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INTRODUCTION

Business Communication, 2nd edition, thoroughly covers the basics of written and oral workplace communication. Students who use this textbook will be prepared to do the following:

• Write business-related e-mail, letters, memos, reports, resumes, instant messages, instructions, manuals, minutes, agendas, and process and object descriptions
• Plan and deliver oral presentations
• Create graphics and visual aids
• Participate effectively in meetings and teams
• Lead meetings
• Use job search tools to find a job

In addition, students who use this text will gain the following knowledge and skills:

• An awareness of ethical issues, such as confidentiality and plagiarism
• Strategies for communicating in a diverse workplace
• Skills in interpersonal communication, including active listening skills
• A solid grounding in grammar and mechanics
• The ability to compose clear, correct, and concise sentences, paragraphs, and documents
• Editing and proofreading skills
• An understanding of technology used at work

Business Communication, 2nd edition, introduces new chapters and topics; revised, expanded, and updated chapters; engaging features; and an attractive new layout while retaining its foundation of strong and user-friendly content. Comprehensive student and instructor resources complete the package. Some highlights are as follows:

• A revised Chapter 2 deals with diversity issues students are likely to encounter at work, such as understanding, communicating, and working with clients and fellow employees from other cultures.
• An expanded discussion of ethics, also in Chapter 2, explores contemporary issues in confidentiality, privacy, electronic rights, security of information, honesty, and plagiarism.
• Chapters 4 and 5 focus on grammar and mechanics and provide extensive practice exercises.
• A new chapter, Chapter 12, focuses on workplace technology; for example, e-mail, cell phones, message systems, networks, laptops, tablets, and training materials.
• New end-of-section applications provide an opportunity to evaluate students’ grasp of essential concepts as they progress through the chapters.
• Critical Thinking Questions in every chapter challenge students to consider a key topic or issue.
• Career Case Studies provide insight into the importance of communication in jobs from 16 career cluster areas.
Product Components
The following components are available for Business Communication, 2nd edition:

<table>
<thead>
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<th>Component</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>Student Edition textbook</td>
<td>0-538-44947-0</td>
</tr>
<tr>
<td>Study Guide</td>
<td>0-538-44959-4</td>
</tr>
<tr>
<td>Instructor's Manual</td>
<td>0-538-44961-6</td>
</tr>
<tr>
<td>Instructor's Resource CD-ROM (IRCD)</td>
<td>0-538-44962-4</td>
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<tr>
<td>Product Web Site</td>
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<tr>
<td><a href="http://www.cengage.com/school/bcomm/buscomm">www.cengage.com/school/bcomm/buscomm</a></td>
<td></td>
</tr>
<tr>
<td>ExamView® Tests</td>
<td>0-538-44960-8</td>
</tr>
<tr>
<td>E-book</td>
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Features of the Textbook
Business Communication consists of 15 chapters and three Appendices. Each chapter is organized into sections. Sections begin with a set of objectives and conclude with applications for assessment of student learning. A chapter summary, vocabulary terms exercise, critical thinking questions, applications, editing exercises, and case studies are provided at the end of each chapter.

Appendix A Glossary lists and defines key terms introduced in the chapters. Appendix B Proofreaders’ Marks and Documentation Styles provides a list of commonly used proofreaders’ marks and documentation examples for APA, MLA, and Chicago Manual of Style formats. Appendix C Checkpoint Answers provides answers to the checkpoints that appear in the chapters so students can check their answers.

Business Communication, 2nd edition, contains features that make it a powerful tool for teaching business communication. These features include:

- **Easy-to-read style.** The text is written in everyday language. Bulleted and enumerated lists highlight important concepts. Chapters are divided into sections for readability and ease of teaching.
- **Engaging and useful illustrations.** Color photos and figures provide visual reinforcement and act as a starting point for class discussion.
- **Integration of technology.** A new chapter, Chapter 12, is devoted to technologies students are likely to encounter at work. In addition, technology concepts and exercises requiring the use of technology are integrated throughout the text.
- **Integration of ethics.** An expanded discussion of ethics, including confidentiality, privacy, electronic rights, security of information, honesty, and plagiarism, is provided in this edition.
- **Examples.** Abundant examples show students how to use correct grammar and mechanics and how to improve their writing.
- **Document formats.** Numerous illustrations show students how to format letters, memos, reports, resumes, and other documents.
- **Opportunities to write and revise.** Many opportunities to write, edit, revise, and proofread are provided throughout the text, particularly in the end-of-chapter applications and in the Study Guide.
- **Checkpoints.** Checkpoints in chapters provide immediate feedback, thereby enhancing learning. Students can check their answers to the questions in Appendix C.
- **Feature boxes.** Feature boxes, found in all chapters except Chapters 4 and 5, provide related content. These four types of feature boxes are included: Net Bookmarks, Reading Skills, Ethics, and Employability Skills.
- **Margin features.** Margin features throughout each chapter emphasize key points and focus on issues in diversity and ethics.
- **Chapter summaries.** Chapter summaries focus on the main points of each chapter and reinforce the material presented.
- **Variety of activities.** Applications at the end of each section and chapter provide students with the opportunity to use technology, including the Internet, to develop their editing...
and proofreading skills, and to apply their knowledge in realistic workplace scenarios and situations.

- **Glossary.** Key terms appear in blue type in the chapters and are listed in the vocabulary exercise at the end of each chapter. These terms are also defined in the Glossary at the end of the text.

**Student Resources**

The supplemental learning package provided with the 2nd edition of *Business Communication* includes the following items:

**Study Guide**

The *Business Communication Study Guide* serves as a tool for review and a resource for enrichment activities. This workbook includes matching, multiple choice, short answer, and true/false questions in addition to writing exercises.

**Web Site**

The companion Web site, found at www.cengage.com/school/bcomm/buscomm, contains the following materials for students:

- Data files for use in completing applications
- Web links for chapter applications that require Internet use
- Vocabulary flash cards using chapter vocabulary terms
- Grammar, punctuation, and number usage exercises
- Files for a continuing case
- Document formats

**Data Files**

Data files for use in completing applications in the student textbook and the Study Guide are provided on the companion Web site. These files are also found on the Instructor’s Resource CD-ROM (IRCD).

**Instructor Resources**

The resources available to instructors using *Business Communication* include the following items:

**Instructor’s Manual**

This Instructor’s Manual includes an introduction that provides an overview of the instructional package, general teaching suggestions, and guidelines for assessment. Objectives, a chapter outline, and answers or solutions to chapter questions and applications are provided for each chapter.

**Tests**

*ExamView®* test bank software provides an objective 40-question test bank for every chapter. Instructors may use the *ExamView* software to add, delete, or change questions. A test for each chapter is also provided in PDF format on the IRCD and companion Web site.

**Instructor’s Resource CD-ROM (IRCD)**

The IRCD that accompanies the text offers the following features:

- The Instructor’s Manual is provided on the IRCD as a PDF file.
- Data files in *Word 2003* format are provided for student use with editing exercises and other applications.
- Solution files for selected applications are provided.
- Lesson plans are provided in *Word* files.
- Transparency masters with document format examples are provided in a PDF file.
- Study Guide answers and sample solutions are provided in a PDF file.
- One test per chapter is provided in PDF format.
- One *PowerPoint* slide show per chapter is provided. The slide show may be used to introduce the chapter or to review the chapter.
• Do they need a thorough review of grammar and punctuation, or should you focus on particular grammar or mechanics topics? (Chapters 4 and 5)
• What type of communication should be the main focus of the course: written, oral, interpersonal, or a combination?
• How familiar are students with e-mail, instant messaging, and letter and memo formats? (Chapter 7)
• Do students need to learn how to format documents; and if so, what kinds?
• Are students likely to compose technical communications such as instructions, manuals, and process descriptions? (Chapter 11)
• Suppose you want to teach about technology used in the workplace. (Chapter 12) What do your students already know, and what do they need to learn?
• Would students benefit from instruction in customer service? (Chapter 14)
• Do they need help with job search skills? (Chapter 15)

Refer to your list of questions as you review the chapter content. Keeping your time frame in mind, choose the chapters, sections, and topics you will cover.

Teaching Suggestions
To help both experienced and new instructors, the author offers these teaching suggestions, which have been successful in business communication classrooms.

• Help students recognize the importance of basic communication skills. Ask students if they have ever received a written communication that contained errors or listened to an ineffectively delivered oral presentation. Ask those who raise their hands what they thought of the writer or speaker. Provide abundant real examples of ineffectively written and well-written e-mail, memos, business letters, and other types of documents students will write.
• Require students to organize, edit, revise, and proofread their work. Those steps,
which are fundamental to learning to write well, are too often omitted in students’ haste to complete their work. Include the tasks as part of some writing assignments and build in time for students to do them. Occasionally requiring students to submit outlines, drafts, and copy with proofreaders’ marks will help ensure compliance.

1. **Stress the importance of quality.** Because every communication situation differs, some aspects of what constitutes quality will vary. Help students realize that one model will not fit all situations and that they need to adapt the model they are given to fit a particular situation. At the same time, remind students of essential aspects of quality that will remain the same whenever they write: courtesy, clarity, conciseness, concreteness, correctness, and completeness.

2. **Teach the concept and then apply it.** This text provides a variety of opportunities for students to apply immediately what they have been taught.

3. **Use a variety of teaching methods to make your class interesting.** Research indicates that relying solely on lecturing is the least effective way to teach a class. Make use of the chapter PowerPoint shows, chalkboard or whiteboard, and transparency masters. Ask thought-provoking questions. Foster class discussion at appropriate junctures. Have students occasionally role-play scenarios presented in the chapters. When discussing oral communication skills, show videos of effective speakers. Assign occasional activities to be completed in teams.

4. **Encourage student participation.** Tell students that studies show that employees spend more time listening and speaking than they do reading or writing. Point out that class discussion affords them an opportunity to improve their listening and speaking skills.

5. **Provide feedback.** Feedback is key to student improvement. Return tests and other assignments as quickly as possible. Your comments should point out both weaknesses and strengths in students’ work. When a student does something incorrectly or ineffectively, tell the student why you consider it incorrect or ineffective, suggest how to correct it, or provide an example of how to correct it. When a student does something good or outstanding, tell him or her so. Point to the specific aspects of the student’s work that have elicited your praise. When enough students make the same mistake, present the mistake to the class without identifying any particular student who made it. Share examples of outstanding work.

6. **Arrange for peer evaluation.** In addition to your critique of their assignments, occasionally allow students to evaluate each other’s work. Set clear standards for constructive criticism. If students give oral presentations or participate in mock job interviews, videotape them and have students evaluate the results. Students can participate in peer editing by commenting on and revising each other’s work, either manually on paper or electronically using word processing features such as Microsoft® Word’s Track Changes and Comments features.

**Assessment**

Although grading business communications will involve subjective judgments, an effective grading system will minimize subjectivity and maximize objectivity. Explain the grading system to students early in the semester or course term. A grading system composed of objective tests, written applications, and class participation is recommended.

**Objective Tests**

Objective tests can be used to measure students’ understanding of the fundamental concepts of business communication presented in a chapter. Chapter tests are available in ExamView format and as PDF files on the IRCD or the Web site.
Written Applications

The section and end-of-chapter applications and case studies provide ample opportunity for you to assess students’ writing skills. Students will compose e-mail, letters, memos, reports, news releases, resumes, instructions, minutes, agendas, manuals, and process or object descriptions. Identify for students those end-of-chapter writing activities that you want them to complete for a grade. Make sure students understand the criteria by which those assignments will be evaluated.

When giving writing assignments, remind students that the following process can help them compose effective documents:

1. Plan the document, using the four-step process.
   a. Identify the objective.
   b. Determine the main idea.
   c. Choose supporting information.
   d. Adjust the message for the receiver.
2. Organize and format the document.
3. Set the document aside for at least a few hours.
4. Edit the first draft and make necessary changes.
5. Continue editing until you have a satisfactory final draft. If the textbook provides a document checklist, use it.
6. Proofread the final draft.

Class Participation

Class participation can be part of a student’s grade, or it can be used simply to determine if students understand the material being presented. In addition to class discussion generated in your presentation of the chapter, the following features of the text and supporting materials can be used to assess students’ comprehension of chapter concepts:

- Checkpoints in each chapters
- Critical Thinking questions at the end of each chapter
- End-of-section applications
- Focus features on diversity and ethics that appear in the text margins
- Key Points, also in the text margins, that state an important point in a discussion
- Chapter PowerPoint presentations on the IRCD and the companion Web site
- Document transparency masters on the IRCD and the companion Web site
CHAPTER 1

Communicating in Your Life

Objectives

1.1 The Communication Process
1. Identify the elements of the communication process.
2. List purposes of business communication.
3. Identify types of business communications.

1.2 Overcoming Communication Barriers
1. List the two types of barriers to communication and identify examples of each.
2. Describe how senders and receivers can overcome communication barriers.

1.3 Reading in the Workplace
1. Explain why reading is important for workplace success.
2. Describe ways reading is used in the workplace.
3. Practice strategies to improve reading skills.

Chapter Outline

Introductory Points
- Communication is a process.
- People spend a great deal of their waking time communicating.
- Language is a major tool used when communicating.
- Communication skills affect a person's success in personal and professional activities and relationships.

1.1 The Communication Process
I. The Communication Process
   A. Message
   B. Sender and Receiver
   C. Channel
   D. Feedback
II. Purposes of Communication
   A. Obtain or Share Information
   B. Build Goodwill and Image
   C. Persuade
   D. Build Relationships and Self-Esteem
III. Types of Business Communication
   A. Formal and Informal Communication
   B. Communication Direction
   C. Written and Oral Communication

1.2 Overcoming Communication Barriers
I. Communication Barriers
   A. External Barriers
   B. Internal Barriers
II. Overcoming Barriers
   A. The Sender's Duties
      1. Audience Analysis
      2. Message Environment
      3. Symbol and Channel Selection
      4. Seeking Feedback
   B. The Receiver's Duties
      1. Reading
      2. Listening

1.3 Reading in the Workplace
I. Importance of Reading
   A. Reading and the Job Search
   B. Reading on the Job
      1. Staying Informed
2. Following Procedures
3. Handling Transactions
4. Providing Customer Service
5. Making Decisions and Solving Problems

II. Improving Reading Skills
A. Types of Reading
B. Improving Speed and Comprehension

Section Applications
1.1 The Communication Process
A. Purposes of Communication

The sender is Tom Wilson. The receiver is Alice Wong. The message is: “Good morning, Alice. I am calling to let you know that the meeting scheduled for 9 a.m. today has been rescheduled. It will be held at 2 p.m. tomorrow at the same location.” The channel is by telephone. The feedback is: “Thanks, Tom. I will make a note of the time change.”

B. Access the Web Site for This Textbook

A Web site with information related to the textbook is available for students. The site contains data files, vocabulary flashcards, links, and other information that students will use to complete some activities in this textbook. In this application, students access the site and explore its contents, locating the Links list and the student data files. Students are also instructed to add this site to a Favorites or Bookmarks list.

1.2 Overcoming Communication Barriers
A. Overcoming Communication Barriers

Answers for how to overcome barriers will vary.
1. The barrier to communication is internal. The receiver might get some fresh air or take a pain reliever or other medicine to help him or her feel better.
2. The barrier to communication is external. The receiver can move to a different location away from the window and focus on the message.
3. The barrier to communication is external. The person could open a window to let in fresh air or move to another location where the temperature is comfortable. If this is not possible, the communication process could be delayed to a more favorable time.
4. The barrier to communication is external. The sender can use another communication channel, such as a telephone call, to deliver the message.
5. The barrier to communication is internal. The sender could call to check on her child. After doing so, she might be better able to concentrate on work issues.

B. Audience Analysis

Solutions will vary. Students are to create an audience profile of their classmates. You may wish to allow students to talk with one another to gain information for the profile or have them construct it using the information they know or can observe. The profile should include information from the following categories:
• Age and gender
• Background, education, and experience
• Interests and concerns related to the topic
• Attitudes related to the topic
• Emotional state

C. External Communication Barriers

Solutions will vary. Students are to work with a classmate to complete this activity. Students are instructed to: Consider your current setting, whether in the classroom or another location. Make a list of the external communication barriers present in this setting. For each barrier, note whether a person in this setting is able to control or eliminate the barrier.

1.3 Reading in the Workplace
A. Purposes for Reading on the Job

1. Staying informed
2. Providing customer service
3. Learning procedures
4. Making decisions
5. Handling transactions

B. Practicing Reading Skills

1. Students are to open and print the Word file CH01 Form W-4 found in the data files. This file contains Form W-4 for 2008.
2. Page 1 contains general information at the top of the page, a Personal Allowances Worksheet, and a Form W-4. The two worksheets shown on page 2 are the Deductions and Adjustments Worksheet and the Two-Earners/Multiple Jobs Worksheet.
3. A head of household is a person who is married and pays more than 50 percent of the costs of running a household. (Wording may vary.)
4. Two examples of non-wage income given in this section are interest and dividends.
5. You should use the Two-Earner/Multiple Jobs Worksheet only if the instructions under line H on page 1 direct you here.
6. Solutions will vary. Students are to complete the Employee's Withholding Allowance Certificate using their personal information and following the directions provided.

Reading Activity

In this and other chapters, Reading Skills exercises will help students learn and practice ways to improve reading skills. Solutions will vary. Students are to open the Word file CH01 Reading from the student data files. They are instructed to read the message once at a comfortable rate and then restate the main points of the message in their own words. Students should then look at the message again to see if they listed all the main points.

Net Bookmark

Several Web sites provide free reading tests online. Students are to go to a search engine and search for speed reading test. Students are then to go to one of the sites in the search results and take a free test to find their reading speed. Answers to the questions will vary.

End-of-Chapter Activities

Vocabulary Review

Across
2. channel
4. scanning
6. goodwill
7. audience analysis
14. reading
15. message
16. sender
17. nonverbal
19. confidential

Down
1. environment
3. external
5. barriers
6. grapevine
8. symbols
9. communication
10. receiver
11. feedback
12. listening
13. business
18. internal

Critical Thinking Questions

Answers will vary. Sample answers are provided here.

1. The sender has the greater responsibility in the communication process because the sender initiates the message. The sender selects the channel and the symbols used to express the message.
2. Speaking is the most important form of communication to me. Speaking allows me
to ask for things I need and to share information with others.
3. When I send a message but the receiver provides no feedback, I interpret this response as meaning that the receiver did not get the message or did not understand the message.
4. Internal barriers affect my communication skills the most because these barriers are more difficult to overcome than external barriers. For example, I can move to a quiet location to overcome an external barrier, such as noise. I may not be able to remedy a headache that prevents me from focusing on a message.
5. I used reading to learn how to operate my new cell phone. The instructions were simple. Improved reading skills were not needed in this case.
6. I would like to have a job as a nurse. Reading would help me learn information about the patient and needs of the patient. It would help me understand the doctor's instructions for care of the patient.

Chapter Applications

A. The Communication Process
1. Receiver
2. Message
3. Channel
4. Sender
5. Feedback

B. The Purposes of Communication
1. The purpose is to build goodwill or a positive image.
2. The purpose is the share information.
3. The purpose is to persuade.
4. The purpose is to build relationships.

C. Communication Direction
1. Lateral communication
2. Upward communication
3. Downward communication
4. Downward communication

D. Verbal and Nonverbal Messages
1. Verbal and nonverbal symbols
2. Nonverbal symbols
3. Verbal symbols
4. Verbal symbols

E. Internal Barriers
Solutions will vary. Students are to identify internal barriers that are a challenge for them as they speak, write, listen, or read. Students are to write a paragraph explaining why these barriers are challenging and describing steps to help overcome these barriers.

F. Reading for Safety
Solutions will vary. Students are to skim a school handbook (or posted notices) to find the section that deals with a fire emergency. Students are to read that information carefully. Then they are to explain the steps to take in a fire emergency in their own words.

G. Reading about Communication Barriers
Solutions will vary. Students are to find articles on the Internet that relate to communication barriers. For one article, students are to give the following information:
- The title of the article or Web page
- The Web page address
- The author of the article
- The types of communication barriers the article discusses
- The main points of the article

Editing Activities
In the solutions that follow, words and punctuation that contained errors in the original paragraph are underlined.
1. Many companies are using electronic mail (e-mail), a computerized communication system for sending and receiving memos and other messages. To use e-mail, the sender keys the memo using an e-mail program. With the touch of a few keys, the message is
sent instantly to the receiver’s electronic mailbox. This mailbox is a computer file that holds messages sent to a particular person. The receiver can view the memo on the screen (printing it if necessary) and respond using e-mail.

2. **Supporting** information appears before the main idea when using indirect order for writing. Use the indirect order in messages that contain bad news for the receiver or that try to persuade the receiver. In bad news situations, prepare the receiver by giving the reasons for the bad news before presenting it. In persuasive situations, receivers are more apt to do what you want if they understand the reasons before being asked.

**Case Studies**

**A. Contacting a Customer**

In this case, students must decide whether to contact a customer about a sale and how to communicate.

1. The customer should be contacted about the sale. Even though the customer seemed busy and impatient during the last contact, he will not want to miss an opportunity to save money.

2. Answers to the questions will vary. An e-mail message might be a good first attempt at contact. If no reply is received, you might call the customer. A letter might be too slow, and a personal visit might be too much of an interruption.

**B. Handling Sensitive Information**

In this case, Maria is faced with an ethical decision. She must decide whether to volunteer unfavorable information about a job candidate. Answers to the questions will vary. Sample answers are shown.

1. Maria should tell the director that she is aware of questionable behavior by the candidate at another company. She should give details only if she has proof of unethical behavior.

2. Communication about this matter should be in a face-to-face conversation or a printed memo. E-mail should not be used for sensitive or confidential information.

**Career Case Study**

**Communication for Health Science Careers**

Effective communication is especially important in health careers where workers deal directly with patients. Answers to the questions will vary. Sample answers are shown.

1. In Julia’s present job, communication skills are important for communicating with patients to understand their health problems and direct treatment. She may also communicate with family members of patients.

2. Communication skills are important in the new position offered to Julia. As head nurse, she will continue to have contact with patients. She will also need to communicate effectively with the staff members who report to her, other hospital employees, and hospital management.

3. The communication skills required for the two positions differ in that with the new job Julia will need to communicate more with management than in her present job. She will also need to provide direction for the staff members that report to her.

4. This difference should be a consideration in Julia’s decision. The importance will depend on whether Julia is comfortable communicating with managers and having people report to her.
CHAPTER 2
Diversity and Ethics

Objectives

2.1 Diversity at Work
1. Define diversity and identify its benefits and challenges in the workplace.
2. Discuss the diversity of the U.S. population and workforce.
3. Discuss how globalization affects the workforce.

2.2 Differences
1. Describe examples of differences among cultures.
2. Explain the importance of respecting customs and practicing etiquette.

2.3 Strategies for Effective Communications
1. Describe traits and actions that indicate a person has a professional attitude.
2. Describe strategies for speaking and corresponding successfully with people from other cultures.

2.4 Ethics in Business Communication
1. Define ethics.
2. Identify ethical issues related to communication.
3. Apply ethical standards to business communication.

Chapter Outline

Introductory Points
• People in the United States live and work in a diverse society.
• Language and culture can be communication barriers.
• Understanding the receiver’s culture can help overcome communication barriers.
• Accommodating and benefiting from the diversity of employees and customers is one of the greatest challenges in the workplace today.

2.1 Diversity at Work
I. Overview of Diversity
   A. Diversity Benefits
   B. Diversity Challenges
   C. Diversity and You
II. Diversity Trends
   A. Population Predictions
   B. The Diverse Workforce
III. The World as a Global Workplace

2.2 Differences
I. Cultural Differences
   A. Language
   B. Body Language
   C. Personal Space
II. Customs and Etiquette

2.3 Strategies for Effective Communication
I. Professional Attitude
II. Cross-Cultural Communication  
   A. Learning  
   B. Language  
   C. Guidelines for Cross-Cultural Communication  

III. Fairness and Sensitivity  

2.4 Ethics in Business Communication  
I. A Definition of Ethics  
II. Communicating in an Ethical Way  
   A. Honesty  
   B. Confidential Information  
      1. Medical Information  
      2. Other Types of Information  
      3. Protecting Confidential Data  
   C. Privacy and Electronic Rights  
   D. Plagiarism  
      1. Avoiding Plagiarism  
      2. Copyright and Fair Use  

Section Applications  

2.1 Diversity at Work  
A. Globalization  

Answers will vary. A sample answer is given here. Globalization affects the workforce in many ways. When applying for a job, individuals may have to compete with job candidates from around the world. This may make getting a job harder for some people. Once on the job, there is a good chance employees will interact with coworkers and customers from other countries. This situation may require that employees be trained in dealing with people from other cultures or learn new languages. Employees of multinational companies may be asked to move to a different country to continue working for the company. Workers in the home country may lose their jobs when companies move all or part of their operations to foreign countries to take advantage of favorable conditions, such as lower labor costs or better trained workers.  

B. Diversity in Your State  

Students are to answer questions about the population of their state and the country using data provided on USA QuickFacts. If students do not have access to the Internet, they can use the file CH02 USA QuickFacts from the student data files and answer the questions using data for the entire country. Answers will vary.  

2.2 Differences  
A. Stereotypes  

Answers will vary. Students are to describe a situation in which a person allowed a stereotype related to age to affect something that was said or done. The situation can be a real one or one read about or seen on TV. Students are to explain how the stereotype hindered the communication process and how the communication could have been handled differently to avoid using stereotypes.  

B. World Languages  

Students are to use spreadsheet or presentation software to create a column chart that compares the number of people who speak each language, using data provided in the textbook. Appearance of the charts may vary. A sample chart is shown here.
2.3 Strategies for Effective Communication

A. Sexual Harassment

1. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual’s employment, unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive work environment.

2. No, the victim does not have to be of the opposite sex from the harasser.

3. The harasser can be the victim’s supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.

4. The victim should directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

5. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

B. Tactful Communications

1. The worker was unable to walk without crutches.
   The injured worker was unable to walk without crutches.

2. The fire fighters saved three people from a burning building.

3. Joan, please call my attorney.

4. The store owner handled the sale quickly.

5. The woman paid her bills promptly.

C. Discrimination Policies

Answers will vary. Students are to search the Internet using the term discrimination policy. They are to find and read the policy for two companies or organizations. Students are to determine what the two policies have in common and how the two policies differ. They should be prepared to share their findings with the class.

2.4 Ethics in Business Communication

A. Ethical Communications

1. The communication is unethical because patient information is confidential. Information discussed via cell phone can be easily intercepted.

2. The behavior is unethical because the employee is not being honest.

3. The behavior may be unethical if the client’s file contains confidential information.

4. The behavior is unethical because the advertiser is not being honest.

5. The behavior is unethical because the client’s data is confidential information.

6. The behavior is unethical because the employee is using work time for personal business. This is unfair to the employer.

B. Identify Ethical Issues

1. No, Sanjay is not behaving ethically.

2. Ethical issues related to Sanjay’s actions include:
   • His personal Web site includes cartoons and articles he found on the Web. These items may be copyrighted.
   • His personal Web site includes some of his favorite music, which may be copyrighted.
   • His personal Web site includes humorous descriptions of his supervisor and a few coworkers. The descriptions may not be appropriate.
   • Sanjay sometimes works on his Web site in his spare time at work. Work time should not be used for personal activities.

C. Discuss Ethical Situations

Answers will vary. Students are to search the Internet, magazines, or newspapers to find an
Reading Activity

In this and other chapters, Reading Skills exercises will help students learn and practice ways to improve reading skills. Students are to open the Word file CH02 Reading from the student data files. They are instructed to read the job description taken from the Occupational Outlook Handbook that includes EEO officer. They are to write definitions for the words or terms that are underlined in the document. Wording of the definitions may vary. Sample definitions are provided here.

1. **Arbitrators**, occasionally called umpires or referees, decide disputes that bind both labor and management to specific terms and conditions of labor contracts.

2. **Mediators** advise and counsel labor and management to prevent and, when necessary, resolve disputes over labor agreements or other labor relations issues.

3. **Strategic planning** is a process by which an organization sets goals and objectives for future operations and identifies how the goals will be achieved.

4. **Recruiters** are people who maintain contacts within the community and may travel considerably, often to college campuses, to search for promising job applicants. Recruiters screen, interview, and occasionally test applicants. They also may check references and extend job offers.

5. A **401K plan** is a tax-deferred retirement plan for employees. The employee sets aside money each month with a pretax payroll deduction. Employers’ contributions are optional. Some employers contribute an amount that matches the amount the employee contributes.

6. A **catastrophic illness** is one that typically requires a long hospital stay and involves high costs for hospitals, doctors, and other health care.

7. **EEO (Equal Employment Opportunity) officers** are people who handle EEO matters in large organizations. They investigate and resolve EEO grievances, examine corporate practices for possible violations, and compile and submit EEO statistical reports.

8. **International human resources managers** are people who handle human resources issues related to a company’s foreign operations.

9. **Certification programs** are plans that involve tests and/or work experience and show signs of competence and credibility. A certification can enhance one’s advancement opportunities.

10. The **private sector** is the part of the economy that is not under government control but is instead controlled by individuals, businesses, and other organizations.

Net Bookmark

The U.S. Equal Employment Opportunity Commission (EEOC) provides a Web site with many types of information. A link to the EEOC site is provided on the Web site for this book. Students are instructed to go the EEOC site and list the links that are shown under Discrimination by Type. Students are to click one of the links, read the page, and write a short summary of the main points of the page.

1. Links listed under Discrimination by Type include:
   - Age
   - Disability
   - Equal Pay
   - National Origin
   - Pregnancy
   - Race
   - Religion
   - Retaliation
   - Sex
   - Sexual Harassment
2. Answers to the question will vary. A sample answer for the Age page is shown here.

The Age Discrimination in Employment Act of 1967 (ADEA) protects individuals who are 40 years of age or older from employment discrimination based on age. The ADEA’s protections apply to both employees and job applicants. Under the ADEA, it is unlawful to discriminate against a person because of his/her age with respect to any term, condition, or privilege of employment, including hiring, firing, promotion, layoff, compensation, benefits, job assignments, and training.

End-of-Chapter Activities

Vocabulary Review

1. g
2. d
3. n
4. a
5. j
6. l
7. p
8. q
9. b
10. e
11. c
12. i
13. f
14. h
15. k
16. o
17. m

Critical Thinking Questions

Answers will vary. Sample answers are provided here.

1. To accommodate workers from many different cultures, a company can create a holiday schedule that will include some holidays common to a large number of workers. The company can also include three or four days that the worker can select to accommodate other holidays.

2. When a person from another country takes a job in the United States, that person should be expected to learn at least some English and some about the customs of the local area. This shows that the worker wants to fit in and be a part of the community.

3. Globalization can benefit U.S. workers by providing a wider employment market and stimulating the economy in general. Globalization can hurt certain U.S. workers in some cases. For example, a worker might lose her or his job when a company moves operations out of the country.

4. When you are invading someone’s personal space, the person may back up, frown, or show other signs of discomfort.

5. People cannot comfortably have one set of ethical values for home and another for work. If the two vary only slightly, the worker may be able to cope with the differences. If the two vary widely, the worker will not be comfortable on the job.

Chapter Applications

A. Multinational Company

Answers will vary. Students are to work with a classmate and search the Internet, magazines, or newspapers to find information or an article about a multinational company. They should record key information about the company, such as its name, home office location, countries or number of countries in which it does business, and primary products or services it offers. They should be prepared to share this information with the class.

B. Cross-Cultural Communication

1. Please send me the results of your study as soon as possible.

2. We want to get started on this project right away.
3. Ralph Colter, a student at Grand Vista College, won the prize.
4. Filling out this form will enable us to help you quickly.
5. Jean is one of our best lab technicians.
6. Which advertising campaign will give us the greatest value for the money spent?
7. Your son will need to have his tonsils removed.
8. We plan to hire two Latino police officers.
9. Mariana, you may speak to the group.
10. I will give you an answer after I make the mathematical calculations.

C. Business Etiquette

Answers will vary. Students are to do research and develop a one-page checklist of helpful information for business travel to another country. They should include information on topics such as:

- Currency
- Time differences
- Customs for greeting and saying good-bye to people
- Cues about body language
- Meeting and dining protocol
- Business dress

D. Languages

Answers will vary. Students are to answer the questions shown below.

1. What languages other than English are spoken by you and your classmates? by their family members? Survey the class and record your findings.
2. What language courses are available in your school or community? Make a list of the languages taught.
3. Some colleges and other post-secondary schools require that students complete language courses before enrolling. Select a college or other postsecondary school that you might want to attend. Do research to find what language courses must be completed by students before enrolling.
4. Identify a career that you might want to pursue after finishing your education. Would being able to speak languages other than English be helpful to you in this career? Which languages would be helpful?

E. Copyright and Fair Use

1. This example would not be fair use.
2. This example would be fair use.
3. This example would not be fair use.
4. This example would be fair use.
5. This example would not be fair use.

Editing Activity

In the solution that follows, words and punctuation that contained errors in the original paragraphs are underlined.

When using information you have retrieved from a secondary source, it is necessary to cite your source and give credit to the authors in your report. Using the words of an author without that author’s consent and without crediting the source of the information is called plagiarism. It leads the reader to believe that the words are your own. This is unprofessional and unethical behavior.

Using the work of an author without crediting the source of the information may also be a violation of copyright laws. The authors of original works, both published and unpublished, are guaranteed copyright protection under the law of the United States. Crediting the author of information gathered from the Internet can be a tricky situation. The author or the source of the information may not be clearly spelled out at the site. If the author is unclear, at least note that the information was retrieved from a Web site and list the URL of the site.

Case Studies

A. Confidential Information

In this case, students must decide whether to violate a nondisclosure agreement with a current employer in order to get a new job.

1. Shariq should give information about his recent work only in a general way that will not violate the nondisclosure agreement. To
do otherwise would be unethical and possibly illegal.
2. The answer would not change in any of the alternate situations described.

B. Body Language
1. The client probably became cool to Elaine because she misunderstood his gesture. Rather than simply being friendly, he probably wanted her to take some action.
2. To prevent this misunderstanding, Elaine could have researched the gestures and body language of the culture before her trip to Mexico. She could also have gone over to the client and talked with him instead of assuming she understood his gesture.

Career Case Study
Communication for Agriculture, Food, and Natural Resources

1. To help the current full-time staff feel more comfortable with the seasonal workers, the company can hold diversity training seminars. It can also sponsor events, such as a company picnic, that will give the workers an opportunity to get to know one another.
2. If Mary hires some of the seasonal workers as full-time staff, she can be careful to include the new workers in meetings and other company activities. She can ask for their opinions and give them important assignments to show her confidence in them. She can create team assignments that include old and new workers.
CHAPTER 3
Nonverbal Communication and Teamwork

Objectives

3.1 Nonverbal Communication
1. Describe the roles of nonverbal communication.
2. Indicate the nonverbal symbols sent in written messages.
3. List nonverbal symbols sent in spoken messages.
4. Identify nonverbal symbols that affect a person’s image.

3.2 Listening Skills
1. Explain the listening process.
2. Identify types of listening and describe the reasons for which they are used.
3. List barriers to effective listening.
4. Describe effective listening techniques.

3.3 Teamwork
1. Identify types of workplace relationships and discuss roles in them.
2. Describe various types of teams and roles of team members.
3. Describe advantages and disadvantages to using workplace teams.
4. Describe techniques for working effectively in teams.

Chapter Outline

Introductory Points
• Nonverbal communication is composed of the messages sent without or in addition to words. These messages have a strong impact on receivers.
• Listening is the most frequent form of communication. Effective listening is essential for successful communication.
• Workplace teams are a trend in American companies. Working effectively in teams is an important skill for employees.

3.1 Nonverbal Communication
I. The Roles of Nonverbal Communication
   A. Reinforcing a Verbal Message
   B. Contradicting a Verbal Message
   C. Substituting for a Verbal Message
   D. Regulating a Verbal Message

II. Nonverbal Symbols
   A. Nonverbal Symbols in Written Messages
   B. Nonverbal Symbols in Spoken Messages
      1. Body Language
      2. Touching
      3. Personal Space
      4. Time
      5. Paralanguage

III. Nonverbal Symbols and Your Image
   A. Level of Confidence
      1. Too Much Self-Confidence
      2. Too Little Self-Confidence
   B. Friendliness
   C. Enthusiasm
   D. Sincerity
   E. Appearance
   F. Eye Contact
   G. Posture

IV. Nonverbal Symbols in the Environment
3.2 Listening Skills

I. The Listening Process
II. Types of Listening
   A. Casual Listening
   B. Active Listening
      1. Informative Listening
      2. Evaluative Listening
      3. Emphatic Listening
      4. Reflective Listening

III. Barriers to Effective Listening
IV. Listening Effectively
   A. Share the Responsibility
      1. Focus on the Main Idea
      2. Evaluate the Message
      3. Provide Feedback
      4. Take Notes
      5. Overcome Poor Listening Habits
   B. Listening in Specific Situations
      1. Listening in a Small Group
      2. Listening in a Conference Setting

3.3 Teamwork

I. Workplace Relationships
   A. Employee and Manager Relationships
   B. Coworker Relationships
   C. Customer Relationships
II. Workplace Teams
   A. Special Teams
   B. Advantages and Disadvantages of Teams
III. Working Effectively in Teams
   A. Team Roles
   B. Learning to Work Together
   C. Guidelines for Team Success
   D. Standout Team Members

Section Applications

3.1 Nonverbal Communication
A. Analyze Speaking Behavior
   1. Nonverbal symbols in Robert’s communication with Sherry include using a quiet voice, slouching, frowning, and sighing.

   2. Robert’s nonverbal symbols indicate that he is not pleased to prepare the reports Sherry requested. Sighing, frowning, and slouching all send negative messages.

   3. Answers will vary. Students are to rewrite the conversation, changing the nonverbal symbols to alter the meaning of Robert’s message to show that he is pleased to help with the reports.

B. Identify Nonverbal Symbols in Written Messages
   1. Answers will vary. Students are to look at a letter to find nonverbal messages.

   2. This document will not make a favorable impression on readers because it is messy and contains several errors.

   3. Nonverbal symbols this document contains are listed below.
      - There is no comma in the date.
      - Part of the letter address is in a larger font.
      - The salutation uses the wrong title.
      - There is a colon after the salutation, but there is no comma after the closing.
      - In the first paragraph, intern should not have an apostrophe and the percentage should be 76.
      - In the second paragraph, you should be me and the beginning of the URL should be http://.
      - In the third paragraph, Pathmark is spelled wrong.
      - The letter should not be signed in red ink.
      - A tear or scribble appears on the bottom of the page.

C. Identify Nonverbal Symbols in the Environment
   Answers will vary. Students are to identify a public setting to use for this activity, such as a school cafeteria or a fast-food restaurant. They are to list all the nonverbal symbols they can identify in the setting and tell how each symbol affects people in this setting.
Section 3.2 Applications

A. Follow Spoken Instructions

Read the following instructions to students. Answer reasonable questions without repeating the entire message.

_Your task is to create a one-page flyer of listening tips. Use Listening Tips for the flyer title. Write a brief opening paragraph about the importance of listening effectively. Include at least ten tips for improving listening skills in a bulleted list on the flyer. Use an appropriate graphic, such as clip art or a photo, on the flyer. Arrange the information in an attractive format. Use appropriate margins, fonts, and spacing. Proofread the flyer carefully and correct all errors._

Ask students to hand in their notes as well as their completed flyers. Give feedback to students on both their notes and the flyers.

B. Analyze Listening Behavior

Answers will vary. Sample answers are provided here.

1. Behavior that contributed to listening effectively was taking notes and asking questions.

2. Behaviors that were barriers to effective listening include:
   - Joyce assumed she already knew about the software and that the speaker probably would have no new information for her. She thinks the seminar is a waste of time. She prejudges the message.
   - Joyce prejudges the speaker. She thinks the speaker’s nervousness indicates a lack of knowledge about the topic.
   - Joyce takes too many notes, causing her to miss part of the message.
   - Joyce does not organize the notes into a helpful format. She has to scan several sections to find the information she needs.

3.3 Teamwork

A. Participate in a Group Discussion

Students are to work in a team with three or four other students to complete this activity. As a team, students select a current business topic and identify one or two questions related to the topic that the team will research and consider. Examples of topics and questions are given in the text. You may want to approve the topic selected before students do research. After students complete their research, they are to discuss the selected topic with team members. Stress to students that they should make their points tactfully. The team should reach a consensus on the answers to the questions posed about the topic.

B. Evaluate Workgroup Procedures

Wording of answers will vary. Sample answers are provided here.

1. Jason should consider the following questions as part of a self-evaluation of his work with the team.
   - Do I set aside personal goals and focus on the team’s goals?
   - Do I complete my work as well as I can? Am I reliable and responsible?
   - Do I contribute my ideas and opinions to team discussions?
   - Do I look for roles that I can fill on the team?
   - Am I supportive of team members? Do I keep the team’s affairs confidential?
   - Do I take it personally when others disagree with me or criticize my ideas?

2. Jason could make the following suggestions to the team members for improving the way the team functions.
   - Focus on the goals of the team. State clearly what the team plans to accomplish.
   - Determine tasks or steps needed to accomplish the team goals.
   - Break large tasks into small parts.
   - Identify resources needed to complete the tasks.
   - Get any approvals that are needed before proceeding.
   - Assign duties and tasks to team members.
   - Set times for when each task should be accomplished.
• Communicate regularly with team members about the progress of tasks.
• Resolve conflicts that arise.
• Brainstorm ideas for solving problems that arise.

Reading Activity
In this and other chapters, Reading Skills exercises will help students learn and practice ways to improve reading skills. Wording of answers may vary. Sample answers are provided here.
1. When speaking to a culturally mixed audience, a speaker should talk more slowly.
2. Body language is important when speaking to a culturally mixed audience. Body language adds meaning to the message. Body language may have different meanings in different cultures. The speaker must be careful to use body language appropriately.
3. The same level of formality is not appropriate for all presentations because people from some cultures expect more formality than others.
4. It was not a good idea for a speaker giving a presentation in Japan to maintain eye contact with audience members as much as possible. Direct eye contact can be considered an invasion of privacy in cultures found in Japan.

Net Bookmark
The International Listening Association (ILA) is a professional organization. Its members seek to learn about the impact that listening has on human activity.
1. ILA was formed in 1979.
2. Members of ILA work in areas such as education, business, government, medicine, human resources, training and development, the media, and the arts.
3. ILA members meet at annual conventions and regional conferences to share information, to support research efforts, and to promote the practice and teaching of effective listening.

End-of-Chapter Activities
Vocabulary Review
1. conflict
2. leadership
3. teamwork
4. posture
5. emphatic
6. synergy
7. active
8. casual
9. virtual team
10. self-confidence
11. evaluative
12. sincerity
13. personal space
14. informative
15. nonverbal communication
16. reflective
17. paralanguage
18. enthusiasm
19. gesture
20. friendliness

Critical Thinking Questions
Answers will vary. Sample answers are provided here.
1. Important aspects of your image are based on level of confidence, eye contact, friendliness, enthusiasm, sincerity, body actions, and appearance.
2. Taking too few notes may mean that you do not have important details that you need later. Taking too many notes may result in missing part of the message while focusing on writing notes.
3. Understanding is the most important of the four parts of listening because hearing and
remembering a message is useless if the message has no meaning to the receiver.

4. Self-reflection by each team member about his or her performance is important for team success because all team members contribute to the success or failure of the team. Peer evaluation of the performance of team members is important for team success because each team member needs to know whether he or she is contributing effectively to the team. The evaluation should include suggestions for improving areas of weak performance.

5. Following the guidelines for effective teamwork is very important to completing group projects and making group decisions. The guidelines help team members clarify team goals, identify steps needed to accomplish the goals, and work together effectively. If the guidelines are not followed, the team may not accomplish its goals. For example, if a large task is not broken into smaller parts, the task may not be completed on time.

Chapter Applications

A. Casual and Active Listening

1. Reflective listening
2. Casual listening
3. Informative listening
4. Evaluative listening
5. Emphatic listening

B. Conflict Resolution

Answers will vary. Sample answers are provided here.

1. Joe and Betty do not have the same information or understanding of the situation. Joe has no idea that Betty needs the report printed right away. Betty does not know when Joe may have filled the paper tray or when he needs his document printed.
2. The underlying cause of the conflict is that employees do not always have printer access when it is needed.
3. Betty could have tactfully asked Joe if he would cancel his print job and let Betty print the report that is needed right away.
4. Betty is not objectively considering her role in the situation. Since she is so angry, it is likely that a similar situation has occurred before. Betty should have anticipated that the printer might be busy.
5. Betty should apologize to Joe for her angry comments.
6. To resolve this conflict, Betty, Joe, and the other employees need to brainstorm possible solutions. For example, perhaps long documents could be printed at the end of the day or at night when the printer will not be needed for other uses. Perhaps another printer should be added to the network. One printer could be used for long print jobs and the other for routine jobs.

C. Team Behavior

1. Team 1 and Team 2 are similar in that the members of both teams work hard and seem to care about team success.
2. Team 1 and Team 2 are different in the way they go about their work and the way the members relate to one another.
3. To become more productive, Team 2 can follow these guidelines for team success:
   - Identify the goals of the team. State clearly what the team plans to accomplish. State how the team will know when the goals are achieved.
   - Determine tasks or steps needed to accomplish the goals. The team may need to break large tasks into small parts.
   - Identify resources needed to complete the tasks. Get any approvals that are needed before proceeding.
   - Assign duties and tasks to team members. Set times for when each task should be accomplished.
   - Communicate regularly with team members about the progress of tasks.
• Resolve conflicts that arise. Do not let prejudice and assumptions that may be incorrect hinder communication.
• Brainstorm ideas for solving problems that arise.
• Evaluate procedures. Periodically, look at how the work has progressed. Individual team members should reflect on the procedures used and ways to improve them. The team should consider how well the members work together and how procedures and relationships can be improved.
• Celebrate success. When significant parts of the project or an entire project is completed, recognize efforts of group members.

**Editing Activity**

In the solutions that follow, words and punctuation that contained errors in the original paragraph are underlined.

Ed Woo had extensive experience as a sound engineer with several television stations in large cities in the Midwest. His dream, however, was to work for the Discovery Channel. When he learned the network needed a lead sound engineer, he reacted quickly. He developed what he thought to be the most effective resume possible. He then sent it to the station in hopes of hearing about the job soon.

Three weeks later when he heard from the station, he was most disappointed because he had only been invited for an interview rather than being given an immediate job offer. The day he received the letter he called the personnel director, as instructed by the letter, to set up an appointment for an interview.

When Ed went in for the interview, he took a demo tape of his work, as requested by Ms. Vega, one of the people who was going to interview him. The interview went well. Ed was very excited but knew that the station needed to interview at least three other applicants for the position. After two long weeks, Ed received a phone call from Ms. Vega. He was very excited to accept the offer Ms. Vega made to him. He was now a member of the Discovery Channel team.

**Case Study**

**Listening Behavior**

In this case, students must advise a friend about listening behavior. Answers will vary.

1. I would tactfully tell Wilson that his listening behavior needs improvement.
2. I would give Wilson these suggestions to help him improve his listening skills:
   • Focus on what the speaker is saying. Be genuinely interested in the other person's ideas.
   • Do not let your mind wander.
   • Do not assume you know what the speaker is going to say.
   • Do not be distracted by the speaker's dress or mannerisms.
   • Do not be so quick to disagree with the speaker.

**Career Case Study**

**Communication in Law, Public Safety, Corrections, and Security**

Answers to the questions will vary. Sample answers are shown here.

1. Nonverbal communication played an important role in solving the case. Sheila seemed very nervous, sat tensely in the chair, tapped her pencil, perspired heavily, and would not make eye contact. These nonverbal cues caused Shane and Lee to consider her a suspect.
2. Shane and Lee worked together to question the suspects and investigate Sheila's background. They worked as a team to solve the case.
3. Listening and observing nonverbal cues are important in law enforcement because they help police officers understand what has happened to victims of crime and to determine whether or not suspects are telling the truth.
CHAPTER 4
Basics of English Grammar

Objectives

4.1 Parts of Speech and Sentences
1. Identify the eight major parts of speech.
2. Identify subjects and predicates in sentences.
3. Identify clauses and phrases in sentences.

4.2 Nouns, Pronouns, and Adjectives
1. Identify nouns, pronouns, and adjectives.
2. Create the plural form of nouns.
3. Use nouns, pronouns, and adjectives correctly in sentences.

4.3 Verbs and Adverbs
1. Identify types of verbs.
2. Identify adverbs and words they modify.
3. Use verbs and adverbs correctly in sentences.

4.4 Prepositions, Conjunctions, and Interjections
1. Identify prepositions, conjunctions, and interjections.
2. Use prepositions, conjunctions, and interjections correctly in sentences.

Chapter Outline

Introductory Points
• Understanding word usage will help you communicate more clearly and effectively.

• The sentence is the core of all communication.
• When forming sentences, the parts of speech are arranged into subjects and predicates.
• Your messages will be more interesting if you vary the types of sentences you write.

4.1 Parts of Speech and Sentences
I. Parts of Speech
II. Sentence Parts
A. Sentence Subjects
B. Sentence Predicates
C. Objects and Subject Complements
1. Objects
2. Subject Complements
D. Clauses, Phrases, and Fragments
1. Clauses
2. Phrases
3. Fragments

III. Sentence Structure
A. Simple Sentences
B. Compound Sentences
C. Complex Sentences

4.2 Nouns, Pronouns, and Adjectives
I. Nouns
A. Singular and Plural Nouns
B. Possessive Nouns

II. Pronouns
A. Intensive and Reflexive Pronouns
B. Interrogative and Demonstrative Pronouns
C. Pronoun-Antecedent Agreement
1. Compound Antecedents
2. Indefinite Pronoun Agreement

III. Adjectives
A. Articles
B. Nouns and Pronouns Used as Adjectives
C. Compound Adjectives
D. Comparison of Adjectives
E. Absolute Adjectives

4.3 Verbs and Adverbs
I. Verbs
A. Types of Verbs
B. Verb Tenses
   1. Simple Tenses
   2. Perfect Tenses
C. Transitive and Intransitive Verbs
D. Active and Passive Voice
E. Subject-Verb Agreement
   1. Agreement in Number
   2. Intervening Phrases
   3. A Number, The Number
   4. Names of Companies
   5. Amounts
   6. Compound Subjects
II. Adverbs
A. Modifying Verbs, Adjectives, and Other Adverbs
B. Conjunctive Adverbs
C. Comparison of Adverbs

4.4 Prepositions, Conjunctions, and Interjections
I. Prepositions
II. Conjunctions
   A. Coordinate Conjunctions
   B. Correlative Conjunctions
   C. Subordinate Conjunctions
   D. Parallel Construction
III. Interjections

Section Applications
4.1 Parts of Speech and Sentences
A. Parts of Speech

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Pronouns</th>
<th>Verbs</th>
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<tr>
<td>job</td>
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<td>instructions</td>
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<td>Dr. DeMarco</td>
<td>us</td>
<td>spoke</td>
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<td>Shawn</td>
<td>I</td>
<td>were delayed</td>
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<td>London</td>
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</tbody>
</table>

B. Subjects and Predicates
The complete subject is underlined; the remaining words are the complete predicate.
1. The leadership committee will meet soon.
2. The park was named last summer.
3. You will receive a copy of the report.
4. That company makes small engine parts.
5. I doubt that the proposal will be approved.

C. Clauses and Phrases
The dependent clause in each sentence is underlined.
1. After I bake the cookies, we will go to the party.
2. The bicycle was left behind because it had a flat tire.
3. You will receive a copy of the report, which was prepared yesterday.
4. Later in the day, the game will resume.
5. With practice, you can improve your reading skills.
6. The club members could have voted to take the trip.
7. The winner will be named next month.
8. You have cleaned your room well.
4.2 Nouns, Pronouns, and Adjectives

A. Proper, Common, and Possessive Nouns

Students are to write ten sentences using each of the following proper, common, and possessive nouns. Answers will vary.

1. bank
2. First National Bank
3. college
4. Union College
5. children
6. Mr. Smith
7. Mr. Smith's
8. memo's
9. telephones'
10. editor in chief's

B. Pronoun Case

Corrections are underlined.

1. Gloria's outdated typewriter was hers to keep.
2. Did Bettina ask for the operator who assisted her?
3. We voted for them for treasurer and parliamentarian.
4. Its Appendix F is incomplete.
5. His working on the budget keeps him busy.

C. Adjectives

The adjectives in each sentence are underlined.

1. The brick house is obviously the largest and most beautiful on the block.
2. We invited Jeremy, a friend, to join us at the cottage.
3. The antiques dealer appraised the teak chest at $6,000.
4. Liberty Place is the taller of the two new buildings downtown.
5. A quick-witted applicant is needed for this job.
6. Patricia has a bigger payment than her brother.

4.3 Verbs and Adverbs

A. Types of Verbs

The verbs are underlined and the function is indicated after each sentence.

1. The man is tired. State of being
2. The cows are grazing in the field. Action
3. Ten robins flew into the yard. Action
4. I am ready to begin. State of being
5. The lamp shines brightly in the night. Action

B. Verb Tenses

The verbs are underlined and the tense is indicated after each sentence.

1. The water is boiling. Present tense
2. Madison baked cookies yesterday. Past tense
3. Ashley will travel to Madrid. Future tense
4. Alice Wong has walked to school every day this week. Present perfect tense
5. By Saturday afternoon, I will have completed the quilt. Future perfect tense

C. Adverbs

Students are to write sentences that correctly use each adverb. Answers will vary.

1. here
2. now
3. highly
4. too
5. therefore

4.4 Prepositions, Conjunctions, and Interjections

A. Prepositions

Students are to write sentences that correctly use each preposition. Answers will vary.

1. about
2. before
3. after
4. below
5. between
6. from
7. for  
8. into  
9. on  
10. under

**B. Conjunctions**

Students are to write sentences that correctly use each conjunction. Answers will vary.

1. and  
2. but  
3. or  
4. yet  
5. so  
6. either/or  
7. unless  
8. although  
9. before  
10. until

**Critical Thinking Questions**

Answers will vary. Sample answers are provided here.

1. You need to proofread for errors even when you use a grammar checker because the grammar checker might not find all types of errors.

2. Language would be dull without adjectives. You would not be able to express your thoughts well without them. For example, you could only say that *you ate an apple*. You could not indicate that the apple was *red, juicy, and delicious*.

3. Adjectives and adverbs are similar in that they add meaning to a sentence by providing descriptions or details. They are different in that adjectives describe nouns and pronouns while adverbs describe verbs, adjectives, and other adverbs.

4. A writer would want to avoid using interjections in most business writing because interjections add little meaning to a message.

**Chapter Applications**

**A. Parts of Speech**

1. is, verb  
2. great, adjective  
3. situation, noun  
4. a, adjective  
5. should focus, verb  
6. totally, adverb  
7. for, preposition  
8. is scheduled, verb

**B. Plural and Possessive Nouns**

1. prototypes  
2. HMO’s  
3. expenses
4. headsets
5. booth's

C. Verb Use

Corrections are underlined.
1. The nurse went out of his way to care for the sick child.
2. After you get the mail, lay it on the kitchen counter.
3. Some residents of the town have traced their ancestry.
4. Frieda learned the business and began looking for customers.
5. The officers are budgeting an extra $5,000 for taxes next year.
6. I chose the materials last week.
7. Correct

Editing Activities

In the solutions that follow, words and punctuation that contained errors in the original paragraph are underlined.
1. Thank you for a well-written letter applying for the position of communication specialist. My supervisor and my administrator are looking for the most nearly perfect candidate of all to fill the opening; you may be that person. Your qualifications indicate that you are the most capable communication specialist to reply to our advertisement.

   Mr. Chan, please call us at the telephone number that appears on the letterhead so we can make prompt arrangements to meet with you. We are most interested in filling this opening as soon as possible.

2. As you know, our company will be relocating in the very near future. We have sold the building, the business, and the inventory. All employees will start this week to prepare for our move to Lafayette Creek, which is 15 miles from here, opposite the synagogue. The store at the new location is newer and more modern than this one. You will enjoy the cleaner and better surroundings. We plan to occupy the new premises on June 1.

Case Study

Writing Skills

Answers will vary. Sample answered are provided here.
1. The errors sent the nonverbal message that Diego is a poor speller and is not proficient in grammar or that he is careless. Either message is damaging to Diego's chances of getting a job as an editor or a writer.
2. Ms. Hamacho emphasized the writing samples because she expected that they would represent Diego's best work. If Diego really cared about this type of work, his samples would have been error-free.

Career Case Study

Communication for Hospitality and Tourism

Answers to the questions will vary. Sample answers are shown.
1. Peter can show color photos of the lake, pool, tennis courts, and golf course. He can also include quotes from customers about how wonderful these amenities are.
2. Peter can include a table comparing the cost of staying in hotels to the cost of owning a condo.
3. The effect of having grammatical errors would be to give customers a poor impression of the company. This poor impression might make customers less likely to buy a condo.
CHAPTER 5
Mechanics of Writing

Objectives

5.1 External Marks and the Comma
1. Use external punctuation marks correctly in sentences.
2. Use commas correctly in sentences.

5.2 Other Internal Marks
1. Use internal punctuation marks correctly in sentences.
2. Use internal punctuation marks correctly in letters, dates, numbers, and time.

5.3 Abbreviations, Capitalization, and Number Expression
1. Use abbreviations correctly in documents.
2. Use correct capitalization in documents.
3. Express numbers correctly in sentences and other formats.

Chapter Outline

Introductory Points
- Using punctuation marks correctly will help you communicate more clearly and effectively.
- Some abbreviations are appropriate to include in business documents. Others are appropriate only for tables, lists, or statistical reports.
- Capital letters signal the reader that a new sentence or quote is beginning. They also signal proper names, titles, and headings.
- Because numbers are used in many business communications, writers should present them accurately and clearly to the reader.

5.1 External Marks and the Comma

I. Punctuation
II. The Period
A. At the End of Sentences
B. With Abbreviations
C. In Lists

III. The Question Mark
A. After Direct Questions
B. In a Series

IV. The Exclamation Point
V. The Comma
A. With Introductory Elements
B. In Compound Sentences
C. With Interrupting Elements
   1. Nonrestrictive and Restrictive Elements
   2. Appositives
D. With Direct Address
E. In a Series
F. Between Adjectives
G. With Omission of Words
H. In Numbers and Dates
I. With Abbreviations

5.2 Other Internal Marks

I. The Semicolon
A. Between Clauses
B. In a Series or List

II. The Colon
A. Before a Series or List
B. Before a Long Quotation
C. Between Independent Clauses
D. After a Salutation
E. In Times

III. The Dash
A. With a Sudden Change of Thought
B. For Emphasis

IV. The Hyphen
A. After Prefixes
B. In Compound Words

V. Quotation Marks
A. With Quotations
B. With Definitions and Nonstandard English
C. With Titles
D. With Other Punctuation Marks

VI. Parentheses
A. With Nonessential Elements
B. With Numbers and Abbreviations
C. With References and Directions
D. With a List

VII. The Apostrophe
A. In Contractions
B. In Possession
C. In Plurals

5.3 Abbreviations, Capitalization, and Number Expression

I. Abbreviations
A. Titles and Degrees
B. Addresses
C. Companies, Organizations, and Departments
D. Expressions of Time
E. Miscellaneous Abbreviations

II. Capitalization

III. Number Expression

Section Applications

5.1 External Marks and the Comma

A. External Punctuation

1. Mae Wong left the office to attend a dinner meeting.
2. Will you please call me when you are ready to discuss this issue.
3. Wow! This cake is great!
4. How many people do you expect to attend the seminar?
5. Dr. Chu and Mrs. Tong are working together on this project.
6. Complete the steps in this order:
   a. Select a time for the meeting.
   b. Reserve a conference room.
   c. Notify the team members about the arrangements.

B. Commas

1. Jose, implied Miguel, is not trustworthy.
2. After all, you have accomplished more than anyone I know.
3. The menu includes chicken, rice, salad, and cake.
4. Personally, I think the color is beautiful.
5. To Jill, Robert seemed upset.
6. Give me the report, and I will deliver it to the main office.
7. After we left work, we went directly to the restaurant.
8. Do you want eggs or cereal or pancakes for breakfast?
10. The order totaled $23,456.75.

5.2 Other Internal Marks

A. Internal Punctuation

Answers will vary. Students are to write sentences that correctly use the punctuation marks and tell why this is a correct use of the mark.

1. comma
2. semicolon
3. colon
4. dash
5. hyphen
6. quotation marks
7. parentheses
8. apostrophe
**B. Numbers and Punctuation**

1. The children should be in bed by 9:30 p.m.
2. One-half of the votes have been counted.
3. The sum of four hundred dollars ($400) is due at closing.
4. You may consult the glossary (page 35) to find the meaning of these terms.
5. The stadium was built in ’06.

**C. Quotation Marks and Other Punctuation**

1. “Before you go,” said the client, “give me your telephone number.”
2. He asked calmly, “Have you finished painting my car?”
3. “Stop!” he shouted. “That chemical is dangerous.”
4. The teacher said, “Read the text about atoms (page 42).”
5. This morning you said, “I will send the document right away”; it has not arrived yet.

5.3 Abbreviations, Capitalization, and Number Expression

**A. Abbreviations**

Answers will vary. Sample answers are given here.
1. Mr. Lee will talk with Dr. Paul.
2. He will see Lena Bridge, M.D.
3. She lives at 45 Main Street NW.
4. Her address is 123 Main Street, Monticello, KY 42633.
5. Check No. 245 was received yesterday.

**B. Capitalization**

1. No
2. Yes
3. No
4. Yes
5. Yes

**C. Number Usage**

Answers will vary. Sample answers are given here.
1. There were 4 men, 9 women, and 25 children at the picnic.

2. You will receive a 25 percent discount on your next purchase.
3. The building project will cost $5 million.
4. The party will be on April 12.
5. The house that is for sale is at One North Peyton Place.

### End-of-Chapter Activities

**Vocabulary Review**

1. g
2. m
3. q
4. i
5. b
6. j
7. s
8. k
9. d
10. o
11. c
12. r
13. e
14. f
15. l
16. h
17. a
18. p
19. n

**Critical Thinking Questions**

Answers will vary. Sample answers are provided here.

1. A writer who does not follow standard rules for number usage might make a poor impression on the reader. The reader may think the writer is careless with number usage or does not know number usage conventions.
2. Yes, messages would be harder to read without external punctuation marks because the sentences would run together. The reader
would have to take extra time to figure out the message.

3. Mrs. Thomson, the music teacher, and I played the song.
   Mrs. Thomson (the music teacher) and I played the song.
   Mrs. Thomson—the music teacher—and I played the song.

4. A writer would want to avoid using many abbreviations in business letters because abbreviations are considered too informal for most business documents. Also, abbreviations that are not known by the reader can make the message difficult to understand.

Chapter Applications

A. Appositives

1. Mrs. Roberts, my friend, and I will discuss the plans.
   Also correct: Mrs. Roberts (my friend) and I will discuss the plans.

2. The author Elias Grey will sign his books in the store lobby.

3. The corrections shown in red were made by the editor; the ones in blue were made by the author.

4. The luncheon, which was served on the patio, was informal.

5. The company president, Mrs. Lui, discussed benefits with the employees.

B. Business Documents

1. True
2. False
3. True
4. True
5. False

C. Word Division Rules

Solutions will vary. Students are to work with a classmate to complete this project. They are to search the Internet or other sources to find guidelines for word division in business documents and key a list of at least seven guidelines. With your guidance, students are to prepare one list of guidelines to follow when creating documents for this class.

Editing Activity

In the solution, words and punctuation that contained errors in the original paragraphs are underlined.

Some companies spend large amounts on advertising. They want to make sure consumers recognize hundreds of products. These companies must protect their product names; therefore, they may hire trademark examiners. These examiners look for trademark violators. Violators are retailers and writers who improperly use trademark names. Companies often have to hire attorneys; moreover, they must often file lawsuits.

The courts have made judgments over the years that have removed trademark protection from many products. The following products are now very familiar; in fact, it's hard to believe these generic names were once trademarks: (1) aspirin, (2) escalator, (3) kerosene, (4) linoleum, (5) thermos, and (6) yo-yo.

Case Study

Good Presentations or Flawed Documents?

Answers will vary. Sample answers are provided here.

1. Bob and Celia are more likely to remember the flawed paragraph and table than the excellent presentations. Customers of a training company would likely expect both the company’s presentations and documents to be good and correct.

2. Celia and Bob could tactfully tell a Sales Trainers associate that they are disappointed with the company’s written materials. They might add that the poor written materials make customers question the quality of services the company would provide.

3. To ensure that company materials are error-free, employees should proofread the documents carefully and use spell and grammar checking features of their software to help identify errors.
Career Case Study

*Communication for Business Management and Administration*

Answers to the questions will vary. Sample answers are shown.

1. The memo with an attached questionnaire may be a good way to gather the information Sue needs if the former employees believe the information will be kept confidential. However, there is no reason to think employees will feel more comfortable giving information in surveys than they do in exit interviews.

2. People leaving the company may be reluctant to discuss their real reasons for leaving the company because their comments would be unfavorable to the company. They may want a job reference from the company and think that the company will not give them a good reference if they say negative things about the company.
CHAPTER 6
The Writing Process

Objectives
6.1 Planning and Organizing Messages
1. Plan messages by identifying the objective, main idea, and supporting details.
2. Adjust messages for the planned audience.
3. Organize messages in direct, indirect, or direct-indirect order.

6.2 Composing Messages
1. Compose messages that are courteous, correct, concise, clear, and complete.
2. Compose messages that use bias-free language.

6.3 Editing and Publishing Messages
1. Describe the stages of the writing process.
2. Edit and revise business messages.
3. Use effective proofreading methods and proofreaders' marks.
4. Select appropriate ways to publish business messages.

Chapter Outline

Introductory Points
• Writing is a process that involves planning, composing, editing, proofreading, and publishing messages.
• Planning a message involves these four steps: identify the objective, determine the message's main idea, select supporting details, and adjust the message for the receiver.
• Effective business messages are courteous, correct, concise, clear, and complete.
• Editing is so important that you should plan to spend as much time editing as you do composing.
• Selecting an appropriate method for publishing a message is important.

6.1 Planning and Organizing Messages
I. Planning Messages
A. Identify the Objective
B. Determine the Main Idea
C. Choose Supporting Details
D. Adjust the Message for the Receiver

II. Organizing Messages
A. Direct Order
B. Indirect Order
C. Direct-Indirect Order

6.2 Composing Messages
I. Effective Messages
II. Courteous Messages
A. Positive Words
B. Proper Titles
C. Bias-Free Words
   1. Gender Bias
   2. Race and Age Bias
   3. Disability Bias

III. Correct Messages
A. The Main Idea
B. Supporting Details

IV. Concise Messages
A. Unnecessary Elements
   1. Redundancies
Section Applications

6.1 Planning and Organizing Messages

A. Analyze an Effective Message
   1. The objective of the message is to inform.
   2. The order for the message is indirect.
   3. The main idea is that the telephone will be delivered on May 20. The supporting details are that the phone is now of stock and will be shipped by overnight express when it arrives.
   4. The message is you-oriented because it uses the second-person pronoun you and discusses benefits to the receiver.

B. Review a Business Message
   Answers will vary. Students are to answer the following questions about a real business message.
   • What is the main idea of the message?
   • How is the message organized—direct, indirect, or direct-indirect order?
   • Is the message you oriented? Justify your answer.

C. Select a Message Order
   1. Direct order should be used for messages to the students who will receive the scholarships.
   2. Indirect order should be used for messages to the students who will not receive the scholarships.

6.2 Composing Messages

A. Courteous Messages
   Answers will vary. Students are to rewrite the paragraphs using a courteous tone and the you approach. A sample answer is provided here.
   Thank you for the information related to the item you want to return. Please send the product number and the exact reason for the return. Once you have submitted this information, your return can be authorized.
   When you have returns in the future, please refer to our return policy. Following the return policy guidelines will help us process your returns more quickly.

B. Bias-Free Messages
   Answers will vary. Sample answers are provided here.
   1. Alberto has smallpox.
   2. The teacher was recognized for excellence in teaching.
   3. The woman purchased a bag of oranges.
   4. The police officer studied the site of the robbery.
   5. The nurse cared for the infant.

C. Concise and Clear Messages
   Answers will vary. Sample answers are provided here.
   1. Most homes in this area cost about $250,000.
   2. Chenda is very tired.
   3. Ms. Curie suggested several alternatives.
4. People are usually trustworthy.
5. Tony asked Suzanne how long it would take her to complete the electrical work.
6. A pound of chocolates costs $24.50.
7. Stock in that company is $235 per share.
8. We will complete your cabinets by June 1.

6.3 Editing and Publishing Messages

A. Editing a Message

Solutions will vary. A sample solution is given here.

Thank you for requesting an application to attend our summer camp for students. The deadline for the application is April 14. Please submit your application to arrive by that date.

The summer camp will last two weeks. Students should plan to arrive on Sunday, May 11, and leave on Saturday, May 24. Students should bring their own sleeping bags and towels. All other camping gear will be provided by the camp. The charge for the camp is $10 per day for a total of $140.

Please let me know if you have any questions about the enclosed application. I can be reached at 606-555-0124 Monday through Friday from 8 a.m. to 5 p.m.

B. Publishing Messages

1. Memo or e-mail message
2. Business letter
3. Memo, e-mail message, or posting on a company intranet
4. Memo
5. E-mail message or phone call

Reading Activity

In this Reading Skills feature, students are reminded that different reading methods and speeds are appropriate for different reading tasks. Reading strategies used for reading comprehension differ from those used for proofreading a message. Students are to open the Word file CH06 Reading from the student data files. They are instructed to proofread the message and mark corrections using proofreaders’ marks. In the solution that follows, words and punctuation that are incorrect in Message 1 are underlined.

Appropriate words for business communications are precise, up-to-date, and concise. Using appropriate words insures that the readers will understand your messages.

Precise words are exact or specific. They let you say exactly what you mean in clear and informative language. For example, instead of using the word concerned, you might say anxious. Instead of using the word store, you can say which store and write Hatcher’s Jewelry Store. Instead of using the term due date, use a phrase such as within ten days to show the precise time.

Avoid using out-dated words and phrases. A way to identify out of date expressions in your writing is to ask yourself, “Would I say this if I were talking with the receiver?” If the answer is no, do not use the out-dated language in your writing. For example, if you acknowledge an inquiry from a customer, would you say, “as per your request”? No. You would probably say, “as your requested.”

Good business communications use concise words. Concise means “brief, to the point, or short.” Concise words, nonetheless, are comprehensive; they carry the writer’s full meaning. To write concise messages, eliminate unnecessary redundancy. Sometimes writers use to or three words whose meanings overlap when one word is all that is needed.

Net Bookmark

Several schools and other organizations provide online resources for writers. Purdue University provides an Online Writing Lab called OWL. Students are to go to the site and review information found there. Wording of answers to the questions will vary.

1. You should use positive words because people respond more favorably to positive ideas than to negative ideas.
2. When you need to present negative information, soften its effects by superimposing a positive picture on a negative one.
   • Stress what something is rather than what it is not.
   • Emphasize what the firm or product can and will do rather than what it cannot.
   • Open with action rather than an apology or explanation.
   • Avoid words that convey unpleasant facts.1

End-of-Chapter Activities

Vocabulary Review
1. empathy
2. project bid
3. publish
4. editing
5. correct
6. courteous
7. contradictory
8. bias
9. objective
10. complete
11. concise
12. redundancy
13. transition
14. proofreading
15. intranet
16. clear
17. proofreaders’ marks

Critical Thinking Questions
Answers will vary. Sample answers are provided here.
1. The receiver may become impatient reading supporting details before reading the main idea. The receiver might not react favorably to the negative news without first reading the supporting details.
2. Every business message should promote goodwill because goodwill is important to the success of a business.
3. When a message is not properly planned or organized, important information may be omitted. Information may be presented in a confusing order.
4. An incomplete message can be expensive because not knowing all the needed information may cause someone to make a mistake or miss a business opportunity.
5. Planning is important because the writer needs to know what objective the message is supposed to achieve. Composing messages that are courteous, correct, concise, clear, and complete improves the chances that the objective of the message will be achieved. Editing is important to make sure the message is courteous, correct, concise, clear, and complete. Proofreading is important to make sure the message is error-free and formatted attractively. Publishing or sending the message by an appropriate method is important for making sure the receiver gets the message.

Chapter Applications
A. Revise and Publish a Message

Answers will vary.
1. The message leaves out many details the reader would need, such as how to contact Evan.
2. The audience Evan is trying to reach is parents or grandparents who would hire him to design a playhouse. Leaders at a school, church, or other organization might also be included in the audience for his message.
3. The objective of Evan’s message is to gain customers for his new playhouse design business. The main idea of the message is that Evan is offering playhouse design services.

4. Students are to edit and correct Evan’s message to improve it. The finished message should be courteous, correct, concise, clear, and complete. Students should add any missing details.

5. Students are to save the message as a single file Web page, preview the message in a Web browser, and make changes as needed to create an attractive and interesting Web page.

B. Use Proofreaders’ Marks

Students are to work with a classmate to complete this project. Teammates should exchange messages and revise until they agree that both copies are correct. Solutions will vary.

Welcome to Century Mortgage Company. The enclosed brochure should answer any questions you might have about your new mortgage. Your loan number is located the upper left-hand corner of the payment coupon. Payment coupons will be mailed to you separately, and the coupons must accompany all payments.

C. Research Data for a Complete Message

Solutions will vary. Students are to do research on the Internet to find the information needed to reply to an e-mail message. Using search terms such as letterhead paper and business stationery should result in a list of appropriate sites.

Editing Activity

In the solution, words and punctuation that contained errors in the original paragraphs are underlined.

Now that I have calmed down, I am writing to tell you that I believe I was justified in the matter we discussed Friday. Being penalized for not working overtime last weekend does not seem fair.

I do understand that I had agreed to put in overtime hours when they were needed; but last weekend my twin sons were three years old, and I had promised to host their birthday party. If I had known several weeks ago that I had to work on June 7, I would have arranged for a substitute or changed the party date. With such little notice, I was unable to make any last-minute arrangements. I know I was wrong when I went over your head to talk with Howard, your supervisor, and apologize for doing so. Can we discuss this further?

Case Study

Letter to Temporary Employees

Answers will vary. Sample answered are provided here.

1. Cher should use indirect order because the message is bad news.

2. Cher can promote goodwill by telling the employees she appreciates the good work they have done on the finished projects. She can tell them about projects the company is hoping to get and that they may be hired to work on these projects.

Career Case Study

Communication for Marketing, Sales, and Service

Answers to the questions will vary. Sample answers are shown.

1. While working on the sales floor, Juanita does not seem to consider the receivers of her comments and adjust her messages accordingly. She uses the same “chatty” approach with everyone.

2. Older customers may think that Juanita is too familiar in her conversations with them. They might also think that she will not be able to make good suggestions for the clothing they should buy because she dresses in a very different style.

3. Juanita can read articles online or read books about sales techniques. She can ask for help from other sales associates who seem to be successful at communicating with all types and ages of customers. She might also take a class on sales and marketing at a local community college or career school.
CHAPTER 7
Writing Memos, E-mail, and Letters

Objectives

7.1 Business Correspondence
1. Describe types of business correspondence.
2. Name purposes for business correspondence.
3. Plan and organize effective business correspondence.

7.2 Memos
1. Compose effective memos.
2. Format, edit, and publish memos.

7.3 E-mail and Instant Messaging
1. Compose effective e-mail messages.
2. Describe business uses for instant messages.

7.4 Letters
1. Format, edit, and publish letters.
2. Prepare envelopes for business letters.

Chapter Outline

Introductory Points
• Business correspondence is written to share or request information.
• Memos, e-mail, and letters are types of business correspondence.
• A memo is an informal document most often used to send messages to people within a company.
• E-mail is an informal, fast method for sending business messages.
• Instant messages are used by some businesspeople to communicate with coworkers.
• Business letters are used to send messages to people outside and inside a company. A letter is more formal than an e-mail message or a memo.

7.1 Business Correspondence
I. Types of Business Correspondence
   A. Memos and E-mails
   B. Letters
   C. Other Documents
II. Purposes for Correspondence
   A. Provide a Record
   B. Advise, Direct, or State a Policy
   C. Inform
   D. Request
   E. Persuade
   F. Promote Goodwill
III. Planning and Organizing Messages
   A. Planning Messages
   B. Organizing Messages

7.2 Memos
I. Writing Memos
   A. Heading Lines
      1. To Line
      2. From Line
      3. Date Line
      4. Subject Line
   B. Body
   C. Notations
      1. Reference Initials
      2. Attachment or Enclosure Notations
      3. Copy or Blind Copy Notations
   D. Second Page Headings
   E. Memo Templates
II. Editing and Publishing Memos
7.3 E-mail and Instant Messaging

I. E-mail
   A. Parts of an E-mail Message
      1. To Line
      2. Cc and Bcc Lines
      3. From Line
      4. Date Line
      5. Subject Line
      6. Body
   B. Work-Friendly Features
      1. Address Book
      2. Signature File
      3. Spelling Checker
      4. Attachment
      5. Draft
      6. Reply and Reply All
      7. Forward
      8. Priority
      9. Return Receipt
   C. E-mail Netiquette

II. Instant Messaging
   A. IM Basics
      1. Buddy, Contacts, or Friends List
      2. Chat Window
      3. Worker-Friendly IM Features
   B. IM Netiquette

7.4 Letters

I. Writing Letters
   A. Standard Letter Parts
      1. Date
      2. Letter Address
      3. Salutation
      4. Body
      5. Complimentary Close
      6. Writer's Name and Title
      7. Reference Initials
   B. Optional Letter Parts
      1. Attention Line
      2. Reference Line
      3. Subject Line
      4. Postscript
   II. Editing and Publishing Letters
      A. Business Letter Formats
      B. Business Envelopes

Section Applications

7.1 Business Correspondence
   A. Purposes for Business Correspondence
      1. State a policy
      2. Promote goodwill
      3. Persuade
      4. Inform
      5. Reply to a request
      6. Provide a record
      7. Promote goodwill
      8. Direct

   B. Plan and Organize a Message
      Solutions will vary. Students are to plan and organize information for a message to coworkers. The message should tell the employees about a new committee that has been formed to study green practices. These employees do not yet know about the committee or its purpose. After planning and organizing the information, students should compose the paragraphs of the message.

7.2 Memos
   A. Format a Memo
      Students are to key a memo in correct format, proofread, correct errors, and print the memo. A sample solution is provided in the file Word file CH07 7-2A Solution.

   B. Compose a Memo
      Students are to respond to a memo from an employee that requests information about the company’s family medical leave policy. Wording of solutions will vary. The solution memo should provide the information requested and indicate that the family medical leave policy is being enclosed. The memo should be in correct format and without errors.
7.3 E-mail and Instant Messaging

A. Compose an E-mail
Solutions will vary. Students are to write an e-mail to coworkers giving plans for a holiday luncheon. Provide students with an address for the To line if you want them to send the message to you.

B. E-mail Netiquette
There are several problems with the e-mail that students should identify:
• The subject line is not effective.
• A large file is attached to the message without prior approval.
• The message is keyed in all capitals.
• The message includes confidential information.
• The message contains an emoticon and an informal abbreviation (TTYL).

7.4 Letters

A. Letter Parts and Format
Solutions will vary. Students are to bring to class a business letter that the student or a family member has received. Students answer questions about the format and parts of the letter.

B. Format a Block Letter
Students are to key a block letter in correct format, proofread, and correct errors. A sample solution is provided in the file Word file CH07 7-4 B Solution.

Reading Activity
In this Reading Skills feature, students build their vocabulary by learning or reviewing words and terms that are often confused or misused. Students are to select ten words from the list that they may be likely to use incorrectly. For each word, they write a sentence that correctly uses the word. Next, students add at least two new words or terms to this list. Students are also instructed to continue to add new words or terms to this list as they encounter them in their reading.

Net Bookmark
Memo templates are often available with word processing programs. Microsoft Word provides memo templates on its Web site. Students are to go to the site and review the memo templates found there. Answers to the questions will vary.
1. Students are to tell what the templates they viewed have in common.
2. Students are to tell which templates they prefer and why.

End-of-Chapter Activities

Vocabulary Review

Across
2. subject line
4. blind copy
8. open
9. letter
10. attachment
11. flame
13. IM
15. reference initials
16. e-mail
17. copy
18. mixed
19. spam

Down
1. body
3. emoticon
5. invoice
6. postscript
7. enclosure
12. contacts list
14. netiquette
18. memo
Critical Thinking Questions

Answers will vary. Sample answers are provided here.

1. No, your company e-mail account should not be used to send personal messages. The e-mail account is for business use only. If you need to send a personal e-mail while at work, wait for lunch or break time. Access your personal account and send the message.

2. Confidential information should not be sent in an e-mail message because e-mail is not private or secure. The information may be accessed by someone who is not authorized to have it if it is sent by e-mail.

3. To let your supervisor know that a client has decided to place a large order with a competitor rather than with your company, use a memo or an e-mail. Use e-mail only if the information is not considered confidential.

4. A teacher might write letters to parents of students regarding the students’ work or school activities. A teacher might write memos to the school principal or other school staff regarding students or school activities.

Chapter Applications

A. Update and Format a Letter

Students are to format a letter in modified block style with mixed punctuation. They are to accept or reject tracked changes in the letter, proofread, and correct errors. A sample solution is provided in the file Word file CH07 A Solution.

B. Phishing Alert Memo

Students are to key a memo in correct format, proofread, correct errors, and print the memo. A sample solution is provided in the file Word file CH07 B Solution.

C. E-mail Safety

Solutions will vary. Students are to work with a classmate to search the Internet for articles about using e-mail safely. The article might be about phishing, spam, identity theft, passwords, computer viruses, or other matters involving e-mail. Students are to key a summary of the main points of the article and give complete source information. They should be prepared to share what they have learned with the class.

D. E-mail to Contact Group

Students are to format the message given as an e-mail. They are to work with another student and send the e-mails to each other for review. Students are to create a contact group or mailing list to include six students in the class. They are to send the final, corrected e-mail to the group or mailing list with a copy to you. The text of the e-mail is shown in the student textbook.

E. Envelopes for Business Letters

Students are to create envelopes for the letters they created in Application B on page 249 and Application A on page 252. For the first envelope, students should use the all capitals, no punctuation style recommended by the U.S. Postal Service for the letter address and the student’s address as the return address. For the second envelope, students should use the traditional style (initial caps and punctuation) for the letter address. The name and address shown in the letterhead should be used for the return address. Students are to print the envelopes, using paper cut to envelope size if envelopes are not available. Sample solutions are provided in the Word file CH07 E Solution.

F. Personal Business Letter

Solutions will vary. Students are to write a letter to the maker/provider of a product or service they have used. The letter should tell the company what the student likes or does not like about the product or service. Students should create a personal letterhead for the letter and print an envelope. The letter should be courteous, correct, concise, clear, and complete. The letter should use an appropriate format and order for presenting the message.
**Editing Activity**

In the solution, words and punctuation that contained errors in the original paragraphs are underlined.

Speaking with you this past Wednesday and meeting some of the administrators was a pleasure. Ed, as you requested, the following day I surveyed the market to compare prices of laser printers for home use. We know that the ink-jet printers owned by many of our employees have become outdated or insufficient for the work they do at home.

My complete report is attached. The report includes the discounted prices, features, appearance, power, memory, ease of use, size, and overall efficiency of five different laser printers. Also included are my recommendation for purchase and a convenient financial arrangement for our employees.

**Case Study**

**Planning Messages**

Answers will vary. Sample answers are provided here.

<table>
<thead>
<tr>
<th>Task</th>
<th>Document</th>
<th>Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find corporate sponsors to pay for tickets and to donate box lunches.</td>
<td>Letter</td>
<td>Indirect</td>
</tr>
<tr>
<td>Secure the cooperation of the shows’ stage managers and casts.</td>
<td>Memo or e-mail</td>
<td>Indirect</td>
</tr>
<tr>
<td>Inform the house manager to ensure that the theater remains open and staffed for the extra time after performances.</td>
<td>Memo or e-mail</td>
<td>Direct</td>
</tr>
<tr>
<td>Invite schools to participate.</td>
<td>Letter</td>
<td>Direct</td>
</tr>
<tr>
<td>Make the box office aware of the special ticketing arrangements.</td>
<td>Memo or e-mail</td>
<td>Direct</td>
</tr>
</tbody>
</table>

**Career Case Study**

**Communication for Architecture and Construction**

Answers to the questions will vary. Sample answers are shown.

1. James should report the violations to his supervisor.
2. If James reports the violations to his supervisor, the supervisor may take steps to correct the violations.
3. If James reports the violations to his supervisor, he should do so in a memo to provide a record of the report.
CHAPTER 8
Writing to Clients and Customers

Objectives

8.1 Neutral or Positive messages
1. Plan neutral and positive messages.
2. Organize neutral and positive messages.
3. Write and edit neutral and positive messages.

8.2 Negative Messages
1. Plan negative messages.
2. Organize negative messages.
3. Write and edit negative messages.

8.3 Persuasive Messages
1. Plan persuasive messages.
2. Organize persuasive messages.
3. Write and edit persuasive messages.

Chapter Outline

Introductory Points
• To plan a business message, identify the objective, identify the main idea, determine the supporting details, and adjust the content to the receiver.
• A positive or neutral message should be organized in direct order.
• A negative or persuasive message should be organized in indirect order.
• All messages should be edited to be courteous, correct, complete, concise, and clear.

8.1 Neutral or Positive Messages
I. Planning Neutral or Positive Messages
II. Organizing Neutral or Positive Messages

8.2 Negative Messages
I. Planning Negative Messages
II. Organizing Negative Messages
A. Neutral Opening
B. Reasons for the Negative News
C. The Negative News Itself
D. The Closing
III. Writing Negative Messages
A. Denying a Request
B. Refusing Credit
IV. Writing Messages with Both Positive and Negative News

8.3 Persuasive Messages
I. Planning Persuasive Messages
II. Organizing Persuasive Messages
A. Gain the Reader’s Attention
B. Show a Need
C. Explain Your Solution
D. Present Supporting Details
   1. Address Obstacles
   2. Emphasize the Primary Appeal
E. Ask for a Specific Action
CHAPTER 8 • Writing to Clients and Customers

III. Writing Persuasive Messages
   A. Sales Messages
   B. Collection Messages

IV. Planning Proposals
V. Organizing and Writing Proposals

Section Applications

8.1 Neutral or Positive Messages
A. Identify Message Types
   1. Claim
   2. Goodwill message
   3. Acknowledgment
   4. Order
   5. Positive response to a request

B. Plan, Organize, and Write a Positive Message
Solutions will vary. Students are to plan, organize, and write a positive message. The letter should use the direct approach and be formatted in block style with open punctuation. Students are to make up the name and address of the organization and any details that are needed for a complete response.

8.2 Negative Messages
A. Identify Message Types
   1. Request denial
   2. Credit refusal
   3. Request denial
   4. Request denial

B. Plan, Organize, and Write a Negative Message
Solutions will vary. Students are to plan, organize, and write a negative message. The letter should use an indirect approach and be formatted in block style with open punctuation. Students are to make up the address and phone number of the company and any details that are needed for a complete response.

8.3 Persuasive Messages
A. Message Order
   1. Opening paragraph
   2. Closing paragraph
   3. Middle paragraph
   4. Middle paragraph
   5. Closing paragraph

B. Write a Persuasive E-mail
Solutions will vary. Students are to plan, organize, and write a persuasive e-mail message. Their goal is to convince coworkers to join a sports team or a club. The message should use indirect order. It should be courteous, correct, complete, concise, and clear.

Reading Activity
In this Reading Skills feature, students learn the importance of recognizing facts and opinions in materials they read. Students are to read several statements and indicate whether they seem to be facts or opinions. Answers are provided on the last page of the exercise.

Net Bookmark
The Better Business Bureau (BBB) is a resource consumers can use to learn about businesses and filing claims. Students are to go to the BBB site and review the opening page that discusses filing complaints with the BBB.

1. The BBB’s goal is to resolve complaints involving buyers and sellers in a fair and timely fashion. The complaints can be consumer-to-business complaints or business-to-business complaints.
2. Historically, over 70 percent of complaints filed through BBB are resolved.
End-of-Chapter Activities

Vocabulary Review

1. d
2. j
3. a
4. o
5. r
6. b
7. l
8. p
9. c
10. e
11. n
12. f
13. h
14. g
15. q
16. k
17. i
18. m

Critical Thinking Questions

Answers will vary. Sample answers are provided here.

1. Positive or neutral messages should be organized in direct order because they contain news the reader will be glad to receive. Using direct order gives this news early in the message.

2. A goodwill closing is important for all types of messages because one of the goals of every business message is to build goodwill.

3. It is important to present negative news using positive language to soften the effects of the negative news.

4. No, both persuasive messages and negative messages should be receiver-oriented. In both cases, the writer is trying to show reasons or conditions that relate to the receiver.

5. Most persuasive messages are organized in an indirect order to build understanding of the reasons for the request that is presented later in the message.

Chapter Applications

A. Routine Request

Solutions will vary. Students are to write a routine request, asking their local librarian to extend the due date for books checked out from the library. The e-mail message should use a direct approach, provide all needed details, and include a goodwill closing.

B. Credit Refusal Letter

Solutions will vary. Students are to write a letter that refuses credit in the amount requested, but offers a lesser amount of credit. The letter should be in block style with open punctuation. The letter should use indirect order and be free of errors.

C. Customer Response Letter

Solutions will vary. Students are to edit and revise a customer response letter. The letter should be in modified block format with mixed punctuation. It should be in correct order and free of errors.

D. Goodwill Message

Solutions will vary. Students are to compose an e-mail congratulating a friend on a recent promotion, an anniversary, a birthday, or another event. Students should supply all necessary details.

E. Good News Message

Solutions will vary. Students are to write a letter to Ms. Reanna Coyle, telling her that her credit application with Katina’s Fashions has been approved. Students select a letter style and punctuation style. The letter should be in correct order and free of errors.

F. Persuasive Message

Solutions will vary. Students are to work with a classmate to complete this activity. They should
search the Internet to find the Web site of a travel agency or a car dealership and study the information provided for one or more tours or cars. Using this information, students are to write a one-page sales letter to potential customers, urging them to take a certain tour (trip, cruise, or vacation package) or to buy a certain car. The letter should use indirect order. Students select a letter style and punctuation style. The letter should provide needed details and be free of errors.

**Editing Activity**

In the solution, words and punctuation that contained errors in the original paragraphs are underlined.

Thank you for sending my recent order No. 26834 so promptly. There is a problem with the order that requires an adjustment.

The order was for 14 spools of embroidery thread and several other items. All the items that arrived for the order were correct except the embroidery thread. The box contains only 12 spools of thread—not the 14 spools as ordered. The packing slip for the order is enclosed.

Please send me the two missing spools of embroidery thread. If the thread is not available, please credit my account for the cost of the two spools of thread. If you have any questions about this adjustment, please call me at (606) 555-0129.

**Case Study**

**Up Close and Personal**

Answers will vary. Sample answers are provided here.

1. Yes, I think there is a connection between fewer orders from long-term customers and fewer letters being sent to customers. Customers who have been accustomed to receiving letters may feel neglected when the letters stop coming.

2. Technology can take the place of sending letters to communicate with some customers. Customers who use technology in their own businesses may be comfortable with communicating by Internet sites or video conferences. Other customers, who are not accustomed to using these technologies, may not feel comfortable communicating in this way.

**Career Case Study**

**Communication for Finance**

Answers to the questions will vary. Sample answers are shown.

1. Joan has written a letter with negative news.

2. No, the letter should be written in indirect order.

3. Mr. Park probably does not think favorably of Joan or Logan Savings and Loan.

4. The letter does not prepare Mr. Park for the bad news before it is given. It also does not offer an alternative solution.
CHAPTER 9
Writing Reports

Objectives

9.1 Planning Reports
1. Classify reports according to their style, purpose, and format.
2. Identify the steps in planning a report.

9.2 Writing Informal Reports
1. Explain when to use direct or indirect order for reports.
2. Create a report outline.
3. Name the parts of an informal report.
4. Write an informal report.

9.3 Writing Formal Reports
1. Decide when to use a formal report.
2. Identify parts of a formal report.
3. Plan and prepare a formal report.

Chapter Outline

Introductory Points
• Reports are business tools that help managers make decisions and solve problems.
• Reports may be formal or informal.
• Reports may be formatted in memo, letter, or manuscript style.
• Informational reports are used to present facts. Analytical reports are used to analyze a problem and present recommendations.
• Informal reports may be formatted like letters, memos, or manuscripts. The format depends on the receiver and the length of the report.

• Because of the amount of time required to write formal reports, they are used only when absolutely necessary.

9.1 Planning Reports
I. Types of Reports
   A. Style
   B. Purpose
   C. Format
II. Defining the Report
   A. Identify the Problem or Topic
   B. Determine the Scope
   C. Develop a Timeline
III. Collecting the Data
   A. Primary Research
   B. Secondary Research
      1. Evaluating Data Sources
      2. Bibliography Notes
      3. Research Notes
IV. Processing the Data
   A. Create a Report Outline
   B. Analyze the Data
   C. Draw Conclusions and Make Recommendations

9.2 Writing Informal Reports
I. Organizing Informal Reports
   A. Direct Order
   B. Indirect Order
II. Outlining and Writing Informal Reports
   A. Report Outlines
   B. Writing Style
III. Formatting Informal Reports
   A. Parts of an Informal Report
   B. Letter Reports
   C. Memo Reports
D. Manuscript Reports

9.3 Writing Formal Reports

I. Organizing and Writing Formal Reports
   A. Direct and Indirect Order
   B. Writing Style

II. Parts of a Formal Report
   A. Preliminary Parts
   B. The Report Body
   C. Supplementary Parts
   D. Formatting Formal Reports
      1. Margins and Spacing
      2. Headings
      3. Visual Aids

Section Applications

9.1 Planning Reports

A. Types of Reports
   1. Informational report
   2. Informational report
   3. Analytical report
   4. Informational report
   5. Analytical report

B. Report Style and Purpose
   1. Informal memo report
   2. Formal manuscript report
   3. Informal letter report

C. Report Research
   Answers will vary. Students are to search the Internet or other sources to find an article on improving customer service. They are to prepare a topic outline of the article and place a bibliography note below the outline. Students are also to prepare a research note that gives a short, direct quote from the article.

9.2 Writing Informal Reports

A. Analyze Data for a Report
   Students are to analyze the data given in preparation for writing a report. The analysis and conclusions will vary, but may include the following points.
   - The income for each additional child will be $125 per week. This amounts to $500 to $625 per month, depending on how the weeks fall. The additional expenses for each child per month will be from $158 to $170 per month. Thus, for a typical month, the center will gain $342 to $455 per month. This does not include the one-time $200 cost for new nap mats and blankets. The first month’s gain would be offset by this amount ($200).
   - Other factors, such as the ones listed below, should also be considered.
     • Staff members will have an increased workload if the center cares for two additional children.
     • Each child may get less attention from staff members.
     • The center will be more crowded.
     • Additional paperwork, such as government reporting, may be required for additional children.
   Students should conclude that the center should accept two additional children for care.

B. Create an Outline and a Report
   Wording of solutions will vary. Students are to create an outline of the data they analyzed in preparation for writing a report. The information should be organized in direct order. Students are to write a short, informal memo report using the outline they created. The report should give a conclusion about the data in the opening paragraph. It should also give a recommendation about whether the center should care for two additional children in the opening paragraph. An explanation of the analysis should be given in the following paragraphs. The report should be in correct memo format as shown in Figure 9-10 of the textbook.

9.3 Writing Formal Reports

A. Formal or Informal Report
   1. Informal report
   2. Formal report
3. Informal report
4. Informal report
5. Formal report

B. Parts of a Formal Report
1. Conclusions
2. Letter or memo of transmittal
3. Table of contents
4. Introduction
5. Limitations
6. Findings and analysis
7. Recommendations
8. Bibliography or Works Cited page
9. Appendix
10. Scope

Reading Activity
In this and other chapters, Reading Skills exercises will help students learn and practice ways to improve reading skills. Suggested answers to the questions in the exercise are shown below.

1. The source of the article is the U.S. Department of Justice. This source is reliable.
2. The article was current at the time of publication of the textbook. The release date is May 15, 2008.
3. The article is written in direct order. The main idea is presented at the beginning of the document.
4. Keywords that might be used for further research include:
   - counterfeit computer software
   - identity theft
   - mail fraud
   - computer keystroke logger program

Net Bookmark
Reports for school are often prepared in MLA (Modern Language Association) style. The MLA Handbook shows details of using this report style. The MLA provides a Web site with many types of information. Students are to go to the MLA site and answer the questions given.

1. MLA was founded in 1883.
2. About 30,000 people are members of MLA.
3. Answers will vary. Students are to select one of the frequently asked questions and give a brief summary of the answer.

End-of-Chapter Activities
Vocabulary Review
1. Documentation
2. conclusion
3. interview
4. report
5. bibliography
6. table of contents
7. outline
8. hypothesis
9. analytical
10. informational
11. timeline
12. survey
13. recommendation
14. wildcard
15. alternative
16. executive summary
17. primary
18. secondary
19. appendix
20. scope
21. analyze
22. observation

Critical Thinking Questions
Answers will vary. Sample answers are provided here.

1. Yes. When you are dealing with a lot of information, it is easy for the information to become disorganized. Using an outline helps keep the information organized in a logical order.
2. If you cannot express the problem or topic in a single statement, the problem or topic is likely to be too large in scope and should be limited or simplified.

3. Conducting primary research is more difficult. Doing primary research can be very complex and requires expertise in research methods.

4. If you do not evaluate the data, you may use data for your report that is incorrect, outdated, biased, or from an unreliable source.

5. Paraphrasing is restating information from a source in your own words. Plagiarism is using another’s works or words and presenting them as your own. Documentation is a method of giving credit to the source when you use another’s words or works. Documentation is used when you paraphrase material to avoid plagiarism.

Chapter Applications

A. Plan a Formal Report
Students are to identify a topic or problem for a research report and have it approved by you. They should write a statement or question that identifies the objective of the report, determine the scope of the report, and develop a timeline for completing the report.

B. Conduct Research for a Report
Students are to conduct research for a report, evaluate the data, and create bibliography and research notes for the data found.

C. Analyze Data for a Report
Students are to prepare a preliminary outline to organize the data found in the research phase. They are to decide whether to use hypotheses or alternatives in the outline if doing an analytical report and develop a list of questions to answer using the data. They are to compile, compute, compare, contrast, or evaluate the data as appropriate for the project.

D. Draw Conclusions and Make Recommendations
Students are to use the data they have analyzed to try to answer the list of questions developed earlier. Using the data analysis, they are to reach one or more conclusions about the topic or problem. They are to prepare recommendations based on the conclusions if that is appropriate for the report.

E. Write a Formal Report
Students are to create an outline for the report and then write the report, including the elements listed in the application. Students should work with a classmate to edit and proofread the report to be sure it is courteous, correct, concise, clear, and complete.

Editing Activities

In the solution that follows, words and punctuation that contained errors in the original paragraph are underlined.

Here is the report you requested on recommended electronics for your office. After surveying the type of work your company does, I recommend that you purchase personal digital assistants (PDAs) and laptop computers.

PDAs, basically handheld computers, would allow your employees to take notes, look up phone numbers, and write and send e-mail. This piece of equipment would allow them to make better use of their time, offering much-needed convenience. Because your staff spends a lot of time away from the office, laptop computers would allow them to take their work with them. Laptops are also convenient for employees who make presentations to clients.

Case Study

Repair Shop Report

In this case, students must make decisions about the type and style of report that would be appropriate for the situation described.
1. I would use direct order because the reader has asked for the information and will receive it favorably.

2. The report is basically informational since it recounts conditions for the past year. Some analysis and comments on the data would be appropriate, however.

3. The report should be informal and written in memo format because it will be read by an immediate supervisor inside the company.

4. The report could be prepared in either style, but personal style is often used for an informal report.

Career Case Study

*Communication for Transportation, Distribution, and Logistics*

Answers to the questions will vary. Sample answers are shown.

1. Alice should write an informal, informational report in memo format.

2. If the report was directed to top managers, the report should be formal and written in impersonal style.

3. The objective is not easy to accomplish. Discovering the reason passengers do not listen to the presentations would require extensive research.
CHAPTER 10
Graphics and Visual Aids

Objectives

10.1 Using Graphics and Visual Aids
1. Explain the importance of using graphics and visual aids.
2. Describe how to place and identify graphics and visual aids in documents.
3. Identify appropriate visual aids for specific uses.

10.2 Developing Graphics
1. Create effective tables.
2. Create effective charts and graphs.
3. Place visual aids in documents.

Chapter Outline

Introductory Points
- Many people remember information they see much longer and better than information they hear.
- Using graphics and other visual aids can help you improve your communications.
- A graphic can be an efficient means of presenting large amounts of data.
- To choose an appropriate graphic or other visual aid, you must identify what you want the reader or listener to understand.
- Several computer programs are available that allow users to create professional-looking graphics.

10.1 Using Graphics and Visual Aids
I. The Importance of Graphics and Visual Aids
II. Use of Visual Aids in Documents
   A. Placing Visual Aids
   B. Identifying Visual Aids
      1. Numbering System
      2. Titles for Visual Aids
      3. Source Lines
III. Choosing the Correct Visual Aid

10.2 Developing Graphics
I. Creating Graphics Electronically
II. Tables
III. Charts
   A. Organization Charts
   B. Flowcharts
   C. Pie Charts
   D. Line Charts
   E. Bar and Column Charts
IV. Other Visual Aids
   A. Maps
   B. Photographs
   C. Drawings

Section Applications

10.1 Using Graphics and Visual Aids
A. Choose Visual Aids
   1. Bar or column chart
   2. Drawing (clip art) or photograph
   3. Flowchart
4. Line chart
5. Map
6. Organization chart
7. Photograph
8. Pie chart
9. Table

B. Research Visual Aids

Solutions will vary. Students are to work with a classmate to complete this application. They are to access the Internet and use a search engine to find an article or report that uses charts, tables, maps, or other visual aids (other than photos). Students are to record the name of the Web site and the article or page name, describe the visual aids that are used, and tell whether the visual aids are used effectively.

10.2 Developing Graphics

A. Use Photographs or Clip Art

Solutions will vary. Students are to design a flyer that announces the annual company picnic. Students should:
1. Select a date for the picnic and a location.
2. Create an attractive, full-page flyer that tells employees everything they need to know about the picnic.
3. Include an appropriate photograph or clip art on the flyer.
4. Use landscape orientation for the flyer. Print the flyer on colored paper, if available.
5. Ask a classmate to review the flyer and offer suggestions for improvement. Make edits, proofread carefully, and correct all errors. Print a final copy of the flyer.

B. Create an Organization Chart

Solutions will vary. Students are to create an organization chart for Jamison Company, using the details provided. A sample solution is provided in the file Word file CH10 10-2 B Solution.

Reading Activity

In this Reading Skills feature, students practice reading charts. Students are to review the charts provided and answer questions about them. Answers are provided on the last page of the exercise.

Net Bookmark

Several Web sites provide free clip art that can be used in documents. Students are to go to an Internet search engine, search for free clip art, and go to one of the sites in the search results. Answers to the questions will vary.
1. Students are to describe the type of clip art provided on the site.
2. Students are to tell what restrictions, if any, are placed on how the clip art may be used.

End-of-Chapter Activities

Vocabulary Review

Across
3. source
9. organization
11. visual aid
12. bar
13. line
14. portrait

Down
1. table
2. flowchart
4. legend
5. graphic
6. column
7. pie
8. landscape
10. clip art
Critical Thinking Questions

Answers will vary. Sample answers are provided here.

1. Placement of a graphic is important for helping the reader understand the data or concept. If a graphic is placed before its reference, the reader may not benefit from the graphic.

2. Graphics often have more impact on their receivers than the accompanying text because many people remember information they see in graphic form much longer and better than information they hear or see in text form.

3. It is important to follow the use restrictions for clip art, photographs, and other visual aids that you buy or download so that you avoid unethical and/or illegal use of the images.

4. To make your graphics easy to understand, you can use a clear and concise title for the graphic, choose a graphic that is appropriate for the type of information you want to convey, use a legend, and use an appropriate scale.

Chapter Applications

A. Report with Map

Solutions will vary. Students are to find a map for their congressional district, save the map, and place in a document. A sample solution is provided in the Word file CH10 A Solution.

B. Pie Chart and Column Chart

Solutions will vary. Students are to create a pie chart and a column chart, using the data provided. A sample solution is provided in the Excel® file CH10 B Solution.

C. Memo with Table

Students are to key a memo that contains a table. Formatting of the table may vary. A sample solution is provided in the Word file CH10 C Solution.

D. Table and Charts

Students are to create a table using data provided. Formats for the tables will vary. The table should have appropriate title and column headings. Using the same data, students are to create a line chart and a bar chart that show the data. Students should conclude that the bar chart is the better of the two methods for displaying the data in a chart. A sample table and charts are provided in the Excel file CH10 D Solution.

E. Flowchart Symbols

Solutions will vary. Students are to work with a classmate and search the Internet for sites that provide information on flowchart symbols and their meanings/uses. Using the information they find, students should create a table that shows the shape, name, and purpose of several flowchart symbols. Students should include a source line for the table data. A sample table is provided in the Word file CH10 E Solution.

Editing Activity

In the solution that follows, words and punctuation that contained errors in the original paragraph are underlined.

With the national introduction of our Cool-Touch toaster four months away, we need to complete our promotion plans. Please schedule a new product promotion meeting for Thursday, January 19, at 2:00 p.m., in the conference room. I would appreciate your taking notes during the meeting, which I will chair.

We should review the minutes from last month’s meeting and invite the chairperson from the Advertising Committee to report results to date. I will report on the production schedule and show a sample of the new packaging.

Because we did not resolve the warranty period issue last month, we will need to discuss this topic at the meeting. In addition, we should decide what to do about sales incentives. I may have announcements to make regarding new product ideas, and we should allow time for any new topics.
Case Study
Profit Reporting
In this case, students learn about reporting methods that may not give a clear picture of the actual situation. Answers to the questions will vary. Sample answers are provided here.
1. The report Thomas prepared does not show a realistic picture of the division’s performance for the year. The division reported a sale (to increase sales income and profit) that should have been reported in the following year when shipment of the goods and payment actually take place.
2. Thomas did not behave ethically. He instructed employees to record sales in the current year that should have been recorded in the following year in order to increase the sales and profit figures so he could get a pay bonus.

Career Case Study
Communication for Education and Training
Answers to the questions will vary. Sample answers are shown.
1. Visual aids should be part of Chris’ presentation. He should demonstrate how to use flip charts, overhead projectors with transparencies, and electronic slides.
2. Visual aids, such as clip art or photos, will be important for adding interest to the brochures Chris sends to people in the community. A table would be important for organizing the class schedules.
3. Communication skills are very important in Chris’s job. He must be able to share information effectively with the community. He must communicate effectively with the instructors to let them know their job duties and schedules.
CHAPTER 11
Technical Communication

Objectives

11.1 Writing to Instruct
1. Explain the purpose of instructions and manuals.
2. List the parts of effective instructions.
3. Write and edit effective instructions.
4. List the parts of effective manuals.

11.2 Writing to Describe
1. Explain how a process description differs from instructions.
2. List the parts of an object description and a process description.
3. Write object and process descriptions.

Chapter Outline

Introductory Points
• Instructions and manuals are written to tell readers how to do something.
• A manual should allow users to find instructions quickly and understand them easily.
• Instructions should be clear, well organized, and geared to the intended receivers.
• A description is a verbal and/or visual picture of something.
• A description may be written for an object or a process.

11.1 Writing to Instruct
I. The Purpose of Instructions and Manuals
II. Parts of Effective Instructions
   A. Clear and Specific Title
   B. Introduction and Needed Items
   C. Numbered Steps
   D. Conclusion
III. Writing and Editing Guidelines
   A. Writing Steps
   B. Editing Instructions
IV. Parts of Effective Manuals
   A. Title, Table of Contents, and Introduction
   B. Sections, Steps, and Figures
   C. Glossary, Appendix, and Index

11.2 Writing to Describe
I. Types of Description Writing
II. Object Descriptions
   A. Parts of an Object Description
      1. Title and Introduction
      2. Part-by-Part Description
      3. Conclusion
   B. Writing Object Descriptions
III. Process Descriptions
   A. Parts of a Process Description
      1. Title and Introduction
      2. Step-by-Step Description
      3. Conclusion
   B. Writing Process Descriptions

Section Applications

11.1 Writing to Instruct
A. Revise Instructions
Wording of answers will vary. Examples are provided here.
1. Apply a small amount of gel (about the size of a pea) to the electrode. Place the electrode just above the left collarbone.
2. Remove the recording tab. View the tape.
3. Enter the customer’s name. The screen will display the customer’s purchase history.
4. Turn the screw that is located near the right side of panel two turns to the right.
5. When the mixture is cool to the touch, add it to the dry ingredients.
6. Clean the affected area with a mixture of one part bleach and nine parts water.
7. Turn the screw six times to the right.
8. Move the lever up one inch to the mark that indicates Start.
9. Sand the area with fine (400 grit) sandpaper.

B. Evaluate Instructions

Students are to bring to class a set of instructions for some task or process. The instructions should be no longer than two pages. Working with a classmate, students review the instructions and answer the questions shown below. Answers to the questions will vary.

- Do the instructions include the parts listed in this chapter? If not, what parts are missing?
- Do the instructions follow the guidelines given in this chapter for writing instructions? If not, which guidelines should have been followed and were not?
- If there are figures in the instructions, are they helpful to the reader? Why or why not?
- How could the instructions or figures be improved?

11.2 Writing to Describe

A. Object Description

Solutions will vary. Students are to identify an object with at least two moving parts. They answer questions about the object and use the answers to help them write a description of the object. It should include a title, introduction, body, and conclusion. Student should ask a classmate to read the description and give feedback on how to improve it.

B. Map and Directions

Solutions will vary. Students are to work with a classmate to complete this application. Students are to draw a map of the route from school to home. Students then write a set of directions someone could follow from the school to your home. Students exchange directions with a partner. Each student uses the partner's directions to draw a map from the school to the partner's home. Students compare maps and evaluate their written directions.

Reading Activity

In this Reading Skills exercise, students practice locating information in a manual by skimming the table of contents. Students practice careful reading after they locate the topic they need. Students answer questions about the topics they locate. Answers to the questions are provided in the exercise file CH11 Reading.

Net Bookmark

The Society for Technical Communication (STC) provides training and support for professional technical writers. Other writers can also benefit from information provided by the STC. Students are to visit the STC Web site and answer two questions.

1. The mission of the STC is to advance the theory and practice of technical communication across all user abilities and media.
2. Answers to the questions will vary. A sample answer is provided here.

- STC's annual international conference offers more than 220 educational sessions on every aspect of technical communication.
- STC chapters produce regional conferences and seminars.
- STC sponsors telephone and Web seminars—learning events similar to a large conference call.
- Articles in Intercom and Technical Communication.¹

End-of-Chapter Activities

Vocabulary Review
1. g
2. d
3. i
4. a
5. b
6. e
7. c
8. f
9. j
10. h

Critical Thinking Questions
Answers will vary. Sample answers are provided here.

1. The instructions may not have been as clear as the writer intended. The writer might have misjudged the reader’s level of experience or skill.
2. Describing an object is easier than describing a process because an object can be seen, touched, measured, weighed, etc. A process is not tangible.
3. Within the past week, I read instructions for taking medicine. The instructions were effective. They provided all the needed information about how and when to take the medicine. They also provided warnings about what might happen if the medicine were not taken properly.
4. Placing eight procedures under one heading is not an effective way to organize a manual. A heading and possibly subheadings should be used for each procedure.

Chapter Applications
A. Illustration
Solutions will vary. Students are to create a figure to illustrate a set of instructions, a manual, a mechanism description, or a process description. They may draw by hand, take a photograph, use clip art, or create the image using software tools. Students are to key a title for the figure in a word processing file and insert the image in the word processing file. They should key a sentence that tells what the figure illustrates.

B. Instructions for a Task
Solutions will vary. Student are to choose a simple task that they know how to perform well, such as how to make a music CD, lift a patient, change the oil in a car, make lasagna, or cut drywall. They should write a set of instructions for classmates for performing the task.

C. Object Description for a Child
Solutions will vary. Students are to choose an object, such as an apple, a ladder, a coat, or a crayon. They should write a description of the object. It should include a title, introduction, body, and conclusion. It should use simple words, large type, an illustration, and any other features that would be helpful to the audience.

D. Mechanism Description
Solutions will vary. Student are to choose a simple mechanism, such as a nutcracker, an eggbeater, a doorknob, a faucet, or other mechanism. The mechanism can be one part of a machine. They should write a description of the mechanism for a teenager. It should include a title, an introduction and overview, a part-by-part description, a conclusion, and an image of the mechanism, if possible.

E. Process Description
Solutions will vary. Students are to select a process that they understand well but that is unfamiliar to some people. They should write a description of the process selected. The audience is the general public.

Editing Activities
Students are to edit the set of instructions, making corrections to fix problems listed in the textbook. A sample solution is shown here.
How to Repair Cracks in Basement Walls

One of the most common causes of water seepage in a basement is cracks or holes in the walls. You will need the following items to repair cracks: rubber gloves, dust mask, wire brush, chisel, sledge, Norton's Waterproofing Cement, bucket, trowel, and putty knife.

**Warning:** Direct contact with the mixture can cause burns, and inhaling dust can cause respiratory problems. Wear rubber gloves and a dust mask when working with this product.

Follow these steps to repair cracks or holes in concrete or masonry walls:

1. Remove any loose material from the area to be repaired.
2. Scrub the area with a wire brush dipped in water.
3. Use a chisel and sledge to scrape out a dovetail groove for cracks and a dovetail space for holes.
4. Mix 3 parts Norton's Waterproofing Cement with 1 part water until the mixture is thick, like butter. (Mix only as much cement as you can apply in 2 to 3 minutes.)
5. Start at the top and work down, pressing the cement into the crack or hole with a trowel or putty knife.
6. Scrap off excess material until the surface is smooth and flush with the rest of the wall. After repairing all cracks and holes, consider waterproofing your basement walls.

Case Studies

**A. Contacting a Customer**

1. Ms. Ryder could suggest that written procedures be created and followed for all employee procedures.
2. Ms. Ryder could suggest that guides for customers on using the company’s products and services be revised to make them clear and easy for customers to understand.

Career Case Study

**Communication for Science, Technology, Engineering, and Mathematics**

1. When writing an assignment for the students, Mr. Thomas will be writing a set of instructions. To write a successful lab assignment, Mr. Thomas could do the following:
   - Number each step and start it with a verb.
   - Put the steps in the order in which they should be completed.
   - Describe each step separately so readers will not overlook a step.
   - Indent any explanations under the appropriate step.
   - If a step should be carried out only under certain conditions, describe the conditions first.
   - Include diagrams or other graphics whenever they will clarify the instructions.
   - Highlight warnings so readers do not overlook them.

2. When writing the report on his experiment, Mr. Thomas will be writing a description of a process. The techniques Mr. Thomas could use to write the report on his experiment include:
   - Use a clear and specific title.
   - Include an introduction that defines the process and gives an overview of its use. He also might explain why or how the process is used, who or what performs it, and where or when it takes place.
   - Describe the process in order.
   - Explain the relationships between the steps: how one step leads to or causes another.
   - Include illustrations that would be helpful to the reader.
   - Include a conclusion.

3. The recipients of Mr. Thomas’ lab assignment and report on his experiment should affect his writing. He should adjust the reading level and writing style for each audience.
CHAPTER 12
Technology in the Workplace

Objectives

12.1 Computer Hardware and Software
1. Give examples of how technology benefits workers.
2. Describe personal computers and types of software commonly used in the workplace.
3. Describe storage options and organization for computer files.
4. Explain the purpose of printers, scanners, and fax machines and services.

12.2 Other Technologies
1. Identify different types of computer networks.
2. Discuss how the Internet is used by workers.
3. Discuss security threats and solutions for computers and networks.
4. Identify options for transmitting documents.
5. Describe how to use voice mail, VoIP, and digital devices, such as cell phones and cameras, effectively.

12.3 Workplace Safety and Ergonomics
1. Identify major causes of work-related injuries in offices.
2. Describe actions of a safety-conscious worker.
3. Understand health and safety issues associated with computer use.

Chapter Outline

Introductory Points
• Technology refers to tools, machines, and other inventions that make work faster, easier, or safer.
• Technology allows people to be connected to others around the world.
• Technology can be used to improve and expand your ability to work with others and to provide quality customer service.
• Workplace safety is a major concern for both employers and employees. Several safety issues are related to using computers and other technology.

12.1 Computer Hardware and Software
I. Technology at Work
II. Computer Hardware
   A. Desktop Computers
   B. Laptop Computers
   C. Tablet Computers
   D. Handheld Computers
III. Computer Software
   A. Operating System Software
   B. Application Software
   C. Utility Software
   D. Using Software
IV. File Storage and Management
   A. Storage Options
      1. Compact Disks
      2. Digital Video Disks
      3. Flash Memory
   B. File Compression
   C. File Management
Section Applications

12.1 Computer Hardware and Software

A. Technology Inventory

Solutions will vary.

1. Students are to make a list of the technology items that they or their families have or use at home. They should list each item, give a brief description of it, and tell how the item makes completing tasks faster, easier, or safer. If the item is used for entertainment, they should explain how it is used.

2. Students are to make a list of the computers, peripherals, and other technology items they use at school. They should include items such as computers that they may use in the library, as well as items used in classes. They should consider sports, music, drama, and other extra-curricular activities when looking for technology items.

B. Software Inventory

Solutions will vary. Students are to make a list of the software programs used at home, school, or other places. For each program, they should tell whether it is operating system software, application software, or utility software. For application and utility programs, they should tell the main purpose of the program.

C. Software Tutorial

Solutions will vary. Students are to use the Help feature of a computer program, a wizard, or a tutorial to do something in the software that they did not know how to do. They are to write a set of instructions for completing the task.

12.2 Other Technologies

A. Computer Networks

1. LAN
2. LAN or PAN
3. WAN
4. LAN or WAN
5. PAN

B. Security Threats Article
Solutions will vary. Students are to access the Internet and use a search engine to find articles about computer or network security threats. They are to select an article on which to report, give the article name and complete source information, and write a summary of the main points of the article.

C. Document Transmittal Methods
1. Speed
2. Security
3. Cost
4. Format
5. Need or format

12.3 Workplace Safety and Ergonomics

A. Ergonomic Working Position
OSHA provides a checklist for evaluating working position and parts of a computer workstation. Students are to work with a classmate and use this form to check each other’s keying position. They are to write a paragraph that describes how they can improve their working position. Paragraphs will vary.

B. Ergonomic Workstation
Students are to use the Evaluation Checklist printed earlier and complete the remaining sections of the checklist to evaluate the seating, keyboard, monitor, work area, and accessories. They are to write a summary detailing any parts of the workstation that need changes or improvement. Solutions will vary.

C. Material Safety Datasheet
Material safety datasheets are used in the workplace to inform employees and others about dangers related to handling substances. Datasheets are often posted on the manufacturer’s or distributor’s Web sites. Students are to find and print the material safety datasheet for one product or substance. They are to write a paragraph tells the name of the substance and the type of information found on the sheet. They should include source information for the sheet.

Reading Activity
In this Reading Skills exercise, students are to use the textbook, a dictionary, the Internet, or other sources to find and key definitions for the technology terms listed below. They are also to identify four or five terms that relate to the technology used in a career area of interest to them and key definitions for those terms also. Definitions for the technology terms are shown below. Terms related to the chosen career area will vary.

1. **bandwidth**: The speed at which a modem or another device can transfer data
2. **broadband**: A fast connection to the Internet that is always on via cable, satellite, or other connections
3. **database**: A structured collection of records or data that is stored in a computer system
4. **file path**: The location of a file as it is stored in a series of directories or folders
5. **flash memory**: A special type of non-volatile memory that stores information without requiring an electrical current
6. **interface**: The look and layout of a program on the screen for interaction with the user
7. **microprocessor**: A chip that serves as the central processing unit controlling a computer
8. **modem**: A device that converts the digital signals produced by a computer into analog signals that can be transmitted over a phone line and vice versa
9. **network**: A group of devices, such as computers and printers, connected together in order to share data and/or tasks
10. **resolution**: The number of pixels per square inch on a computer-generated display or printed document; the greater the resolution, the better the picture
11. **synchronize**: cause to indicate the same time or other data, as in adjusting entries on a desktop computer to match those on a handheld computer

12. **touch pad**: A small, touch-sensitive pad used as a pointing device for a computer

13. **trackball**: A computer pointing device that works by rotating a ball

14. **Wi-Fi**: A common technology for networking computers without wires; short for “wireless fidelity”

15. **wizard**: a type of program that gradually takes a user through a complicated task, such as installing software or creating a database

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**Net Bookmark**

The Human Factors and Ergonomics Society (HFES) provides training and resources for educating people about ergonomics. Students are to visit the HFES Web site and answer two questions.

1. Students make up about 15 percent of the membership of HFES.

2. Members of the Society receive *Human Factors, Ergonomics in Design* and *HFES Bulletin* as benefits.

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**End-of-Chapter Activities**

**Vocabulary Review**

1. cell phone
2. voice mail
3. smart phone
4. fax machine
5. VoIP
6. network
7. pager
8. scanner
9. computer
10. World Wide Web
11. hacker
12. computer virus
13. personal computer
14. digital video disk (DVD)
15. compact disk (CD)
16. Internet
17. global positioning system (GPS)
18. uniform resource locator (URL)
19. peripherals
20. firewall
21. hotspots
22. software
23. hyperlinks
24. hardware
25. ergonomics

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**Critical Thinking Questions**

Answers will vary. Sample answers are provided here.

1. Employers value workers who can use technology in their work because using technology makes workers more productive. This can result in cost savings and increased profits for employers.

2. Software developers provide extensive tutorials and Help features because a user is more likely to buy a program that will be easy to learn or that has extensive help information available.

3. I do not think fax machines will become obsolete because fax machines provide a convenient way to send printed documents.

4. Participants in a teleconference follow might follow rules such as these:
   - Identify yourself each time you speak if several people are taking part in the conference.
   - Take turns speaking one at a time. Do not interrupt others who are speaking.
   - If there are materials everyone needs to use during the conference, distribute them ahead of time.
   - Move the speakerphone close to the speaker.
   - Avoid side conversations; they compete with the speaker and distract other participants.
• Mute the phone when your site is not actively participating.
• If you need to leave the meeting before it is over, say goodbye.

5. People may not use ergonomic equipment or procedures because, at the time, it seems less expensive or easier not to do so. However, in the long run, failure to do so may result in discomfort, injuries, or lower productivity.

Chapter Applications

A. Technology Article
Solutions will vary. Students are to find an article about one of the following devices: digital camera, pager, cell phone, smart phone, or GPS device. They are to select an article on which to report, give the article name and complete source information, and write a summary of the main points of the article.

B. Ergonomic Equipment
Solutions will vary. Students are to find an article about what to look for in a chair that is ergonomically correct and write a summary that describes the features the chair should have. They are to search the Internet for suppliers of chairs and find a chair that they think would be a good choice for use at a computer workstation. They should provide the name or model number of the chair and a source where it can be purchased. They should describe the features that make this chair a good choice.

C. Cell Phones and Driving Safety
Many people talk on a cell phone while driving for business purposes. Students are to write a short position paper to give their thoughts on this communication and safety issue. The paper should address the questions listed in the textbook. Solutions will vary.

D. Home Emergency Plan
Solutions will vary. Students are to identify the types of emergencies their families may face. For example, a fire or tornado may occur. They are to write an emergency plan that could be used for the two or three most serious emergencies that may be likely to occur. In the plan, they should include information such as the following:
• Ways to exit the house safely
• Where to meet if the family must leave the house
• The safest place to take shelter in case of bad weather
• Emergency numbers to call for aid
• Location of safety and first aid equipment
• Who will be responsible for each small child or an adult who will need help in relocating or taking shelter

Editing Activities

Students are to edit the document to make it clear and concise and to fix the occasional text errors that may have occurred in the scanning process. They should also add a topic sentence to the last paragraph. Solutions will vary. A sample solution is shown here.

Students would benefit from the versatility of tablets. Instead of using the computer solely to key papers, they could mix keying with handwriting. Students could take notes, edit a paper, diagram a sentence, or sketch a vase of flowers—all on the computer.

Tablets would help teachers streamline their work. They could post assignments on the school Web site. The result would be fewer questions—and fewer excuses for not completing homework! Assignments could be e-mailed to students, including worksheets or other documents sent as attachments. Students could “fill out” the worksheets online. Teachers could open the files and “handwrite” notes in them before returning them to students. Tablets would enable teachers to perform routine tasks more efficiently.

Tablets could be used to demonstrate procedures for students. Teachers could write or draw with the tablet screen swiveled to show their work. Alternatively, the tablet screen could be projected onto a whiteboard for students to view.
Case Study
Ergonomics in Action
1. As a result of improper chair height and keyboard placement, Doris may make keying errors and experience strain or fatigue in her back or arms.
2. A repetitive stress injury to the hands, wrists, or arms could be the result of keying most of the day with few breaks. Vision problems may also occur from looking at the monitor too long without breaks.
3. To improve her productivity and her health, Doris can sit up straight in her chair instead of slumping, get a chair that is the correct height, place her keyboard directly in front of her body, and use a telephone headset that will allow her to key comfortably while speaking on the telephone.

Career Case Study
Communication for Information Technology
1. Ray may be confused and may not understand parts of the proposal.
2. The person who wrote the proposal did not consider that Ray speaks English as a second language and that he knows little about computer systems.
3. To improve the proposal, Michelle can revise it to reduce or explain the technical language and computer jargon and break up the long, complex sentences.
CHAPTER 13
Presentations and Meetings

Objectives

13.1 Oral Presentations
1. Describe two types of short oral presentations.
2. Discuss planning, organizing, and outlining a formal presentation.
3. Describe three important factors in delivering speeches.

13.2 Visual Aids in Presentations
1. Choose an appropriate visual aid that will help the receiver better understand your message.
2. Prepare visual aids that are well received.
3. Use visual aids in a professional manner during an oral presentation.

13.3 Effective Meetings
1. Prepare meeting documents.
2. Identify guidelines for taking part in meetings.
3. Discuss guidelines for organizing and leading a meeting effectively.

Chapter Outline

Introductory Points
- Oral communication is a common business activity.
- The types of oral presentations you give will depend on your job.
- Effective presentations require planning and practice.

- Visual aids can help illustrate points and add interest to a presentation.
- In the workplace, you may take part in various kinds of meetings.
- Meetings are most likely to yield good results when they have active participants, are organized, and have effective leadership.

13.1 Oral Presentations

I. Short Oral Presentations
   A. Introducing Speakers
      1. Obtain Information about Speakers
      2. Introduce Speakers and their Presentations
   B. Briefings

II. Formal Oral Presentations
   A. Planning the Presentation
      1. Determine the Objective
      2. Analyze the Audience
      3. Determine Time Available
      4. Gather Information
      5. Determine Mode of Delivery
   B. Organizing the Presentation
      1. Introduction
      2. Body
      3. Closing
   C. Outlining the Presentation

III. Delivery of Oral Presentations
   A. Voice Qualities
   B. Nonverbal Symbols
      1. Eye Contact and Facial Expressions
      2. Gestures and Posture
   C. Visual Aids
   D. Feedback
13.2 Visual Aids in Presentations

I. Types of Visual Aids
   A. Posters and Flip Charts
   B. Transparencies, Slides, and Computer Presentations
   C. Objects
   D. Chalkboards, Whiteboards, and Electronic Whiteboards
   E. Handouts

II. Choosing Appropriate Visual Aids
   A. Equipment Available
   B. Audience Needs
   C. Preparation Time

III. Preparing Visual Aids
   A. Number of Visual Aids
   B. Size, Color, Motion, and Sound

IV. Presenting Your Visual Aids
   A. Prevent Distractions
   B. Practice Using Visual Aids

13.3 Effective Meetings

I. Types of Meetings

II. Meeting Documents
   A. Agendas
      1. Plan and Organize Agendas
      2. Format Agendas
   B. Minutes
      1. Plan and Organize Minutes
      2. Format Minutes

III. Participation in Meetings
   A. Prepare to Take Part
   B. Arrive on Time
   C. Improve Decision Making
   D. Make a Positive Impact

IV. Organize Productive Meetings
   A. Define the Objective
   B. Determine the Type of Meeting
      1. To Inform
      2. To Develop New Ideas
      3. To Make Decisions
      4. To Delegate Work
      5. To Collaborate
      6. To Persuade
   C. Choose Participants Carefully
   D. Handle Meeting Details

V. Lead Meetings Effectively
   A. Use the Agenda
   B. Encourage Participation
   C. Handle Difficult People
   D. Be Professional
   E. End Appropriately

Section Applications

13.1 Oral Presentations

A. Plan a Formal Presentation

Solutions will vary. Students are to complete the steps given in the textbook to plan a formal presentation:
1. Identify a topic or problem to be researched and studied for a formal presentation. Ask your teacher to approve the topic.
2. Write a statement that identifies the objective of the presentation.
3. Determine the scope of the speech.
4. Develop a timeline for completing the speech.

B. Research and Write a Presentation

Solutions will vary. Students are to complete the steps given in the textbook to research and write a formal presentation:
1. Do research for the speech identified in Application A.
2. Gather the data. Evaluate each source of data to determine whether it is relevant, accurate, current, reliable, and unbiased.
3. Create a bibliography note and one or more research notes for each secondary data source used.
4. Decide on an order (direct or indirect) for the speech and create a topic outline.
5. Write extensive notes that can be used to practice the speech. Organize the notes by
the parts of the speech—introduction, body, and closing—according to your outline.

6. Identify visual aids that might be used in the presentation.

(Students will create the visual aids, practice the speech, and deliver the speech in Section 13.2.)

13.2 Visual Aids in Presentations

A. Prepare Visual Aids

Solutions will vary. Student are to review the visual aids they planned for a formal presentation in Section 13.1 and make changes, if needed. They are to create the visual aids for the presentation and view the visual aids from the back of the room where the presentation will be given to determine whether changes are needed.

B. Create an Evaluation Form

Solutions will vary. Students are to create an evaluation form that they can use to gain feedback on their presentation. They should print several copies of the form, one for each person who will hear the presentation.

C. Deliver a Presentation

Students should practice their presentations, using the visual aids. If possible, they should video tape the presentation and then review the tape. As further practice, they should deliver the presentation to one or two classmates and ask for feedback. Finally, students should deliver the presentation to the class or to a group of classmates.

Students should give classmates an evaluation form to complete, giving feedback on the presentation. Students should review the feedback received and write a paragraph that highlights the strong points of the presentation and lists areas for improvement in future presentations.

13.3 Effective Meetings

A. Meeting to Develop Ideas

Students are to form a group with three or four other students. The group will serve as a Fundraising Committee. Each student is to record minutes of the meeting as a learning exercise. Students are to hold a brainstorming session to come up with ideas for a fund-raiser that students in their school could do to benefit a local charity. They should think of as many ideas as possible in five minutes, and everyone should contribute at least one idea. Students should evaluate the ideas offered and select the two best ideas for further consideration at a later meeting. They should select a charity to receive the money that is raised. Each student should key the minutes from the notes taken during the meeting.

B. Meeting Details and Agenda

In this application, the student is to plan a follow-up meeting to assign tasks for the fund-raiser from Application A. The student should determine the objective and type of meeting and plan the details. The student should send an e-mail to the members of the committee and you with the meeting information and an agenda.

C. Handling Difficult People

Solutions will vary. Students are to choose one negative behavior a difficult person might show at a meeting. Students should explain how an effective leader can manage this poor behavior.

Reading Activity

This Reading Skills exercise focuses on reading onscreen. Students are to read information onscreen, adjusting elements such as text size and line length for easier reading.

Net Bookmark

Several Web sites provide tips and articles for effective presentation and meetings. Students are to go to one of these sites, such as Effective Meetings.com. They are to review the articles available about meeting planning and presenting. They are to select one article on which to report.
They should give the article name, complete source information, and a summary of the main points of the article.

End-of-Chapter Activities

Vocabulary Review

Across

3. minutes
8. impromptu
9. briefing
10. delegate
11. ad hoc
13. collaborate
14. handout
15. demographics
16. agenda
17. video

Down

1. task force
2. anecdote
4. electronic
5. multimedia
6. topical
7. animation
9. brainstorming
12. standing

Critical Thinking Questions

Answers will vary. Sample answers are provided here.

1. If you do not practice your speech so you can deliver it within the allotted time, you may not be able to deliver all the points you planned to include.
2. If you do not consider your audience when planning a speech, you may provide too much or too little background information on the topic. Your speech may not address the needs of the listeners.
3. Delivering a speech word for word from memory not a good idea because you may lose your place and have trouble continuing the speech or you may forget a point you want to make.
4. I think a computer presentation shown on a television or monitor is the most effective visual aid when giving a presentation to a small group. A computer presentation allows you to include sound and animation to make the speech interesting. Using a monitor rather than a large screen makes the meeting seem more personal to the listeners.
5. I attended a meeting to plan a school dance. The meeting was not productive because several people talked at once. There was no agenda to follow, and the meeting leader did not keep the group on track.

Chapter Applications

A. Prepare a Speech Outline

Solutions will vary. Students are to prepare a topical outline of a speech on the topic Leading Meetings Effectively. The speech should take 5 to 7 minutes to deliver. The audience is the student's classmates. Students should use the information in this chapter and articles found on the Internet for the content of the speech. They should record source information for the articles.

B. Prepare Visual Aids

Solutions will vary. Students are to prepare visual aids for the speech outlined in Application A. They should use a program such as Microsoft PowerPoint® to prepare electronic slides. The slides should include:

- A title slide and one slide for each main point in the speech
- Slide transitions and animated bullet points
- At least one photo, one piece of clip art, and one sound clip

C. Prepare Minutes

Solutions will vary. Students are to visit a local civic organization or government meeting or
view a meeting of the group on television. They are to take notes during the meeting and use the notes in preparing minutes of the meeting. The minutes should be formatted similar to the minutes shown in Figure 13-8 in the textbook.

D. Visual Aids Web Page

Solutions will vary. Students are to create a Web page about using visual aids that can be placed on a company network. The page should include the information provided in the data file and a photo or piece of clip art that relates the content of the page. The paragraphs after the opening paragraph should be formatted as bullet points.

Students should select an attractive background for the Web page and add other appropriate elements, as desired, to create an interesting and attractive page. Students are to assume that the appropriate links will be added when the page is posted on the company network.

E. Create a Digital Photo

Solutions will vary. Students are to identify an item that they own and might want to sell, such as a bike, musical instrument, or DVD player. They are to use a digital camera to take a photo of the item and create an advertisement offering to sell the item. The ad should describe the item and include the digital photo. It should provide complete information, such as price and how the student can be contacted.

Editing Activity

In the solution that follows, words and punctuation that contained errors in the original paragraph are underlined.

JOB SEARCH

Understand Your Skills, Interests, and Abilities

- Evaluate your skills
- Determine your interests
- Identify your strengths
- Clarify your values
- Set goals

Determine Your Job Search Plan

- Develop networks
- Engage in an online search
- Visit employment agencies
- Read newspapers
- Talk with college recruiters

Research Organizations of Interest

- Review the organizations’ Web sites
- Obtain annual reports
- Research news stories

Prepare a Resume

- Chronological resume
- Functional resume
- Electronic resume
- References

Prepare a Letter of Application

- State your interest in the position
- Provide general information about your skills
- Sell your skills
- Transmit your resume and request an interview

Interview Successfully

- Dress appropriately
- Develop a list of questions
- Deal with tough questions
- Close with professionalism
- Write a thank-you letter

Evaluate a Job Offer

- Work environment
- Coworkers and supervisor
- Nature of the work
- Values of the organization
- Opportunity for advancement
- Acceptable salary

Case Study

Team Meetings

In this case, students must recommend how team meeting can be improved to be more productive.

1. Terry should use a direct approach for the memo. His supervisor has requested information about how he plans to change the meetings.
2. To improve the team meetings, Terry can use strategies such as those listed below.
   - Begin the meeting on time.
   - State the objective of the meeting and the tasks to be accomplished.
   - Use the agenda to ensure that topics are discussed in order and within the time allotted.
   - As each agenda item is dispensed with, summarize points of agreement and disagreement. Outline any actions that will be taken.
   - Encourage people to share their thoughts.
   - Make sure that ideas are communicated clearly and that everyone understands them.
   - Do not let one person dominate the conversation.
   - Maintain order and allow only one person to speak at a time. Discourage private conversations.
   - At the end of a meeting, summarize what has been covered. List items that need further consideration. Review assignments and deadlines for future work.

**Career Case Study**

*Communication for Manufacturing*

Answers to the questions will vary. Sample answers are shown.

1. Written communication will be important in completing a job application form and preparing a resume. Oral and nonverbal communication will be important in sharing ideas clearly during the interview.

2. Written communication will be the most important in her work if Kitty gets the job because specifications for work to be done will likely be in written form.

3. Challenges Kitty may face at work include communicating effectively with coworkers and customers, learning the policies and procedures of the company, and learning to fit in with coworkers.
CHAPTER 14
Communicating with Customers

Objectives

14.1 Customer Service
1. Explain the importance of customer service.
2. Identify external and internal customers.
3. Describe effective strategies for dealing with customers.
4. Describe ways to deal with difficult customer situations.

14.2 Face-to-Face Communication
1. Recognize voice qualities that can affect communication.
2. Identify parts of a conversation.
3. Describe the factors that lead to successful face-to-face communication.

14.3 Telephone Communication
1. Discuss strategies for effective telephone communication.
2. Plan outgoing calls and take part in telephone conversations.
3. Handle incoming telephone calls effectively.

Chapter Outline

Introductory Points
• Customer service is the performance of activities to ensure customer satisfaction.
• Satisfied customers are more likely to be repeat customers.
• Companies that make customer service a priority have a strong customer service culture.
• Despite the use of electronic methods of communication, talking with customers in person is still an important form of customer contact.
• Although e-mail and Web sites are used increasingly to communicate with customers, telephone communication remains an important way to reach and help customers.

14.1 Customer Service
I. Importance of Customer Service
II. Customer Service Culture
A. Policies and Procedures
B. Customer Contact
   1. Be Accessible
   2. Give Knowledgeable Responses
   3. Use E-mail Effectively
   4. Respond to Web Site Visitors
III. Customer Interaction
A. Make a Good First Impression
   1. Give Customers Prompt Attention
   2. Greet Customers Cheerfully
B. Provide Quality Service
   1. Be Courteous
   2. Listen Carefully
   3. Make Sure the Customer Understands You
   4. Determine the Customer's Needs
   5. Deal with Customers Ethically
IV. Managing Challenging Situations
A. Refuse Requests Gracefully
B. Resolve Complaints Effectively
C. Match the Solution to the Problem
D. Deal Appropriately with Difficult Customers

14.2 Face-to-Face Communication
I. Communication and Your Voice
A. Voice Qualities
B. Speech Clarity

II. Parts of a Conversation

III. Guidelines for Success

14.3 Telephone Communication

I. Effective Telephone Communication
A. Listen and Observe Verbal Cues
B. Speak Clearly
C. Be Courteous
D. Handle Difficult Callers

II. Outgoing Calls
A. Plan Calls
B. Take Part in the Conversation
C. Leave Effective Messages

III. Incoming Calls
A. Record Voice Mail Greetings
B. Take Messages
C. Screen Calls

Section Applications

14.1 Customer Service

A. Serving an Internal Customer

Wording of solutions will vary. Students are to send a reply e-mail providing the information requested by an internal customer. (They should send the e-mail to you or save and print the message without sending it.) Students must find the information needed to compose the message by reading a section from a company manual. A sample message is shown below.

Keiko, the information you requested about the company’s drug testing policy is shown below.

1. Who is subject to drug testing by the company?
The company reserves the right to test employees or prospective employees for the presence of drugs or alcohol according to the provisions of this policy or as a condition of employment or continued employment. This policy includes the testing of all employees.

2. When may testing of these individuals be required?
The company requires as a condition of continued employment that employees submit to a drug and/or alcohol test under any of the following circumstances:
- When the company has reasonable suspicion that an employee is under the influence or is impaired by drugs or alcohol while on work property or on work business. A reasonable suspicion must be based on specific, personal observations that a supervisory employee can articulate concerning the appearance, behavior, speech, or body odors of the employee.
- When an employee has contributed to an accident involving a fatality, bodily injury, or damage to property.
- When testing is required to comply with applicable law.
- Pre-employment testing.
- Random.

3. Who will have access to the results of employee drug tests?
All records will be available for inspection by the tested employee or someone he or she designates. The company will treat such records as confidential and release them only to the employee or to company personnel designated as having a bona fide need to know.

I hope this information is helpful. If you have more questions, please let me know.

B. Customer Service Policies

Solutions will vary. Students are to work with a classmate to complete this activity. They should complete these activities:
- Use an Internet search engine to find the Web sites of several companies that sell products or services to consumers.
- Visit the Web sites for several companies and read the returns policy.
- Identify at least one company that has a returns policy that is favorable to customers. Give the company name, Web address, and types of products sold. Tell what makes the returns policy favorable.
- Identify at least one company that has a returns policy that is unfavorable to cus-
14.2 Face-to-Face Communication

A. Voice Qualities

1. Enunciation
2. Pitch
3. Pronunciation
4. Tone

B. Customer Conversations

Solutions will vary. Students are to work with a partner to plan and role-play two situations. The student who assumes the part of the customer service provider should model good customer service by using an appropriate tone of voice and making eye contact. In each situation, students should include the five parts of a conversation: greeting, introduction, exchange, summary, and closing.

14.3 Telephone Communication

A. Voice Mail Greeting

Solutions will vary. Students are to compose a voice mail greeting that will play while they are away on vacation for one week. The greeting should include the information provided in the textbook and other details as needed for a complete and clear greeting.

B. Voice Mail Message

Solutions will vary. Students are to prepare a voice mail message for the members of a roofing crew. The message should include the information provided in the textbook and other details as needed for a complete and clear message.

C. Cell Phone Etiquette

Solutions will vary. Students are to work with a classmate to complete this activity. They are to review the information in this chapter and articles they find on the Internet regarding cell phone use. They are to create a list of guidelines for considerate and professional use of cell phones, including an appropriate title and complete source information for the articles.

Reading Activity

This Reading Skills exercise focuses on reading aloud. Students are to read minutes of a meeting silently to prepare for reading aloud. They are to read the same minutes aloud while recording the reading. If they cannot record the reading, they should ask a classmate to listen to the reading and provide feedback. Students evaluate the first reading using the questions provided in the exercise. They complete a second reading, trying to improve over the first reading.

Net Bookmark

The Federal Trade Commission (FTC) maintains a Web site with information on the National Do Not Call Registry and how to avoid telemarketing fraud. Students are to visit this site and answer two questions.

1. The National Do Not Call Registry gives you an opportunity to limit the telemarketing calls you receive. Once you register your phone number, telemarketers covered by the National Do Not Call Registry have up to 31 days from the date you register to stop calling you.

2. Telephone numbers on the registry will only be removed when they are disconnected and reassigned, or when the consumer chooses to remove a number from the registry.¹

End-of-Chapter Activities

Vocabulary Review
1. f
2. c
3. i
4. a
5. k
6. b
7. l
8. e
9. d
10. g
11. j
12. h

Critical Thinking Questions
Answers will vary. Sample answers are provided here.
1. Providing good customer service is important to the success of many businesses because customers that are not satisfied with the company’s products or service will not be a repeat customer.
2. Providing good customer service is important to the success of non-profit organizations because these organizations typically exist to provide a service. If people do not use the services provided the organization is not accomplishing its goals.
3. The most important thing you can do to help make your face-to-face communications successful is to use a courteous and respectful tone when talking with customers and others.
4. A person might choose to be a telemarketer because of good pay or flexible hours. The person might like the challenge of engaging customers by phone.

Chapter Applications

A. Customer Service Log
Solutions will vary. Students are to keep a log of their experiences with customer service providers for one week. They should also write a paragraph that describes the best or worst customer service encounter during the week.

B. Rating Telephone Customer Service
Solutions will vary. Students are to do the following steps:
1. Review items in a mail-order catalog, and find a product that you want to know more about. Perhaps you need to know its dimensions, or exactly what material it is made of.
2. Use the catalog’s toll-free number to call the company and make an inquiry about the product. Thank the customer service provider for his or her time. Take notes during the conversation.
3. Summarize your notes. Then rate the customer service provider’s response to your inquiry as excellent, good, or poor. Give specific reasons for your rating.

C. Role-Playing Conversations
Solutions will vary. Students are to read a scenario and role-play the scene just as described. Next, students are to suppose that the employee’s supervisor witnessed the exchange and role-play a conversation in which the supervisor gives some constructive criticism to the employee. Finally, students are to role-play the initial exchange between the employee and the customer as it should have occurred.

D. Evaluating Telephone Communication
1. Poor
   To improve, LaToya should take more time with customers so they do not feel rushed. She should use a more professional closing, such as “Thank you for calling. Please let me know if I can be of help in the future.”
2. Poor
Marly should realize that taking messages is an important task. She should take complete and accurate telephone messages.
3. Good

Editing Activity
In the solution that follows, words and punctuation that contained errors in the original paragraph are underlined.

Thank you for submitting your conference registration form. Please provide some additional information so we can complete the reservation.

The instructions on the conference registration form asked attendees to express their first, second, and third choices for housing. You listed only one choice on the form. The hotel you requested is full. Please reply via e-mail today and tell me your second and third choices for a hotel. If I do not hear from you, I will select a hotel for you.

Case Study
Dealing Ethically with Customers

In this case, students must think about whether sales associates have the customers’ best interests in mind. Answers to the questions will vary. Sample answers are shown.

1. No, the sales associates at this store do not exhibit good customer service practices.

2. I do not think that displaying only the more expensive models of appliances is unethical. However, once customers realize that the sales associates are more interested in a commission than in filling the needs of the customer, the store is likely to have few repeat customers.

Career Case Study
Communication for Human Services

Answers to the questions will vary. Sample answers are shown.

1. A flyer for a “How to Be a Good Coworker” seminar might include points such as the following:
   - Are you treating your internal customers as well as you treat your external customers?
   - Do your coworkers look forward to working with you each day?
   - Do you make a positive contribution to a productive workplace?
   - Learn how the answers to these questions can improve your job satisfaction and make you a more valuable employee.

2. Jan could explain to Steve that he should relate to coworkers with the same positive attitude and professional manner that he displays with customers.
CHAPTER 15
Getting a Job

Objectives

15.1 Job Search
1. Write personal and career goals.
2. Identify your job qualifications.
3. Identify job opportunities.

15.2 Resume
1. Explain how to organize and prepare a printed resume.
2. Describe alternative types of resumes, such as electronic resumes.
3. Develop an effective resume.

15.3 Application Letter and Form
1. Describe the parts and content of an application letter.
2. Write an application letter.
3. Complete an application form.

15.4 Interview and Follow-Up Messages
1. Discuss the purpose of a job interview.
2. Explain how to prepare for a job interview.
3. Write a thank-you letter after a job interview.
4. Write an acceptance letter for a job offer.

Chapter Outline

Introductory Points
• Whether you are just starting your career or are reentering the job market, finding a job requires preparation and planning.
• When preparing for a job search, you should identify your personal and career goals and your job qualifications.
• A resume (sometimes called a data sheet) is a concise summary of an applicant’s qualifications for a job.
• An effective resume helps you get an interview.
• An application letter is a message written to an employer that expresses interest in a job and asks for an interview.
• Your success in an interview depends in large part on your preparation.

15.1 Job Search
I. Your Goals
   A. Personal Goals
   B. Career Goals
II. Job Qualifications
   A. Experience
   B. Skills and Education
   C. Personal Traits
   D. Career Portfolio
III. Job Opportunities
   A. School Placement Offices
   B. Job Search Network
   C. Publications and the Internet
   D. Employment Agencies
   E. Researching Organizations

15.2 Resume
I. Preparing a Resume
   A. Reverse Chronological Order
   B. Functional Order
   C. Parts of a Resume
1. Contact Information
2. Job Objective
3. Special Qualifications
4. Education
5. Experience
6. Activities, Interests, and Achievements
D. References

II. Alternative Resumes
A. Scannable Print Resumes
B. Electronic Resumes
C. Web Resumes

15.3 Application Letter and Form
I. Application Letter
A. Opening Paragraph
B. Body Paragraphs
C. Closing Paragraph
D. Application Letter Guidelines
II. Application Forms
A. Using Sample Application Forms
B. Completing an Application Form

15.4 Interview and Follow-Up Messages
I. The Job Interview
A. Preparing for a Job Interview
B. Taking Part in a Job Interview
II. Follow-Up Messages
A. Thank-You Letter
B. Acceptance or Rejection Letter

Section Applications
15.1 Job Search
A. Personal and Career Goals
Solutions will vary. Students are to write five or more personal goals that will affect or be affected by their job or career choices. They are to write five or more career goals that will affect or be affected by their personal goals. Students should also identify any personal and career goals that seem to clash or not support one another and decide which of the goals is more important.

B. Your Job Qualifications
Solutions will vary. Students are to make a list of their job qualifications, including the following areas:
• Work experience
• Volunteer experience
• Internship experience
• Awards or achievements
• Education and training
• Special skills
• Personal traits

C. Job Opportunities
Solutions will vary. Students are to find at least three job openings in a career area of interest. For each job opening, students should list the following information:
• Job title
• Organization name and location
• How they found the job opening
• Experience, education, and skills required for the job

15.2 Resume
A. Print Resume
Solutions will vary. Students are to assume that they will soon be graduating from high school and want to apply for a job. They are to identify a job, using any of the methods of locating job openings described earlier in the chapter. Students are to create a resume that could be used when applying for the job identified. The resume should be created in functional order.

B. References
Solutions will vary. Students are to identify three people to serve as job references. They are to contact each of the three people and ask each one to serve as a job reference. They are also to create a References sheet that gives the person’s name, job title, and contact information for each reference.
C. Scannable Resume

Solutions will vary. Students are to revise the print resume created earlier and format it as a scannable resume. They should print the resume and then scan it using a scanner with OCR software. They should identify any problems or errors that occurred with the scan and revise the resume, if needed.

15.3 Application Letter

A. Application letter

Solutions will vary. Students are to write an application letter for a job in a career area of interest to them. The letter should have an Enclosure notation and refer to a resume.

B. Updated Resume

Solutions will vary. Students are to review the functional resume created in Section 15.2 Application A. They should update the resume to make it appropriate to send with the application letter created in Section 15.3 Application A.

C. Application Form

Solutions will vary. Students are to complete an application form using their information and assuming that they are applying for the job from Section 15.3 Application A.

15.4 Interview and Follow-Up Messages

A. Interview Questions

Solutions will vary. Students are to identify a job opening and assume that they have been invited to interview for the job. They should select ten questions from the various categories in Figure 15-10 in the textbook and write sample answers to the interview questions. They should also select two questions from Figure 15-11 in the textbook and write sample responses that they could give to these illegal interview questions.

B. Thank-You Letters

Solutions will vary. Students are to identify a job opening and assume that they had an interview for the job yesterday. They should write a confirming follow-up letter to the interviewer. Next, students should assume that after learning more about the position, they do not think the position is one that they wish to accept. They should write a follow-up letter thanking the interviewer, indicating that they are no longer interested in the job, and giving one or two reasons why they are no longer interested.

C. Acceptance Letter

Solutions will vary. Students are to assume that they have been offered the job for which they interviewed in Section 15.4 Application B. They should write an acceptance letter to the interviewer.

Reading Activity

This Reading Skills exercise focuses on reading a job description. Students are to read a job description for a buildings and grounds patrol officer. They are to make a list of keywords or terms that they could use in applying for this job. Answers will vary. Some keywords and terms that the student may identify are:

- Human relations skills
- Communication skills
- Judgment
- Discretion
- Work independently
- Physically strong and healthy

Net Bookmark

Several Web sites provide free career self-assessment tools. Students are to visit one of these sites and answer two questions related to the tool. Answers will vary.
1. What is the name of the self-assessment tool you used?
2. What did you learn about your personal traits, skills, interests, or values from using this tool?

End-of-Chapter Activities

Vocabulary Review
1. job objective
2. career portfolio
3. resume
4. job interview
5. application form
6. application letter
7. reference
8. scannable resume
9. electronic resume
10. Web resume
11. internship
12. networking
13. qualifications
14. job search

Critical Thinking Questions
Answers will vary. Sample answers are provided here.

1. It is more important to identify your personal goals first, before your career goals. Doing so allows you to form career goals that will help you achieve your personal goals.
2. Tailoring your job objective and other parts of your resume to each job opening for which you apply shows your interest in that particular job and increases your chances of getting an interview.
3. A functional resume would be best for me because I have little work experience. It would allow me to emphasize my skills.
4. It is important to write a follow-up letter to an interviewer even if you have decided you do not want the job for which you interviewed because you want to keep the goodwill of the interviewer. You might want to apply for another job with that company in the future.
5. Writing an unsolicited application letter is a good use of my time if I really want to work for a particular company and am willing to wait for a job opening there.

Chapter Applications

A. Job Search Plan

Solutions will vary. Students are to identify the method(s) of finding job openings that they think is likely to work best for them. They should then write an explanation of how they would conduct a job search and explain why they have chosen this search strategy.

B. Interview Role-Play

Students are to work with two classmates on this project. Each person will serve in each position—as interviewer, an observer, and as job applicant. Students should complete these steps to prepare for the interview:
- Identify a job position for which you will apply when you are the applicant and share this information with your classmates.
- Write a list of questions you will ask the applicant when you are the interviewer.
- Write a list of items you will watch for when you are the observer.

Students should participate in two interviews (as an applicant in one and as an interviewer in the other) and be an observer in a third interview. They should make notes when they are the observer, pointing out both the strengths and the weaknesses of the applicant’s performance.

C. Company Research

Solutions will vary. Students are to select two companies or organizations for which they would be interested in working. They should do research to find the following information for each company:
D. Unsolicited Application Letter

Solutions will vary. Students are to select one of the companies for which they conducted research in Application C. They should identify a job position at the company and write an unsolicited letter of application to the company for that job position.

E. Career Portfolio

Solutions will vary. Students are to select a format for a career portfolio and collect or create the following items and place them in the portfolio:

- Traditional print resume
- Scannable resume
- Electronic resume (optional)
- Sample solicited letter of application
- Sample unsolicited letter of application
- Sample thank-you letter
- Sample acceptance letter
- List of references (name, position, and contact data for each person)
- Letters of recommendation from references
- List of work history if all details are not in the resume
- Copies of awards or honors received
- Copies of diplomas and transcripts
- Samples of work or project descriptions related to career interests

Editing Activity

Answers will vary. One possible solution is shown here.

Please consider me an applicant for the administrative assistant position that your company advertised in the December 9 issue of the Weekly Herald. When I complete my studies in the Business Technology program at Central State Community College this month, I will be qualified for this position.

While attending school full-time, I worked part-time as a secretary for Storrs Windows for more than one year. In addition to my secretarial duties, I handled all payroll processing and petty cash. I also supervised one clerical employee.

As you can see from the enclosed resume, my education and work background fit your requirements. May I have an interview with you to explain my qualifications in more detail? You can reach me at 555-0194 on any weekday. I look forward to discussing the possibility of joining your staff.

Case Study

Completing an Application Form

In this case, students must review the performance of a job applicant in completing an application form. Answers to the questions will vary. Sample answers are shown.

1. Under the circumstances, Nancy should have asked for permission to take the form home, fill it out, and bring it back the next day.

2. To be better prepared, Nancy should have brought two pens with blue or black ink to the interview. She should also have brought a list of references and her work history.
Career Case Studies

Communication for Government and Public Administration

Answers to the questions will vary. Sample answers are shown.

1. The customers of this office are not being treated in a friendly and efficient manner. They do not receive a personal greeting when entering the office. Instead, they must take part in an impersonal system of taking a number. The office does not have enough clerks working to help the customers in a timely manner.

2. To improve customer service, an employee could be assigned the task of greeting each customer upon arrival and finding out what service is needed. The clerk could let the customer know about how long she or he will need to wait and offer to let the person come back at a set time. The director of the office could keep track of the days or times of day when the office has the most customers and schedule more clerks to work during those times so that customers do not have a long wait. If possible, more comfortable chairs and other furnishings could be provided to make waiting more comfortable.

Communicating for Arts, A/V Technology and Communication

1. A functional resume would be best for Kyle because he has little work experience related to acting. This type of resume will allow him to list his talents and other strengths.

2. Nonverbal communication is very important in the acting profession because actors must convey meaning with nonverbal cues as well as with words.

3. Kyle places great value on his career goals. He is willing to keep a hectic schedule and work while taking acting lessons to achieve his career goals.