your generous donation, I am,

Sincerely,

The old-style close is a weak reminder of the action requested.

Skillful Persuasion in an Indirect Order. The next message shows good imagination. It follows the indirect pattern described above. Its opening has strong interest appeal and sets up the persuasion strategy. Notice the effective use of you-viewpoint throughout. Not until the reader has been sold on the merits of the request does the

This better message uses good persuasion strategy.

Dear Mr. Williams:

Right now—right here in our city—620 teenage youngsters are running 37 corporations. The kids run the whole show, their only adult help being advice from some of your business associates who work with them. Last September they applied for charters and elected officers. They created plans for business operations. For example, one group planned to build websites for local businesses. Another elected to conduct a rock concert. Yet another planned to publish newsletters for area corporations. After determining their plans, the kids issued stock—and sold it, too. With the proceeds from stock sales, they began their operations. Now they are operating. This May they will liquidate their companies and account to their stockholders for their profits or losses.

You, as a public-spirited citizen, will quickly see the merits of the Junior Achievement program. You know the value of such realistic experience to the kids—how it teaches them the operations of business and how it sells them on the merits of our American system of free enterprise. You can see, also, that it's an exciting and wholesome program, the kind we need more of to combat economic illiteracy. After you have considered these points and others you will find at http://www.ja.org/, I know you will see that Junior Achievement is a good thing.

Like all good things, Junior Achievement needs all of us behind it. During the 13 years the program has been in our city, it has had enthusiastic support from local business leaders. But with over 900 students on the waiting list, our plans for next year call for expansion. That's why I ask that you help make the program available to more youngsters by contributing $50 (it's deductible). Please make your donation now by completing our *online contribution* form. You will be doing a good service for the kids in our town.

Sincerely,

CHAPTER 8 Indirectness in Persuasion and Sales Messages 195

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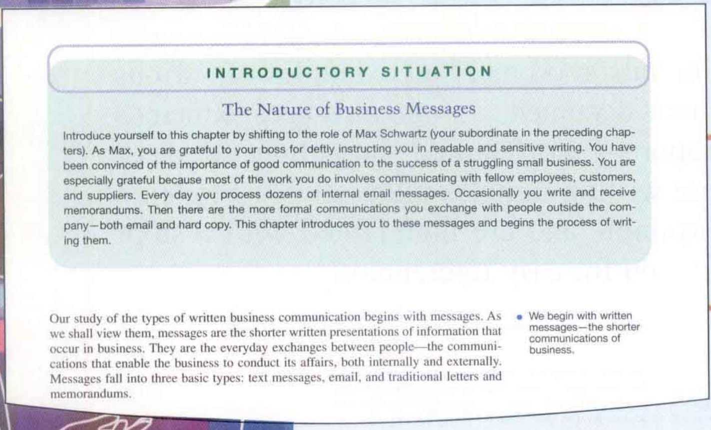
THEMATIC BOXES

Each chapter features thematic boxes to highlight and reinforce important topics.



INTRODUCTORY SITUATION

The Nature of Business Messages

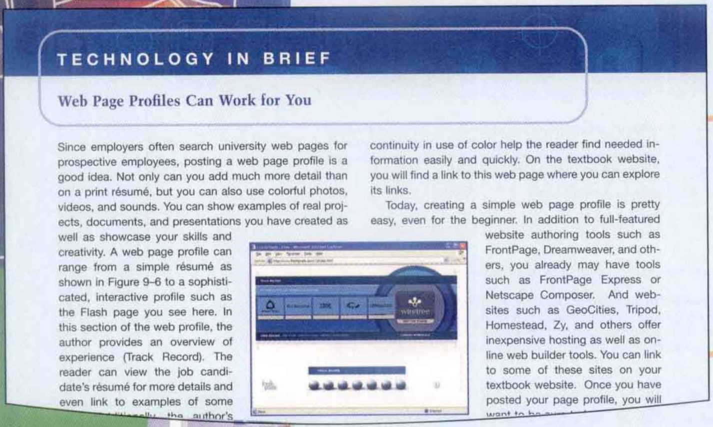
Introduce yourself to this chapter by shifting to the role of Max Schwartz (your subordinate in the preceding chapters). As Max, you are grateful to your boss for deftly instructing you in readable and sensitive writing. You have been convinced of the importance of good communication to the success of a struggling small business. You are especially grateful because most of the work you do involves communicating with fellow employees, customers, and suppliers. Every day you process dozens of internal email messages. Occasionally you write and receive memorandums. Then there are the more formal communications you exchange with people outside the company—both email and hard copy. This chapter introduces you to these messages and begins the process of writing them.

Our study of the types of written business communication begins with messages. As we shall view them, messages are the shorter written presentations of information that occur in business. They are the everyday exchanges between people—the communications that enable the business to conduct its affairs, both internally and externally. Messages fall into three basic types: text messages, email, and traditional letters and memorandums.

- We begin with written messages—the shorter communications of business.

INTRODUCTORY SITUATION

Each box shows a realistic description of a business scenario and provides students with a context for the topics discussed in the text.



TECHNOLOGY IN BRIEF

Web Page Profiles Can Work for You

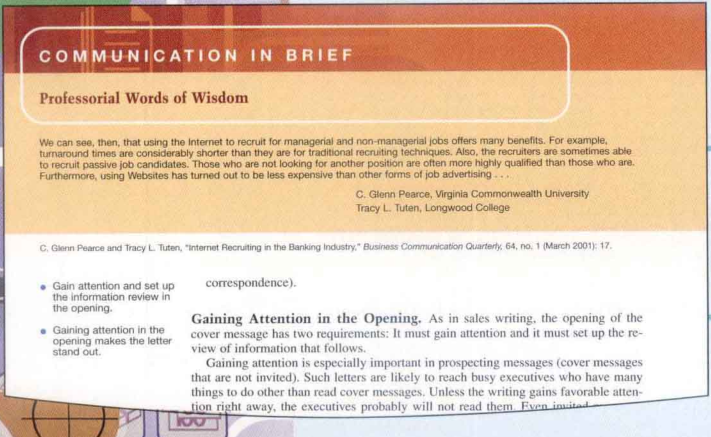
Since employers often search university web pages for prospective employees, posting a web page profile is a good idea. Not only can you add much more detail than on a print résumé, but you can also use colorful photos, videos, and sounds. You can show examples of real projects, documents, and presentations you have created as well as showcase your skills and creativity. A web page profile can range from a simple résumé as shown in Figure 9–6 to a sophisticated, interactive profile such as the Flash page you see here. In this section of the web profile, the author provides an overview of experience (Track Record). The reader can view the job candidate's résumé for more details and even link to examples of some

continuity in use of color help the reader find needed information easily and quickly. On the textbook website, you will find a link to this web page where you can explore its links.

Today, creating a simple web page profile is pretty easy, even for the beginner. In addition to full-featured website authoring tools such as FrontPage, Dreamweaver, and others, you already may have tools such as FrontPage Express or Netscape Composer. And websites such as GeoCities, Tripod, Homestead, Zy, and others offer inexpensive hosting as well as online web builder tools. You can link to some of these sites on your textbook website. Once you have posted your page profile, you will

TECHNOLOGY IN BRIEF

These boxes reflect how current technologies are associated with business communication, covering topics such as text messaging, email etiquette, and other software tools and technologies that students will encounter in the workplace.



COMMUNICATION IN BRIEF

Professorial Words of Wisdom

We can see, then, that using the Internet to recruit for managerial and non-managerial jobs offers many benefits. For example, turnaround times are considerably shorter than they are for traditional recruiting techniques. Also, the recruiters are sometimes able to recruit passive job candidates. Those who are not looking for another position are often more highly qualified than those who are. Furthermore, using Websites has turned out to be less expensive than other forms of job advertising . . .

C. Glenn Pearce, Virginia Commonwealth University
Tracy L. Tuten, Longwood College

C. Glenn Pearce and Tracy L. Tuten, "Internet Recruiting in the Banking Industry," *Business Communication Quarterly,* 64, no. 1 (March 2001): 17.

- Gain attention and set up the information review in the opening.
- Gaining attention in the opening makes the letter stand out.

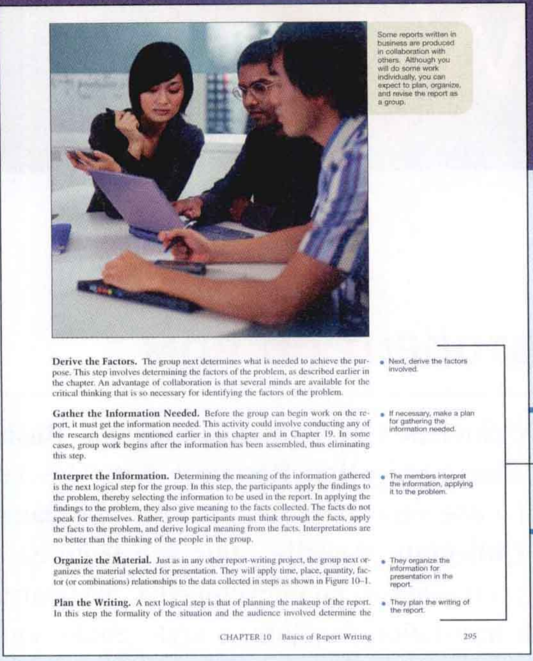
correspondence).

Gaining Attention in the Opening. As in sales writing, the opening of the cover message has two requirements: It must gain attention and it must set up the review of information that follows.

Gaining attention is especially important in prospecting messages (cover messages that are not invited). Such letters are likely to reach busy executives who have many things to do other than read cover messages. Unless the writing gains favorable attention right away, the executives probably will not read them. Even

COMMUNICATION IN BRIEF

These boxes contain anecdotal and authoritative communications messages to emphasize concepts from each chapter.



Some reports written in business are produced in collaboration with others. Although you will do some work individually, you can expect to plan, organize, and revise the report as a group.

Derive the Factors. The group next determines what is needed to achieve the purpose. This step involves determining the factors of the problem, as described earlier in the chapter. An advantage of collaboration is that several minds are available for the critical thinking that is so necessary for identifying the factors of the problem.

- Next, derive the factors involved.

Gather the Information Needed. Before the group can begin work on the report, it must get the information needed. This activity could involve conducting any of the research designs mentioned earlier in this chapter and in Chapter 19. In some cases, group work begins after the information has been assembled, thus eliminating this step.

- If necessary, make a plan for gathering the information needed.

Interpret the Information. Determining the meaning of the information gathered is the next logical step for the group. In this step, the participants apply the findings to the problem, thereby selecting the information to be used in the report. In applying the findings to the problem, they also give meaning to the facts collected. The facts do not speak for themselves. Rather, group participants must think through the facts, apply the facts to the problem, and derive logical meaning from the facts. Interpretations are no better than the thinking of the people in the group.

- The members interpret the information, applying it to the problem.

Organize the Material. Just as in any other report-writing project, the group next organizes the material selected for presentation. They will apply time, place, quantity, factor (or combinations) relationships to the data collected in steps as shown in Figure 10–1.

- They organize the information for presentation in the report.

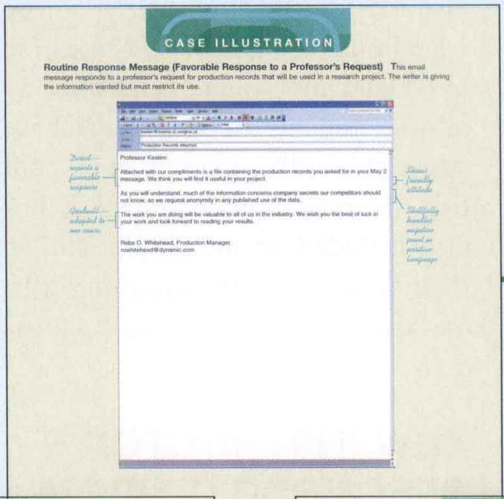
Plan the Writing. A next logical step is that of planning the makeup of the report. In this step the formality of the situation and the audience involved determine the

- They plan the writing of the report.

CHAPTER 10 Basics of Report Writing 295

MARGIN NOTES

Extensive, running margin notes highlight important key concepts for student review and study.



CASE ILLUSTRATION

Routine Response Message (Favorable Response to a Professor's Request) This email message responds to a professor's request for production records that will be used in a research project. The writer is giving the information wanted but must restrict its use.

Production Records Attached

Professor Kesten:

Attached with our compliments is a file containing the production records you asked for in your May 2 message. We think you will find it useful in your project.

As you will understand, much of the information concerns company secrets our competitors should not know, so we request anonymity in any published use of the data.

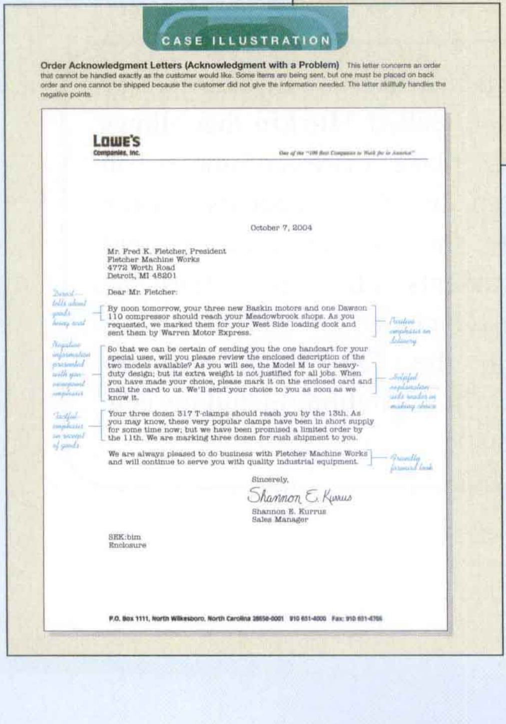
The work you are doing will be valuable to all of us in the industry. We wish you the best of luck in your work and look forward to reading your results.

Reba O. Whitehead, Production Manager
rowhitehead@dynamic.com

Direct—reports a favorable response
Goodwill—adapted to one case
Shows friendly attitude
Skillfully handles negative point in positive language

REAL BUSINESS CASE ILLUSTRATIONS

Numerous examples feature real business companies with explanatory criticisms to show students how to apply the concepts discussed in the text.



CASE ILLUSTRATION

Order Acknowledgment Letters (Acknowledgment with a Problem) This letter concerns an order that cannot be handled exactly as the customer would like. Some items are being sent, but one must be placed on back order and one cannot be shipped because the customer did not give the information needed. The letter skillfully handles the negative points.

LOWE'S
Companies, Inc.
One of the "100 Best Companies to Work for in America"

October 7, 2004

Mr. Fred K. Fletcher, President
Fletcher Machine Works
4772 Worth Road
Detroit, MI 48201

Dear Mr. Fletcher:

By noon tomorrow, your three new Baskin motors and one Dawson 110 compressor should reach your Meadowbrook shops. As you requested, we marked them for your West Side loading dock and sent them by Warren Motor Express.

So that we can be certain of sending you the one handcart for your special uses, will you please review the enclosed description of the two models available? As you will see, the Model M is our heavy-duty design; but its extra weight is not justified for all jobs. When you have made your choice, please mark it on the enclosed card and mail the card to us. We'll send your choice to you as soon as we know it.

Your three dozen 317 T-clamps should reach you by the 13th. As you may know, these very popular clamps have been in short supply for some time now; but we have been promised a limited order by the 11th. We are marking three dozen for rush shipment to you.

We are always pleased to do business with Fletcher Machine Works and will continue to serve you with quality industrial equipment.

Sincerely,

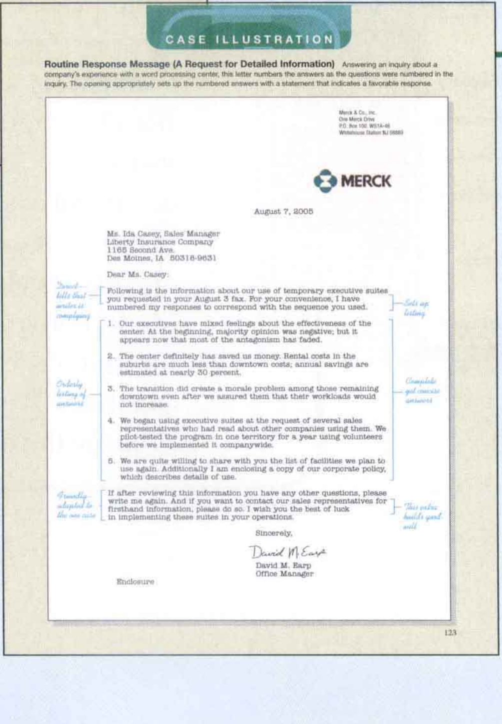
Shannon E. Kurrus

Shannon E. Kurrus
Sales Manager

SEK:bim
Enclosure

P.O. Box 1111, North Wilkesboro, North Carolina 28656-0001 910 651-4000 Fax: 910 651-4766

Direct—tells about goods being sent
Negative information presented with you-viewpoint emphasis
Tactful emphasis on receipt of goods
Positive emphasis on delivery
Helpful explanation aids reader in making choice
Friendly forward look



CASE ILLUSTRATION

Routine Response Message (A Request for Detailed Information) Answering an inquiry about a company's experience with a word processing center, this letter numbers the answers as the questions were numbered in the inquiry. The opening appropriately sets up the numbered answers with a statement that indicates a favorable response.

Merck & Co., Inc.
One Merck Drive
P.O. Box 100, WS1A-46
Whitehouse Station NJ 08889

MERCK

August 7, 2005

Ms. Ida Casey, Sales Manager
Liberty Insurance Company
1165 Second Ave.
Des Moines, IA 50318-9631

Dear Ms. Casey:

Following is the information about our use of temporary executive suites you requested in your August 3 fax. For your convenience, I have numbered my responses to correspond with the sequence you used.

1. Our executives have mixed feelings about the effectiveness of the center. At the beginning, majority opinion was negative; but it appears now that most of the antagonism has faded.
2. The center definitely has saved us money. Rental costs in the suburbs are much less than downtown costs; annual savings are estimated at nearly 30 percent.
3. The transition did create a morale problem among those remaining downtown even after we assured them that their workloads would not increase.
4. We began using executive suites at the request of several sales representatives who had read about other companies using them. We pilot-tested the program in one territory for a year using volunteers before we implemented it companywide.
5. We are quite willing to share with you the list of facilities we plan to use again. Additionally I am enclosing a copy of our corporate policy, which describes details of use.

If after reviewing this information you have any other questions, please write me again. And if you want to contact our sales representatives for firsthand information, please do so. I wish you the best of luck in implementing these suites in your operations.

Sincerely,

David M. Earp

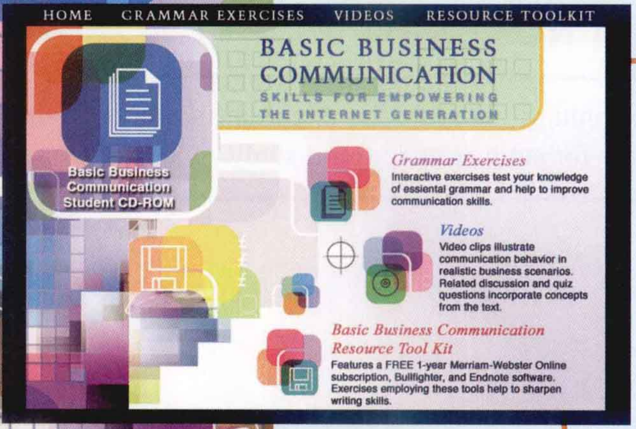
David M. Earp
Office Manager

Enclosure

Direct—tells that writer is complying
Orderly listing of answers
Friendly—adapted to the one case
Sets up listing
Complete yet concise answers
This extra builds good will

123

A Wealth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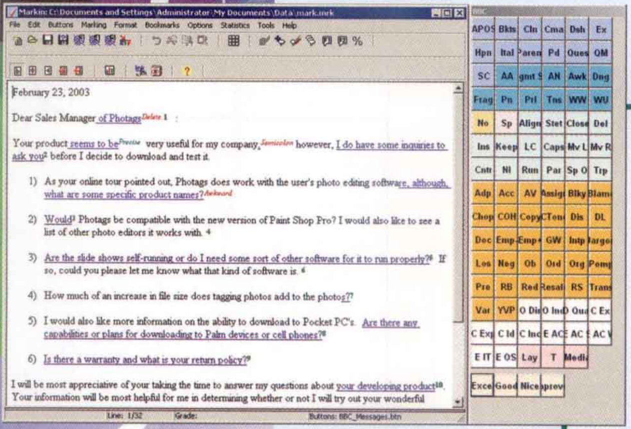
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Chop COH Copy CTon Dis DL
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Los Neg Ob Ord Org Pomp
Pre RB Red Resal RS Trans
Var YVP O Dir O Ind O Qua C Ex
C Exp C Id C Inc E AC E AC AC V
E IT E OS Lay T Medi
Exce Good Nice Improv
Delete
Precise
Semicolon
Awkward

February 23, 2003

Dear Sales Manager of Photags[1] :

Your product seems to be very useful for my company, however, I do have some inquiries to ask you[2] before I decide to download and test it.

1) As your online tour pointed out, Photags does work with the user's photo editing software, although, what are some specific product names?
2) Would[3] Photags be compatible with the new version of Paint Shop Pro? I would also like to see a list of other photo editors it works with.[4]
3) Are the slide shows self-running or do I need some sort of other software for it to run properly?[5] If so, could you please let me know what that kind of software is.[6]
4) How much of an increase in file size does tagging photos add to the photos?[7]
5) I would also like more information on the ability to download to Pocket PC's. Are there any capabilities or plans for downloading to Palm devices or cell phones?[8]
6) Is there a warranty and what is your return policy?[9]

I will be most appreciative of your taking the time to answer my questions about your developing product[10]. Your information will be most helpful for me in determining whether or not I will try out your wonderful

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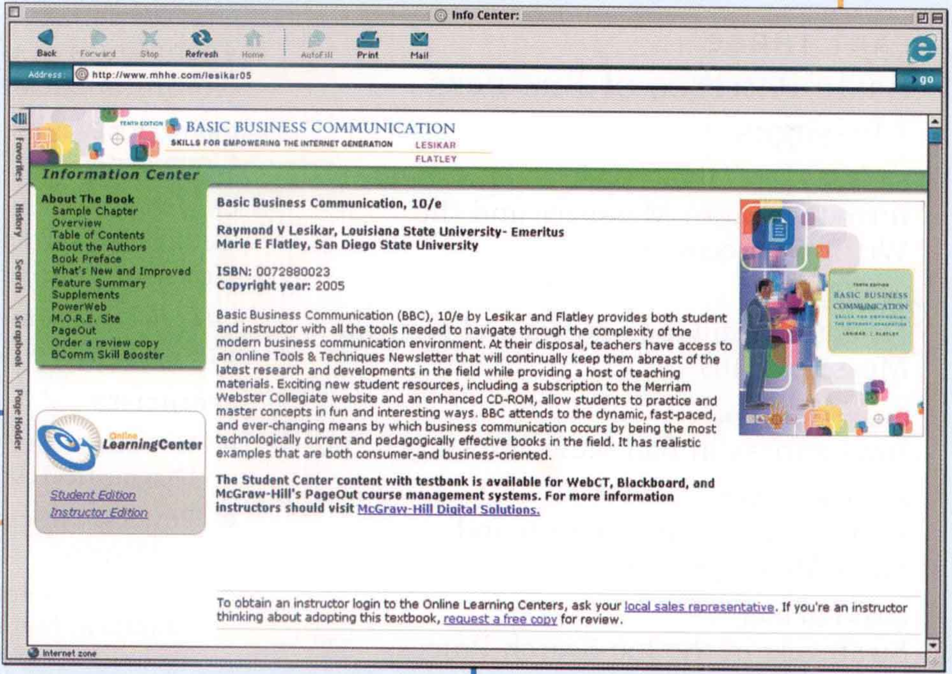

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Raymond V Lesikar, Louisiana State University- Emeritus
Marie E Flatley, San Diego State University

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