

ELEVENTH EDITION

Communicating *for* Results

A Guide for Business
and the Professions



Cheryl Hamilton • Tony L. Kroll

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COMMUNICATING FOR RESULTS

COMMUNICATING FOR RESULTS

A Guide for Business and the Professions Eleventh Edition

Cheryl Hamilton
Tony L. Kroll



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

**Communicating for Results: A Guide
for Business and the Professions,
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To our many classroom, online, and seminar students for reading the materials, trying out the activities, and making such excellent suggestions. C.H. and T.L.K.

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About the Author



CHERYL HAMILTON, an author well known for her writing style and award-winning teaching, is professor emeritus at Tarrant County College—NE Campus in the Communication Arts Department where she served as department chair and communication professor and continues to teach each fall semester to stay close to students and try out new textbook material. Her love of teaching is shown by the numerous teaching awards she has received including the Chancellor’s Award for Exemplary Teaching. Throughout her career, Dr. Hamilton taught more than 10 different communication courses although she specialized in business communication and public speaking; served as mentor to many beginning teachers, presented more than 40 papers at national conferences; conducted numerous seminars for large and small corporations; served on multiple educational committees; and in addition to this text, is the author of two other texts—*The Essentials of Public Speaking* and *Communicating for Success*. A native of Illinois, Dr. Hamilton received her bachelor’s degree from Eastern Illinois University, her master’s degree from Purdue University, and her doctoral degree from the University of North Texas.



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As always, *Communicating for Results: A Guide for Business and the Professions*, Eleventh Edition, is directed at those who are interested in self-improvement. It is designed to introduce necessary communication skills to people with very little work experience, to improve the communication skills of entry-level managers and employees, and to serve as a reference book for experienced professionals who wish to refresh or update their oral and written communication skills. This text emphasizes important skills from four basic communication areas: interpersonal and organizational, interviewing and group, public communication, and written communication.

- *Interpersonal and organizational skills* include understanding organizational communication; improving communication and relationships with bosses, employees, and customers; handling conflict; improving listening; interpreting and using nonverbal communication; decreasing misunderstandings with others, both face-to-face and electronically; and overcoming obstacles to communication.
- *Interviewing and group skills* include preparing conventional, electronic, web, and social media resumes; conducting or participating in interviews of various types; knowing what questions are unlawful in preemployment interviews; conducting and participating in conferences; and making decisions in small groups.
- *Public communication skills* include giving individual or team presentations to employees, managers, and groups inside or outside the organization; using effective organization and delivery techniques for traditional and online presentations; preparing professional visual aids; and knowing how to manage presentation software.
- *Written communication skills* include important tips for any type of business writing as well as specific guidelines to polish your email messages, thank-you and follow-up letters, resumes, and informative and persuasive outlines and reports as well as writing successful Twitter messages and writing and producing videos.

Although the chapters in this book may be read in any order, they are organized so that each chapter builds on the skills taught in those preceding it. The skills are discussed practically and lend themselves to immediate application. In other words, what is read today can be applied at work tomorrow. Activities within the chapters (Awareness Checks and the new Polishing Your Career Skills) and at the end of chapters (Collaborative Learning Activities) suggest ways for you to practice new skills and techniques. The case studies that introduce each of the units provide examples from contemporary organizations that are currently struggling with communication challenges. The application of course concepts to existing organizations allows students the opportunity to develop skills in communication that are consistently ranked in high demand by employers. *Communicating for Results*, Eleventh Edition, not only features a skills orientation but also provides you with the theoretical basis for each skill discussed. It is our hope that you will find this book valuable and that you will add it to your personal library.

Major Changes in This New Edition

There are many changes in the Eleventh Edition; specifically, the following:

1) **The new edition is Simplified.**

- Chapters now divided into four Units with a real-life case for each unit. New critical-thinking questions for each chapter in each unit relate specifically to the unit case. This allows much more detail and discussion on a single case and allows that case to come alive for the students. Having one case for multiple chapters allows faculty members to more fully develop the application for students and gives students more than a surface-level analysis of real-life case examples.
- Fewer boxed items.
- Fewer pages.

2) **The new edition is More Practical.**

- Practicality begins with a new feature called *Polishing Your Career Skills* found in each chapter that allows the reader to assess possible communication areas needing improvement. Many of them include a diagnostic tool to help students identify opportunities for improvement.
- Chapter 2 on organization in the workplace gives you an idea of what you will find in each chapter. The chapter begins with a section called *Organizations: Before you commit to a job, what should you know?* As each type organization is discussed, the term *approach* is used instead of *model* or *theory*.
- Chapter 13 on persuasive speaking covers some of the most useful theories and approaches under two main practical areas: *What is it?* and *How can it help me be more persuasive?* The idea is to make students interested and excited enough to give the suggestions a try.
- All chapters include learning outcomes in language that can easily be adopted or integrated into course-level and unit-level objectives for both face-to-face and online courses.

3) **The new edition is Updated.**

- Content and sources are updated throughout the text. All you have to do is flip through each chapter to see multiple current sources.
- New technology dealing with social media can be found in most chapters. For example, Chapter 6 covers how to keep social media from becoming an obstacle by such things as turning contacts into relationships; updating your social media profile/resume to make it more visible and searchable (LinkedIn is used as the example), and why and how to clean up your posts and blogs. Chapter 8 covers new electronic resumes. Chapter 14 covers how to make your tweets on Twitter more likely to be read, clicked on, and retweeted.
- Many new photos that enhance content are added.
- A new informative speech is added.

4) **The new edition now includes MindTap.**

Cengage Learning's *MindTap for Communicating for Results* has new and expanded online technology and is incorporated throughout the text designed to help learning and expand student knowledge. Through the use of assignable and gradable interactive video activities, polling assignments, and study and exam preparation tools, **MindTap** brings the printed textbook to life. Students respond

enthusiastically to the read, speak, highlight, search, and dictionary features available on MindTap. Student comprehension is enhanced with the integrated eBook, and interactive teaching and learning tools including quizzes, flashcards, and interactive video activities.

Additional Instructor Resources

Communicating for Results features a full suite of integrated resources for instructors that will make teaching and learning more efficient and effective.

- **Instructor' Resource Manual** provides a comprehensive teaching system. Included in the manual are suggested assignments and criteria for evaluation, chapter outlines, and in-class activities. *PowerPoint slides* prepared by the authors and a *test bank* are also included.
- **Cengage Learning Testing, powered by Cognero** is accessible through cengage.com/login with your faculty account. This test bank contains multiple-choice, true/false, and essay questions for each chapter. Cognero is a flexible, online system that allows you to author, edit, and manage test bank content. Create multiple test versions instantly and deliver through your LMS platform from wherever you may be. Cognero is compatible with Blackboard, Angel, Moodle, and Canvas LMS platforms.
- **Speech Video Library** gives your students a chance to watch videos of real speeches that correspond to the topics in *Communicating for Results*. Each video is closed captioned and is accompanied by a full transcript, a preparation outline, note cards, and critical thinking questions. While viewing each clip, students evaluate the speech or scenario by completing short answer questions and submitting their results directly to their instructor.



Note to faculty: These resources are available to qualified adopters. If you want your students to have access to the online resources for this book, please be sure to order the correct ISBN for your course. The content in these resources can be bundled with every new copy of the text or ordered separately. If you do not order the correct ISBN, your students will not have access to the online resources. Please consult your local Cengage Learning sales representative for more information, to evaluate examination copies of any of these instructor or student resources, or to request product demonstrations.

- The ***Communicating for Results* interactive video activities** feature the Communication Situation communication scenario clips presented in the text so students can see and hear how the skills they are studying can be used in various workplace circumstances. Students can answer the critical thinking questions that accompany each video and then compare their answers to the author's. This online resource also features videos of the business informative and persuasive speeches referenced in the book.
- The **Cengage Learning Interactive eBook** is a web-based version of *Communicating for Results* that offers ease of use and maximum flexibility for students who want to create their own learning experience. The interactive eBook includes advanced tools such as a hypertext index, bookmarking,

easy highlighting, and faster searching, easy navigation, and a vibrant web-based format. Students get access to the enhanced eBook with the printed text through MindTap, or they can just purchase access to the stand-alone enhanced eBook.

Resources for Students

- *Communicating for Results*, Eleventh Edition, features an outstanding array of supplements to assist in making this course as meaningful and effective as possible. **Note:** For students to have access to the online resources for *Communicating for Results*, Eleventh Edition, they need to be ordered for the course—otherwise students will not have access to them on the first day of class. These resources can be bundled with every new copy of the text or ordered separately. Students whose instructors do not order these resources as a package with the text may purchase them or access them at **cengagebrain.com**. *Contact your local Cengage Learning sales representative for more details.*



- With **YouSeeU**, students can upload video files of practice speeches or final performances, comment on their peers' speeches, and review their grades and instructor feedback. Instructors create courses and assignments, comment on and grade student speeches, and can assign peer review comments to classmates. Grades flow into a gradebook that allows instructors to easily manage their course from within MindTap. Grades can also be exported for use in learning-management systems. YouSeeU's flexibility lends itself to use in traditional, hybrid, and online courses. YouSeeU activities will enable students to learn more about the Case Studies in this program.



- **Outline Builder** breaks down the speech preparation process into manageable steps and can help alleviate speech-related anxiety. The wizard format provides relevant prompts and resources to guide students through the outlining process. Students are guided through topic definition, research and source citation, organizational structure outlining, and drafting note cards for speech day. The outline is assignable and gradable through MindTap.

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Cheryl Hamilton
Tony L. Kroll



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Understanding Communication in the Workplace

CHAPTER 1

COMMUNICATION AND ETHICS AT
WORK: WHAT SHOULD YOU KNOW?

CHAPTER 2

ORGANIZATIONS IN THE WORKPLACE:
WHICH ONES FIT YOU BEST?

CHAPTER 3

HANDLING CONFLICT, CULTURAL
DIVERSITY, AND RELATIONSHIPS

ANALYZE THIS REAL-LIFE CASE

Ethics Choices and Communication Challenges

In 2012, Walmart faced an investigation into business practices in Mexico that were thought to violate the U.S. Foreign Corrupt Practices Act (FCPA). The FCPA makes it unlawful to “make payments to foreign government officials to assist in obtaining or retaining business” (An overview). The investigation suggested that Walmart made “suspect payments totaling more than \$24 million” to expedite the opening of stores in Mexico (Barstow, 2012, p. A1). To make matters worse, it was revealed in the investigation that company executives were aware of questionable practices by employees as early as 2005 and were not diligent with their internal investigations. In the years since the investigation there have been at least eight senior-level executives who have left the company and Walmart has added more than 2,000 employees who focus on corporate compliance (Harris, 2014).

Similar types of bribery allegations have been associated with the cosmetics firm, Avon (Henning, 2014), and the industrial company, Alstom, which was recently acquired by General Electric (Ivory, 2014). It is reported that Avon spent \$300 million on internal investigations and establishing monitoring systems (Henning, 2014). Similarly, Walmart is reported to have spent \$439 million on the investigation and new compliance structures (Harris, 2014), with an additional \$200 million estimated for the coming year (Berfield, 2014). The reported expenditures do not include costs associated with lower employee morale and customers’ negative perceptions of the company. In addition to fines and penalties against a company, individual employees can be at risk for criminal charges.

While not specifically linked to the bribery scandal, the American Customer Service Index, an organization that conducts an annual survey of customer satisfaction in the United States, reports that Walmart’s customer satisfaction score consistently ranks in the top 10 worst retailers and the score for 2014 was their lowest since

2007 (Retail satisfaction drops). Since the investigation into Walmart’s actions in Mexico, investors have even begun to question their affiliation with Walmart. *The New York Times* reported the City of Portland, Oregon, decided in October of 2014 that it would no longer invest in Walmart because of “concerns over the company’s ethics and labor practices” (Harris, 2014, p. B5).

And yet, Walmart has worked hard over the years to build its core values, develop its communication structure, keep its focus on saving customers money, and perpetuate good intercultural and international relations. Walmart employs 1.3 million people in the United States and has approximately 11,500 retail locations spread across 28 countries (About Us, 2016). The current President and CEO, Doug McMillon, started with the company in 1984 as an hourly summer employee and has worked his way up through the organizational structure (About Doug McMillon, 2016). In the United States, Walmart was a leader in increasing wages in 2015 for their 500,000 hourly employees (DiChristopher, 2015). Critics, however, show how an increased hourly wage can become meaningless for individual employees when they are assigned fewer hours in the work week (Tabuchi, 2015). Further, some suggest the wage increase is in response to very low employee morale and an active employee group that has staged protests over the past several years (Lathrop, 2015).

The bribery allegations and investigation create a continuing communication challenge for Walmart. Two years after the initial *New York Times* report, the company is still being associated with bribery. Reuters recently reported on a change in leadership for the Mexico division of Walmart. The bribery claim, although not cited as the reason for the change in leadership, was mentioned in the news report (Gardner & Gomez, 2014). *The New York Times* reported the change in leadership “follows a string of high-level departures at Walmart after allegations of widespread bribery at its Mexican unit . . . [which] prompted a



John Grass/Corbis

flurry of investor lawsuits and a United States government investigation” (Tabuchi, 2014, p. B2).

Walmart—one of the largest employers in the United States—has experienced ethics choices and communication challenges both inside and outside the company. As they, and any organization in today’s multi-national business environment, will tell you, developing skills at communicating with all types of people in all types of positions using constantly changing technologies requires awareness and practice.

To see where your skills stand and what enhancement is needed to ensure your employability, look for the *Polishing Your Career Skills* features in each chapter in this unit and throughout the book. By the time this course is completed, you may be the very person that Walmart is looking to hire to help with their ethics choices and communication challenges.

Reflect and Respond **MindTap**

As you read the three chapters in Unit I and exploring their topics and learning objectives, refer back to the Real-Life Case and see how you might answer these questions:

Chapter 1

1. How do companies like Walmart use one-way, circular, and/or transaction communication? What specific advice would you give Walmart executives to improve their communication with employees, customers, and/or the general public?
2. Compare the four ethical rules and/or the ethics traps from this chapter to Walmart’s bribery incident in Mexico. How did this incident affect the company’s ethical standards and the faith employees, customers, and investors have in Walmart? In what ways was Walmart obligated to fit in with the cultural traditions of Mexico?
3. Which type of formal communication is likely to be the most used at Walmart: downward, upward, or horizontal? Describe two changes, related to formal communication, that would provide benefit for Walmart. Explain your answer.

Chapter 2

1. Which of the five types of organizations best describes Walmart? How do you know? Support your answer by explaining at least three ways that you feel sure your answer is correct. How are employees likely to respond to management decisions in the organization style you selected?
2. Would Walmart be able to offer such low prices if they were a different type organization from your answer to question #1? Why or why not?
3. Of the five types of organizations, what is the difference in the way communication flows in each? What type of employees might prefer each type? What about you? Would you feel at home working for Walmart? What could Walmart do to improve its appeal to a wider range of employee types?

Chapter 3

1. Which of the five conflict styles do you think Walmart is most likely to use in its dealings with American manufacturing companies? How does conflict style relate to Walmart’s low prices? What advice would you give for changing conflict styles when dealing with international companies? How would conflict styles change if the company were from a collectivistic culture?
2. Give some suggestions for how Walmart (being from an individualistic, low-context, monochronic culture) should approach companies from a collectivistic, high-context, polychronic culture such as Mexico without compromising its ethical standards?
3. Which communication style (private, dominant, sociable, or open) would you suspect is considered the norm for managers who work for Walmart? Which communication style do you think would create quality relationships leading to employee satisfaction, creativity, and productivity? Is this the one Walmart is using? If not, what two suggestions would you give to Walmart management that would please employees while still maintaining low-priced products? What would have to happen in order for your suggestions to occur?

4. Which key to building and maintaining relationships discussed in Chapter 3 would seem to be the most important to communication success at Walmart: clear expectations, self-fulfilling prophecies, or self-disclosure following the curvilinear relationship between

disclosure and satisfaction? Is the key you selected more important for managers, employees, customers, or more than one group? Based on places you have worked, give an example to illustrate your choice(s).

COMMUNICATION AND ETHICS AT WORK: What Should You Know?

CHAPTER

1



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Learning Objectives

- **Define** what is meant by *communication*.
- **Identify and describe** each element of the basic transactional model of communication and how communication flows through an organization.
- **Pinpoint** where in the model your personal communication problems usually occur.
- **Identify** how Americans view the honesty and ethical standards of several professions, including your own.
- **Summarize** what can be done to encourage ethical communication.

MindTap®

Start with a warm-up activity and review the chapter's Learning Objectives.