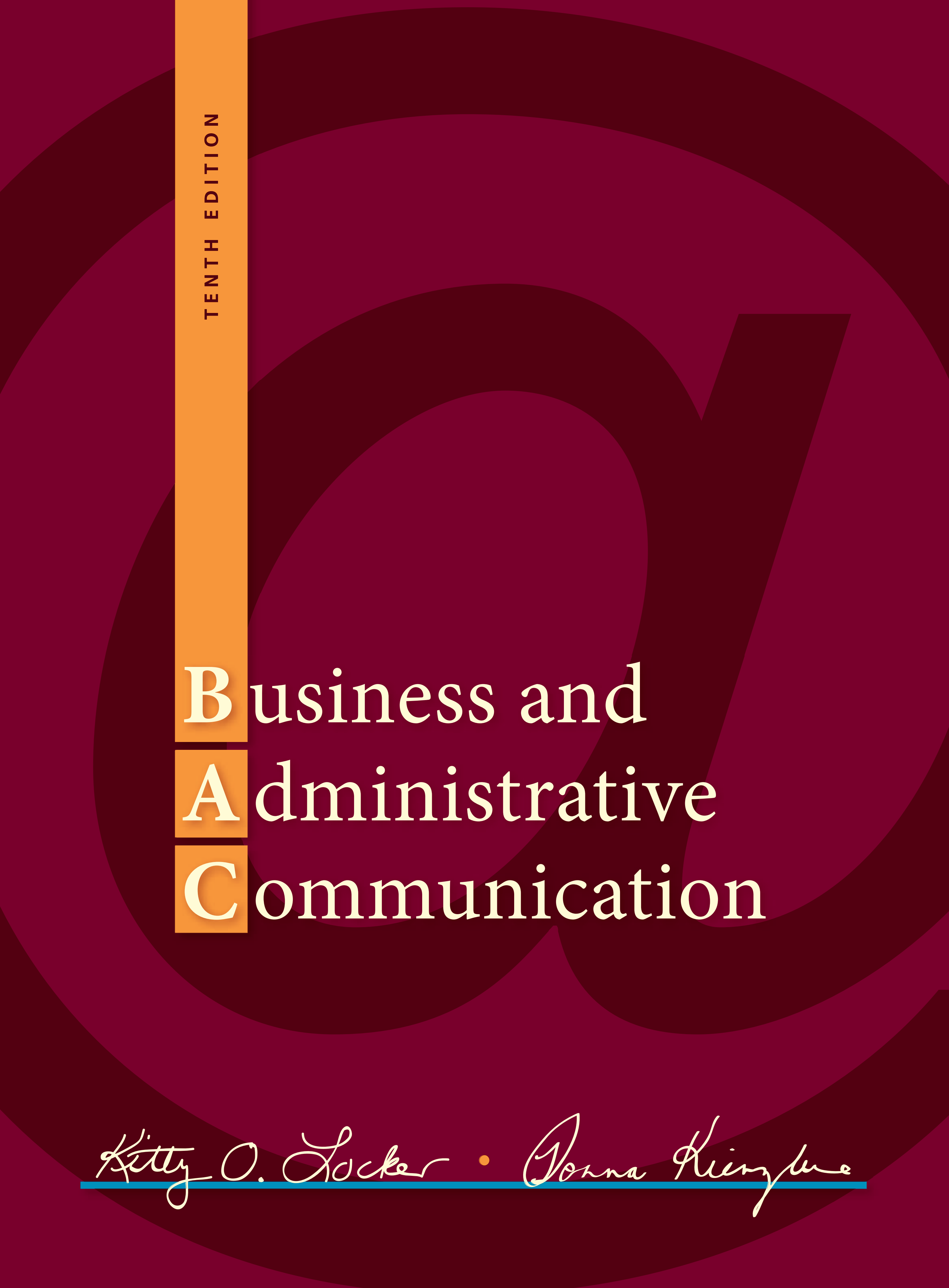

TENTH EDITION

Business and Administrative Communication

Kitty O. Locker • Donna Kienzler

connect®

BUSINESS COMMUNICATION

Less managing. More teaching. Greater learning.

STUDENTS…

Want to get **better grades?** *(Who doesn't?)*

Ready to do **online interactive assignments** that help you apply what you've learned? *(You need to know how to use this stuff in the real world…)*

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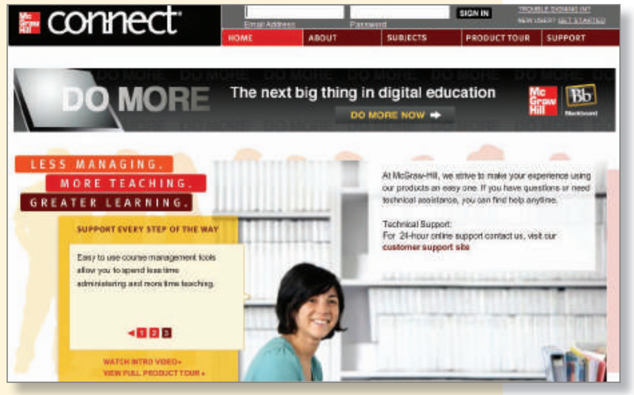
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ABOUT
SUBJECTS
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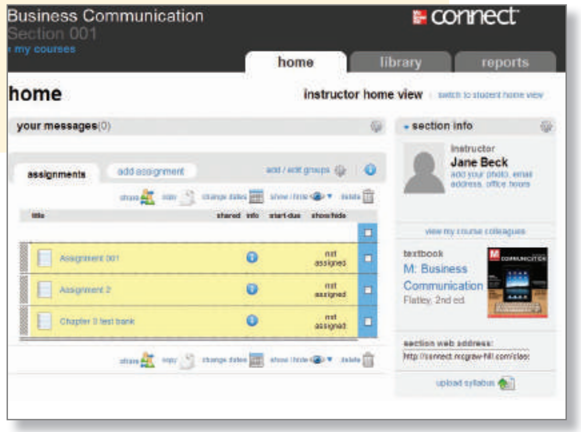
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add assignment
add / edit groups
share
copy
change dates
show / hide
delete
title
shared
info
start-due
show/hide
view my course colleagues
upload syllabus

Business Communication
Section 001

home

instructor home view

your messages (0)

section info

Instructor
Jane Beck
add your photo, email address, office hours

assignments

title	shared	info	start-due	show/hide
Assignment 001			not assigned	☐
Assignment 2			not assigned	☐
Chapter 3 test bank			not assigned	☐

textbook
M: Business Communication
Flatley, 2nd ed

section web address:
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INSTRUCTORS…

Would you like your **students** to show up for class more **prepared?** *(Let's face it, class is much more fun if everyone is engaged and prepared…)*

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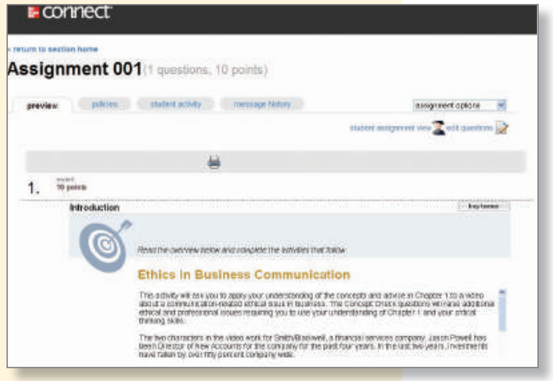
- An easy-to-use **lecture capture** tool.


connect
« return to section home
preview
policies
student activity
message history
assignment options
student assignment view
edit questions

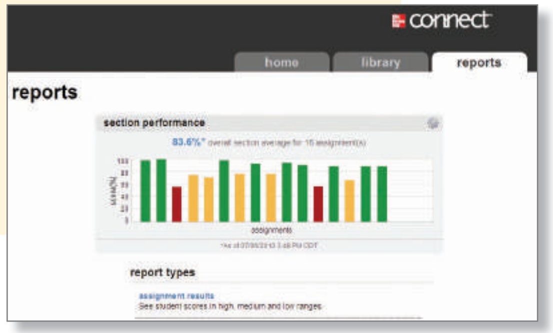
Assignment 001 (1 questions, 10 points)

1. 10 points

Introduction

Read the overview below and complete the activities that follow

Ethics in Business Communication


connect
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assignments

reports

section performance

83.6%* overall section average for 15 assignment(s)

report types

assignment results
See student scores in high, medium and low ranges.

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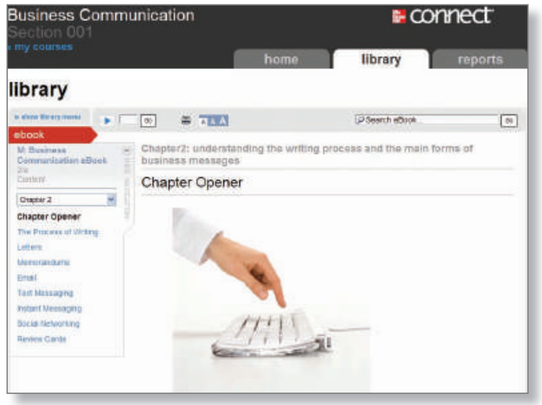
- Direct links from assignments
- Adjustable text size
- Jump to page number
- Print by section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Section 001
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home
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Search eBook
Chapter2: understanding the writing process and the main forms of business messages
Chapter Opener
Chapter 2
Chapter Opener
The Process of Writing
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Memorandums
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Text Messaging
Instant Messaging
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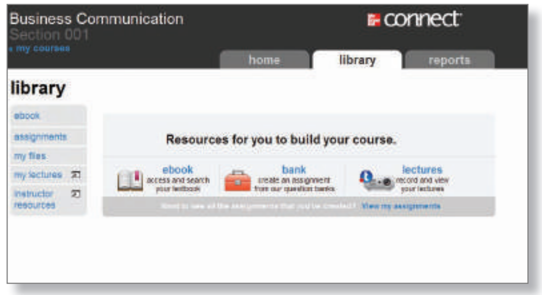
Check out the STUDENT RESOURCES section under the *Connect* Library tab.

Here you'll find a wealth of resources designed to help you achieve your goals in the course. You'll find things like **quizzes, PowerPoints, and Internet activities** to help you study. Every student has different needs, so explore the STUDENT RESOURCES to find the materials best suited to you.


Business Communication
Section 001
my courses
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reports
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assignments
my files
my lectures
instructor resources
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bank
create an assignment from our question banks
lectures
record and view your lectures
View my assignments

Resources for you to build your course.

Business and Administrative Communication

TENTH EDTION

Business and Administrative Communication

Kitty O. Locker
The Ohio State University

Donna S. Kienzler
Iowa State University

McGraw-Hill
Irwin

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BUSINESS AND ADMINISTRATIVE COMMUNICATION

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To my beloved husband Jim and dearest friend Kitty.

THE AUTHORS

Kitty O. Locker was an Associate Professor of English at The Ohio State University in Columbus, Ohio, where she coordinated the Writing Center and taught courses in business and technical discourse and in research methods. She also taught as Assistant Professor at Texas A&M University and the University of Illinois.

She wrote *The Irwin Business Communication Handbook: Writing and Speaking in Business Classes* (1993), coauthored *Business Writing Cases and Problems* (1980, 1984, 1987), and coedited *Conducting Research in Business Communication* (1988). She twice received the Alpha Kappa Psi award for Distinguished Publication in Business Communication for her article "'Sir, This Will Never Do': Model Dunning Letters 1592–1873" and for her article " 'As per Your Request': A History of Business Jargon." In 1992, she received the Association for Business Communication's Outstanding Researcher Award.

Her research included work on collaborative writing in the classroom and the workplace, and the emergence of bureaucratic writing in the correspondence of the British East India Company from 1600 to 1800.

Her consulting work included conducting tutorials and short courses in business, technical, and administrative writing for employees of URS Greiner, Ross Products Division of Abbott Laboratories, Franklin County, the Ohio Civil Service Employees Association, AT&T, the American Medical Association, Western Electric, the Illinois Department of Central Management Services, the Illinois Department of Transportation, the A. E. Staley Company, Flo-Con, the Police Executive Leadership College, and the Firemen's Institute. She developed a complete writing improvement program for Joseph T. Ryerson, the nation's largest steel materials service center.

She served as the Interim Editor of *The Bulletin of the Association for Business Communication* and, in 1994–1995, as President of the Association for Business Communication (ABC). She edited ABC's *Journal of Business Communication* from 1998 to 2000.

In 1998, she received ABC's Meada Gibbs Outstanding Teacher Award.

Kitty O. Locker passed away in 2005.

Donna S. Kienzler is a Professor Emeritus of English at Iowa State University in Ames, Iowa, where she taught in the Rhetoric and Professional Communication program. She was the Director of Advanced Communication and oversaw more that 120 sections of business and technical communication annually. She was also an Assistant Director of the university's Center for Excellence in Learning and Teaching, where she taught classes, seminars, and workshops on pedagogy; directed graduate student programming; and directed the Preparing Future Faculty program, a career-training program for graduate students and postdoctoral follows.

Her research focused on pedagogy and ethics. Her article with Helen Ewald, "Speech Act Theory and Business Communication Conventions," won an Association for Business Communication (ABC) Alpha Kappa Psi Foundation Award for distinguished publication in business communication. Her article with Carol David, "Towards an Emancipatory Pedagogy in Service Courses and User Departments," was part of a collection that won a National Council of Teachers of English (NCTE) Award for Excellence in Technical and Scientific Communication: Best Collection of Essays in Technical or Scientific Communication.

She has done consulting work for the Air Force, Tracor Consulting, Green Engineering, Northwestern Bell, Iowa Merit Employment, the Iowa Department of Transportation, the University of Missouri, and her local school district.

She is active in the Association for Business Communication (ABC), where she currently serves on the board of directors as well as on the Business Practices and the Teaching Practices Committees. She also served on ABC's Ad Hoc Committee on Professional Ethics, which developed a Professional Ethics Statement for the national organization.

In 2002, she received ABC's Meada Gibbs Outstanding Teacher Award.

Donna and Kitty became close friends in graduate school at the University of Illinois, Urbana–Champaign, where they shared the same major professor. They remained close friends, and indeed considered each other family, until Kitty's death. During those wonderful years, their favorite topic of conversation was *Business and Administrative Communication;* they discussed content for the original book proposal, content for the first edition, changes for subsequent editions, and future plans for the book. Everything from new sidebars and footnotes to major organizational changes made its way into those long, frequent conversations. These conversations helped Donna carry on Kitty's tradition of excellence.

PREFACE

Welcome to *Business and Administrative Communication* (BAC). This textbook can make learning about business communication easier and more enjoyable.

You'll find that this edition of BAC is as flexible, specific, interesting, comprehensive, and up-to-date as its predecessors. The features that users particularly like have been retained: the anecdotes and examples, the easy-to-follow lists, the integrated coverage of ethics and international business communication, the analyses of sample problems, the wealth of exercises and assignments. But a good book has become even better. This edition of BAC includes major changes.

MAJOR CHANGES TO THE TENTH EDITION

Major changes make the tenth edition even better:

- Entire chapter on using technology in business communications. Also, additions on new technology throughout.
- New material and increased emphasis on electronic communication throughout:
  - Instant messaging and text messaging.
  - Wikis.
  - Social media.
    - Facebook.
    - Twitter.
    - LinkedIn.
    - Blogs.
- New material in the job chapters:
  - New sections:
    - Personal branding.
    - Networking.
    - Using an internship as a job hunting tool.
  - New material:
    - Guidelines for using LinkedIn, Facebook, Twitter, and blogs in the job hunt.
    - Guidelines for older job seekers.
    - Tips for job hunting in a down economy.
- Expanded ethics section, as well as more ethics coverage throughout.
- Expanded material on networking in multiple chapters.
- Expanded coverage of web page design.
- New appendix on APA and MLA documentation.

CONTENT UPDATES

In addition to the major changes, the tenth edition has new material throughout to keep it up-to-date for instructors and interesting for students:

- New chapter openers, Newsworthy Communication, provide examples of chapter content occurring in the news.
  - Toyota's communication strategy to recover from its accelerator problems.
  - Apple's moving response to the earthquake and tsunami in Japan.
  - BP's communication failures regarding its Gulf oil spill.
  - Air New Zealand's "naked" safety message.

- New, up-to-date, interesting examples in text and sidebars:
  - Persuasion techniques to get men to go to their doctors.
  - College ads during football games.
  - A takeoff of NBC's hit sitcom *The Office* used for an effective ethics training program.
  - Costco's adaptations for Taiwan.
- Examples from popular companies such as Zappos, Best Buy, Google, and Microsoft.
- New additions from the ranks of business bestseller books:
  - Nicholas Boothman, *Convince Them in 90 Seconds or Less*
  - Richard. J. Connors, ed., *Warren Buffett on Business: Principles from the Sage of Omaha*
  - Atul Gawande, *The Checklist Manifesto: How to Get Things Right*
  - Chip Heath and Dan Heath, *Switch: How To Change Things When Change Is Hard*
  - Jay Heinrichs, *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*
  - Tony Hsieh, *Delivering Happiness: A Path to Profits, Passion, and Purpose*
  - Rosabeth Moss Kanter, *Supercorp: How Vanguard Companies Create Innovation, Profits, Growth, and Social Good*
  - John Kotter and Lorne Whitehead, *Buy In: Saving Your Good Idea from Getting Shot Down*
  - Patrick Lencioni, *The Five Dysfunctions of a Team*
  - Daniel Pink, *Drive: The Surprising Truth about What Motivates Us*
- New exercises, including more ethics exercises.

QUALITIES RETAINED

BAC retains the qualities that have made it a top textbook in business communication:

- **BAC is flexible.** Choose the chapters and exercises that best fit your needs. Choose from in-class exercises, messages to revise, problems with hints, and cases presented as they'd arise in the workplace. Many problems offer several options: small group discussions, individual writing, group writing, or oral presentations.
- **BAC is specific.** BAC provides specific strategies, specific guidelines, and specific examples. BAC takes the mystery out of creating effective messages.
- **BAC is interesting.** Anecdotes from a variety of fields show business communication at work. The lively side columns from *The Wall Street Journal* and a host of other sources provide insights into the workplace.
- **BAC is comprehensive.** BAC includes international communication, communicating across cultures in this country, ethics, collaborative writing, organizational cultures, graphs, and technology as well as traditional concerns such as style and organization. Assignments offer practice dealing with international audiences or coping with ethical dilemmas.
- **BAC is up-to-date.** The tenth edition of BAC incorporates the latest research and practice so that you stay on the cutting edge.

SUPPLEMENTS

The stimulating, user-friendly supplements package has been one of the major reasons that BAC is so popular. All of the supplements are available on the book's website at www.mhhe.com/locker10e.

1. The **Instructor's Resource Manual** contains
   - **Answers to all exercises,** an overview and difficulty rating for each problem, and, for several of the problems in the book, a detailed analysis, discussion questions, and a good solution.
   - **Additional exercises and cases for** diagnostic and readiness tests, grammar and style, and for letters, memos, and reports.
   - **Lesson plans and class activities for each chapter.** You'll find discussion guides, activities to reinforce chapter materials and prepare students for assignments, and handouts for group work, peer editing, and other activities.
   - **Sample syllabi** for courses with different emphases and approaches.
2. The **Test Bank** contains approximately 2,000 test items with answers. Each is tagged with learning objective, level of difficulty (corresponding to Bloom's taxonomy of educational objectives), AACSB standards, and page number.
3. A **Computerized Test Bank** is available to qualified adopters in both Macintosh and Windows formats, and allows professors to generate and edit their own test questions.
4. The **BAC website** at www.mhhe.com/locker10e identifies sites for business, research, ethics, and job hunting. The Instructor's Manual, Test Bank, and PowerPoints are available to instructors. Additional exercises, and quizzes are available to help students improve their writing and communication skills.

CONTINUING THE CONVERSATION

This edition incorporates the feedback I've received from instructors who used earlier editions. Tell me about your own success stories teaching *Business and Administrative Communication.* I look forward to hearing from you!

Donna S. Kienzler

All writing is in some sense collaborative. This book in particular builds upon the ideas and advice of teachers, students, and researchers. The people who share their ideas in conferences and publications enrich not only this book but also business communication as a field.

Many people reviewed the 9th edition, suggesting what to change and what to keep. We thank all of these reviewers for their attention to detail and their promptness!

William Brunkan, *Augustana College*
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Valarie Spiser-Albert, *University of Texas–San Antonio*
Mary Young Bowers, *Northern Arizona University*

In addition, the book continues to benefit from people who advised me on earlier editions:

Mark Alexander, *Indiana Wesleyan University*
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Vanessa Arnold, *University of Mississippi*
Lynn Ashford, *Alabama State University*
Jean Baird, *Brigham Young University–Idaho*
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Florence M. Petrofes, *University of Texas–El Paso*

Melinda Phillabaum, *IUPUI–Indianapolis*

Evelyn M. Pierce, *Carnegie Mellon University*

Cathy Pleska, *West Virginia State College*

Susan Plutsky, *California State University–Northridge*

Virginia Polanski, *Stonehill College*

Janet Kay Porter, *Leeward Community College*

Susan Prenzlow, *Minnesota State University–Mankato*

Brenda Price, *Bucks County Community College*

Brenner Pugh, *Virginia Commonwealth University*

David Ramsey, *Southeastern Louisiana University*

Greg Rapp, *Portland Community College*

Kathryn C. Rentz, *University of Cincinnati*

Janetta Ritter, *Garland County Community College*

Naomi Ritter, *Indiana University*

Jeanette Ritzenthaler, *New Hampshire College*

Betty Jane Robbins, *University of Oklahoma*

Ralph Roberts, *University of West Florida*

Carol Roever, *Missouri Western State College*

Alisha Rohde

Deborah Roper, *California State University–Dominguez Hills*

Mary Jane Ryals, *Florida State University*

Mary Saga, *University of Alaska–Fairbanks*

Betty Schroeder, *Northern Illinois University*

Nancy Schullery, *Western Michigan University*

Kelly Searsmith, *University of Illinois*

Sherry Sherrill, *Forsythe Technical Community College*

Frank Smith, *Harper College*

Pamela Smith, *Florida Atlantic University*

Don Soucy

Helen W. Spain, *Wake Technical Community College*

Janet Starnes, *University of Texas–Austin*

Natalie Stillman-Webb, *University of Utah–Salt Lake City*

Ron Stone, *DeVry University*

Bruce Todd Strom, *University of Indianapolis*

Judith A. Swartley, *Lehigh University*

Christine Tachick, *University of Wisconsin–Milwaukee*

Mel Tarnowski, *Macomb Community College*

Bette Tetreault, *Dalhousie University*

Barbara Z. Thaden, *St. Augustine's College*

Lori Townsend, *Niagara County Community College–Sanborn*

Linda Travis, *Ferris State University*

Lisa Tyler, *Sinclair Community College*

Donna Vasa, *University of Nebraska–Lincoln*

David A. Victor, *Eastern Michigan University*

Catherine Waitinas, *University of Illinois–Champaign-Urbana*

Vicky Waldroupe, *Tusculum College*

Randall Waller, *Baylor University*

George Walters, *Emporia State University*

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Craig Warren, *Pennsylvania State–Erie Behrend College*

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Paula Weston

Gail S. Widner, *University of South Carolina*

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Andrea Williams

Paula Williams, *Arkansas Northeastern College*

Marsha Daigle Williamson, *Spring Arbor University*

Bennie Wilson, *University of Texas–San Antonio*

Rosemary Wilson, *Washtenaw Community College*

Janet Winter, *Central Missouri State University*

Annette Wyandotte, *Indiana University Southeast*

Bonnie Thames Yarbrough, *University of North Carolina–Greensboro*

Sherilyn K. Zeigler, *Hawaii Pacific University*

I'm pleased to know that the book has worked so well for so many people and appreciative of suggestions for ways to make it even more useful in this edition. I especially want to thank the students who have allowed me to use their letters and memos, whether or not they allowed me to use their real names in the text.

I am grateful to all the business people who have contributed. The companies where I have done research and consulting work have given me insights into the problems and procedures of business and administrative communication. Special acknowledgment is due Joseph T. Ryerson & Son, Inc., where Kitty created the Writing Skills program that ultimately became the first draft of this book. And I thank the organizations that permitted McGraw-Hill/Irwin to reproduce their documents in this book and in the ancillaries.

Special thanks go to three assistants. Karen Bovenmyer, an Iowa State University graduate student, performed research wonders and checked all citations. Jacob Rawlins, another Iowa State University graduate student, wrote the Newsworthy Communications, and many of the sidebars. He also provided extensive help on editing PDF files and sorted reams of material into useful bundles.

Christopher Toth, assistant professor at Grand Valley State University, updated and edited Chapters 6, 10, 16, 17, and Appendix C, as well as large portions of Chapters 15 and 18 and part of Chapter 9. He provided the résumé and job letter examples as well as the student report and its proposal. He also did the ancillaries, as well as a large part of our half of the picture selection. Even more important to me, he served as my main sounding board. For all those hours of listening and suggesting, in addition to all his other labors for BAC, I thank him heartily.

The publisher, McGraw-Hill/Irwin, provided strong editorial and staff support. I wish to thank Dana Pauley, Michelle Gardner, Matt Diamond, and Sue Lombardi for the appearance of the book and website. Further thanks go to Sarah Evertson for finding such wonderful photos; Gretlyn Cline for her superlative editing; and Michelle Gardner for her good humor, enormous patience, gentle nudges, and outstanding problem-solving abilities.

And, finally, I thank my husband Jim, who provided support, research, editorial assistance, and major PDF work.

A Guided Tour

Business and Administrative Communication, by Kitty O. Locker and Donna S. Kienzler, is a true leader in the business communications field. The 10th edition is designed to teach students how to think critically, communicate effectively, and improve written, oral, and electronic business communication skills. These skills will successfully prepare students to meet a variety of challenges they may face in their future careers.

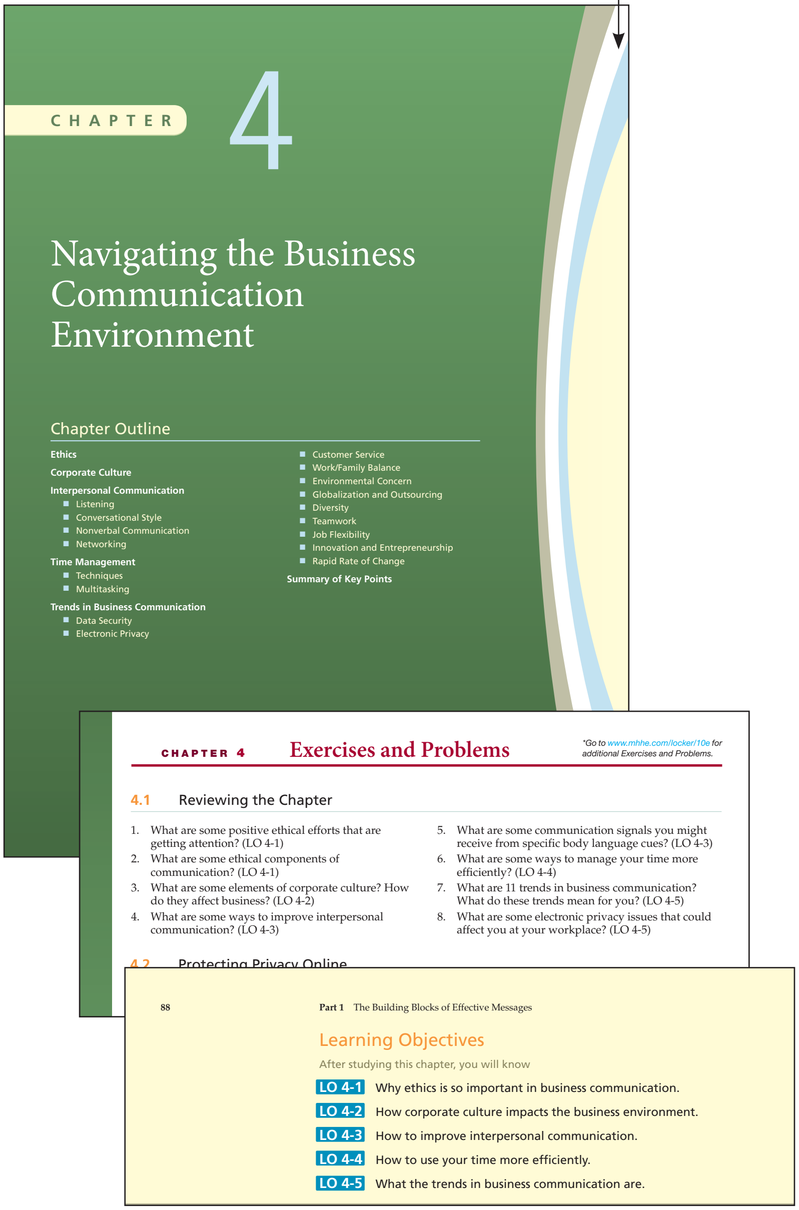
Beyond covering the broad scope of topics in business communication, this text uses a student-friendly writing style and strong design elements to hold student attention. In addition, real-world examples and real business applications underscore key material within the text.

We invite you to learn about this new edition and its features by paging through this visual guide.

CHAPTER PEDAGOGY

CHAPTER OUTLINE AND LEARNING OBJECTIVES

Each chapter begins with a chapter outline and learning objectives to guide students as they study. The first exercise for each chapter, Reviewing the Chapter, poses questions specifically linked to the chapter's learning objectives.



CHAPTER 4

Navigating the Business Communication Environment

Chapter Outline

Ethics

Corporate Culture

Interpersonal Communication
- Listening
- Conversational Style
- Nonverbal Communication
- Networking

Time Management
- Techniques
- Multitasking

Trends in Business Communication
- Data Security
- Electronic Privacy
- Customer Service
- Work/Family Balance
- Environmental Concern
- Globalization and Outsourcing
- Diversity
- Teamwork
- Job Flexibility
- Innovation and Entrepreneurship
- Rapid Rate of Change

Summary of Key Points

CHAPTER 4 Exercises and Problems

**Go to www.mhhe.com/locker/10e for additional Exercises and Problems.*

4.1 Reviewing the Chapter

1. What are some positive ethical efforts that are getting attention? (LO 4-1)
2. What are some ethical components of communication? (LO 4-1)
3. What are some elements of corporate culture? How do they affect business? (LO 4-2)
4. What are some ways to improve interpersonal communication? (LO 4-3)
5. What are some communication signals you might receive from specific body language cues? (LO 4-3)
6. What are some ways to manage your time more efficiently? (LO 4-4)
7. What are 11 trends in business communication? What do these trends mean for you? (LO 4-5)
8. What are some electronic privacy issues that could affect you at your workplace? (LO 4-5)

4.2 Protecting Privacy Online

88 **Part 1** The Building Blocks of Effective Messages

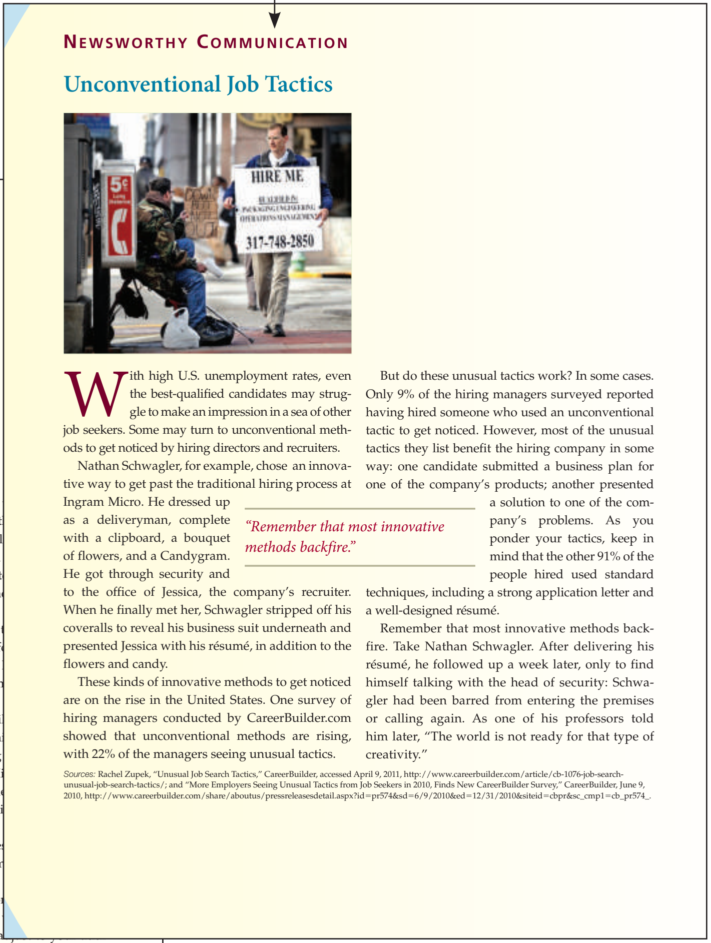
Learning Objectives

After studying this chapter, you will know

LO 4-1 Why ethics is so important in business communication.
LO 4-2 How corporate culture impacts the business environment.
LO 4-3 How to improve interpersonal communication.
LO 4-4 How to use your time more efficiently.
LO 4-5 What the trends in business communication are.

AN INSIDE PERSPECTIVE

Each chapter is introduced with current news articles relevant to the chapter's concepts. These opening articles set the stage for the chapter's content and allow students a glimpse at how the material applies in the business world.



Newsworthy Communication

Unconventional Job Tactics

With high U.S. unemployment rates, even the best-qualified candidates may struggle to make an impression in a sea of other job seekers. Some may turn to unconventional methods to get noticed by hiring directors and recruiters.

Nathan Schwagler, for example, chose an innovative way to get past the traditional hiring process at Ingram Micro. He dressed up as a deliveryman, complete with a clipboard, a bouquet of flowers, and a Candygram. He got through security and to the office of Jessica, the company's recruiter. When he finally met her, Schwagler stripped off his coveralls to reveal his business suit underneath and presented Jessica with his résumé, in addition to the flowers and candy.

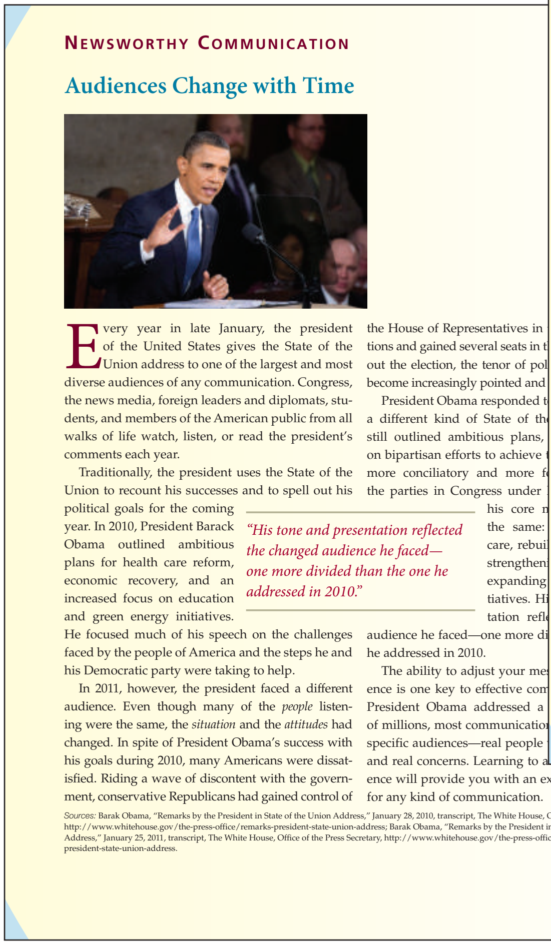
These kinds of innovative methods to get noticed are on the rise in the United States. One survey of hiring managers conducted by CareerBuilder.com showed that unconventional methods are rising, with 22% of the managers seeing unusual tactics.

But do these unusual tactics work? In some cases. Only 9% of the hiring managers surveyed reported having hired someone who used an unconventional tactic to get noticed. However, most of the unusual tactics they list benefit the hiring company in some way: one candidate submitted a business plan for one of the company's products; another presented a solution to one of the company's problems. As you ponder your tactics, keep in mind that the other 91% of the people hired used standard techniques, including a strong application letter and a well-designed résumé.

> *"Remember that most innovative methods backfire."*

Remember that most innovative methods backfire. Take Nathan Schwagler. After delivering his résumé, he followed up a week later, only to find himself talking with the head of security: Schwagler had been barred from entering the premises or calling again. As one of his professors told him later, "The world is not ready for that type of creativity."

Sources: Rachel Zupek, "Unusual Job Search Tactics," CareerBuilder, accessed April 9, 2011, http://www.careerbuilder.com/article/cb-1076-job-search-unusual-job-search-tactics/; and "More Employers Seeing Unusual Tactics from Job Seekers in 2010, Finds New CareerBuilder Survey," CareerBuilder, June 9, 2010, http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?id=pr574&sd=6/9/2010&ed=12/31/2010&siteid=cbpr&sc_cmp1=cb_pr574_.



Newsworthy Communication

Audiences Change with Time

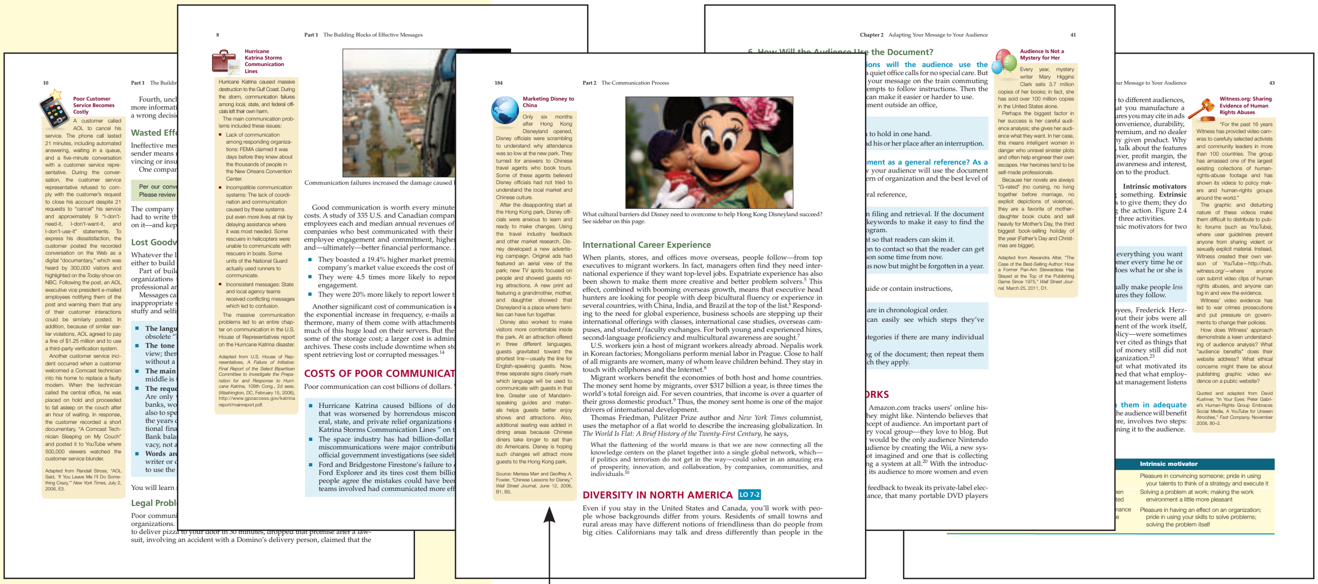
Every year in late January, the president of the United States gives the State of the Union address to one of the largest and most diverse audiences of any communication. Congress, the news media, foreign leaders and diplomats, students, and members of the American public from all walks of life watch, listen, or read the president's comments each year.

Traditionally, the president uses the State of the Union to recount his successes and to spell out his political goals for the coming year. In 2010, President Barack Obama outlined ambitious plans for health care reform, economic recovery, and an increased focus on education and green energy initiatives. He focused much of his speech on the challenges faced by the people of America and the steps he and his Democratic party were taking to help.

In 2011, however, the president faced a different audience. Even though many of the *people* listening were the same, the *situation* and the *attitudes* had changed. In spite of President Obama's success with his goals during 2010, many Americans were dissatisfied. Riding a wave of discontent with the government, conservative Republicans had gained control of
the House of Representatives in
tions and gained several seats in t
out the election, the tenor of pol
become increasingly pointed and
President Obama responded t
a different kind of State of th
still outlined ambitious plans,
on bipartisan efforts to achieve
more conciliatory and more f
the parties in Congress under
his core n
the same:
care, rebui
strengthen
expanding
tiatives. Hi
tation refle
audience he faced—one more di
he addressed in 2010.
The ability to adjust your me
ence is one key to effective com
President Obama addressed a
of millions, most communicatio
specific audiences—real people
and real concerns. Learning to a
ence will provide you with an excellent foundation
for any kind of communication.

> *"His tone and presentation reflected the changed audience he faced—one more divided than the one he addressed in 2010."*

Sources: Barak Obama, "Remarks by the President in State of the Union Address," January 28, 2010, transcript, The White House, Office of the Press Secretary, http://www.whitehouse.gov/the-press-office/remarks-president-state-union-address; Barak Obama, "Remarks by the President in State of the Union Address," January 25, 2011, transcript, The White House, Office of the Press Secretary, http://www.whitehouse.gov/the-press-office/2011/01/25/remarks-president-state-union-address.



184 Part 2 The Communication Process

Marketing Disney to China

Only six months after Hong Kong Disneyland opened, Disney officials were scrambling to understand why attendance was so low at the new park. They turned for answers to Chinese travel agents who book tours. Some of these agents believed Disney officials had not tried to understand the local market and Chinese culture.

After the disappointing start at the Hong Kong park, Disney officials were anxious to learn and ready to make changes. Using the travel industry feedback and other market research, Disney developed a new advertising campaign. Original ads had featured an aerial view of the park; new TV spots focused on people and showed guests riding attractions. A new print ad featuring a grandmother, mother, and daughter showed that Disneyland is a place where families can have fun together.

Disney also worked to make visitors more comfortable inside the park. At an attraction offered in three different languages, guests gravitated toward the shortest line—usually the line for English-speaking guests. Now, three separate signs clearly mark which language will be used to communicate with guests in that line. Greater use of Mandarin-speaking guides and materials helps guests better enjoy shows and attractions. Also, additional seating was added in dining areas because Chinese diners take longer to eat than do Americans. Disney is hoping such changes will attract more guests to the Hong Kong park.

Source: Merissa Marr and Geoffrey A. Fowler, "Chinese Lessons for Disney," *Wall Street Journal*, June 12, 2006, B1, B5.

What cultural barriers did Disney need to overcome to help Hong Kong Disneyland succeed? See sidebar on this page.

International Career Experience

When plants, stores, and offices move overseas, people follow—from top executives to migrant workers. In fact, managers often find they need international experience if they want top-level jobs. Expatriate experience has also been shown to make them more creative and better problem solvers.[5] This effect, combined with booming overseas growth, means that executive head hunters are looking for people with deep bicultural fluency or experience in several countries, with China, India, and Brazil at the top of the list.[6] Responding to the need for global experience, business schools are stepping up their international offerings with classes, international case studies, overseas campuses, and student/faculty exchanges. For both young and experienced hires, second-language proficiency and multicultural awareness are sought.[7]

U.S. workers join a host of migrant workers already abroad. Nepalis work in Korean factories; Mongolians perform menial labor in Prague. Close to half of all migrants are women, many of whom leave children behind. They stay in touch with cellphones and the Internet.[8]

Migrant workers benefit the economies of both host and home countries. The money sent home by migrants, over $317 billion a year, is three times the world's total foreign aid. For seven countries, that income is over a quarter of their gross domestic product.[9] Thus, the money sent home is one of the major drivers of international development.

Thomas Friedman, Pulitzer Prize author and *New York Times* columnist, uses the metaphor of a flat world to describe the increasing globalization. In *The World Is Flat: A Brief History of the Twenty-First Century*, he says,

> What the flattening of the world means is that we are now connecting all the knowledge centers on the planet together into a single global network, which—if politics and terrorism do not get in the way—could usher in an amazing era of prosperity, innovation, and collaboration, by companies, communities, and individuals.[10]

DIVERSITY IN NORTH AMERICA LO 7-2

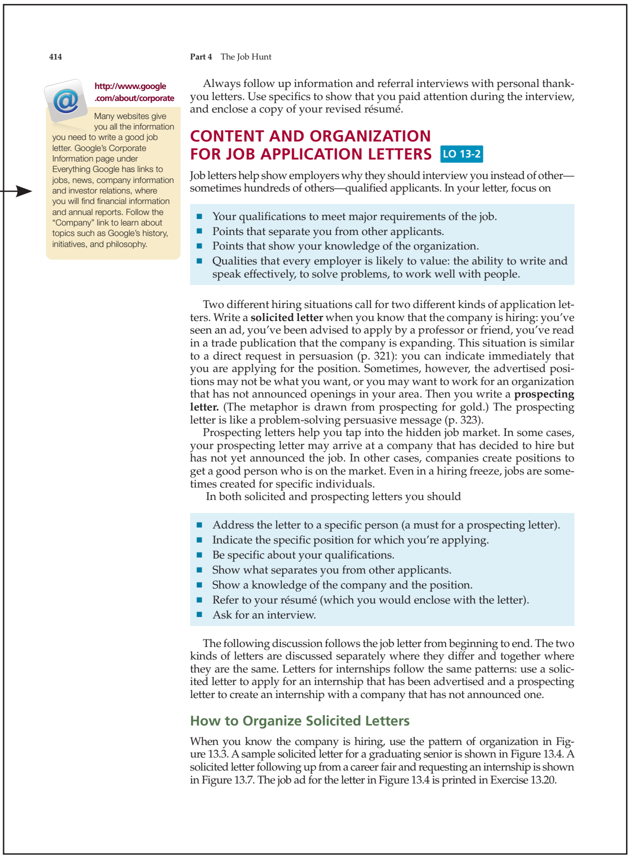
Even if you stay in the United States and Canada, you'll work with people whose backgrounds differ from yours. Residents of small towns and rural areas may have different notions of friendliness than do people from big cities. Californians may talk and dress differently than people in the

SIDEBARS

These novel and interesting examples effectively enhance student understanding of key concepts. Featured in the margins of every chapter, these sidebars cover topic areas that include International, Legal/Ethical, Just for Fun, Technology, and On the Job. In addition, gold stars identify "classic" sidebars.

INSITE LINKS

These helpful URLs point to websites that include organizations and resources of effective business communication. These examples underscore the role of the web in business communication and serve to motivate and enrich the student learning experience. These websites cover a wide range of reference sources, including corporate, small business, nonprofit, and government websites.



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http://www.google .com/about/corporate

Many websites give you all the information you need to write a good job letter. Google's Corporate Information page under Everything Google has links to jobs, news, company information and investor relations, where you will find financial information and annual reports. Follow the "Company" link to learn about topics such as Google's history, initiatives, and philosophy.

Always follow up information and referral interviews with personal thank-you letters. Use specifics to show that you paid attention during the interview, and enclose a copy of your revised résumé.

CONTENT AND ORGANIZATION FOR JOB APPLICATION LETTERS LO 13-2

Job letters help show employers why they should interview you instead of other—sometimes hundreds of others—qualified applicants. In your letter, focus on

- Your qualifications to meet major requirements of the job.
- Points that separate you from other applicants.
- Points that show your knowledge of the organization.
- Qualities that every employer is likely to value: the ability to write and speak effectively, to solve problems, to work well with people.

Two different hiring situations call for two different kinds of application letters. Write a **solicited letter** when you know that the company is hiring: you've seen an ad, you've been advised to apply by a professor or friend, you've read in a trade publication that the company is expanding. This situation is similar to a direct request in persuasion (p. 321): you can indicate immediately that you are applying for the position. Sometimes, however, the advertised positions may not be what you want, or you may want to work for an organization that has not announced openings in your area. Then you write a **prospecting letter.** (The metaphor is drawn from prospecting for gold.) The prospecting letter is like a problem-solving persuasive message (p. 323).

Prospecting letters help you tap into the hidden job market. In some cases, your prospecting letter may arrive at a company that has decided to hire but has not yet announced the job. In other cases, companies create positions to get a good person who is on the market. Even in a hiring freeze, jobs are sometimes created for specific individuals.

In both solicited and prospecting letters you should

- Address the letter to a specific person (a must for a prospecting letter).
- Indicate the specific position for which you're applying.
- Be specific about your qualifications.
- Show what separates you from other applicants.
- Show a knowledge of the company and the position.
- Refer to your résumé (which you would enclose with the letter).
- Ask for an interview.

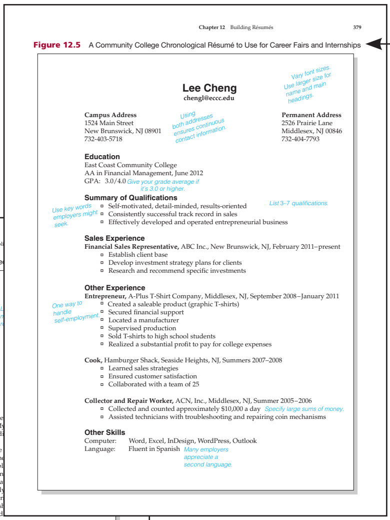
The following discussion follows the job letter from beginning to end. The two kinds of letters are discussed separately where they differ and together where they are the same. Letters for internships follow the same patterns: use a solicited letter to apply for an internship that has been advertised and a prospecting letter to create an internship with a company that has not announced one.

How to Organize Solicited Letters

When you know the company is hiring, use the pattern of organization in Figure 13.3. A sample solicited letter for a graduating senior is shown in Figure 13.4. A solicited letter following up from a career fair and requesting an internship is shown in Figure 13.7. The job ad for the letter in Figure 13.4 is printed in Exercise 13.20.

FULL-PAGE EXAMPLES

A variety of visual examples featuring full-sized letters, memos, e-mails, reports, and résumés are presented in the text. These examples include the authors' "handwritten" annotations, explaining communication miscues while offering suggestions for improvement.



Chapter 12 Building Résumés 379

Figure 12.5 A Community College Chronological Résumé to Use for Career Fairs and Internships

Lee Cheng
chengl@eccc.edu

Vary font sizes. Use larger size for name and main headings.

Campus Address
1524 Main Street
New Brunswick, NJ 08901
732-403-5718

Using both addresses ensures continuous contact information.

Permanent Address
2526 Prairie Lane
Middlesex, NJ 00846
732-404-7793

Education
East Coast Community College
AA in Financial Management, June 2012
GPA: 3.0/4.0 *Give your grade average if it's 3.0 or higher.*

Summary of Qualifications

Use key words employers might seek. *List 3–7 qualifications.*

- Self-motivated, detail-minded, results-oriented
- Consistently successful track record in sales
- Effectively developed and operated entrepreneurial business

Sales Experience
Financial Sales Representative, ABC Inc., New Brunswick, NJ, February 2011–present
- Establish client base
- Develop investment strategy plans for clients
- Research and recommend specific investments

Other Experience
Entrepreneur, A-Plus T-Shirt Company, Middlesex, NJ, September 2008–January 2011

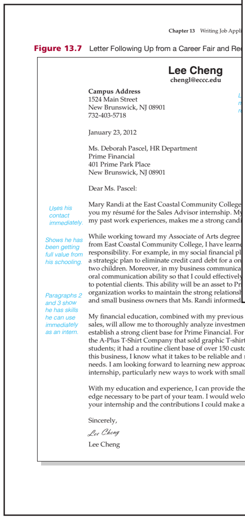
One way to handle self-employment.

- Created a saleable product (graphic T-shirts)
- Secured financial support
- Located a manufacturer
- Supervised production
- Sold T-shirts to high school students
- Realized a substantial profit to pay for college expenses

Cook, Hamburger Shack, Seaside Heights, NJ, Summers 2007–2008
- Learned sales strategies
- Ensured customer satisfaction
- Collaborated with a team of 25

Collector and Repair Worker, ACN, Inc., Middlesex, NJ, Summer 2005–2006
- Collected and counted approximately $10,000 a day *Specify large sums of money.*
- Assisted technicians with troubleshooting and repairing coin mechanisms

Other Skills
Computer: Word, Excel, InDesign, WordPress, Outlook
Language: Fluent in Spanish *Many employers appreciate a second language.*



Chapter 13 Writing Job Appli

Figure 13.7 Letter Following Up from a Career Fair and Re

Lee Cheng
chengl@eccc.edu

Campus Address
1524 Main Street
New Brunswick, NJ 08901
732-403-5718

January 23, 2012

Ms. Deborah Pascel, HR Department
Prime Financial
401 Prime Park Place
New Brunswick, NJ 08901

Dear Ms. Pascel:

Uses his contact immediately.

Mary Randi at the East Coastal Community College
you my résumé for the Sales Advisor internship. My
my past work experiences, makes me a strong candi

Shows he has been getting full value from his schooling.

While working toward my Associate of Arts degree
from East Coastal Community College, I have learne
responsibility. For example, in my social financial pl
a strategic plan to eliminate credit card debt for a on
two children. Moreover, in my business communica
oral communication ability so that I could effectively
to potential clients. This ability will be an asset to Pr
organization works to maintain the strong relationsh
and small business owners that Ms. Randi informed

Paragraphs 2 and 3 show he has skills he can use immediately as an intern.

Provides details about his sales experience to interest his reader.

My financial education, combined with my previous work experiences in sales, will allow me to thoroughly analyze investment opportunities and establish a strong client base for Prime Financial. For example, I started the A-Plus T-Shirt Company that sold graphic T-shirts to high school students; it had a routine client base of over 150 customers. From managing this business, I know what it takes to be reliable and responsive to customer needs. I am looking forward to learning new approaches from Prime Financial's internship, particularly new ways to work with small businesses.

With my education and experience, I can provide the innovative and competitive edge necessary to be part of your team. I would welcome an interview to discuss your internship and the contributions I could make at Prime Financial.

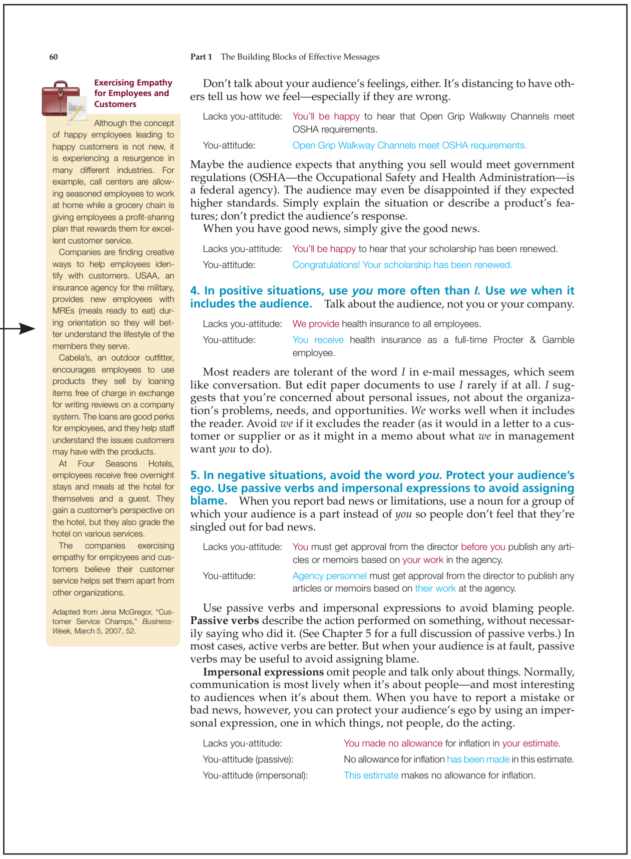
Sincerely,

Lee Cheng

Lee Cheng

GOOD AND BAD EXAMPLES

Paired effective and ineffective communication examples are presented so students can pinpoint problematic ways to phrase messages to help improve their communication skills. Commentaries in red and blue inks indicate poor or good methods of message communication and allow for easy comparison.



60 Part 1 The Building Blocks of Effective Messages

Don't talk about your audience's feelings, either. It's distancing to have others tell us how we feel—especially if they are wrong.

Lacks you-attitude:	You'll be happy to hear that Open Grip Walkway Channels meet OSHA requirements.
You-attitude:	Open Grip Walkway Channels meet OSHA requirements.

Maybe the audience expects that anything you sell would meet government regulations (OSHA—the Occupational Safety and Health Administration—is a federal agency). The audience may even be disappointed if they expected higher standards. Simply explain the situation or describe a product's features; don't predict the audience's response.

When you have good news, simply give the good news.

Lacks you-attitude:	You'll be happy to hear that your scholarship has been renewed.
You-attitude:	Congratulations! Your scholarship has been renewed.

4. In positive situations, use *you* more often than *I*. Use *we* when it includes the audience. Talk about the audience, not you or your company.

Lacks you-attitude:	We provide health insurance to all employees.
You-attitude:	You receive health insurance as a full-time Procter & Gamble employee.

Most readers are tolerant of the word *I* in e-mail messages, which seem like conversation. But edit paper documents to use *I* rarely if at all. *I* suggests that you're concerned about personal issues, not about the organization's problems, needs, and opportunities. *We* works well when it includes the reader. Avoid *we* if it excludes the reader (as it would in a letter to a customer or supplier or as it might in a memo about what *we* in management want *you* to do).

5. In negative situations, avoid the word *you*. Protect your audience's ego. Use passive verbs and impersonal expressions to avoid assigning blame. When you report bad news or limitations, use a noun for a group of which your audience is a part instead of *you* so people don't feel that they're singled out for bad news.

Lacks you-attitude:	You must get approval from the director before you publish any articles or memoirs based on your work in the agency.
You-attitude:	Agency personnel must get approval from the director to publish any articles or memoirs based on their work at the agency.

Use passive verbs and impersonal expressions to avoid blaming people. **Passive verbs** describe the action performed on something, without necessarily saying who did it. (See Chapter 5 for a full discussion of passive verbs.) In most cases, active verbs are better. But when your audience is at fault, passive verbs may be useful to avoid assigning blame.

Impersonal expressions omit people and talk only about things. Normally, communication is most lively when it's about people—and most interesting to audiences when it's about them. When you have to report a mistake or bad news, however, you can protect your audience's ego by using an impersonal expression, one in which things, not people, do the acting.

Lacks you-attitude:	You made no allowance for inflation in your estimate.
You-attitude (passive):	No allowance for inflation has been made in this estimate.
You-attitude (impersonal):	This estimate makes no allowance for inflation.

Exercising Empathy for Employees and Customers

Although the concept of happy employees leading to happy customers is not new, it is experiencing a resurgence in many different industries. For example, call centers are allowing seasoned employees to work at home while a grocery chain is giving employees a profit-sharing plan that rewards them for excellent customer service.

Companies are finding creative ways to help employees identify with customers. USAA, an insurance agency for the military, provides new employees with MREs (meals ready to eat) during orientation so they will better understand the lifestyle of the members they serve.

Cabela's, an outdoor outfitter, encourages employees to use products they sell by loaning items free of charge in exchange for writing reviews on a company system. The loans are good perks for employees, and they help staff understand the issues customers may have with the products.

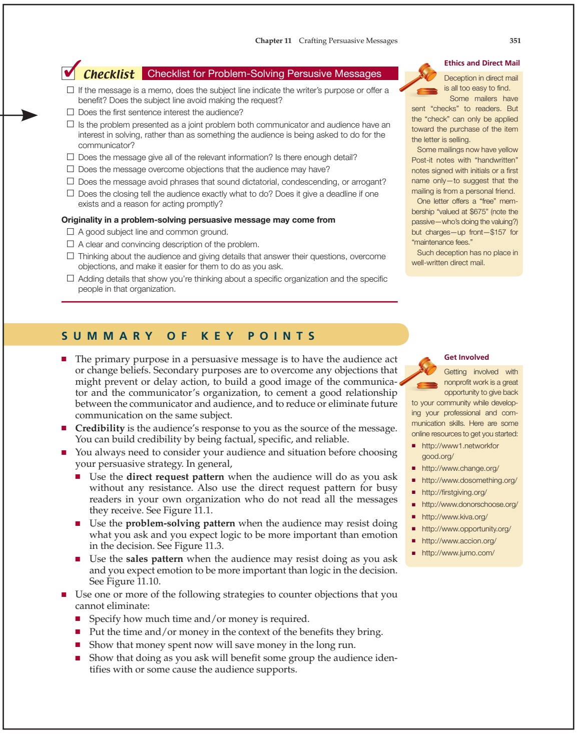
At Four Seasons Hotels, employees receive free overnight stays and meals at the hotel for themselves and a guest. They gain a customer's perspective on the hotel, but they also grade the hotel on various services.

The companies exercising empathy for employees and customers believe their customer service helps set them apart from other organizations.

Adapted from Jena McGregor, "Customer Service Champs," *BusinessWeek,* March 5, 2007, 52.

CHECKLISTS

Checklists for important messages appear throughout the book. These helpful lists serve as a handy reference guide of items to keep in mind when composing and editing messages.



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Checklist Checklist for Problem-Solving Persuasive Messages

☐ If the message is a memo, does the subject line indicate the writer's purpose or offer a benefit? Does the subject line avoid making the request?
☐ Does the first sentence interest the audience?
☐ Is the problem presented as a joint problem both communicator and audience have an interest in solving, rather than as something the audience is being asked to do for the communicator?
☐ Does the message give all of the relevant information? Is there enough detail?
☐ Does the message overcome objections that the audience may have?
☐ Does the message avoid phrases that sound dictatorial, condescending, or arrogant?
☐ Does the closing tell the audience exactly what to do? Does it give a deadline if one exists and a reason for acting promptly?

Originality in a problem-solving persuasive message may come from

☐ A good subject line and common ground.
☐ A clear and convincing description of the problem.
☐ Thinking about the audience and giving details that answer their questions, overcome objections, and make it easier for them to do as you ask.
☐ Adding details that show you're thinking about a specific organization and the specific people in that organization.

Ethics and Direct Mail

Deception in direct mail is all too easy to find.

Some mailers have sent "checks" to readers. But the "check" can only be applied toward the purchase of the item the letter is selling.

Some mailings now have yellow Post-it notes with "handwritten" notes signed with initials or a first name only—to suggest that the mailing is from a personal friend.

One letter offers a "free" membership "valued at $675" (note the passive—who's doing the valuing?) but charges—up front—$157 for "maintenance fees."

Such deception has no place in well-written direct mail.

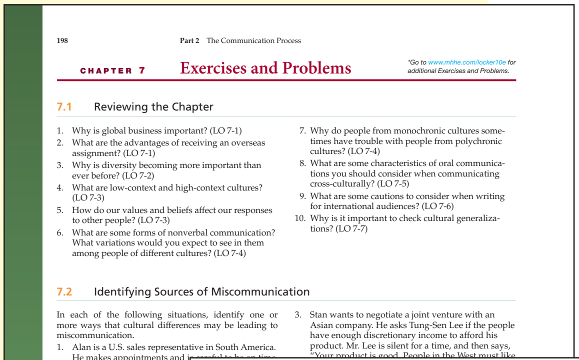
SUMMARY OF KEY POINTS

- The primary purpose in a persuasive message is to have the audience act or change beliefs. Secondary purposes are to overcome any objections that might prevent or delay action, to build a good image of the communicator and the communicator's organization, to cement a good relationship between the communicator and audience, and to reduce or eliminate future communication on the same subject.
- **Credibility** is the audience's response to you as the source of the message. You can build credibility by being factual, specific, and reliable.
- You always need to consider your audience and situation before choosing your persuasive strategy. In general,
  - Use the **direct request pattern** when the audience will do as you ask without any resistance. Also use the direct request pattern for busy readers in your own organization who do not read all the messages they receive. See Figure 11.1.
  - Use the **problem-solving pattern** when the audience may resist doing what you ask and you expect logic to be more important than emotion in the decision. See Figure 11.3.
  - Use the **sales pattern** when the audience may resist doing as you ask and you expect emotion to be more important than logic in the decision. See Figure 11.10.
- Use one or more of the following strategies to counter objections that you cannot eliminate:
  - Specify how much time and/or money is required.
  - Put the time and/or money in the context of the benefits they bring.
  - Show that money spent now will save money in the long run.
  - Show that doing as you ask will benefit some group the audience identifies with or some cause the audience supports.

Get Involved

Getting involved with nonprofit work is a great opportunity to give back to your community while developing your professional and communication skills. Here are some online resources to get you started:

- http://www1.networkforgood.org/
- http://www.change.org/
- http://www.dosomething.org/
- http://firstgiving.org/
- http://www.donorschoose.org/
- http://www.kiva.org/
- http://www.opportunity.org/
- http://www.accion.org/
- http://www.jumo.com/



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CHAPTER 7 **Exercises and Problems**

Go to www.mhhe.com/locker10e for additional Exercises and Problems.

7.1 Reviewing the Chapter

1. Why is global business important? (LO 7-1)
2. What are the advantages of receiving an overseas assignment? (LO 7-1)
3. Why is diversity becoming more important than ever before? (LO 7-2)
4. What are low-context and high-context cultures? (LO 7-3)
5. How do our values and beliefs affect our responses to other people? (LO 7-3)
6. What are some forms of nonverbal communication? What variations would you expect to see in them among people of different cultures? (LO 7-4)
7. Why do people from monochronic cultures sometimes have trouble with people from polychronic cultures? (LO 7-4)
8. What are some characteristics of oral communications you should consider when communicating cross-culturally? (LO 7-5)
9. What are some cautions to consider when writing for international audiences? (LO 7-6)
10. Why is it important to check cultural generalizations? (LO 7-7)

7.2 Identifying Sources of Miscommunication

In each of the following situations, identify one or more ways that cultural differences may be leading to miscommunication.

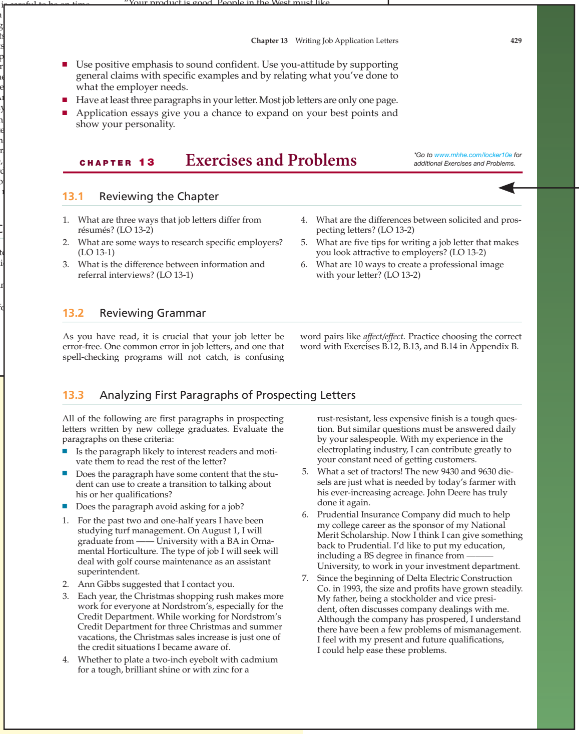
1. Alan is a U.S. sales representative in South America.
He makes appointments and i
But the person he's calling on
save time, Alan tries to get rig
hosts want to talk about sights
Even worse, his appointments
stantly, not only by business p
long conversations with other
customers' children who come
first progress report is very ne
made a sale. Perhaps South A
right place to sell his company
2. To help her company establish
Susan wants to hire a local inte
advise her on business custom
superb qualifications on paper
to probe about her experience,
do my best. I will try very hard
details about any of the previo
Susan begins to wonder if the

3. Stan wants to negotiate a joint venture with an Asian company. He asks Tung-Sen Lee if the people have enough discretionary income to afford his product. Mr. Lee is silent for a time, and then says,

7.3 Interviewing for C

Interview a person from an int
about cross-cultural communicati
discuss issues such as these:

- Verbal and nonverbal commun
body language.
- Tone and organization of profe
communications.



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- Use positive emphasis to sound confident. Use you-attitude by supporting general claims with specific examples and by relating what you've done to what the employer needs.
- Have at least three paragraphs in your letter. Most job letters are only one page.
- Application essays give you a chance to expand on your best points and show your personality.

CHAPTER 13 **Exercises and Problems**

Go to www.mhhe.com/locker10e for additional Exercises and Problems.

13.1 Reviewing the Chapter

1. What are three ways that job letters differ from résumés? (LO 13-2)
2. What are some ways to research specific employers? (LO 13-1)
3. What is the difference between information and referral interviews? (LO 13-1)
4. What are the differences between solicited and prospecting letters? (LO 13-2)
5. What are five tips for writing a job letter that makes you look attractive to employers? (LO 13-2)
6. What are 10 ways to create a professional image with your letter? (LO 13-2)

13.2 Reviewing Grammar

As you have read, it is crucial that your job letter be error-free. One common error in job letters, and one that spell-checking programs will not catch, is confusing word pairs like *affect/effect*. Practice choosing the correct word with Exercises B.12, B.13, and B.14 in Appendix B.

13.3 Analyzing First Paragraphs of Prospecting Letters

All of the following are first paragraphs in prospecting letters written by new college graduates. Evaluate the paragraphs on these criteria:

- Is the paragraph likely to interest readers and motivate them to read the rest of the letter?
- Does the paragraph have some content that the student can use to create a transition to talking about his or her qualifications?
- Does the paragraph avoid asking for a job?

1. For the past two and one-half years I have been studying turf management. On August 1, I will graduate from —— University with a BA in Ornamental Horticulture. The type of job I will seek will deal with golf course maintenance as an assistant superintendent.
2. Ann Gibbs suggested that I contact you.
3. Each year, the Christmas shopping rush makes more work for everyone at Nordstrom's, especially for the Credit Department. While working for Nordstrom's Credit Department for three Christmas and summer vacations, the Christmas sales increase is just one of the credit situations I became aware of.
4. Whether to plate a two-inch eyebolt with cadmium for a tough, brilliant shine or with zinc for a rust-resistant, less expensive finish is a tough question. But similar questions must be answered daily by your salespeople. With my experience in the electroplating industry, I can contribute greatly to your constant need of getting customers.
5. What a set of tractors! The new 9430 and 9630 diesels are just what is needed by today's farmer with his ever-increasing acreage. John Deere has truly done it again.
6. Prudential Insurance Company did much to help my college career as the sponsor of my National Merit Scholarship. Now I think I can give something back to Prudential. I'd like to put my education, including a BS degree in finance from ——— University, to work in your investment department.
7. Since the beginning of Delta Electric Construction Co. in 1993, the size and profits have grown steadily. My father, being a stockholder and vice president, often discusses company dealings with me. Although the company has prospered, I understand there have been a few problems of mismanagement. I feel with my present and future qualifications, I could help ease these problems.

EXERCISES AND PROBLEMS

These hands-on exercises are flexible and can be used as in-class discussions or as individual and group assignments. These workplace exercises allow students to assume a role or perform a task in a variety of realistic business scenarios. Helpful "hints" provide structure and guidance to students for them to complete the exercises.

The first exercise is always a collection of chapter review questions connected to the learning objectives.

A WEALTH OF SUPPLEMENTS IN THE NEW ONLINE LEARNING CENTER

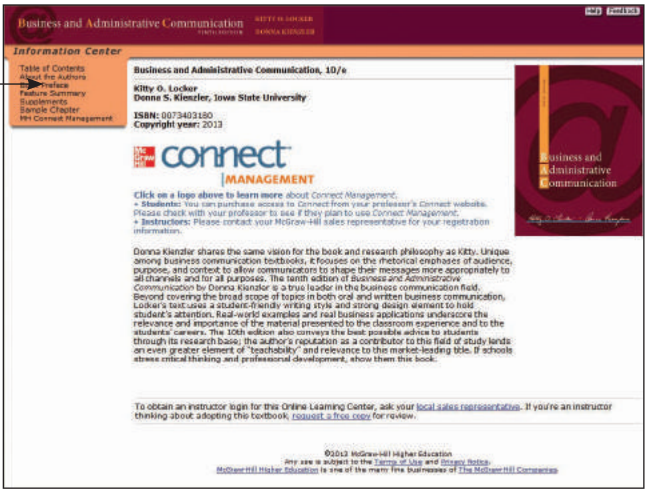
NEW ONLINE LEARNING CENTER

Numerous resources available for both instructors and students are online at www.mhhe.com/locker10e. Instructor resources include downloadable versions of the

- Instructor's Manual.
- Test Bank.
- PowerPoint.

Student resources include

- Practice exercises.
- Quizzes.
- Memo, letter, and résumé templates.
- Links to business communication resources.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MANAGEMENT
Business and Administrative Communication

Business and Administrative Communication, 10/e

Kitty O. Locker
Donna S. Kienzler, Iowa State University

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