

THIRD CANADIAN EDITION

# BUSINESS *Communication*

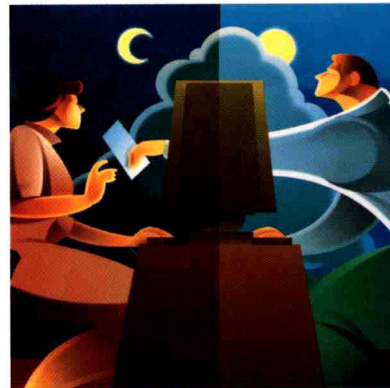
*Process*  *Product*



Mary Ellen  
Guffey



Kathleen  
Rhodes



Patricia  
Rogin



THIRD CANADIAN EDITION

# BUSINESS *Communication*

*Process*  *Product*

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**Business Communication: Process and Product, Third Canadian Edition**

by Mary Ellen Guffey, Kathleen Rhodes, and Patricia Rogin

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# Appreciation for Support

**W**e are pleased to present the third Canadian edition of *Business Communication: Process and Product* to you. Thanks to the support of instructors and the acceptance of students, the first two editions of this text were extremely successful. We hope that you enjoy this new edition, and we would like to thank the many individuals whose leadership, direction, feedback, and support made the third Canadian edition possible.

First, Mary Ellen Guffey's original text must be acknowledged, as it presented a firm foundation on which to build. It is always a pleasure to work with her text, and we were pleased to see that she has not only updated the discussions of technology and multiculturalism, but also placed more emphasis on student interaction in real business situations.

The ongoing commitment of the Nelson Thomson Learning team has been integral in the evolution of the text. Paul Saundercook has been a constant supporter and promoter of this text from its beginning. The vision, attention to detail, and commitment to excellence of the editorial staff—Jenny Anttila, Tracy Bordian, and most recently Kelly Torrance and Natalia Denesiuk—have ensured deadlines were met and all facets of the process ran smoothly.

Also instrumental to this third edition were the Canadian reviewers of the manuscript: Jill Hynes, Georgian College, Barrie; Michael J. Morris, College of the Rockies; Charlotte Hussey, McGill University, Centre for the Study and Teaching of Writing; Susan Lieberman, Grant MacEwan College; Ron Slavik, Mohawk College; Mark Rust, Sheridan College, Trafalgar Campus; Brian Provini, Conestoga College; Bernie Koenig, Fanshawe College; and Anne Ward, Lambton College. Through the insightful and thorough feedback of our colleagues, who pinpointed some of the wide diversities of our market, we were able to address the ever-changing market.

The ongoing success of this text is also made possible through the support of the administration, faculty, and students of Durham College, who provided moral support as well as academic perspective.

Finally, thanks go to our families, who have observed the development of this text. The support and understanding of Bryan, Tim, Emily, Howie, and Alison have been essential to our continued success.

Kathy Rhodes and Pat Rogin  
Durham College



# The Business Communication Foundation

A time-tested, interactive learning/testing system that delivers comprehensive student and instructor resources.

教师

交互式的

全面的

## Process

### 1 PREWRITING

Analyze-Anticipate-Adapt

预期 调整

### 2 WRITING

Research-Organize-Compose

### 3 POSTWRITING

Revise-Proofread-Evaluate

修订 校对 评估

Mary Ellen Guffey's unique 3- $\times$ -3 process approach provides students with a practical strategy for solving communication problems and creating successful communication products. New coverage of multicultural communication and teamwork, plus unique four-part case studies of prominent companies, expands students' understanding of real-world situations.

杰出的 卓越的

## Product

Memos. Letters. E-Mail. Résumés. Reports. Presentations.

Through direct application of the strategic 3- $\times$ -3 process to all forms of business communication, students attain the tools they need to create well-crafted documents and presentations. New e-mail, Web browsing, critical thinking, and teamwork activities reflect the increasing role of technology in business communication.

非常实用的  
craft 工艺 艺术 行业 职业 设计 车辆 小船 飞机 飞船

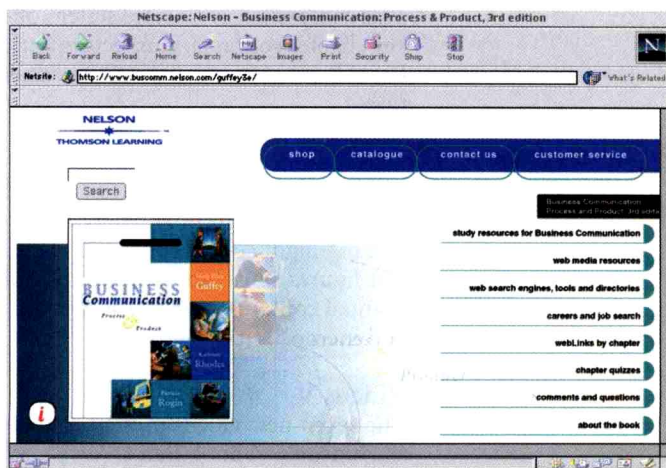
## Partnership

Mary Ellen Guffey, your students, and you.

Mary Ellen Guffey actively responds to your needs and suggestions while offering a vast array of print and online teaching resources. Dedicated Web sites for instructors and students offer continuously updated teaching and learning resources for success inside and outside the classroom.

大量  
阵列显示

互动的



# SUPPORT PACKAGE

## For the Instructor

### NEW! Instructor's CD-ROM (0-17-616939-3)

Using key course resources is now easier than ever! The Instructor's CD-ROM combines popular text supplement material in one easy-to-use format. You'll have complete access to the Instructor's Manual (chapter outlines, bonus lecture material, before-and-after documents, and solutions to select chapter activities), the entire transparency acetate packet, PowerPoint™ presentation slides for all chapters, and Test Banks with feedback for every question, right at your fingertips.

### NEW! Book-specific Web Site <http://www.businesscommunication-3rd.nelson.com>

The Guffey Instructor site provides access to newsletter articles, change-of-pace quizzes, textbook information, links to professional organizations, and digests of relevant current events items that can enrich business communication lectures. The site leader is Panteli Tritchew, Chair of Applied Communications, Kwantlen University College. Contact your local sales rep for a password to this site.

### Computerized Testing Tools (0-17-616936-9)

All items from the printed test bank are available through this automated testing program. Create exams by selecting provided questions, modifying existing questions, and adding questions. It is provided free to adopters of the text.

### Printed Test Bank (0-17-616937-7)

Each chapter of the test bank contains between 60 and 150 tested questions. A special feature of this edition is the inclusion of feedback for the response to each question. Every chapter opens with a correlation table that identifies questions by chapter learning objective and by content: factual, conceptual, or application. Page references to the text ensure quick reference.

### Instructor's Manual (0-17-616933-4)

This comprehensive resource includes model course schedules, chapter synopses, teaching ideas, lecture enrichment material, classroom management techniques, answers for chapter review questions, suggested discussion guides for critical thinking questions, solution guides for case study questions and applications, memo-writing assignments in the book.

### PowerPoint™ Presentation Slides (0-17-616935-0)

This comprehensive lecture system offers summaries, explanations, and illustrations of key chapter concepts, plus lecture enrichment material not included in the text. With PowerPoint software, instructors can easily customize any slide to support their lectures.

### Transparency Masters (0-17-616934-2)

Written by Mary Ellen Guffey, and adapted by Isobel Findlay (University of Saskatchewan), approximately 160 acetates and masters summarize, supplement, and highlight course concepts. The packet contains masters with chapter outlines, text figures, enrichment material, and solutions to key problems. The Instructor's Manual contains over 100 additional transparency masters with solutions to letter- and memo-writing activities.

### Videos

The seven new videos present challenging scenarios at well-known companies such as Hudson's, Yahoo!, Ben & Jerry's, World Gym, and Burke Marketing. Students see



real managers and employees discussing their businesses and some of the problems they face every day. These videos are from the U.S. edition of *Guffey Process and Product*. Contact your local representative for availability of videos.

### Newsletters and Free Teaching Materials

Adopters are eligible to receive a free subscription to our twice-yearly newsletter, *Business Communication News*. It highlights current issues and news of interest in the business communication course as well as offering free teaching materials that may be ordered directly from the author. In addition, instructors may receive *The On-Line Guffey Report*, a monthly electronic newsletter sent directly to e-mail inboxes of instructors who sign up.

### Web Tutor Toolbox <http://toolbox.webct.com/public/thomson/index.html>

With WebTutor Toolbox on WebCT you can create your own personalized URL on the Web in less than 15 minutes. WebTutor Toolbox provides instructors with access to a Syllabus Tool, an integrated calendar, and e-mail. Using the Toolbox Resource Center you can also access additional links and files specifically designed to enhance your course. FREE to adopters of Thomson Learning textbooks.

### For the Student

#### NEW! Student Study Guide (0-17-616930-X)

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 students receive immediate feedback. Its question-oriented format ensures better performance on chapter tests.

#### NEW! Student Web Site <http://www.businesscommunication-3rd.nelson.com>

Now directly integrated with Guffey/Rhodes/Rogin: *Business Communication 3e*, this powerful site features chapter-by-chapter quizzes and Web links, career and job search information, Web media resources, and much more. The site leader is Panteli Tritchew, Chair of Applied Communications, Kwantlen University College.

#### NEW! Guffey Power Pack CD-ROM

Free with every new copy of the text, this CD-ROM is packed with material to enhance the learning experience: C.L.U.E. Self-tests, Grammar Review, Letter and Memo Writing Exercises, Critical Thinking Case Studies, PowerPoint Tutorial, and Employment Interview Kit.

#### Letter/Memo-Writing Template Disk (0-324-01376-0)

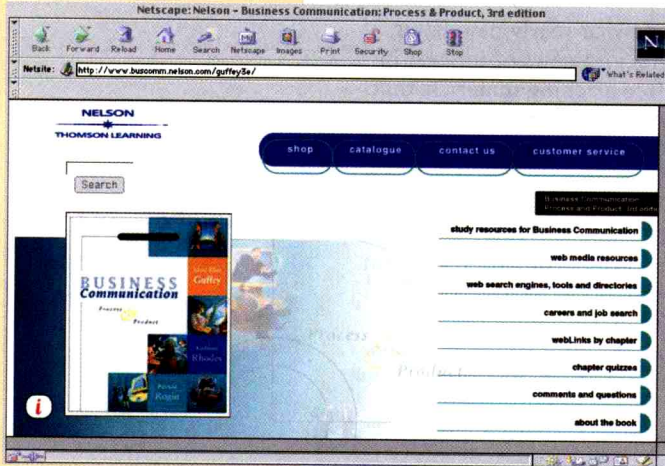
Selected exercises from the end-of-chapter activities appear on a student template disk. Students improve their critical thinking and writing skills as they respond to questions and revise the template messages. This template disk is particularly useful as a resource for in-class writing assignments for courses taught in computer classrooms. This supplement is from the U.S. edition.

# TECHNOLOGY SOLUTIONS FOR TODAY'S CLASSROOM

## Student Web Site

An Unparalleled Resource for Students:

<http://www.businesscommunication-3rd.nelson.com>



- **Study Resources for Business Communication**

Use these resources to access online writing centres, documentation style guides, dictionaries, and encyclopedias.

- **Web Media Resources**

Use these resources to access online directories of publications, as well as specific magazines and newspapers.

- **Web Search Engines, Tools, and Directories**

Use these resources to access online search engines, tools, government directories, statistics, educational institutions, and general Canadian content.

- **Careers and Job Search**

Use these resources to access online professional associations, business directories, and career resources.

- **Web Links by Chapter**

Use these resources to access Web links related to the chapter content of *Business Communication: Process and Product*, Third Canadian Edition.

- **Chapter Quizzes**

Use these resources to test your knowledge of the chapter content of *Business Communication: Process and Product*, Third Canadian Edition.

- **Comments and Questions**

Send us your comments and questions about our support site for *Business Communication: Process and Product*, Third Canadian Edition.

## Instructor Web Site

An Invaluable Resource for Instructors:

<http://www.businesscommunication-3rd.nelson.com>

- **Newsletter**

Provides archived copies of selected articles from Guffey's print newsletter, *Business Communication News*. Instructors can also sign up for *The On-Line Guffey Report*, a monthly online newsletter of current events, lecture ideas, and teaching tips.

- **Teaching Materials**

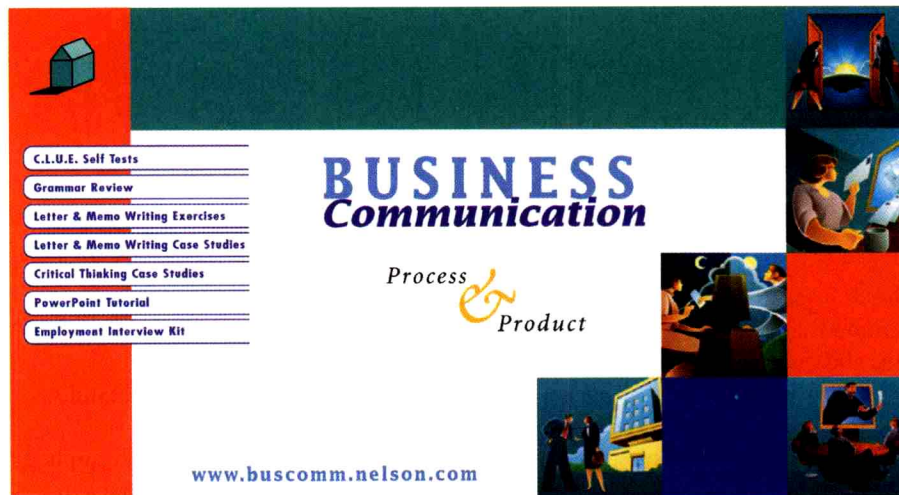
Contains the transparencies, PowerPoint slides, and Instructor's Manual. Available through a password-protected portion of the Guffey Instructor site. Contact your representative for a password.





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#### C.L.U.E. Self Tests

(Competency in Language Usage Essentials)

Take these tests to assess your skills before using the C.L.U.E. review in the text. Fifty questions in each test review sentence structure, grammar, usage, punctuation, capitalization, and number style. Focus is on the most frequently used—and abused—language elements.

#### Grammar Review

These thirty-five Grammar Modules provide information and exercises ranging from identifying nouns and adjectives to forming and using intermediate possessive case. Excellent definitions are provided through examples and exercises, making this an invaluable resource.

#### Letter and Memo Writing Exercises

Learn how to write business letters and memos through examples and exercises, focusing on content and presentation.

#### Critical Thinking Case Studies

A total of nine case studies are presented, and for each you are asked to analyze the situation and apply your results. Topics for group discussion are also presented.

#### PowerPoint Tutorial

A complete "How To" guide provides you with detailed instruction on how to use PowerPoint for presentations.

#### Employment Interview Kit

The interview kit is designed to help you get ready for an interview by introducing the two most common kinds of interviews and explaining what to expect.

### New! Instructor CD-ROM (0-17-616939-3)

Using key course resources is now easier than ever! The Instructor's CD-ROM combines popular text supplement material in one easy-to-use format. You'll have complete access to the Instructor's Manual (chapter outlines, bonus lecture material, before-and-after documents, and solutions to select chapter activities), the entire transparency acetate packet, PowerPoint™ presentation slides for all chapters, and Test Banks with feedback for every question, right at your fingertips.

# UNMATCHED AUTHOR SUPPORT

## Mary Ellen Guffey: Your Business Communications Partner

Mary Ellen Guffey's commitment to providing an exceptional business communication experience for professors and students alike is best exemplified through the support she offers beyond the text. Through her timely newsletters and customized teaching materials, Guffey is a valuable resource both in and out of the classroom. With Guffey you know that you have access to a personal teaching consultant who actively responds to your needs and suggestions.

## 3-X-3 WRITING PROCESS

### A Foundation for Success

The **3- $\times$ -3 writing process** is a practical approach to written and oral communication that provides a sensible strategy for solving business communication problems and creating successful communication products. Mary Ellen Guffey is the first author to develop such a process. With strong graphics as visual guides, this multistage process of analyzing-anticipating-adapting, researching-organizing-composing, and revising-proofreading-evaluating is consistently applied to all forms of business communication. Learn about each of these nine steps in Chapters 4, 5, and 6, and then apply the 3- $\times$ -3 process to create communication products in the chapters that follow. Through consistent utilization and unique visualization techniques, Mary Ellen Guffey provides the foundation for an invaluable business communication problem-solving strategy.





# COMMUNICATION TECHNOLOGY

## Communication on the Cutting-Edge

Communicating successfully in the business world today includes communicating effectively by computer. *Business Communication: Process and Product* helps the business communicator understand and prepare for electronic communication challenges. New “Tech Talk” boxes provide important information on the technology tools and issues common in today’s workplace.

### TECH TALK

#### UNDERSTANDING NATURAL LANGUAGE, KEYWORD, AND BOOLEAN SEARCHING

**N**atural language searches involve posing a search question as you would normally state it. For example, “Is there a correlation between employee morale and productivity?” Using AltaVista for this search question produced nearly 5 million documents. Although the total is overwhelming, the most relevant “hits” were listed first. And the first ten items were all relevant. An increasing number of Web search engines and databases support natural language searching. It’s particularly handy for vague or broad questions.

**Keyword** searches involve using the principal words in which you are interested. From the above question, you might choose to search on the phrase “employee morale” or “employee productivity.” Omit useless words such as articles, conjunctions, and prepositions. Some search tools allow you to enclose keyword sequences (such as *employee morale*) in quotation marks to ensure that the specified words appear together and not separately.

**Boolean** searches involve joining keywords with “operators” (connectors) that include or exclude specific topics. For example, “employee AND morale.” Using Boolean operators enables you to narrow your search and thus improve its precision. The following Boolean operators are most common:

- |      |  |
|------|--|
| AND  | Identifies only documents containing all of the specified words. <b>employee AND productivity AND morale</b>                                     |
| OR   | Identifies documents containing at least one of the specified words: <b>employee OR productivity OR morale</b>                                   |
| NOT  | Excludes documents containing the specified word: <b>employee productivity NOT morale</b>  |
| NEAR | Finds documents containing target words or phrases within a specified distance, for instance, within 10 words: <b>employee NEAR productivity</b> |

#### Career Application

Using a search engine that supports natural language, keyword, and Boolean searching (such as AltaVista), try an experiment. Explore the same topic using (1) a natural language question, (2) key words, and (3) Boolean operators. Which method produced the most relevant hits?

Communicating by computer also involves using technology effectively. Internet assignments, plus specific examples on using the Internet effectively and efficiently, preparing multimedia presentations, and using electronic applications and formats, are included throughout the text. Most important, as a user of *Business Communication: Process and Product*, you will have access to text-specific Web sites (one developed specifically for instructors, one for students) as resources!



# REAL-WORLD CASE STUDIES

## Real-World Applications

Applying a concept to a real-life situation is the best way to learn and retain important information. Through unique four-part case studies, companies such as Canadian Tire, Mail Boxes Etc., The Hospital for Sick Children, Maritime Life Assurance, to name a few, are applied to real-world situations. At the beginning of each chapter, a **Career Track Profile** highlights an entry- to mid-level employee. Part two, **Communication in Process**, introduces the feature company and its business communication scenario. Part three, **Process in Progress**, outlines the company response and poses critical thinking questions. At the end of each chapter, **Process to Product** provides the opportunity to play the role of the employee and take steps in resolving the communication issue.

PROCESS TO PRODUCT

CASE STUDY

kills at Canadian Tire

Your Job

Your boss, Scott Bonikowsky, asks you to determine what will be the best way to communicate with associate dealers already familiar with "Next Gen" and others considering adopting the format. Associate dealers meet every year, but the next meeting is not for nine months. In light of this, the suggestion has been made that a formal teleconference would work best. You are exploring the idea of using the Internet to conduct an informal question-and-answer session followed by a virtual, real-time meeting. What would be the advantages and disadvantages of an online session? Would a teleconferencing session allow for free flow of ideas, or simply complicate matters? How important would it be to include senior corporate managers in any communication exercise?

In a memo addressed to Scott Bonikowsky, outline the advantages of an online meeting, and present a strong argument for holding a teleconference based on the need to avoid a breakdown in communication while overcoming any obstacles that might create misunderstandings.

PROCESS IN PROGRESS

CASE STUDY

Tire Revisited

says the key to effective communication, both internal and external, is honesty. "You've got to be open about the bad news and the challenges as well as the good stuff."

Critical Thinking

• Canadian Tire's executives recognized that informal communication would not be appropriate during the company's many new campaigns and initiatives designed to revitalize the retail chain across Canada. Why would informal channels of communication be dangerous at such a time of upheaval?

• What obstacles might hinder the downward, upward, and horizontal flow of information across the organization with as many employees and stores as Canadian Tire? Why is it important that communication experts like Scott Bonikowsky consult with dealers, employees, and customers before dramatic changes are made to stores and product lines?

• Canadian Tire launched its "Foundation for Families" with an eye to raising funds for families and communities in need. How might such an initiative enhance the competitive spirit and positive atmosphere at a company facing stiff challenges from rival retailers?

COMMUNICATION IN PROCESS

CASE STUDY

Canadian Tire Reinvents Itself

Founded

In 1922, Canadian Tire may be one of the country's oldest and most respected retailers—and what other company boasts its own form of money? But it is also a business that reinvented itself in recent years to avoid extinction. Rather than go the way of the dodo and the T. Eaton Co. Ltd., Canadian Tire undertook a series of corporate-wide changes that positioned the Toronto-based company for profitability at a time when other sellers of consumer goods were announcing layoffs and ensuring that "downsizing" would earn a permanent place in the national lexicon.

Canadian Tire displayed remarkable resilience when it bounced back after years of less-than-stellar financial results—mostly due to write-downs in the early 1990s—to post revenues of more than \$4 billion (up approximately \$1 billion between 1993 and 1999) and aggressively compete with massive American retail chains such as Wal-Mart and The Home Depot. The secret to success has been the ability of Canadian Tire executives to grow the business while setting in motion a series of strategic changes. These changes affected merchandising, the assortment of goods sold, store presentation, and the supply chain, and included the development of new-format stores—all of which immediately gained strong support from associate dealers.

430 plus stores.

Currently, its operations: retail PartSource, a new self automotive tire installers. "In different cultures Bonikowsky, sent

Today's business communications move rapidly and are more fragmentary than ever. As Canadian Tire's senior director, Scott Bonikowsky, says, "There used to be only a few national broadcasters. Now we are in a 500-channel universe. Communicators have to work much harder to get their own messages heard."

Visual images will continue to help these media as impact. To keep ahead, media images will have to be overlaid fairly regularly as well. Canadian Tire's Web site recently underwent a complete make-over to accompany the launch of their new online business. Check out the site at [www.canadiantire.com](http://www.canadiantire.com).

Surrounded by a sea of other retail, Canadian Tire's present site remains anchored to its red, green and blue logo, covered by that one, clear maple leaf. Go one level down and it looks like you're driving into the local mall as that customary under-block building, topped by three domes, towers over the Canadian flag, appears. Further in, one finds a veritable gallery of household items—pictures of all the Canadian Tire Money that has ever been issued. Tire, the happy dog and the dollar sign continue to run hand in hand across a piece of genuine hard wood, as Judy McTee, in all his cautionous, smiles on approvingly.

Over time, these familiar images have instilled a lot of confidence in consumers nationwide. Today, nine out of ten adult Canadians shop for their automobiles, sports, and home products at Canadian Tire at least twice a year. Forty percent of the population shops there at least once a week. Will Canadian Tire's revamped site get them to fill up not only their tanks but also their online shopping carts?

Cyber facilities make our current love affair with the visual image does have a downside. It is contributing to a lot of electronic clutter, says Scott. The

rapid proliferation of computer technology has turned nearly every employee into an online communicator. "This is not necessarily a good thing," he adds. "There has been a big change in the skill set. Many people are used to e-mail, and even more play at being desktop publishers." The army of amateur graphic artists and scribbles tends to clutter out a lot of poor-quality stuff.

"At Canadian Tire, we had to clean out our channels," Scott explains. "We had to find one way to break through this clutter and move things along electronically."

"Our dealers used to get a lot of information from electronic messages," he continues. The more than 100 dealers who run Canadian Tire's 430 plus associate stores nationwide were receiving "dozens and dozens of e-messages per day. Now they only get one about what requires their immediate consideration. Everything that needs their attention within the next 24 hours goes on a e-mail. Everything else gets bundled up and delivered to their door."


"This is not to say that employees should be discouraged from writing. Scott feels very strongly that 'writing and how we express our thoughts is becoming more and more important in the work-a-day world. At Canadian Tire, we even offer in-house writing workshops with lots of back-up materials to help our workers communicate better."

The desire to show up at a business writing workshop to sign up for a desktop publishing course that will help give your messages screen appeal is crucial. "The biggest thing is to try to stay on top of all the changes that are happening," says Scott. "The skill set I acquired ten years ago is irrelevant today. To keep up with it all, you have to have a passion to learn, change, and adapt."

CAREER TRACK PROFILE

SCOTT BONIKOWSKY

Canadian Tire




Chapter 1

Communicating at Work

1

Canadian Tire



# TEAMWORK

## Communicating in Teams

Team-based work environments present new challenges to today's business communicators. New **Chapter 2, "Communicating in Teams: Listening, Nonverbal Communication, Collaboration, and Meeting Skills,"** explores the dynamics of team communication. Its many tips, techniques, and strategies prepare students to collaborate effectively on campus and work projects.

# CROSS-CULTURAL, WORKFORCE DIVERSITY

## Communicating in a Complex World

Today's increasingly global economy and diverse work environment have added a unique dimension to business communication. Mary Ellen Guffey addresses these issues in a new chapter, **Chapter 3, "Communicating Across Cultures,"** that applies practical skills for communicating in the global environment. This chapter helps business communicators recognize the growing need for multicultural sensitivity, and it provides helpful coping strategies that encourage awareness, tolerance, and accommodation.

# CRITICAL THINKING FOCUS

## Exercising the Mind

More than ever before, employees must put their **critical thinking skills** to work in order to analyze situations, make decisions, and solve problems. Through the incorporation of chapter-opening case studies and end-of-chapter problem-solving activities, Mary Ellen Guffey equips the business communicator with these higher-level skills and prepares them for career success.



# END-OF-CHAPTER MATERIALS

## Applying the Concepts

Chapter concepts are strengthened and applied through comprehensive end-of-chapter materials directly related to the learning objectives. Every chapter offers a wide assortment of short, long, easy, and difficult exercises, activities, and problems. Selected activities are identified as **Team**, **Web**, **Critical Thinking** and **E-mail** provide a variety of stimulating assignment choices. Nearly 90 percent of the letter- and memo-writing problems are new, and many are related to current events.

### CHAPTER REVIEW

1. Proposals are written offers to do what? (Obj. 1)
2. What is an RFP? (Objs. 1 and 2)
3. What are the six principal parts of a letter proposal? (Obj. 1)
4. What is a "worry item" in a proposal? (Obj. 1)
5. Why should a proposal budget be prepared very carefully? (Obj. 1)
6. What is generally contained in a letter of transmittal accompanying a formal report? (Obj. 3)
7. What label can a report writer use to describe all illustrations and tables? (Obj. 4)
8. How is an abstract different from an executive summary? (Objs. 2 and 4)
9. What does *scope* mean in relation to a formal report? (Obj. 5)
10. Should the body of a report include the heading *Body*? (Obj. 6)
11. What are the advantages of functional headings? Of talking headings? (Obj. 6)
12. In a formal report where do most writers place the conclusions? (Obj. 6)
13. What materials go in an appendix? (Obj. 6)
14. What environment enhances writing? (Obj. 7)
15. How should a formal report be proofread? (Obj. 7)

### CRITICAL THINKING

1. Why are proposals important to many businesses? (Obj. 1)
2. How do formal reports differ from informal reports? (Objs. 4–6)
3. Why do some parts of formal reports tend to be redundant? (Objs. 3 and 5)
4. Discuss the three phases of the writing process in relation to formal reports. What activities take place in each phase? (Objs. 3–7)
5. **Ethical Issue:** Is it ethical to have someone else proofread a report that you will be turning in for a grade?

### ACTIVITIES

Consult your instructor to determine the length, format, and emphasis for the following report projects. Some require additional research; others do not.

#### 14.1 Proposal: Outsourcing (Objs. 1–3)

##### Critical Thinking

Businesses today are doing more "outsourcing" than ever before. This means that they are going outside to find specialists to handle some aspect of their business, such as billing, shipping, or advertising. They're also hiring experts with special training and equipment to solve problems for which they lack the necessary talent and staff. For a business where you have worked or an organization you know, select a problem. Here are some possibilities: poor handling of customer orders, inefficient payroll practices, inadequate computer equipment or software, unsatisfactory inventory control, poor use of sales staff, bad scheduling of employees, poorly trained employees, sexual harassment on the job, Internet misuse, and poor telephone techniques. Assume the boss has asked you as a consultant to either solve the problem or study it and tell the organization what to do. Prepare an informal proposal describing your plan to solve the problem or perform a service. Decide how much you will charge and what staff you will need. Send your letter proposal to your boss.

#### 14.2 Proposal: Profiting From Someone Else's Mistakes (Objs. 1–3)

"It's amazing," says the owner of one of the country's largest trucking companies. "Companies will require a vice president to sign a check for over \$50, but the guy or girl in the back can sign for a half million dollars worth of raw material." Freight transportation experts claim that business owners may be losing millions of dollars a year in their shipping and receiving departments. Poorly trained and paid workers make costly blunders that anger customers and eat away at profits.

Your company, United Traffic Services (UTS), offers solutions, especially for businesses without a transportation specialist on the payroll. UTS audits freight bills and provides consulting services. Specifically, you and your staff of nine check all shipping charges (monthly or quarterly) to ensure that trucking companies are charging the correct rates. You also give advice on how to get the lowest shipping rates. You know that, because of competitiveness in the trucking industry, any company that is not getting at least a 50-percent discount is paying too much. You work with both outbound and inbound shipments. One of your services involves selecting a good carrier. Because of your expertise and research capabilities, you can advise any company about the most financially stable and reliable truckers. You also advise businesses about packing and labelling to avoid problems. You know that 98 percent of actual freight claims start at the point of origin because cartons are marked incorrectly.

In addition to auditing shipments, you file freight claims for your clients as well as fight wrongful claims against them. You have saved companies thousands of dol-



## Back to the Basics

**Competent Language Usage Essentials** review and reinforce grammar and language principles. This business writer's handbook contains 54 of the most used and abused language elements, along with frequently misspelled and misused words. Try-out exercises help students learn C.L.U.E. principles, while additional end-of-chapter review exercises continue to reinforce the basics.

### APPENDIX A

## C.L.U.E. Competent Language Usage Essentials

### A Business Communicator's Guide

In the business world, people are often judged by the way they speak and write. Using the language competently can mean the difference between individual success and failure. Often a speaker sounds accomplished; but when that same individual puts ideas in print, errors in language usage destroy his or her credibility. One student observed, "When I talk, I get by on my personality; but when I write, the flaws in my communication show through. That's why I'm in this class."

#### What C.L.U.E. Is

This appendix provides a condensed guide to competency in language usage essentials (C.L.U.E.). Fifty-four guidelines review sentence structure, grammar, usage, punctuation, capitalization, and number style. These guidelines focus on the most frequently used—and abused—language elements. Presented from a business communicator's perspective, the guidelines also include realistic tips for application. And frequent checkpoint exercises enable you to try out your skills immediately. In addition to the 54 language guides in this appendix, you'll find a list of 160 frequently misspelled words plus a quick review of selected confusing words.

The concentrated materials in this guide will help novice business communicators focus on the major areas of language use. The guide is not meant to teach or review *all* the principles of English grammar and punctuation. It focuses on a limited number of language guidelines and troublesome words. Your objective should be mastery of these language principles and words, which represent a majority of the problems typically encountered by business writers.

#### How to Use C.L.U.E.

Your instructor may give you a language diagnostic test to help you assess your competency. After taking this test, read and work your way through the 54 guidelines. Concentrate on areas where you are weak. Memorize the spelling list and definitions for the confusing words located at the end of this appendix.

Two kinds of exercises are available for your practice. (1) *Checkpoints*, located in this appendix, focus on a small group of language guidelines. Use them to test your comprehension as you complete each section. (2) *Review exercises*, located in

# APPLIED CAREER SKILLS COVERAGE

## Communication at Work

**Career Coach** boxes offer practical advice and information on translating communication skills to future careers. Topics such as “He Said, She Said: Gender Talk and Gender Tension” and “Five Strategies for Reaching Group Decisions” take a closer look at communication issues and challenges in the workplace.

### CAREER COACH

#### HE SAID, SHE SAID: GENDER TALK AND GENDER TENSION

Has the infiltration of gender rhetoric done great damage to the workplace? Are men and women throwing rotten tomatoes at each other as a result of misunderstandings caused by stereotypes of “masculine” and “feminine” attitudes? Deborah Tannen’s book *You Just Don’t Understand*:

*Women and Men in Conversation*, as well as John Grey’s *Men Are From Mars, Women Are From Venus*, caused an avalanche of discussion (and some hostility) by comparing the communication styles of men and women. Here are some of their observations (greatly simplified):<sup>75</sup>

	Women	Men
<b>Object of talk</b>	Establish rapport, make connections, negotiate inclusive relationships	Preserve independence, maintain status, exhibit skill and knowledge
<b>Listening behaviour</b>	Attentive, steady eye contact; remain stationary; nod head	Less attentive, sporadic eye contact; move around
<b>Pauses</b>	Frequent pauses, giving chance for others to take turns	Infrequent pauses; interrupt each other to take turns
<b>Small talk</b>	Personal disclosure	Impersonal topics
<b>Focus</b>	Details first, pulled together at end	Big picture
<b>Gestures</b>	Small, confined	Expansive
<b>Method</b>	Questions, apologies; “we” statements; hesitant, indirect, soft speech	Assertions; “I” statements; clear, loud, take-charge speech

Gender theorists suggest that one reason women can’t climb above the glass ceiling is that their communication style is less authoritative than that of men.

#### Career Application

In small group or class discussion, consider these questions. Do men and women have different communication styles?

Which style is more appropriate for today’s team-based management? Do we need a kind of communicative affirmative action to give more recognition to women’s ways of talking? Should training be given to men and women encouraging the interchangeable use of these styles depending on the situation?



# MODEL DOCUMENTS

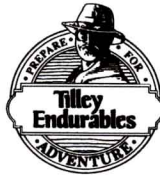
An abundance of perfectly formatted **model documents** reinforce student understanding of communication concepts. Colourful pointers on the letters, memos, and reports lead to concise annotations that explain communication strategies and applications of theory.

Complete coverage of **employment communication** products, including up-to-date model résumés and letters of application, and job-search skills from interview through follow-up, provide useful tools and guidance for the job seeker.

FIGURE 4.4 **Customer Response Letter**

Explains evolving merchandise line from company's and reader's view

Emphasizes areas of agreement



February 23, 2001

Mrs. Elaine Hough  
2175 Edenwood Road  
Brandon, MB R7A 6A9

Dear Mrs. Hough:

Your letter was a strong endorsement of our belief that we made the right choice when we devoted our company to comfort, ease of care, durability, and a smart appearance — and that it's still the right choice.

It's true we've made changes. In the past few years, with the markets soft and tastes changing, we reexamined our merchandise with a view to continuing to serve valued customers while introducing ourselves to new ones. We decided we want to give you more choices for more occasions.

Our commitment to the classics hasn't weakened, as I hope you'd agree, having seen recent catalogues. But we've defined "classic" more inclusively than in the past. We're using new fabrics, new colours, a more relaxed fit. There's more imagination in our product mix now, but the hats, pants, vests, jackets, and other basics for which you've relied on us are still here. You may not find each one in every catalogue, and you may notice the new products more than those you've seen before. The classics are still here, and the selection will be growing.

I've arranged to send you just the four catalogues a year you wanted. I hope you'll keep an eye out for them. I think that, more and more, you'll be able to come to us for the styles you want.

Sincerely,

*Lise Andrews*

Lise Andrews  
Customer Service

Opens response to inquiry by agreeing with customer

Uses conversational language to convey warmth and sincerity

Concludes by giving customer what she wants and promoting future business

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