

Business Communication Today

Bovée
Thill
Schatzman

Seventh Edition




Business Communication Today

S E V E N T H E D I T I O N


COURTLAND L. BOVÉE

Professor of Business Communication
C. Allen Paul Distinguished Chair
Grossmont College




JOHN V. THILL

Chief Executive Officer
Communication Specialists of America



BARBARA E. SCHATZMAN

Keller Graduate School of Management
President
Summit One Global Business Solutions



Prentice
Hall

Upper Saddle River, NJ 07458

Library of Congress Cataloging-in-Publication Data

Bové, Courtland L.

Business communication today/Courtland L. Bovée, John V. Thill, Barbara E. Schatzman—7th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-092858-5

1. Business communication—United States—Case studies. 2. Communication in organizations—United States—Case studies. I. Thill, John V. II. Schatzman, Barbara E. III. Title.

HF5718.B66 2002

658.4'5--dc21

2002017097

Acquisitions Editor: David Parker

Editor-in-Chief: Jeff Shelstad

Assistant Editor/Editorial Assistant: Ashley Keim

Media Project Manager: Anthony Palmiotto

Executive Marketing Manager: Debbie Clare

Marketing Assistant: Amanda Fisher

Managing Editor (Production): Judy Leale

Production Editor: Michele Foresta

Production Assistant: Dianne Falcone

Permissions Coordinator: Suzanne Grappi

Associate Director, Manufacturing: Vincent Scelta

Production Manager: Arnold Vila

Manufacturing Buyer: Arnold Vila

Design Manager: Patricia Smythe

Art Director: Janet Slowik

Interior Design: Liz Harasymczuk

Cover Design: Joan O'Connor

Cover Illustration/Photo: George B. Diebold

Illustrator (Interior): Electragraphics

Manager, Print Production: Christy Mahon

Composition: Carlisle Communications

Full-Service Project Management: Carlisle Communications

Printer/Binder: Courier/Kendallville

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on page R1.

Microsoft Excel, Solver, and Windows are registered trademarks of Microsoft Corporation in the U.S.A. and other countries. Screen shots and icons reprinted with permission from the Microsoft Corporation. This book is not sponsored or endorsed by or affiliated with Microsoft Corporation.

Copyright © 2003, 2000, 1998, and 1997 by Bovée & Thill LLC.

All rights reserved. Printed in the United States of America.

This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department, Prentice Hall.

Pearson Education LTD.

Pearson Education Australia PTY, Limited

Pearson Education Singapore, Pte. Ltd

Pearson Education North Asia Ltd

Pearson Education, Canada, Ltd

Pearson Educación de México, S.A. de C.V.

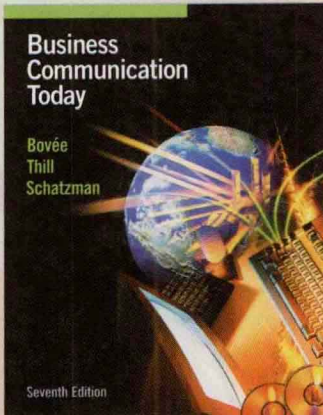
Pearson Education—Japan

Pearson Education Malaysia, Pte. Ltd



10 9 8 7 6 5 4 3 2
ISBN 0-13-092858-5

Preface



*With its vivid insights into real-world communication situations and lively, conversational writing style, this text holds the interest of students and teachers alike. In the 17 years since the first edition was published, millions of students have learned about business communication from **Business Communication Today**. In 2000 the text was awarded the prestigious Award for Excellence by the Text and Academic Authors Association.*

Business Communication Today Wins Textbook Excellence Award

Business Communication Today was accorded the prestigious Textbook Excellence Award (a "Texty") in 2000 by the Text and Academic Authors Association (TAA). The selection was made by a distinguished panel of judges who are themselves noted textbook authors.

The purpose of the award is to identify and honor

outstanding books and learning materials that enhance the quality of what is available to students and scholars for teaching, education, and research. The text received the highest ranking for being interesting, informative, well organized, well prepared, up to date, appealing, and teachable.

We welcome our new co-author, Barbara Schatzman, to the seventh edition of this text. With over 20 years of managerial and consulting experience and outstanding academic credentials, Barbara brings new insights and real-world perspectives to this text that will help keep it at the forefront of its field.

This seventh edition of ***Business Communication Today*** is the centerpiece of a comprehensive teaching and learning package. The text covers all the basic principles and goals as recommended by the Association of Collegiate Business Schools and Programs and the American Assembly of Collegiate Schools of Business (AACSB), the International Association for Management Education. Moreover, it fully integrates issues critical to successful business communication. Take this opportunity to explore the new edition of ***Business Communication Today, Seventh Edition***.

Part 1: Understanding the Foundations of Business Communication

- Chapter 1: Achieving Success Through Effective Business Communication
- Chapter 2: Communicating in Teams and Mastering Listening and Nonverbal Communication Skills
- Chapter 3: Communicating Interculturally

Part 2: Applying the Three-Step Writing Process

- Chapter 4: Planning Business Messages
- Chapter 5: Writing Business Messages
- Chapter 6: Completing Business Messages
- Component Chapter A: Writing for the Web

This chapter discusses techniques for writing for the Web.

New!

Part 3: Writing Letters, Memos, E-Mail, and Other Brief Messages

- Chapter 7: Writing Routine, Good-News, and Goodwill Messages
- Chapter 8: Writing Bad-News Messages
- Chapter 9: Writing Persuasive Messages

This chapter explains how companies today use the Internet and other technologies to communicate information, as well as the challenges created by these technology advances.

Part 4: Finding and Communicating Information

- Chapter 10: Finding, Evaluating, and Processing Information
- Chapter 11: Communicating Information Through Charts and Other Visuals
- Component Chapter B: Communicating Through the Internet and Other Technologies

Fully Updated!

Part 5: Planning, Writing, and Completing Reports and Proposals

- Chapter 12: Planning Business Reports and Proposals
- Chapter 13: Writing Business Reports and Proposals
- Chapter 14: Completing Formal Business Reports and Proposals

Part 6: Designing and Delivering Oral Presentations

- Chapter 15: Planning, Writing, and Completing Oral Presentations
- Chapter 16: Enhancing Your Oral Presentations with Electronic Slides and Overhead Transparencies

New!

This chapter discusses preparing, designing, and using visual aids in presentations and emphasizes electronic presentations such as PowerPoint.

Part 7: Writing Employment Messages and Interviewing for Jobs

- Chapter 17: Writing Résumés and Application Letters
- Chapter 18: Interviewing for Employment and Following Up

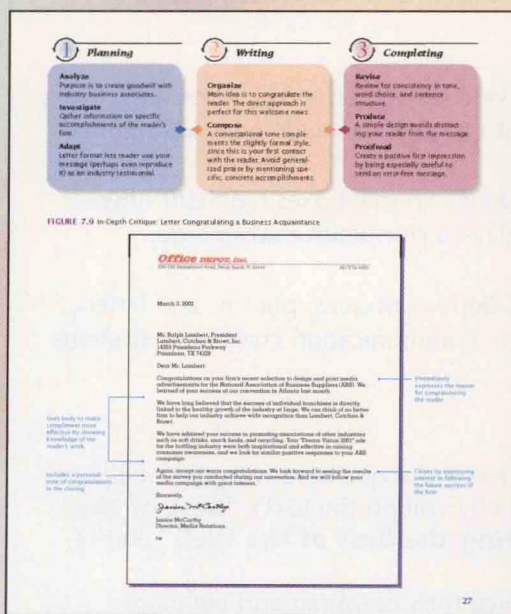
- Appendix I. Format and Layout of Business Documents
- Appendix II. Documentation of Report Sources
- Appendix III. Fundamentals of Grammar and Usage
- Appendix IV. Tips for Effective E-Mail
- Appendix V. Correction Symbols

New!

This appendix provides tips for composing and sending e-mails, plus provides strategies for making electronic communication more readable and effective.

New

FEATURES IN THIS EDITION



GREATER EMPHASIS ON PROCESS AND PRODUCT

We reorganized the text material into a series of **three easy-to-follow steps** to offer students a practical strategy to solve communication problems. The three-step process includes:

- **planning business messages**
- **writing business messages**
- **completing business messages**

The process is thoroughly integrated and applied throughout the text.

EMPHASIS ON TEAMS

Communicating effectively through teamwork is covered extensively in Chapter 2. Throughout the text, teamwork exercises are included in the **"Communication Challenges"** feature at the conclusion of each chapter and in the **"Practice Your Knowledge"** section in the end-of-chapter exercises. Topics include characteristics of effective teams, collaborative writing, cultural diversity in teams, group dynamics, groupthink, role playing, group decision making, use of technology to enhance decisions made in groups, conflict resolution in groups, and group interviewing.

6 Describe the importance of goodwill messages, and describe how to make them effective. Goodwill messages are important for building relationships with customers, colleagues, and other businesspeople. These friendly, unexpected notes have no direct business purpose, but they make people feel good about doing business with the sender. To make goodwill messages effective, make them honest and sincere. Avoid exaggerating, back up compliments with specific points, and give restrained praise.

TEST YOUR KNOWLEDGE

- When is a routine request?
- What are some of the guidelines for asking a series of questions in a routine request?
- What information should be included in an order request?
- Should you use the direct or indirect approach for most routine requests? Why?
- Where in a routine message should you state your actual request?
- How does a claim differ from an adjustment?
- How does the question of fault affect what you say in a message granting a claim?
- What is the appropriate strategy for responding to a request for a recommendation about a job candidate whose performance was poor?
- How can you avoid sounding insincere when writing a goodwill message?
- What are some of the guidelines for writing condolence messages?

APPLY YOUR KNOWLEDGE

- When organizing repeat messages, why is it important to know whether any cultural differences exist between you and your audience? Explain.
- Your company's error cost an important business customer a new client you know it and your customer knows it. Do you apologize, or do you refer to the incident in a positive light without admitting any responsibility? Briefly explain.
- You've been asked to write a letter of recommendation for an employee who is disabled and uses a wheelchair. The disability has no effect on the employee's ability to do the job, and you feel confident about writing the best recommendation possible. Nevertheless, you know the prospective company and its facilities aren't well suited to wheelchair access. Do you mention the employee's disability in your letter? Explain.
- Every time you send a direct request message to Ted Jackson, he delays or refuses to comply. You're beginning to get impatient. Should you send Jackson a memo to ask what's wrong? Complain to your supervisor about Jackson's uncooperative attitude? Arrange a face-to-face meeting with Jackson? Bring up the problem at the next staff meeting? Explain.

5. Ethical Choices You have a complaint against one of your suppliers, but you have no documentation to back it up. Should you request an adjustment anyway? Why or why not?

PRACTICE YOUR KNOWLEDGE

Documents for Analysis

Read the following documents; then (1) analyze the strengths and weaknesses of each sentence and (2) revise each document so that it follows this chapter's guidelines.

Document 7-A: Requesting Routine Information from a Business

Our college is closing its dining hall for financial reasons, so we want to do something to help the students prepare their own food in their dorm rooms if they so choose. Your colorful ad in *Congratulate Magazine* caught our eye. We need the following information before we make our decision.

- Would you be able to ship the microwave by August 15th? I realize this is short notice, but our board of trustees just made the decision to close the dining hall last week and we're scrambling around trying to figure out what to do.
- Do they have any kind of a warranty? College students can be pretty hard on things, as you know, so we will need a good warranty.
- How much does it cost? Do you give a discount for a big order?
- Do we have to provide a special outlet?
- Will students know how to use them, or will we need to provide instructions?

As I said before, we're on a tight time frame and need good information from you as soon as possible to help us make our decision about ordering. You never know what the board might come up with next. I'm looking at several other companies, also, so please let us know ASAP.

Document 7-B: Making Claims and Requests for Adjustment

As a local business supply store, I recently purchased your "Registrator Pro" for my computer. I bought the CD because I saw your ad in a *MacWorld* magazine, and it looked as if it might be an effective tool for use in my corporate seminar on registration.

Unfortunately, when I inserted it in my office computer, it wouldn't work. I returned it to the store, but since I had already opened it, they refused to exchange it for a CD that would work or give me a refund. They told me to contact you and that you might be able to send me a version that would work with my computer.

You can send the information to me at the letterhead address. If you cannot send me the correct disk, please refund my \$29.95. Thanks in advance for any help you can give me in this matter.

INTEGRATED APPROACH TO TECHNOLOGY

Business Communication Today reinforces the importance of using technology effectively in business communication throughout the text.

- 1 **Full-chapter coverage.** See the annotated Contents in this preface for more details.
- 2 **In-text discussion.** The text includes extensive coverage of e-mail, voice mail, faxes, communication software, the Internet, chat, instant messaging, multimedia, and more.
- 3 **"Keeping Pace with Technology" boxes.** Special boxes highlight how to use technology in business communication to achieve a competitive advantage.
- 4 **Focus on e-business.** Chapter vignettes, In-Depth Critiques, photos, and letter-, memo-, and report-writing and e-mail cases feature communication challenges students are likely to encounter in the world of e-business.
- 5 **Internet resources.**
 - **Internet exercises tied to the book.** Students become acquainted with the wealth of business communication information on the web by visiting the text's **"Best of the Web"** websites and by completing the **"Exploring the Best of the Web"** end-of-chapter Internet exercises.
 - **Grammar diagnostic tests.** Students can reinforce their grammar and language skills by taking four online diagnostic tests offered at this text's website, www.prenhall.com/bovee. The tests cover a variety of topics, including spelling, verbs, adjectives, adverbs, pronouns, capitalization, punctuation, word choice, sentence structure, clarity, style, proofreading, and more. Once a test is submitted, it's automatically scored, the correct answers are provided, and students can improve areas where they are weak.
 - **"My Companion Website."** This powerful website offers chapter-specific current events articles called *"In the News,"* Internet exercises, and an interactive study guide. The study guide includes multiple-choice, true/false, and essay questions. For faculty, downloadable supplements are included.
- 6 **Online course resources. The 60 Keys to Mastering Effective Business Communication** is a first-of-its-kind instructional tool, available as an online course on the web or on a CD-ROM. We personally introduce each chapter with a video presentation. Students learn about three key concepts and practice applying them with interactive exercises.

Hallmark Features

UPDATED FOR THIS EDITION



After studying this chapter, you will be able to

- 1 Apply the three-step writing process to routine positive messages
- 2 Illustrate the strategy for writing routine requests
- 3 Discuss the differences among four types of routine requests
- 4 Explain the main difference in messages granting a claim when the company, the customer, or a third party is at fault
- 5 Outline how best to present yourself when referring to a candidate's shortcomings in a recommendation letter
- 6 Describe the importance of goodwill messages, and describe how to make them effective

2

Writing Routine, Good-News, and Goodwill Messages

COMMUNICATION CLOSE-UP AT UNUMPROVIDENT CORPORATION

www.unumprovident.com



No one wants to think about the chance of disability from illness or injury. But UnumProvident has to. It's the nation's largest disability insurer, aiming to protect individuals' paychecks, assets, and lifestyles. Through programs such as LifeBalance, the company emphasizes return to work, offers highly responsive services, and addresses many of the life and work challenges facing people with a long-term disability or terminal illness. To succeed, the company must communicate effectively not only externally with brokers, benefit managers, and insured employees but also internally with its own people. UnumProvident must be sure that its internal messages are understandable to everyone. From CEO to newest employees, in every location, from Toronto to Los Angeles—and that's where Becky Bumgardner comes in.

As senior corporate writer in the corporate relations department, Bumgardner is responsible for writing and sending internal messages to more than 10,000 UnumProvident employees in nearly 60 offices across the United States and Canada. Many of these messages are routine and are sent by e-mail to employees in various states, counties, and time zones. Bumgardner writes on topics ranging from departmental meeting announcements to incentive programs for managers. She writes about departmental reorganizations, virus alerts, corporate earnings, and promotions. She also composes feature articles for the monthly newsletter and prepares daily updates for the company intranet.

But whether she's requesting routine information for the company newsletter or reminding employees about an upcoming deadline, Bumgardner is always careful to compose messages that are both concise and clear. Before writing anything, she makes sure that she fully understands the information she needs to communicate. As Bumgardner says, "I ask lots of questions before I begin to write. The old adage is true: The only dumb question is the one you don't ask. So don't be afraid to verify your information and make sure you understand a topic."

Clarity also depends on how much information you provide. For example, when preparing a routine request, "it helps your readers to know why you're making the request," explains Bumgardner. "It gives them an incentive to act. So I explain what needs to be done, why it needs to be done, and how the request affects the audience." To be as clear as possible, she tries to imagine all the ways a request might be misunderstood and then carefully chooses her words to avoid those pitfalls. For instance, knowing that Canadian insurance regulations often differ from U.S. regulations, Bumgardner is careful to address the needs of both U.S. and Canadian employees when sending mass e-mail messages to "all employees." That way, she eliminates any confusion.

Bumgardner keeps her messages brief and to the point. "With too much extra information," she advises, "your audience will stop reading your message." And to make it easier for audiences to absorb her messages, Bumgardner emphasizes important deadlines with bold or italic type and draws attention to important facts with bullet points. To close, she summarizes her message and includes any necessary deadlines, reminders, or contact information.

COMMUNICATION CLOSE-UPS

Each chapter begins with an instructive **"Communication Close-Up"** featuring a communication expert who, in his or her own words, applies the chapter's concepts to common business situations.

That expert reappears from time to time throughout the chapter to dramatize the connection between the chapter's contents and life on the job.

COMMUNICATION CHALLENGES

Projects called **"Communication Challenges"** conclude each chapter and are related to the situations described in the Communication Close-Ups. Each chapter has one **individual challenge** and one **team challenge**. These challenges are exclusive to **Business Communication Today**, providing a dimension of reality unmatched by any other textbook in the field.

All internal company information was gathered through personal interviews with our business associates, friends, and contacts, and it gives **Business Communication Today** the real-world applications for which students are so eager.

COMMUNICATION CHALLENGES AT UNUMPROVIDENT CORPORATION



Business is booming at UnumProvident Corporation. Quarterly sales of group disability insurance plans have increased by 20 percent, and the company is hiring new personnel to keep up with the growth. As the company expands, Becky Bumgardner's projects keep mounting, and she has asked for your help writing several routine messages.

Individual Challenge: Bumgardner wants to hire Jim Moody as a new staff member in the corporate relations department. She's impressed with his résumé and interview. Bumgardner thinks Moody may be a "good fit" for her department, and she'd like to know whether he responds well under pressure. As public relations coordinator for Brentwell Insurance in Snohomish, Washington, Moody may have dealt with stressful situations. Write a letter to Moody's

30 PART VII Letters, Memos, E-Mail, and Other Brief Messages

Brentwell supervisor, requesting information about Moody, especially about his behavior under pressure. Make up any necessary details, and address the letter to Henry Watrous, Brentwell Insurance, 1552 10th Avenue, Snohomish, WA 98290.

Team Challenge: Managers at UnumProvident Corporation participate in incentive programs, receiving rewards for achieving or exceeding their sales quotas. This quarter, the

number of managers entitled to rewards has increased by 20 percent. Winners of incentive programs can select (1) four tickets to a Seattle Mariners' major league baseball home game, (2) a DVD player, or (3) a gift basket of gourmet foods. Bumgardner asks your team to develop a form letter to be sent to the winners, congratulating them on their outstanding performance and requesting winners to notify Bumgardner via e-mail of their prize selection. Be sure to state in your form letter how prizes will be distributed to winners.

COMMUNICATION ACROSS CULTURES

Tested techniques help students communicate successfully in the global arena and in the culturally diverse business world at home. Some examples include

- Communicating with a Global Audience on the Web
- Actions Speak Louder Than Words All Around the World
- Test Your Intercultural Knowledge

Communicating Across Cultures

How Direct Is Too Direct?

Being direct is civil, considerate, and honest—or so say people in the United States. Other folks view that same directness as being abrupt, rude, and intrusive—even dishonest and offensive. Countries such as France, Mexico, Japan, Saudi Arabia, Italy, and the Philippines all tend toward high-context cultures (see discussion in Chapter 3). That is, the people in these countries depend on shared knowledge and inferred messages to communicate; they gather meaning more from context and less from direct statement.

Offering a little constructive criticism may actually hurt your Mexican assistant's dignity. In fact, in high-context cultures, avoid saying outright, "You are wrong." You could cause the other person to lose face. When making requests, determine whether to use a direct or an implied approach by considering audience attitudes toward destiny, time, authority, and logic.

■ **Destiny.** Do audience members believe they can control events themselves? Or do they see events as predetermined and uncontrollable? If you're supervising employees who believe that fate controls a contractor's deadline, your crisp e-mail message requesting them to stay on schedule may be hard for them to understand; it may even be insulting.

■ **Time.** Do audience members view time as exact, precise, and not to be wasted? Or do they see time as relatively relaxed, and necessary for developing interpersonal relationships? If you see time as money and you get straight to business in your memo to your Mexican managers, your message may be overlooked in the confusion over your disregard for social propriety.

■ **Authority.** Do audience members conduct business more autocratically or more democratically? In Mexico, rank and status are highly valued, so when communicating downward, you may need to be even more direct than you're used to being in the United States. And when communicating upward, you may need to be much less direct than usual.

■ **Logic.** Do audience members pursue logic in a straight line, from point A to point B? Or do they communicate in circular or spiral patterns of logic? If you organize a speech or letter in a straightforward and direct manner, your message may be considered illogical, unclear, and disorganized.

You may want to decide not only how direct to be in written messages but also whether to write at all; perhaps a phone call or a visit would be more appropriate. By finding out how much or how little a culture tends toward high-context communication, you'll know whether to be direct or to rely on nuance when communicating with the people of that culture.

Career Applications

1. Research a high-context culture such as that of Japan, Korea, or China, and write a one- or two-paragraph summary of how someone in that culture would go about reporting information.
2. When you are writing in American English to someone in a high-context culture, would it be better to (a) make the request directly in the interest of clarity or (b) try to reach your audience's unfamiliar logic and make your request indirectly? Explain your answer.

Focusing on Ethics

Recommendation Letters: What's Right to Write?

You were Frank Walker's supervisor for four years. When he left the company recently, he asked you to write a letter of recommendation for him. However, your company's legal experts said no.

Why Not Give Recommendations?

Thousands of lawsuits have been filed (and won) by employees, charging former employers with making slanderous (oral) and libelous (written) statements in job recommendations. During one seven-year period in California, employees won 72 percent of the libel and related suits they brought against employers, and their average award was \$182,200. One employee lost her lawsuit against an employer who "suddenly resigned," which implied the employee had engaged under "a veil of suspicion," said the court. Another employer lost for saying an employee was fired "for causes." Plus, when employees prove actual malice, damage awards skyrocket.

To complicate matters, one court ruling held an employer liable for omitting information about a former employee. So what sort of information should or should not be included in a recommendation? Even though some states have passed laws protecting companies against lawsuits when the employer acts in good faith, legal and human resources experts often advise companies to control what's being said by controlling all recommendations. The cautious approach is to supply only dates of employment and titles of positions held—and to give that information only to people who have written authorization from former employers.

But What If You Want to Give a Recommendation?

Even so, Frank Walker was a terrific employee—a good friend—and you believe he really deserves a recommendation.

You have two options. The first is to write the letter with Walker so that the contents satisfy you both and then to discuss the letter with your human resources department before releasing it. The second option is to ask Walker to let you use a personal reference, which removes your company from any responsibility for statements you make. But be careful—you can still be held personally responsible for your comments.

Of course, if it had been Sharon Brown who had asked for your recommendation, you'd be facing a different dilemma. Brown wasn't the greatest employee. So would you owe her potential employer the whole story? Including negative information could get you sued by Brown, and omitting negative information could get you sued by the hiring company for "failure to disclose" or "negligent referral."

Regardless of the circumstances, consult your human resources or legal department, and be sure to (1) comment only on your own experience working with a former employee, (2) make all comments in writing, and (3) limit your remarks to provable facts (don't exaggerate).

Career Applications

1. A former employee was often late for work but was an excellent and fast worker who got along well with everyone. Do you think it's important to mention the tardiness to potential employers? If so, how will you handle it?

2. Step outside yourself for a moment and write a letter of recommendation about you from a former employer's perspective. Practice honesty, integrity, and prudence.

FOCUSING ON ETHICS

By examining critical ethical issues that face business communicators in today's workplace, students gain insight into how to identify areas of ethical vulnerability, how to steer clear of ethical perils, and when to seek ethical advice. The wide range of topics include

- Should Employers Use E-Mail to Deliver Negative Employment Messages?
- Spin Cycle: Deciphering Corporate Doublespeak
- Résumé Deception: Risky or Fatal?

SHARPENING YOUR CAREER SKILLS

Practical pointers and confidence-building guidelines help students improve their writing and speaking skills. This feature helps students strengthen their career skills by exploring such topics as

- Ordinary or Extraordinary? Using the Web to Produce Better PowerPoint Presentations
- Beating Writer's Block: Nine Ideas to Get Words Flowing
- Interview Strategies: Answering the 16 Toughest Questions

Sharpening Your Career Skills

How to Proofread Like a Pro: Tips for Creating the Perfect Document

You've carefully revised and polished your document, and it's been sent off to the word-processing department or a designer to be put into final form. You can breathe a sigh of relief, but only for the moment. You'll still be proofreading what comes out of the printer. To ensure that any document is error-free, always proofread the final version. Following are some hints to help make your proofreading more effective.

■ **Multiple passes.** Go through the document several times, focusing on a different aspect each time. The first pass might be to look for omissions and errors in content; the second pass could be for layout, spacing, and other aesthetic features; a final pass might be to check for typographical, grammatical, and spelling errors.

■ **Perceptual tricks.** Your brain has been trained to ignore transposed letters, improper capitalization, and misplaced punctuation. Try (1) reading each page from the bottom to the top (starting at the last word in each line), (2) placing your finger under each word and reading it silently, (3) making a slit in a sheet of paper that reveals only one line of type at a time, and (4) reading the document aloud and pronouncing each word carefully.

■ **Inspired reviews.** Have a friend or colleague proofread the document for you. Others are likely to catch mistakes that you continually fail to notice. (All of us have blind spots when it comes to reviewing our own work.)

■ **Types.** Look for the most common typographical errors (typos): transposition (such as *th*), substitution (such as *economic*), and omission (such as *productivity*).

■ **Mechanics.** When looking for errors in spelling, grammar, punctuation, and capitalization, if you're unsure about something, look it up in a dictionary, a usage book, or another reference work.

■ **Accuracy.** Double-check the spelling of names and the accuracy of dates, addresses, and all numbers (quantities, ordered, prices, and so on). It would not do to order 300 staples when you want only 50.

■ **Distraction.** If you have time, set the document aside and proofread it the next day.

■ **Vigilance.** Avoid reading large amounts of material in one sitting, and try not to proofread when you're tired.

■ **Focus.** Concentrate on what you're doing. Try to block out distractions, and focus as completely as possible on your proofreading task.

■ **Caution.** Take your time. Quick proofreading is not careful proofreading.

Proofreading may require patience, but it adds credibility to your document.

Career Applications

1. What qualities does a person need to be a good proofreader? Are such qualities inherent, or can they be learned?

2. Proofread the following sentence: application of these methods in stores in San Diego and Cincinnati have resulted in a 30 drop in robberies a 50 percent decline in violence there, according to the security firm, Hanover brothers, Inc.

Keeping Pace with Technology

Warding Off Digital Disaster

Today's data are being threatened. Some 20 percent of the information carefully collected on Jet Propulsion Laboratory computers during NASA's 1976 Viking mission to Mars has been lost. Defense Department computers can no longer read some P-38 and M-4 records from the Vietnam War. And malicious computer viruses are erasing computer files and locking up computer systems all over the globe. Not only can computer viruses turn detailed records into electronic confetti, but the very media carrying our precious bits of information aren't lasting as long as we had expected. Moreover, chances are good that the software (or even the hardware) needed to get at today's data might not be readily available in 10 years. Anyone who has tried restoring information from a 5 1/4-inch floppy disk knows that.

You can help prevent your files from turning to dust by taking these precautions:

- **Keep your computer clean.** Keep food and drink away from your equipment.
- **Maintain your hard drive.** Scan your drive for errors often, and correct them. Defragment your hard drive once a year (but only after performing a complete system backup).
- **Install surge protectors.** Make sure your protectors have a UL1449 rating of 330 volts or less, and install a backup power supply.
- **Exit your system correctly.** Close all applications before you turn off your computer; then shut down your computer in proper sequence.
- **Register your hardware and software.** Send in registration cards so that you are eligible for customer support and are notified about major problems or upgrades.
- **Install antivirus programs.** Use a good virus-scanning program, and update it at least quarterly. Run a virus

scan on everything that comes into your computer: new software, new floppy disks, and Internet downloads.

■ **Back up your system regularly.** Make sure you flag all important files and keep a regular backup schedule. Back up your entire system before installing any new software.

■ **Store your backups properly.** Store your backup media off-site in a cool, dry cabinet away from heat, humidity, light, dust, and smoke. Keep them away from electric motors, speakers, phone handsets, monitors, TV screens, and transformers (which can cause electromagnetic radiation and trauma). Serious PC users may want to consider online backup services, a safe and inexpensive option.

■ **Keep your copies clean and organized.** Label your backup media clearly. Twice a year buy and use new backup media, and clean the magnetic heads on your backup hardware. Do a "test restore" monthly to make sure your backups are usable.

By taking these steps, you can substantially reduce your risk should a data disaster strike.

Career Applications

1. Your office has just decided to electronically store all written communications, reports, policies, and so on. Express your concerns about this policy in a brief memo to the president of the company.

2. E-mail has increasingly become a vehicle for spreading computer viruses that destroy computer files and programs. What actions can you take to protect your computer from being infected by a deadly virus?

KEEPING PACE WITH TECHNOLOGY

Specific techniques offer students guidance for using technological applications to improve business communication. Some examples include

- Beware of the Mischievous Webmaster
- Caution: E-Mail Can Bite
- Netting a Job on the Web

Real-World Competencies

SCANS—Secretary's Commission on Achieving Necessary Skills

Like no other business communication text, this edition emphasizes the skills and competencies necessary for students to make the transition from school to the workplace. As described in the SCANS report from the Department of Labor, it is essential that students meet national standards of academic and occupational skill. To help accomplish the SCANS goal, this text offers a wide variety of interactive pedagogy (much of which is grounded in real-world situations).

CHECKLISTS

To help students organize their thinking when they begin a communication project, make decisions as they write, and check their own work, we've included checklists throughout the book. In the seventh edition, we've streamlined these checklists to increase their usefulness. These checklists are reminders, not "recipes." They provide useful guidelines for writing, without limiting creativity.

CHAPTER 7 Writing Routine, Good-News, and Goodwill Messages 13

CHECKLIST: MAKING CLAIMS AND REQUESTING ADJUSTMENTS*

A. Organizing your request

1. Write a claim letter as soon as possible after the problem has been identified.
2. Include a straightforward statement of the problem in the opening.
3. Tell specifics of the problem and include any necessary details in the body.
4. Provide copies of necessary documents (invoices, canceled checks, confirmation letters, and the like); keep the originals.
5. Gain the reader's understanding by praising some aspect of the good or service, or at least by explaining why the product was originally purchased.
6. Summarize desired action in the closing.

7. If appropriate, clearly state what you expect as a fair settlement, or ask the reader to propose a fair adjustment.

B. Adopting an effective tone

1. Maintain a confident, factual, fair, unemotional tone.
2. Present facts honestly, clearly, and politely.
3. Eliminate threats, sarcasm, exaggeration, and hostility, and use a nonargumentative tone to show confidence in the reader's fairness.
4. Make no accusation against any person or company, unless you can back it up with facts.

*These items are in addition to the basic tasks associated with writing routine requests.

IN-DEPTH CRITIQUES

You will find a variety of up-to-date sample documents, many collected by us in our consulting work, that focus on real companies. All In-Depth Critiques are introduced in the text (identifying the particular business situation being illustrated) and are accompanied by focused comments that point to specific sections to help students see precisely how to apply the principles being discussed. Many samples are also accompanied by a three-step-writing-process graphic that gives students important insights into planning, writing, and completing the specific document shown. Additional documents are displayed within the text, **many including poor and improved examples**, to illustrate common errors and effective techniques for correcting them.

18 PART III Letters, Memos, E-Mail, and Other Brief Messages

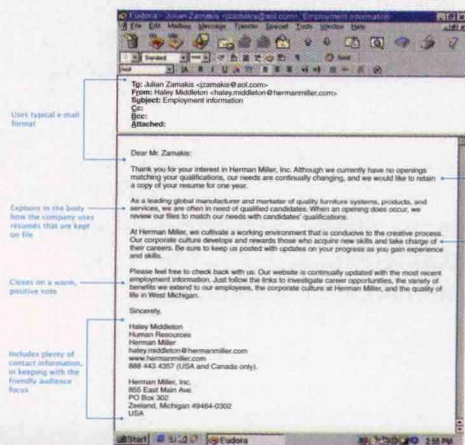


FIGURE 7.5 In-Depth Critique: E-Mail Replying to Request for Information
Source: Courtesy Herman Miller.

DOCUMENTS FOR ANALYSIS

This textbook provides a wide selection of documents that students can critique and revise. Documents include letters, memos, e-mail messages, a letter of application, and a résumé. Hands-on experience in analyzing and improving sample documents will help students revise their own business messages.

EXERCISES

With the dozens of new exercises and cases (almost all companies featured are real), we have placed an even greater emphasis in this edition on providing practical assignments like those that students will most often face at work. Many of them are memo-writing and e-mail tasks. New in the seventh edition, each exercise is labeled as to its type, such as **"Team," "Ethical Choices," "Self-Assessment,"** or **"Internet."**

Document 7.6: Responding to Claims and Adjustment Requests When the Customer Is at Fault

We read your letter requesting your deposit refund. We couldn't figure out why you hadn't noticed it up to us talked to our maintenance engineer as you suggested. He said you had left one of the doors off the hinges in your apartment in order to get a large sofa through the door. He also confirmed that you had paid him \$3.00 to replace the door since you had to turn in the 14-foot trailer and were in a big hurry.

This entire situation really was caused by a lack of communication between our housekeeping inspector and the maintenance engineer. All we knew was that the door was off the hinges when it was inspected by Tally Tamley. You know that our policy states that if anything is wrong with the apartment, we keep the deposit. We had no way of knowing that George just hadn't gotten around to replacing the door.

But we have good news. We approved the deposit refund, which will be mailed to you from our home office in Newark, New Jersey. I'm not sure how long that will take, however. If you don't receive the check by the end of next month, give me a call.

Next time, it's really a good idea to stay with your apartment until it's inspected as stipulated in your lease agreement. That way, you'll be sure to receive your refund when you expect it. Hope you have a good summer.

Document 7.8: Letter of Recommendation

Your letter to Tanaka Asaka, President of SONY, was forwarded to me because I am the human resources director. In my job as head of HR, I have access to performance reviews for all of the SONY employees in the United States. This means, of course, that I would be the person best qualified to answer your request for information on Nick Oshinski.

In your letter of the 15th, you asked about Nick Oshinski's employment record with us because he has applied to work for your company. Mr. Oshinski was employed with us from January 5, 1995, until March 1, 2001. During that time, Mr. Oshinski received ratings ranging from 2.5 up to 3.6, with 10 being the top score. As you can see, he must have done better reporting to some managers than to others. In addition, he took all vacation days, which is a bit unusual. Although I did not know Mr. Oshinski personally, I know that our best workers seldom use all the vacation time they earn. I do not know if that applies in this case.

In summary, Nick Oshinski performed his tasks well depending on who managed him.

Exercises

For live links to all websites discussed in this chapter, visit this site's website at www.pearsoned.com/sony. Just log on and select Chapter 7, and click on "Student Resources." Locate the name of the site or the URL related to the material in the text. For "Exploring the Best of the Web" exercises, you'll also find navigational directions. Click on the live link to the site.

7.1 Revising Messages: Directness and Conciseness

Revise the following short e-mail messages so that they are more direct and concise; develop a subject line for each revised message.

a. I'm contacting you about your recent order for a High Country backpack. You didn't tell us which backpack you wanted, and you know we make a lot of different ones. We have the canvas models with the plastic frames and vinyl trim and we have the canvas models with leather trim, and we have the ones that have more pockets than the other ones. Plus they come in lots of different colors. Also they make the ones that are large for a big-bodied person and the smaller versions for little women or kids.

b. Thank you for contacting us about the difficulty you had collecting your luggage at the Denver airport. We are very sorry for the inconvenience this has caused you. As you know, traveling can create problems of this sort regardless of how careful the airline personnel might be. To receive compensation, please send us a detailed list of the items that you lost and complete the following questionnaire. You can e-mail it back to us.

c. Sorry it took us so long to get back to you. We were flooded with e-mails. Anyway, your résumé made the final list, and after meeting these folks yesterday, we've decided we'd like to meet with you. What's your schedule like for next week? Can you come in for an interview on June 13 at 1:00 p.m.? Please get back to us by the end of this week and let us know if you will be able to attend. As you can imagine, this is our busy season.

d. We're letting you know that because we are over a ton of paper a year and because so much of that paper goes into the wastebasket to become so much more environmental waste, starting Monday, we're placing white plastic bins outside the elevators on every floor to recycle that paper and in the process, minimize pollution.

7.2 Revising Messages: Directness and Conciseness

Revise the following sentences so that they are direct and concise.

a. We wanted to invite you to our special 40th birthday celebration-only sale. The sale is taking place on November 9.

b. We would like to let you know that we are giving a state-of-the-art CD with every \$50 donation you make to our radio station.

c. The director planned to go to the meeting that will be held on Monday at a little before 11:00 a.m.

d. In today's meeting, we were happy to have the opportunity to welcome Paul Escobedo. He reviewed some of the newest types of order forms. If you have any questions about these new forms, feel free to call him at his office.

7.3 Internet

Visit the business section of the Blue Mountain site at www.bluemountain.com and analyze one of the electronic greeting cards bearing a goodwill message of appreciation for good performance. Under what circumstances would you send this electronic message? How could you person-

CASES

APPLYING THE THREE-STEP WRITING PROCESS TO CASES

Apply each step to the following cases, assigned by your instructor.

1 Planning Cases

Analyze

1. What's your general purpose?
2. What's your specific purpose?
3. What do you want readers to do?
4. Who are your readers? Who is the primary audience? What do readers have in common? What is their general background? How will they react?
5. What information do readers need?
6. What facts must you gather?

Adapt

How will you establish credibility?

2 Writing Cases

Organize

1. What's your main idea?
2. Will you use the direct or indirect approach? Why?

Compose

1. Will your tone be informal or more formal?
2. Draft the message as discussed in the "Your task" section of the case.

3 Completing Cases

Revise

1. Use the Checklist for Revising Business Messages on page 155 to edit and revise your message for clarity.
2. What's the best way to distribute your message? By hand? By e-mail? By snail envelope?
3. Proofread your message for errors in layout, spelling, and mechanics.

ROUTINE REQUESTS

1. Step on in: Letter to Floorgraphics requesting information about underfoot advertising. As the small-town owner of Better Bike and Ski Shop, you've used to receiving promotional flyers, giveaway agendas, and flashy pointers from major manufacturers. The old ones clutter your back room, where employees fight over the used ski posters. But now a manufacturer wants to buy a piece of your floor!

Your Schwinn rep, Maria Becker, approached you with the idea. Schwinn wants to put floor ads in your store. But first you have to sign up with the company that owned and sells them. Floorgraphics, Inc., leases floor space from retail stores and sells it to advertisers in 4-, 8-, or 12-week cycles.

"Floorgraphics has been doing this for years in thousands of Kmart and chain supermarkets all over the country," Becker assures you, "and now it's trying to sign up smaller retailers to sell a wider variety of products. If you ads work for Spaghetti Co., why not for bicycles?"

Becker goes on to explain how surprised everyone was by the success of strategically placing decals at the point of consumer decision making on the floor beneath the product's shelf space. After the first placements, product sales went up anywhere from 25 to 75 percent. One survey showed that Cheetos cookie sales went up by 72 percent in the two months after decals were installed in Kmart floors.

"Floorgraphics will want to lease your entire floor for advertisers other than Schwinn," Becker explains. "And these people know what they're doing. They limit ads to two per aisle and to one company per category. Best of all, in addition to leasing fees, you get a commission on whatever Floorgraphics makes selling your space to advertisers. I think it's about 23 percent, but you should ask Richard Reith."

That's Richard Reith, CEO of Floorgraphics, whose business card Becker hands to you.

"We're the first bike manufacturer to sign up," she says, grinning. "We're going to get a big jump on the other guys... if we can get storeowners like you to agree. And keep in mind, the retailers that are already in the Floorgraphics network will get first crack at the new seasonal floor ads! Can't you just see it? The bicycle will start to move as customers crowd in for a look!"

Long after Becker leaves, you find yourself staring at the dusty linoleum in front of the bike racks, marveling that manufacturers want to pay hard cash to put their names down there where customers are going to track dirt and mulling snow all over them. But if what Becker says is true, you could gain three new ways of earning money: the leasing fee, the increased sales, and the share in ad revenues.

Your task: Write to CEO Richard Reith at Floorgraphics, Inc. (1 Vaughn Drive, Princeton, NJ 08540). You want to find out whether Becker has been exaggerating. You'll need all the financial details, but you also want some practical information about the ads themselves: Who installs and removes them? What will your cleaning solution do to them? What are the risks of floor damage? Is there a way to terminate the lease if you don't like them? Your questions are endless. Put as many as you deem reasonable in your letter, and be sure to justify your request for a speedy reply.

CASES

The cases are yet another tool for demonstrating the role of communication in the real business world. Examples include:

- Got It Covered? Letter from American Express about SUV rentals
- Betting the Company: Letter from Boeing replying to questions about new aircraft plans
- Boomerang Back to Us: E-Mail from EDS to dot-com deserters
- More Layoffs: Memo to Motorola employees
- No Choking Matter: Persuasive letter from the Consumer Product Safety Commission about fast-food giveaways

Both the exercises and cases deal with all types and sizes of organizations, both domestic and international. Each chapter also includes exercises and cases that require access to the World Wide Web, giving students practice with this fast-growing communication technology.

Bumgardner strives to establish a feeling of partnership with her fellow employees by using a polite tone and by projecting enthusiasm into her writing. However, even though her tone is friendly and conversational, she carefully avoids using irony and sarcasm, especially in e-mail. "Don't joke about serious matters," she cautions. "Too often, your messages are interpreted differently from what you intend." Bumgardner believes that clear, direct messages get positive results. As she puts it, "Effective communication creates a positive impression—and a positive impression will get more positive responses to your requests." ■

USING THE THREE-STEP WRITING PROCESS FOR ROUTINE MESSAGES

Whether you're reminding employees about meetings or upcoming deadlines, like UnumProident's Becky Bumgardner, congratulating an employee on a job well done, or requesting information from another firm, chances are that in the course of everyday business, you'll compose a lot of routine, good-news, and goodwill messages. In fact, most of a typical employee's communication is about routine matters: orders, information, company policies, claims, credit, employees, products, operations, and so on. Such messages are rarely long or complex. Even so, to produce the best messages possible, you'll want to apply the three-step writing process.

Step 1: Planning Routine Messages

As with longer, complex messages, you need to analyze your purpose and audience, investigate audience needs, and adapt your message to your readers. However, for routine messages, this planning step may take only a few moments. First, analyze your purpose to make sure that it's specific and it's worth pursuing at this time. Also, think a moment about your readers. Are you sure they'll receive your message positively (or at least neutrally)? Most routine messages are of interest to your readers because they contain information necessary to conduct day-to-day business. Even so, you may need to discover more about audience attitudes or needs in or

Learning Objective 1
Apply the three-step writing process to routine positive messages

Even for routine situations, you need to analyze, investigate, and adapt your messages.

LEARNING OBJECTIVES

Chapter-opening learning objectives are clearly stated to signal important concepts that students are expected to master.

In addition, the numbered objectives reappear in the text margins, close to the relevant material. Finally, the end-of-chapter "Summary of Learning Objectives" reinforces basic concepts by capsulizing chapter highlights for students.

END-OF-CHAPTER QUESTIONS

The end-of-chapter questions are divided into two types:

- **Test Your Knowledge**
(review questions)
- **Apply Your Knowledge**
(application questions)

The end-of-chapter questions are designed to get students thinking about the concepts introduced in each chapter. The questions may also prompt students to stretch their learning beyond the chapter content. Not only will students find the questions useful in studying for examinations, but the instructor may also draw on them to promote classroom discussion of issues that have no easy answers.

- 6 Describe the importance of goodwill messages, and describe how to make them effective. Goodwill messages are important for building relationships with customers, colleagues, and other businesspeople. These friendly, unexpected notes have no direct business purpose, but they make people feel good about doing business with the sender. To make goodwill messages effective, make them honest and sincere. Avoid exaggerating, back up compliments with specific points, and give restrained praise.

TEST YOUR KNOWLEDGE

- When is a request routine?
- What are some of the guidelines for asking a series of questions in a routine request?
- What information should be included in an order request?
- Should you use the direct or indirect approach for most routine messages? Why?
- Where in a routine message should you state your actual request?
- How does a claim differ from an adjustment?
- How does the question of fault affect what you say in a message granting a claim?
- What is the appropriate strategy for responding to a request for a recommendation about a job candidate whose performance was poor?
- How can you avoid sounding insincere when writing a goodwill message?
- What are some of the guidelines for writing condolence messages?

APPLY YOUR KNOWLEDGE

- When organizing request messages, why is it important to know whether any cultural differences exist between you and your audience? Explain.
- Your company's error cost an important business customer a new client; you know it and your customer knows it. Do you apologize, or do you refer to the incident in a positive light without admitting any responsibility? Briefly explain.
- You've been asked to write a letter of recommendation for an employee who is disabled and uses a wheelchair. The disability has no effect on the employee's ability to do the job, and you feel confident about writing the best recommendation possible. Nevertheless, you know the prospective company and its facilities aren't well suited to wheelchair access. Do you mention the employee's disability in your letter? Explain.
- Every time you send a direct request memo to Ted Jackson, he delays or refuses to comply. You're beginning to get impatient. Should you send Jackson a memo to ask what's wrong? Complain to your supervisor about Jackson's uncooperative attitude? Arrange a face-to-face meeting with Jackson? Bring up the problem at the next staff meeting? Explain.

- Ethical Choices You have a complaint against one of your suppliers, but you have no documentation to back it up. Should you request an adjustment anyway? Why or why not?

PRACTICE YOUR KNOWLEDGE

Documents for Analysis

Read the following documents, then (1) analyze the strengths and weaknesses of each sentence and (2) revise each document so that it follows this chapter's guidelines.

Document 7.A: Requesting Routine Information from a Business

Our college is closing its dining hall for financial reasons, so we want to do something to help the students prepare their own food in their dorm rooms if they so choose. Your colorful ad in *College Magazine* caught our eye. We need the following information before we make our decision.

- Would you be able to ship the microwaves by August 15th? I realize this is short notice, but our board of trustees just made the decision to close the dining hall last week and we're scrambling around trying to figure out what to do.
- Do they have any kind of a warranty? College students can be pretty hard on things, as you know, so we will need a good warranty.
- How much does it cost? Do you give a discount for a big order?
- Do we have to provide a special outlet?
- Will students know how to use them, or will we need to provide instructions?

As I said before, we're on a tight time frame and need good information from you as soon as possible to help us make our decision about ordering. You never know what the board might come up with next. I'm looking at several other companies, also, so please let us know ASAP.

Document 7.B: Making Claims and Requests for Adjustment

At a local business-supply store, I recently purchased your "Negotiator Pro" for my computer. I bought the CD because I saw your ad for it in *MacWorld* magazine, and it looked as if it might be an effective tool for use in my corporate seminar on negotiation.

Unfortunately, when I inserted it in my office computer, it wouldn't work. I returned it to the store, but since I had already opened it, they refused to exchange it for a CD that would work or give me a refund. They told me to contact you and that you might be able to send me a version that would work with my computer.

You can send the information to me at the letterhead address. If you cannot send me the correct disk, please refund my \$79.95. Thanks in advance for any help you can give me in this matter.

MARGIN NOTES

Making Claims and Requesting Adjustments

When you're dissatisfied with a company's product or service, you make a claim (a formal complaint) or request an adjustment (a claim settlement). Although a phone call or visit may solve the problem, a written claim letter is better because it documents your dissatisfaction. Moreover, even though your first reaction to a clumsy mistake or a defective product is likely to be anger or frustration, the person reading your letter probably had nothing to do with the problem. So a courteous, clear, concise explanation will impress your reader much more favorably than an abusive, angry letter.

In most cases, and especially in your first letter, assume that a fair adjustment will be made, and follow the plan for direct requests. Begin with a straightforward statement of the problem. In the middle section, give a complete, specific explanation of the details. Provide any information an adjuster would need to verify your complaint about faulty merchandise or unsatisfactory service. In your closing, politely request specific action or convey a sincere desire to find a solution. And don't forget to suggest that the business relationship will continue if the problem is solved satisfactorily.

Companies usually accept the customer's explanation of what's wrong, so ethically it's important to be entirely honest when filing claims. Also, be prepared to back up your claim with invoices, sales receipts, canceled checks, dated correspondence, catalog descriptions, and any other relevant documents. Send copies and keep the originals for your files.

If the remedy is obvious, tell your reader exactly what will return the company to your good graces—for example, an exchange of merchandise for the right item or a refund if the item is out of stock. In some cases you might ask the reader to resolve the problem. However, if you're uncertain about the precise nature of the trouble, you could ask the company to make an assessment. But be sure to supply your contact information and the best time to call, so that the company can discuss the situation with you if necessary.

The following letter was written to a gas and electric company. As you read it, compare its tone with the tone of the letter in Figure 7.3. If you were the person receiving the complaint, which version would you respond to more favorably?

Putting your claim in writing
■ Documents your dissatisfaction
■ Requires courtesy, clarity, and conciseness

In your claim letter
■ Explain the problem and give details
■ Provide backup information
■ Request specific action

Be prepared to document your claim. Send copies and keep the original documents.

Be as specific as possible about what you want to happen next.

To reinforce learning, the book's margins contain short summary statements that highlight key points in the text. These notes are no substitute for reading the chapters, but they can help students quickly get the gist of a section, review a chapter, and locate areas of greatest concern.

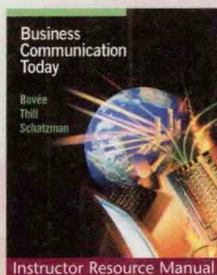
Real-World Issues

The boundaries of business communication are always expanding. So in addition to covering all the traditional subjects, ***Business Communication Today, Seventh Edition***, provides material to help students manage these important current issues in business communication:

- **Ethics.** Taking an ethical position in the face of pressures and temptations requires more than courage—it requires strong communication skills.
- **Communication Barriers.** The shift toward a service economy means that more and more careers will depend on interpersonal skills, making it vital for people to overcome communication barriers.
- **Cultural Diversity.** The changing nature of the domestic workforce requires strong communication skills to relate to workers of various ages, genders, socioeconomic status, ethnic backgrounds, and so on. Also, strong skills are needed to communicate effectively with people from other countries.
- **Communication Technology.** More and more face-to-face interactions are giving way to interactions with and through computers. And this trend will continue. To survive in today's business world, students must master high-tech communication skills.
- **Law.** The increasing tendency of people to sue makes it important to understand the legal implications of written and oral communication.
- **Employment Search.** More and more people are making radical mid-career job changes, whether by choice or because their companies are downsizing and flattening hierarchies. These people need to master new communication skills to compete in today's job market.
- **Communication Versatility.** Small businesses create most of the new jobs and employ more people than large corporations do. Because these businesses are unable to support communication specialists for specific jobs, people working for them need to be versatile in their communication skills.

An Unparalleled Supplements Package

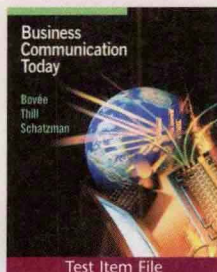
OFFERING A FULLY INTEGRATED TEACHING SYSTEM



INSTRUCTOR'S RESOURCE MANUAL

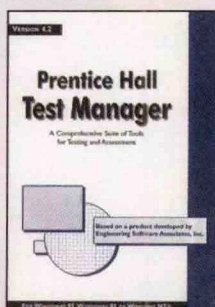
This comprehensive supplement is an instructor's tool kit. Among its many teaching aids, this manual provides a section about collaborative writing, suggested solutions to exercises, suggested solutions and fully formatted letters for every case in the letter-writing chapters, and a grammar pretest and posttest. This comprehensive manual contains a set of completely integrated support materials. It is designed to assist instructors in quickly finding and assembling the resources available for each chapter of the text and includes the following new material:

- Course planning guide
- Collaborative writing guide
- Diagnostic tests of English skills
- Changes to the new edition
- Chapter outline
- Lecture notes
- Answers to all end-of-chapter questions and assignments
- Solutions to all cases and exercises



TEST ITEM FILE

The Test Item File contains approximately 1,500 questions, all of which have been carefully reviewed to provide a fair, structured program of evaluation. The questions for each chapter consist of a comprehensive set of multiple-choice, true/false, and fill-in questions. The Test Item File reinforces students' understanding of key terms and concepts and requires them to apply their critical-thinking and analytical skills.



PRENTICE HALL'S COMPUTERIZED TEST MANAGER (WINDOWS VERSION)

This user-friendly software allows you to generate error-free tests quickly and easily by previewing questions individually on the screen and then selecting them randomly by query or by number. The Computerized Test Manager allows you to generate random tests with the extensive bank of questions. You can also edit the questions/answers and even add some of your own. You can create an exam, administer it traditionally or online, and analyze your success with the simple click of the mouse. The newest version of our Computerized Test Manager, ESATEST 2000, has been improved to provide users with a vast array of new options.



TELEPHONE TEST PREPARATION

For those instructors who prefer not to use the *Computerized Test Manager*, Prentice Hall provides a special 800 call-in service. All you need to do is call the **800 Testing Help Desk** to have a customized test created. The test can then be delivered by e-mail, U.S. mail, or overnight carrier.

COLOR ACETATE TRANSPARENCY PROGRAMS

A set of 150+ large-type transparency acetates is available to instructors on request. These visuals help bring concepts alive in the classroom and provide a starting point for discussing communication techniques. All transparencies are keyed to the *Instructor's Resource Manual*. **Many contrast poor and improved solutions to featured cases** from the textbook.



POWERPOINT PRESENTATION

An exciting, high-quality PowerPoint package created by Myles Hassell, University of New Orleans, is the best in the field. It comes in two versions:

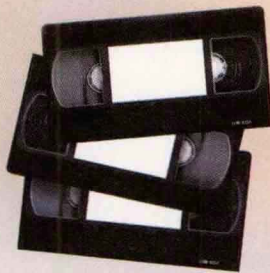
1. Instructor version: an enhanced PowerPoint package for instructors to use for class, with colorful text-specific electronic slides that highlight and reinforce important concepts in the text. Free to adopters, these PowerPoint slides are available on CD or can be downloaded from the instructor's resource section of the "My Companion Website" at www.prenhall.com/bovee.
2. Student version: a special PowerPoint version for students to use for review purposes, or which can be conveniently printed three to a page for in-class note taking. These slides can be accessed in the student's resource section of this text's website.

STUDY GUIDE

A *Study Guide for Business Communication Today* by William Peirce, Prince Georges Community College, is designed to increase your students' comprehension of the concepts presented in this text. The guide provides chapter-by-chapter explanations and exercises designed to reinforce comprehension of key terms and concepts and to promote concept-application skills.

ONLINE COURSE RESOURCES

The "60 Keys to Mastering Effective Business Communication," available as an online course on the Web or on a CD, presents three key concepts in each chapter in an enhanced, interactive lecture outline. Depth is added to the outline with a video introduction by the authors and with interactive elements and exercises to reinforce learning. Each lesson is concluded with a chapter summary writing assignment to strengthen students' understanding.



VIDEO SERIES AND VIDEO GUIDE

In early 2003, a series of thematically driven business communication videos will be launched. The first installment of four will include "**Challenge of Using Technology to Communicate Effectively**," "**Challenge of Working Effectively in Teams**," "**Challenge of Committing to Ethical Communication**," and "**Challenge of Choosing a Career and the Job Search**."

BUSINESS COMMUNICATION UPDATE NEWSLETTER FOR FACULTY

Delivered exclusively by e-mail every month, this newsletter provides interesting materials that can be used in class and offers a wealth of practical ideas about teaching methods. To receive a complimentary subscription, send an e-mail to bovee@leadingtexts.com. In the subject line, type "BCU Subscription Request." In the message area, please list your name and institutional affiliation. You can also subscribe at the authors' website at www.leadingtexts.com.

AUTHORS' E-MAIL HOTLINE FOR FACULTY

Integrity, excellence, and responsiveness are our hallmarks. That means providing you with textbooks that are academically sound, creative, timely, and sensitive to instructor and student needs. As an adopter of **Business Communication Today**, you are invited to use our E-Mail Hotline: bovee@leadingtexts.com. You can also access the hotline at www.leadingtexts.com. We want to be sure you're completely satisfied, so if you ever have a question or concern related to the text or its supplements, please contact us. We'll get back to you as quickly as possible.

Introducing "My Companion Website" for

BUSINESS COMMUNICATION TODAY, SEVENTH EDITION

"My Companion Website" is your personal tool for the free online resources for this book, located at www.prenhall.com/bovee.

The website features one-click access to all of the resources created by an award-winning team of educators. Here is a preview of its exciting features.

FOR THE STUDENT

- **"My Companion Website" pages.** Unite all of your texts with this personal access page.
- **Notes.** Add personal notes to website resources for personal reminders and references.
- **Study guide.** Test your knowledge with the interactive study guide that offers a wide variety of self-assessment questions for every chapter. Results from the automatically graded questions provide immediate feedback that can serve as practice or be e-mailed to the instructor for extra credit.
- **Student resources.** Access the websites featured in this text by using the hotlinks provided and updated by the authors of this text, review chapter content by viewing the student version of the PowerPoint slides, see videos, or use the special materials developed for this course.
- **Internet resources.** New Internet exercises, in addition to those offered in the text, have been created by the website team of professors and are continually being added to the website. These exercises are designed to promote students' critical thinking skills as they use the Internet to explore current issues.
- **Research area.** Save time finding the most valuable and relevant material available on the web. The research area provides a resource library that includes links to tutorials, virtual libraries, Internet resources, and more. Each link is annotated to expedite your research.
- **Talk to the Tutor.** Take advantage of the virtual office hours that allow you to post questions from any supported discipline and receive responses from the dedicated website faculty team.
- **Writing Resources Center.** Use the writing center's links to directories, thesauruses, writing tutors, style and grammar guides, and additional tools.
- **Career Resource Center.** Get career information, view sample résumés, even apply for jobs online.