

EXCELLENCE IN

BUSINESS COMMUNICATION

13e

Communication Skills for Career Success



Define your professional promise

*Write, speak, listen, negotiate,
and collaborate*

Communicate with confidence



*Craft every kind of
business message*

*Develop, adapt, and
thrive in any position*



*Use communication
technologies efficiently
and effectively*

Land the ideal job



JOHN V. THILL / COURTLAND L. BOVÉE

Brief Contents

Preface xv
Prologue xxvii

Part 1 Understanding the Foundations of Business Communication 1

- 1** Professional Communication in a Digital, Social, Mobile World 2
- 2** Interpersonal Communication Skills 36
- 3** Collaboration and Business Etiquette 67
- 4** Communication Challenges in a Diverse, Global Marketplace 98

Part 2 Applying the Three-Step Writing Process 125

- 5** Planning Business Messages 126
- 6** Writing Business Messages 156
- 7** Completing Business Messages 188

Part 3 Crafting Brief Business Messages 217

- 8** Crafting Messages for Digital Channels 218
- 9** Writing Routine and Positive Messages 256
- 10** Writing Negative Messages 284
- 11** Writing Persuasive Messages 322

Part 4 Preparing Reports and Presentations 353

- 12** Planning Reports and Proposals 354
- 13** Writing and Completing Reports and Proposals 396
- 14** Developing and Delivering Business Presentations 446

Part 5 Writing Employment Messages and Interviewing for Jobs 483

- 15** Building Careers and Writing Résumés 484
- 16** Applying and Interviewing for Employment 520

Appendix **A** Format and Layout of Business Documents 559
Appendix **B** Documentation of Report Sources 573
Appendix **C** Correction Symbols 580

Handbook of Grammar, Mechanics, and Usage 582
Answer Keys 612
Brand, Organization, and Name Index 617
Subject Index 619

Contents

Preface xv
Prologue xxvii

PART 1 Understanding the Foundations of Business Communication 1

1 Professional Communication in a Digital, Social, Mobile World 2

COMMUNICATING AT **Affectiva** 2

Understanding Why Communication Matters 3

- Communication Is Important to Your Career 3
- Communication Is Important to Your Company 4
- What Makes Business Communication Effective? 5

Communicating as a Professional 5

- Understanding What Employers Expect from You 7
- Communicating in an Organizational Context 8
- Adopting an Audience-Centered Approach 9

Exploring the Communication Process 9

- The Conventional Communication Model 10
- Barriers in the Communication Environment 11
- Inside the Mind of Your Audience 12
- The Social Communication Model 14

Using Technology to Improve

Communication 15

- The Potential Benefits of Communication Technology 15
- The Spectrum of Contemporary Communication Technology 16

Committing to Ethical and Legal

Communication 19

- Forms of Unethical Communication 19
- Distinguishing Ethical Dilemmas from Ethical Lapses 25
- Ensuring Ethical Communication 26
- Ensuring Legal Communication 27

Developing Skills for Your Career 27

- Applying What You've Learned 28

SOLVING COMMUNICATION DILEMMAS AT **Affectiva** 28

Learning Objectives Checkup 30

Key Terms 31

Apply Your Knowledge 32

Practice Your Skills 32

Expand Your Skills 34

Build Your Career 34

Improve Your Grammar, Mechanics, and Usage 34

APPLY YOUR SKILLS NOW Whose Skin Is This,
Anyway? 8

PRACTICING ETHICAL COMMUNICATION Are You My
Adviser or My Advisor? 133

2 Interpersonal Communication Skills 36

COMMUNICATING AT **Salesforce.com** 36

Improving Your Listening Skills 37

- Understanding Why Listening Is Such a Complex Process 37
- Becoming a Better Listener 39

Improving Your Nonverbal Communication Skills 43

- Recognizing Nonverbal Communication 43
- Using Nonverbal Communication Effectively 44

Developing Your Conversational Skills 46

- Initiating Business Conversations 46
- Maintaining a Positive Conversational Flow 47
- Gracefully Concluding a Conversation 48
- Handling Difficult Conversations 48

Managing Workplace Conflict 50

- Why Conflict Arises in the Workplace 50
- Constructive Versus Destructive Conflict 50
- Steps to Resolve Conflict 51

Developing Your Skills as a Negotiator 54

- Understanding the Principles of Negotiation 54
- Preparing for a Negotiation 54
- Engaging in Negotiation 56

SOLVING COMMUNICATION DILEMMAS AT

Salesforce.com 58

Learning Objectives Checkup 59

Key Terms 61

Apply Your Knowledge 61

Practice Your Skills 61

Expand Your Skills 62

Build Your Career 62

Improve Your Grammar, Mechanics, and Usage 62

FIVE-MINUTE GUIDE TO RESOLVING WORKPLACE
CONFLICT 65

FIVE-MINUTE GUIDE TO BUSINESS NEGOTIATIONS 66

APPLY YOUR SKILLS NOW Prepare Yourself for a Difficult
Conversation 49

3 Collaboration and Business Etiquette 67

COMMUNICATING AT **ING** 67

Communicating Effectively in Teams 68

- Types of Teams 68
- Advantages and Disadvantages of Teams 69
- Characteristics of Effective Teams 70
- Group Dynamics 70
- Virtual Teams 72

Collaborating on Communication Efforts 73
 Collaboration Arrangements 73
 Giving—and Responding to—Constructive Feedback 74
 Technologies for Collaborative Communication 75

Making Your Meetings More Productive 77
 Preparing for Meetings 78
 Leading and Contributing to Efficient Meetings 78
 Putting Meeting Results to Productive Use 81
 Conducting Virtual Meetings 83

Developing Your Business Etiquette 85
 Business Etiquette in the Workplace 86
 Business Etiquette in Social Settings 87
 Online Etiquette 87
 Telephone Etiquette 88
 Mobile Device Etiquette 89

SOLVING COMMUNICATION DILEMMAS AT **ING** 89

Learning Objectives Checkup 90
Key Terms 92
Apply Your Knowledge 92
Practice Your Skills 92
Expand Your Skills 93
Build Your Career 94
Improve Your Grammar, Mechanics, and Usage 94

FIVE-MINUTE GUIDE TO BETTER BUSINESS MEETINGS 97

DEVELOPING AS A PROFESSIONAL Being a Team Player 69

INTELLIGENT COMMUNICATION TECHNOLOGY Hi, I’m an Algorithm, Your New Teammate 77

4 Communication Challenges in a Diverse, Global Marketplace 98

COMMUNICATING AT **Kaiser Permanente** 98

Understanding the Opportunities and Challenges of Communication in a Diverse World 99
 The Opportunities in a Global Marketplace 99
 The Advantages of a Diverse Workforce 100
 The Challenges of Intercultural Communication 100

Developing Cultural Competency 101
 Understanding the Concept of Culture 101
 Overcoming Ethnocentrism and Stereotyping 101

Recognizing Variations in a Diverse World 102
 Contextual Differences 102
 Legal and Ethical Differences 103
 Social Norms and Customs 103
 Nonverbal Communication 104
 Age Differences 105
 Gender Differences 105
 Religious Differences 106
 Ability Differences 106

Adapting to Other Business Cultures 107
 Guidelines for Adapting to Any Business Culture 107
 Guidelines for Adapting to U.S. Business Culture 107

Improving Intercultural Communication Skills 108
 Studying Other Cultures 108
 Studying Other Languages 109
 Respecting Preferences for Communication Style 110
 Writing Clearly 111
 Speaking and Listening Carefully 113
 Helping Others Adapt to Your Culture 117

SOLVING COMMUNICATION DILEMMAS AT **Kaiser Permanente** 118

Learning Objectives Checkup 119
Key Terms 120
Practice Your Skills 121
Expand Your Skills 122
Build Your Career 122
Improve Your Grammar, Mechanics, and Usage 122

INTELLIGENT COMMUNICATION TECHNOLOGY Real-Time Translation 117

PART 2 Applying the Three-Step Writing Process 125

5 Planning Business Messages 126

COMMUNICATING AT **Wolff Olins** 126

Understanding the Three-Step Writing Process 127
 Optimizing Your Writing Time 127
 Planning Effectively 128

Analyzing the Situation 128
 Defining Your Purpose 129
 Developing an Audience Profile 129

Gathering Information 131
 Uncovering Audience Needs 132
 Finding Your Focus 132
 Providing Required Information 132

Selecting the Best Combination of Media and Channels 134
 The Most Common Media and Channel Options 134
 Factors to Consider When Choosing Media and Channels 140

Organizing Your Information 141
 Defining Your Main Idea 141
 Limiting Your Scope 142
 Choosing Between Direct and Indirect Approaches 143
 Outlining Your Content 143
 Building Reader Interest with Storytelling Techniques 145

SOLVING COMMUNICATION DILEMMAS AT **Wolff Olins** 149

Learning Objectives Checkup 150
Key Terms 151
Apply Your Knowledge 151
Practice Your Skills 152
Expand Your Skills 153
Build Your Career 153
Improve Your Grammar, Mechanics, and Usage 154

PRACTICING ETHICAL COMMUNICATION How Much Information Is Enough? 133

INTELLIGENT COMMUNICATION TECHNOLOGY Shaping Stories with the Help of Artificial Intelligence 147

6 Writing Business Messages 156

COMMUNICATING AT **Lumen/Kaleigh Moore** 156

Adapting to Your Audience: Being Sensitive to Audience Needs 157
 Using the “You” Attitude 157
 Maintaining Standards of Etiquette 158
 Emphasizing the Positive 159
 Using Bias-Free Language 160

Adapting to Your Audience: Building Strong Relationships 161

- Establishing Your Credibility 161
- Projecting Your Company's Image 163

Adapting to Your Audience: Controlling Your Style and Tone 163

- Creating a Conversational Tone 163
- Using Plain Language 165
- Selecting the Active or Passive Voice 165

Composing Your Message: Choosing Powerful Words 166

- Using Words Correctly 166
- Using Words Effectively 167
- Understanding Denotation and Connotation 168
- Balancing Abstract and Concrete Words 169

Composing Your Message: Creating Effective Sentences 170

- Choosing from the Four Types of Sentences 170
- Using Sentence Style to Emphasize Key Thoughts 172

Composing Your Message: Crafting Unified, Coherent Paragraphs 173

- Creating the Elements of a Paragraph 173
- Choosing the Best Way to Develop Each Paragraph 176

Writing Messages for Mobile Devices 177

SOLVING COMMUNICATION DILEMMAS AT **Lumen/Kaleigh Moore** 179

Learning Objectives Checkup 180

Key Terms 181

Apply Your Knowledge 182

Practice Your Skills 182

Expand Your Skills 184

Build Your Career 185

Improve Your Grammar, Mechanics, and Usage 185

FIVE-MINUTE GUIDE TO COMPOSING A BUSINESS MESSAGE OR DOCUMENT 187

INTELLIGENT COMMUNICATION TECHNOLOGY

Amplifying Your Writing with Augmented Writing Software 171

APPLY YOUR SKILLS NOW Think Now, Write Later 173

7 Completing Business Messages 188

COMMUNICATING AT **Type Together** 188

Revising Your Message: Evaluating the First Draft 189

- Evaluating Your Content, Organization, Style, and Tone 191
- Evaluating, Editing, and Revising the Work of Others 192

Revising to Improve Readability 192

- Varying the Length of Your Sentences 193
- Keeping Your Paragraphs Short 194
- Using Lists and Bullets to Clarify and Emphasize 194
- Adding Headings and Subheadings 195

Editing for Clarity and Conciseness 196

- Editing for Clarity 196
- Editing for Conciseness 197

Producing Your Message 199

- Designing for Readability 200
- Formatting Formal Letters and Memos 202
- Designing Messages for Mobile Devices 204

Proofreading Your Message 205

Distributing Your Message 207

SOLVING COMMUNICATION DILEMMAS AT

Type Together 207

Learning Objectives Checkup 208

Key Terms 210

Apply Your Knowledge 210

Practice Your Skills 210

Expand Your Skills 213

Build Your Career 213

Improve Your Grammar, Mechanics, and Usage 213

FIVE-MINUTE GUIDE TO REVISING AND PROOFREADING 215

APPLY YOUR SKILLS NOW Make QA Part of Your Communication Process 206

PART 3

Crafting Brief Business Messages 217

8 Crafting Messages for Digital Channels 218

COMMUNICATING AT **Slack** 218

Digital Channels for Business Communication 219

- Channel Options for Brief Messages 219
- Compositional Modes for Digital Media 220
- The Emoji Question—Overcoming the Limitations of Lean Media 221

Social Networking Platforms 223

- Categories of Social Platforms 223
- Business Communication Uses of Social Platforms 224
- Communication Strategies for Business Social Networking 225

Email 229

- Planning Email Messages 230
- Writing Email Content 230
- The Email Subject Line: Persuading People to Open Your Messages 231
- Completing Email Messages 232

Business Messaging 233

- Categories of Business Messaging 233
- Tips for Successful Messaging 234

Blogging 236

- Business Applications of Blogging 236
- Tips for Successful Blogging 237

Microblogging 240

- Business Applications of Microblogging 240
- Tips for Effective Business Tweets 241

Podcasting 242

SOLVING COMMUNICATION DILEMMAS AT **Slack** 243

Learning Objectives Checkup 244

Key Terms 246

Apply Your Knowledge 246

Practice Your Skills 246

Expand Your Skills 249

Build Your Career 249

Improve Your Grammar, Mechanics, and Usage 249

Cases 251

FIVE-MINUTE GUIDE TO BETTER BUSINESS EMAIL 254

FIVE-MINUTE GUIDE TO BETTER BLOG POSTS 255

APPLY YOUR SKILLS NOW Develop Professional-Grade Email Skills 229

INTELLIGENT COMMUNICATION TECHNOLOGY Nice

Chatting with You 234

9 Writing Routine and Positive Messages 256

COMMUNICATING AT **Productivity Report** 256

Strategy for Routine Requests 257

- Open with Your Request 257
- Explain and Justify Your Request 258
- Request Specific Action in a Courteous Close 258

Common Examples of Routine Requests 258

- Asking for Information or Action 258
- Asking for Recommendations 259
- Making Claims and Requesting Adjustments 259

Strategy for Routine Replies, Routine Messages, and Positive Messages 262

- Open with the Main Idea 262
- Provide Necessary Details and Explanation 264
- End with a Courteous Close 264

Common Examples of Routine Replies, Routine Messages, and Positive Messages 265

- Answering Requests for Information and Action 265
- Granting Claims and Requests for Adjustment 265
- Providing Recommendations and References 267
- Sharing Routine Information 268
- Writing Instructions 269
- Announcing Good News 269
- Fostering Goodwill 269

SOLVING COMMUNICATION DILEMMAS AT **Productivity Report** 273

Learning Objectives Checkup 274

Key Terms 275

Apply Your Knowledge 275

Practice Your Skills 275

Expand Your Skills 277

Build Your Career 277

Improve Your Grammar, Mechanics, and Usage 277

Cases 280

DEVELOPING AS A PROFESSIONAL Maintaining a Confident, Positive Outlook 271

10 Writing Negative Messages 284

COMMUNICATING AT **Microsoft** 284

Using the Three-Step Writing Process for Negative Messages 285

- Step 1: Planning a Negative Message 285
- Step 2: Writing Negative Messages 286
- Step 3: Completing Negative Messages 287

Using the Direct Approach for Negative Messages 288

- Open with a Clear Statement of the Bad News 288
- Provide Reasons and Additional Information 288
- Close on a Respectful Note 289

Using the Indirect Approach for Negative Messages 289

- Open with a Buffer 289
- Provide Reasons and Additional Information 290
- Continue with a Clear Statement of the Bad News 291
- Close on a Respectful Note 292

Maintaining High Standards of Ethics and Etiquette 293

Sending Negative Messages on Routine Business Matters 294

- Making Negative Announcements on Routine Business Matters 294
- Rejecting Suggestions and Proposals 294
- Refusing Routine Requests 294
- Handling Bad News About Transactions 296
- Refusing Claims and Requests for Adjustment 297

Sending Negative Organizational News 298

- Communicating Under Normal Circumstances 299
- Responding to Negative Information in a Social Media Environment 301
- Communicating in a Crisis 301

Sending Negative Employment Messages 302

- Refusing Requests for Recommendations and References 302
- Refusing Social Networking Recommendation Requests 303
- Rejecting Job Applications 304
- Giving Negative Performance Reviews 305
- Terminating Employment 306

SOLVING COMMUNICATION DILEMMAS AT **Microsoft** 307

Learning Objectives Checkup 308

Key Terms 310

Apply Your Knowledge 310

Practice Your Skills 310

Expand Your Skills 311

Build Your Career 312

Improve Your Grammar, Mechanics, and Usage 312

Cases 315

FIVE-MINUTE GUIDE TO WRITING NEGATIVE MESSAGES 320

PRACTICING ETHICAL COMMUNICATION The Deceptive Soft Sell 293

11 Writing Persuasive Messages 322

COMMUNICATING AT **Stitch Fix** 322

Using the Three-Step Writing Process for Persuasive Messages 323

- Step 1: Planning Persuasive Messages 324
- Step 2: Writing Persuasive Messages 326
- Step 3: Completing Persuasive Messages 327

Developing Persuasive Business Messages 327

- Strategies for Persuasive Business Messages 327
- Common Examples of Persuasive Business Messages 334

Developing Marketing and Sales Messages 336

- Planning Marketing and Sales Messages 336
- Writing Conventional Marketing and Sales Messages 337
- Writing Promotional Messages for Social Media 338
- Creating Promotional Messages for Mobile Devices 339

Maintaining High Standards of Ethics, Legal Compliance, and Etiquette 339

SOLVING COMMUNICATION DILEMMAS AT **Stitch Fix** 341

Learning Objectives Checkup 342

Key Terms 343

Apply Your Knowledge 343

Practice Your Skills 343

Expand Your Skills 344

Build Your Career 345

Improve Your Grammar, Mechanics, and Usage 345

Cases 346

APPLY YOUR SKILLS NOW Making Difficult Requests 332

PRACTICING ETHICAL COMMUNICATION Pushing the Limits of Credibility 339

PART 4**Preparing Reports and Presentations 353****12** Planning Reports and Proposals 354COMMUNICATING AT **Strategyzer** 354**Applying the Three-Step Writing Process to Reports and Proposals 355**

- Analyzing the Situation 355
- Gathering Information 357
- Selecting the Right Combination of Media and Channels 357
- Organizing Your Information 359

Supporting Your Messages with Reliable Information 361

- Planning Your Research 362
- Locating Data and Information 362
- Evaluating Information Sources 363
- Using Your Research Results 364

Conducting Secondary Research 367

- Finding Information at a Library 367
- Finding Information Online 368
- Documenting Your Sources 370

Conducting Primary Research 370

- Conducting Surveys 370
- Conducting Interviews 372

Planning Informational Reports 373

- Organizing Informational Reports 373
- Creating Successful Business Plans 373
- Organizing Website Content 375

Planning Analytical Reports 376

- Focusing on Conclusions 377
- Focusing on Recommendations 378
- Focusing on Logical Arguments 378

Planning Proposals 378SOLVING COMMUNICATION DILEMMAS AT **Strategyzer** 384**Learning Objectives Checkup** 385**Key Terms** 387**Apply Your Knowledge** 387**Practice Your Skills** 387**Expand Your Skills** 389**Build Your Career** 389**Improve Your Grammar, Mechanics, and Usage** 389**Cases** 390**DEVELOPING AS A PROFESSIONAL** Being Dependable and Accountable 363**INTELLIGENT COMMUNICATION TECHNOLOGY** Finding Meaning with Text Mining 368

FIVE-MINUTE GUIDE TO PLANNING REPORTS AND PROPOSALS 395

13 Writing and Completing Reports and Proposals 396COMMUNICATING AT **McKinsey & Company** 396**Writing Reports and Proposals 397**

- Adapting to Your Audience 397
- Drafting Report Content 397
- Drafting Proposal Content 399

Writing for Websites and Wikis 401

- Drafting Website Content 401
- Collaborating on Wikis 402

Illustrating Your Reports with Effective Visuals 403

- Understanding Visual Design Principles 403
- Understanding the Ethics of Visual Communication 404
- Choosing the Right Visual for the Job 406
- Designing Effective Visuals 413

Completing Reports and Proposals 415

- Producing Formal Reports and Proposals 416
- Distributing Reports and Proposals 417

SOLVING COMMUNICATION DILEMMAS AT **McKinsey & Company** 435**Learning Objectives Checkup** 435**Key Terms** 437**Apply Your Knowledge** 437**Practice Your Skills** 437**Expand Your Skills** 439**Build Your Career** 440**Improve Your Grammar, Mechanics, and Usage** 440**Cases** 441**PRACTICING ETHICAL COMMUNICATION** Distorting the Data 405**14** Developing and Delivering Business Presentations 446COMMUNICATING AT **Barnett International** 446**Planning a Presentation 447**

- Analyzing the Situation 447
- Selecting the Best Media and Channels 449
- Organizing a Presentation 449

Developing a Presentation 453

- Adapting to Your Audience 453
- Crafting Presentation Content 454

Enhancing Your Presentation with Effective Visuals 456

- Choosing Structured or Free-Form Slides 457
- Designing Effective Slides 458
- Integrating Mobile Devices in Presentations 462

Completing a Presentation 463

- Finalizing Your Slides 464
- Creating Effective Handouts 464
- Choosing Your Presentation Method 464
- Practicing Your Delivery 466

Delivering a Presentation 467

- Overcoming Anxiety 467
- Handling Questions Responsively 468
- Embracing the Backchannel 469
- Giving Presentations Online 470
- Ensuring Successful Team Presentations 470

SOLVING COMMUNICATION DILEMMAS AT **Barnett International** 471**Learning Objectives Checkup** 472**Key Terms** 475**Apply Your Knowledge** 475**Practice Your Skills** 475**Expand Your Skills** 477**Build Your Career** 477**Improve Your Grammar, Mechanics, and Usage** 477**Cases** 478

DEVELOPING AS A PROFESSIONAL Recovering from Disasters 468

FIVE-MINUTE GUIDE TO PLANNING PRESENTATIONS 481

PART 5 **Writing Employment Messages and Interviewing for Jobs 483**

15 Building Careers and Writing Résumés 484

COMMUNICATING AT **Patreon** 484

Finding the Ideal Opportunity in Today's Job Market 485

- Writing the Story of You 486
- Learning to Think Like an Employer 486
- Researching Industries and Companies of Interest 487
- Translating Your General Potential into a Specific Solution for Each Employer 488
- Taking the Initiative to Find Opportunities 489
- Building Your Network 489
- Seeking Career Counseling 490
- Avoiding Career-Search Mistakes 490

Planning Your Résumé 491

- Analyzing Your Purpose and Audience 492
- Gathering Pertinent Information 493
- Selecting the Best Media and Channels 493
- Organizing Your Résumé Around Your Strengths 493
- Addressing Areas of Concern 494

Writing Your Résumé 494

- Keeping Your Résumé Honest 495
- Adapting Your Résumé to Your Audience 495
- Composing Your Résumé 495

Completing Your Résumé 500

- Revising Your Résumé 500
- Producing Your Résumé 500
- Proofreading Your Résumé 505
- Distributing Your Résumé 506

Building an Effective LinkedIn Profile 507

SOLVING COMMUNICATION DILEMMAS AT **Patreon** 510

Learning Objectives Checkup 511

Key Terms 513

Apply Your Knowledge 513

Practice Your Skills 513

Expand Your Skills 515

Build Your Career 515

Improve Your Grammar, Mechanics, and Usage 515

Cases 515

FIVE-MINUTE GUIDE TO PLANNING YOUR RÉSUMÉ 519

DEVELOPING AS A PROFESSIONAL Striving to Excel 491

INTELLIGENT COMMUNICATION TECHNOLOGY Make Friends with the Résumé Bots 497

16 Applying and Interviewing for Employment 520

COMMUNICATING AT **Burning Glass** 520

Submitting Your Résumé 521

- Writing Application Letters 521
- Following Up After Submitting a Résumé 527

Understanding the Interviewing Process 528

- The Typical Sequence of Interviews 528
- Common Types of Interviews and Interview Questions 529
- Interview Media 531
- What Employers Look for in an Interview 533
- Preemployment Testing and Background Checks 534

Preparing for a Job Interview 535

- Learning About the Organization 535
- Thinking Ahead About Questions 535
- Boosting Your Confidence 538
- Polishing Your Interview Style 538
- Presenting a Professional Image 540
- Being Ready When You Arrive 540

Interviewing for Success 541

- The Warm-Up 541
- The Question-and-Answer Stage 541
- The Close 543
- Interview Notes 543

Following Up After an Interview 544

- Follow-Up Message 544
- Message of Inquiry 544
- Request for a Time Extension 546
- Letter of Acceptance 546
- Letter Declining a Job Offer 546
- Letter of Resignation 547

SOLVING COMMUNICATION DILEMMAS AT **Burning Glass** 549

Learning Objectives Checkup 549

Key Terms 551

Apply Your Knowledge 551

Practice Your Skills 551

Expand Your Skills 553

Build Your Career 553

Improve Your Grammar, Mechanics, and Usage 553

Cases 554

FIVE-MINUTE GUIDE TO PREPARING FOR JOB INTERVIEWS 558

INTELLIGENT COMMUNICATION TECHNOLOGY Getting Comfortable with AI-Assisted Recruiting and Interviewing 529

INTELLIGENT COMMUNICATION TECHNOLOGY Improving Fairness and Finding Better Talent with Blind Auditions 534

APPENDIX A

Format and Layout of Business Documents 559

First Impressions 559

- PAPER 559
- CUSTOMIZATION 559
- APPEARANCE 559

Letters 560

- STANDARD LETTER PARTS 560
- ADDITIONAL LETTER PARTS 563
- LETTER FORMATS 565

Envelopes 567

- ADDRESSING THE ENVELOPE 568
- FOLDING TO FIT 569
- INTERNATIONAL MAIL 569

Memos 571**Reports 571**

- MARGINS 572
- HEADINGS 572
- PAGE NUMBERS 572

APPENDIX B

Documentation of Report Sources 573

Chicago Humanities Style 573

- IN-TEXT CITATION—CHICAGO HUMANITIES STYLE 573
- BIBLIOGRAPHY—CHICAGO HUMANITIES STYLE 574

APA Style 576

- IN-TEXT CITATION—APA STYLE 576
- LIST OF REFERENCES—APA STYLE 576

MLA Style 576

- IN-TEXT CITATION—MLA STYLE 576
- LIST OF WORKS CITED—MLA STYLE 577

APPENDIX C

Correction Symbols 580

Handbook of Grammar, Mechanics, and Usage 582**Diagnostic Test of English Skills 582****Assessment of English Skills 584****Essentials of Grammar, Mechanics, and Usage 584****1.0 Grammar 584**

- 1.1 NOUNS 585
- 1.2 PRONOUNS 586
- 1.3 VERBS 588
- 1.4 ADJECTIVES 592
- 1.5 ADVERBS 593
- 1.6 OTHER PARTS OF SPEECH 594
- 1.7 SENTENCES 596

2.0 Punctuation 599

- 2.1 PERIODS 599
- 2.2 QUESTION MARKS 599
- 2.3 EXCLAMATION POINTS 599
- 2.4 SEMICOLONS 599
- 2.5 COLONS 600
- 2.6 COMMAS 600
- 2.7 DASHES 601
- 2.8 HYPHENS 602
- 2.9 APOSTROPHES 602
- 2.10 QUOTATION MARKS 602
- 2.11 PARENTHESES AND BRACKETS 603
- 2.12 ELLIPSES 603

3.0 Mechanics 604

- 3.1 CAPITALIZATION 604
- 3.2 UNDERSCORES AND ITALICS 605
- 3.3 ABBREVIATIONS 606
- 3.4 NUMBERS 606
- 3.5 WORD DIVISION 607

4.0 Vocabulary 607

- 4.1 FREQUENTLY CONFUSED WORDS 607
- 4.2 FREQUENTLY MISUSED WORDS 609
- 4.3 FREQUENTLY MISSPELLED WORDS 610
- 4.4 TRANSITIONAL WORDS AND PHRASES 611

Answer Keys 612**Brand, Organization, and Name Index 617****Subject Index 619**

Preface

New to This Edition

MORE VALUABLE THAN EVER WITH NEW STUDENT-FOCUSED FEATURES

- **Build Your Career** activities help students create their employment-communication packages throughout the course, so they're ready to apply for jobs by the end of the course.
- **Apply Your Skills Now** highlight boxes help students apply their newly developing communication skills in other classes and in their personal lives.
- **Five-Minute Guides** serve as handy reminders of the steps needed to accomplish a variety of fundamental communication tasks, from resolving workplace conflict to writing business email to planning reports and presentations.

DOUBLE THE COVERAGE OF INTERPERSONAL COMMUNICATION

Excellence in Business Communication now has two chapters devoted to these important topics: listening, nonverbal communication, conversational skills, conflict resolution, negotiation, teamwork, collaborative communication, meeting skills, and business etiquette. (To keep the text at 16 chapters and a similar page count as the previous edition, the three chapters on report writing have been streamlined to two chapters.)

THE ONLY TEXT THAT COVERS INTELLIGENT COMMUNICATION TECHNOLOGY

The digital transformation sweeping through business is creating a host of new communication tools and techniques that students will encounter during their job searches and in the workplace. A new four-page visual feature, “Empowering Communicators with Intelligent Communication Technology,” shows 15 applications of artificial intelligence and smart technology. New highlight boxes take a close look at innovations ranging from augmented writing tools to résumé bots.

EXTENSIVE CONTENT ENHANCEMENTS

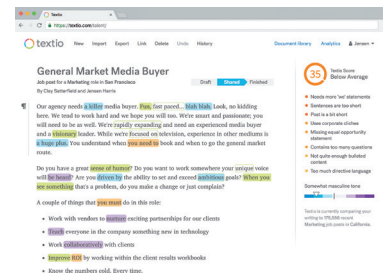
All new *On the Job* vignette/simulation pairs. These chapter-opening vignettes and end-of-chapter simulations show students how professionals apply the same skills they are reading about in the chapter. All 16 are new in this edition.

Nearly 70 new figures. The Thirteenth Edition has 71 annotated model documents, 31 examples of mobile communication in business communication, 16 examples of social media, and 15 examples of intelligent communication technology.

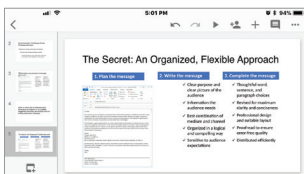
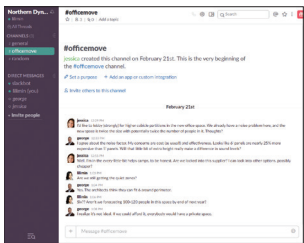
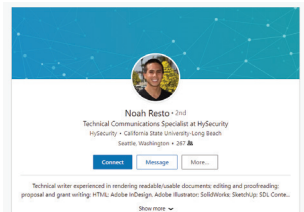
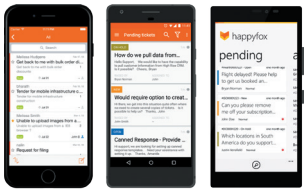
Revised annotations in model document before/after pairs. These revised notes make it easier for students to see the specific changes made to transform ineffective messages into effective ones.

Nearly 300 new questions and student activities. Every chapter has fresh project ideas and evaluation questions.

Streamlined coverage of report writing and production. To maintain the 16-chapter structure after the addition of a second chapter on interpersonal communication, the separate chapters on writing and completing reports have been merged into one chapter.



Numerous revisions and updates. Dozens of chapter sections are new, updated, or substantially revised to reflect the latest research and practices in business communication:



Understanding What Employers Expect from You
 How Audiences Receive Messages
 How Audiences Decode Messages
 The Social Communication Model
 The Potential Benefits of Communication Technology
 The Spectrum of Contemporary Communication Technology
 Social and Workgroup Communication Systems
 Mobile Communication
 Intelligent Communication Technology
 Committing to Ethical and Legal Communication
 Forms of Unethical Communication
 Plagiarizing
 Ensuring Ethical Communication
 Improving Your Listening Skills
 Understanding Why Listening Is Such a Complex Process
 The Unique Challenges of Listening
 Choices and Behaviors That Affect Listening Quality
 Minimize the Barriers to Effective Listening
 Improving Your Nonverbal Communication Skills
 Developing Your Conversational Skills
 Initiating Business Conversations
 Maintaining a Positive Conversational Flow
 Gracefully Concluding a Conversation
 Handling Difficult Conversations
 Managing Workplace Conflict
 Why Conflict Arises in the Workplace
 Steps to Resolve Conflict
 Developing Your Skills as a Negotiator
 Understanding the Principles of Negotiation
 Preparing for a Negotiation
 Engaging in Negotiation
 Types of Teams
 Characteristics of Effective Teams
 Team Roles
 Stages of Team Development
 Benefits and Challenges of Virtual Teamwork
 Tips for Success in Virtual Team Environments
 Collaboration Arrangements
 Writer-Editor Relationships
 Full Collaboration
 Collaboration Systems
 AI-Enabled Collaboration
 Conducting Virtual Meetings
 Business Etiquette in the Workplace
 Age Differences
 Gender Differences
 Factors to Consider When Choosing Media and Channels
 Choosing Between Direct and Indirect Approaches

Building Reader Interest with Storytelling Techniques
 Using Words Correctly
 The Emoji Question—Overcoming the Limitations of Lean Media
 The Rise of Emojis
 To Emoji or Not: Two Dilemmas
 Using Emoticons and Emojis Effectively
 Categories of Social Platforms
 Business Communication Uses of Social Platforms
 Communication Strategies for Business Social Networking
 The Email Subject Line: Persuading People to Open Your Messages
 Business Messaging
 Categories of Business Messaging
 Tips for Successful Messaging
 Blogging
 Business Applications of Microblogging
 Tips for Effective Business Tweets
 Podcasting
 Asking for Recommendations
 Writing Instructions
 Refusing Requests for Recommendations and References
 Giving Negative Performance Reviews
 Terminating Employment
 Using the Three-Step Writing Process for Persuasive Messages
 Balancing the Three Types of Persuasive Appeals
 Maintaining High Standards of Ethics, Legal Compliance, and Etiquette
 Quoting, Paraphrasing, and Summarizing Information
 Ensuring Successful Team Presentations
 Planning a Team Presentation
 Rehearsing and Delivering a Team Presentation
 Addressing Areas of Concern (under Planning Your Résumé)
 Keeping Your Résumé Honest
 References
 Building an Effective LinkedIn Profile
 Writing Application Letters
 Understanding the Interviewing Process
 The Screening Stage
 The Selection Stage
 Structured Versus Unstructured Interviews
 Behavioral Interview Questions
 Case Interviews and Take-Home Assessments
 Interviewing by Phone
 Interviewing by Video
 Preemployment Testing and Background Checks

Solving Teaching and Learning Challenges

Communication is the most valuable skill that graduates can bring into the workforce, but it is one of the most challenging to teach. *Excellence in Business Communication* blends the timeless fundamentals of communication with contemporary media skills and contemporary business practices. To help students succeed from their first day on the job, *Excellence in Business Communication* presents the full range of on-the-job skills that today's communicators need, from writing conventional printed reports to using the latest digital, social, mobile, and visual media.

Each chapter opens with a brief vignette that describes a challenge or opportunity faced by a business professional, emphasizing concepts and valuable skills that students will explore in the chapter.



ON THE JOB: COMMUNICATING AT STITCH FIX

The Never-Ending Need to Persuade

Katrina Lake's path to entrepreneurship didn't start with the stereotypical urge to create a company. In fact, she kept waiting for someone else to create the company she had in mind so she could buy from it and invest in it. During the first two phases of her career, in a retail consulting firm and then a venture capital firm, she kept looking for someone to solve what she believed was the central problem of online fashion retailing: "How can we marry the ease of shopping online with what people want in clothes, which is really about fit and style?"

After waiting for someone else to pitch the right idea to her in the hopes of getting investment capital, she decided to launch it herself. She went back to school to pursue an MBA at Harvard, where her idea began to take real shape and Stitch Fix was born. The concept was a clothing retailer that would combine the convenience of online shopping with the individual touch of the stylists and personal shoppers available in higher-end shops and department stores. Customers could receive a small selection of items chosen by a personal stylist (with the help of some powerful artificial intelligence), then buy what they like and send back what they don't.

Lake believed in the idea from the outset, but the need to persuade others to believe in it began early and has been an



Bloomberg/Getty Images

Stitch Fix cofounder and CEO Katrina Lake relied heavily on persuasive communication skills to secure funding and attract top talent to her start-up company.



ON THE JOB: SOLVING COMMUNICATION DILEMMAS AT STITCH FIX

You've joined Stitch Fix as a training and quality lead. You report to the supervisor of training and quality programs and lead a small team of specialists who help employees throughout the company deliver a satisfying customer experience. Use what you've learned in this chapter to address these challenges.

1. Stitch Fix emphasizes the "art of conversation" with its trainers and customer experience staff. You recently heard about a conversational training system that uses natural language processing. It appears to be advantageous in conversations with customers. It could be a great way to reduce the cost-effective than human stylists and it can be programmed to give advice to most. There would

should you balance the emotional and logical appeals in your message?

- a. The appeal should be primarily logical in order to emphasize the business benefits of the new training approach. However, add the emotional appeal of making life easier for employees by reducing disruption to their schedules.
- b. Conversing with a software robot is unavoidably going to be an emotional experience, so the proposal should

The chapter-opening story is picked up again at the end of the chapter in a unique simulation that has students imagine themselves in that company as they face four communication challenges that require them to use their new skills and insights.

Annotated model documents are perhaps the most important feature of a business communication text, and *Excellence in Business Communication* is packed with a balance of carefully chosen examples from real companies and original material created to illustrate specific concepts.

Fridman highlights her experience with specific areas of expertise, beginning with points likely to be of greatest interest to prospective clients.

Academic credentials enhance her credibility by letting readers know she not only attended a respected university but now teaches at one, too.

Professional credentials convey the message that she meets rigorous standards of knowledge, experience, and ethical performance.

Mentioning her charitable work further builds her credibility (as president of the organization) and promotes a positive reaction from readers.

A high-quality photograph (well lit, with no background distractions) also conveys the message of professionalism.

DURRBECK FINANCIAL GROUP HOME OUR FIRM MEETING YOUR NEEDS SERVICES RESOURCE CENTER CONTACT

JOLI FRIDMAN, CFP®, CPA

Joli has been practicing comprehensive financial planning for over 20 years. Her areas of expertise include retirement planning, estate planning, tax planning, education funding, insurance planning, cash flow analysis and asset allocation. She is on the faculty at Northwestern University and is an academic affiliate of the National Association of Personal Financial Advisors (NAPFA). Joli received both her Bachelor's degree and Masters in Accountancy from University of Illinois. She is a Certified Financial Planner™ professional and Certified Public Accountant. Joli is also president of the Fred Outa Foundation.

To improve student results, we recommend pairing this text with **MyLab Business Communication**, which is the teaching and learning platform that empowers you to reach every student. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and will help your students learn and retain key course concepts while developing skills that future employers are seeking in their candidates.

Mini Sims—Real-world simulations that put students in professional roles and give them the opportunity to apply course concepts and develop decision-making skills through real-world business challenges.

These **branching** Mini Sims strengthen a student’s ability to think critically, help students understand the impact of their decisions, engage students in active learning, and provide students with immediate feedback on their decisions.

Each decision point remediates to the Learning Objective in the eText.

Marketing Mix
MY PROGRESS - 7%

Background

The VP of Marketing brings you up to speed on In Fine Fettle's turmeric product line:

"Our food scientists have created three turmeric-based products: meal replacement shakes, soups, and nutritional gummies. Turmeric has been shown to have many health benefits including reducing inflammation, improving brain function, and fighting depression."

"We need to have a strong launch for this product line. Therefore, we must consider each element of the marketing mix carefully – product, price, promotion, and place."

"Your job is to develop a marketing mix plan that will create demand for turmeric-based products over the next year. Our goal is to target the growing market of consumers who are demanding healthier foods. These consumers understand that they will pay more for functional products and our success depends on their choices."

Organizational Structure
MY PROGRESS - 22%

Decision Point: Choosing an Organizational Form

Based on your observations, what organizational form will you choose for Holden Evan?

Select an option from the choices below and click **Submit**.

- The mechanistic form. Formal rules and standardized procedures are needed to ensure accomplishment of company goals.

You selected that it doesn't matter which form; organizational forms are not important. **This was not the best choice.** Organizational forms can have a great effect on how employees function within a company, and it is important to choose an optimal form. Based on the organizational information, a form that allows flexibility and autonomy would allow the educated, professional Holden Evan employees latitude to make necessary decisions on their own, giving the company flexibility and the ability to respond quickly.

Click **Next** to continue.

[Previous](#) [Next](#)

Organizational Structure
MY PROGRESS - 100%

Results

Your Score: 51%
Class Average: -1%

Your Report: [View Report](#) [Print Report](#)

Number of attempts remaining: Unlimited

*** Decision Point: Choosing an Organizational Form** Points 1 out of 5

Based on your observations, what organizational form will you choose for Holden Evan?

- The mechanistic form. Formal rules and standardized procedures are needed to ensure accomplishment of company goals.
- It doesn't matter which form; organizational forms are not important.
- The organic form. Flexibility is important to adapt to changing conditions, and Holden Evan's senior staff generally need few rules and little direct supervision.

1 out of 5 points earned:

You selected that it doesn't matter which form; organizational forms are not important. This was not the best choice. Organizational forms can have a great effect on how employees function within a company, and it is important to choose an optimal form. Based on the organizational information, a form that allows flexibility and autonomy would allow the educated, professional Holden Evan employees latitude to make necessary decisions on their own, giving the company flexibility and the ability to respond quickly.

[Previous](#) [Next](#)

Chapter Warm-Ups

Assessment helps you hold your students accountable for **READING** and demonstrating their knowledge of key concepts in each chapter before coming to class.

Homework: Chapter 2 Warm-up Show completed problem Save

Score: 0 of 1 pt HW Score: 0%, 0 of 14 pts

1 of 14 (0 complete)

Warm-up 2.1.1 Question Help

The vision statement answers which of the following questions?

- A. What are our markets?
- B. What do we stand for?
- C. What do we want to become?
- D. Where do we want to operate?
- E. What is our purpose?

Click to select your answer and then click **Check Answer**.

All parts showing Clear All Check Answer

Chapter Quiz

Every chapter has quizzes written by our authors so you can assess your students’ understanding of chapter learning objectives.

Quiz: Chapter 2 Quiz Show completed problem Submit Quiz

This Question: 1 pt This Quiz: 25 pts possible

2 of 25 (0 complete)

Why are both profit and vision needed to motivate a workforce effectively?

- A. Vision is viewed negatively by some stakeholders of a firm.
- B. Profit and vision statements are usually found in an Annual Report.
- C. Profit is viewed negatively by some stakeholders of a firm.
- D. Manager and employee bonuses are usually based on profit.
- E. Top executive bonuses are oftentimes based on accomplishing a mission and vision.

Click to select your answer.

Check Answer

Five-Minute Guide to Resolving Workplace Conflict

Whenever you are in a conflict situation, use this guide to help you resolve the conflict.

00:01 Determine the problem.

1. Identify the problem.
2. Determine the cause of the problem.
3. Determine the best solution.

00:02 Explain the solution.

1. Explain the solution to the other party.
2. Explain the solution to yourself.
3. Explain the solution to the situation.

00:03 Implement the solution.

1. Implement the solution.

00:01 Get every written message reviewed before you send it. Reviewing these messages will help you fill in the missing pieces.

00:01 **Five-Minute Guide to Planning a Business Message or Document**

Whenever you sit down to write an important email message, spend five minutes previewing the task to make sure you're ready to get started. Then you can use this guide to work your way through each step of the process.

00:01 **Plan the message**

1. Make sure email is the best medium/channel option.
2. Analyze the situation: Who is your audience, and what is your purpose?
3. Identify the information you'll need in order to accomplish your purpose.
4. Choose the direct or indirect approach. Can you open with the main idea, or do you need to build up to it indirectly?

00:02 **Draft the message**

1. Unless you are sending short and simple messages, use a professional style, with complete sentences and proper grammar.
2. Make your content easy to skim and easy to read.
3. Use bulleted or numbered lists to break up long paragraphs.
4. Clarify how you would like the recipient to respond.

00:03 **Craft a compelling subject line**

1. For routine communication with audiences you know, use a clear and concise description of the message's purpose.
2. However, if the recipient might ignore your message or delay opening it, you need to get creative:

Student-Friendly Features

With multiple quick-reference tables and new Five-Minute Guides, the text serves as a valuable resource that students can use in other courses and take with them on the job.

COMPOSITIONAL MODES FOR DIGITAL MEDIA

As you practice using digital media in this course, focus on the principles of social media communication and the fundamentals of planning, writing, and completing messages, rather than on the specific details of any one medium or system.² Fortunately, the basic communication skills required usually transfer from one system to another. You can succeed with written communication in virtually all digital media by using one of nine *compositional modes*:

- **Conversations.** Although they take place via writing, some forms of communication function more like real-time conversations than the static documents. Much of Chapter 2's advice on conversations applies to text messaging and the section on business messaging (see page 233) explores this ever-expanding communication format.
- **Comments and critiques.** One of the most powerful aspects of social media is the opportunity for interested parties to express opinions and provide feedback. Leaving comments on a blog post or reviewing products on an e-commerce site. Sharing helpful tips and insightful commentary is also a great way to build a personal brand. To be an effective commenter, focus on short chunks of information that a broad spectrum of other site visitors will find helpful. And even if you are offering criticism, keep it constructive. Angry rants and insults won't help a brand you are trying to build.
- **Orientations.** The ability to help people find their way through an unfamiliar subject is a valuable writing skill and a talent that readers greatly appreciate. Summaries (see next item), orientations don't give away the key point or position of information, but rather tell readers where to find those points. Orientations can be a delicate balancing act because you need to know enough to guide others through it while being able to step back and view it from the inexperienced perspective of a "newbie."
- **Summaries.** At the beginning of an article or webpage, a summary functions as a miniature version of the material, giving readers all the key points while skipping over details (see Figure 8.1). At the end of an article or webpage, a summary functions as a review, reminding readers of the key points they've just read.

Original Coverage

Going beyond covering the tried-and-true, Bovée and Thill make unique contributions to the pedagogy and practice of business communication, such as the nine compositional modes required to succeed with digital and social media.

1 Plan	2 Write	3 Complete
<p>Analyze the Situation Define your purpose and develop an audience profile.</p> <p>Gather Information Determine audience needs and obtain the information necessary to satisfy those needs.</p> <p>Choose Medium and Channel Identify the best combination for the situation, message, and audience.</p> <p>Organize the Information Define your main idea, limit your scope, select the direct or indirect approach, and outline your content.</p>	<p>Adapt to Your Audience Be sensitive to audience needs by using a "you" attitude, politeness, positive emphasis, and unbiased language. Build a strong relationship with your audience by establishing your credibility and projecting your company's preferred image. Control your style with a conversational tone, plain English, and appropriate voice.</p> <p>Compose the Message Choose strong words that you create effective sentences and coherent paragraphs.</p>	<p>Revise the Message Evaluate content and review readability; edit and rewrite for conciseness and clarity.</p> <p>Produce the Message Use effective design elements and suitable layout for a clean, professional appearance.</p> <p>Proofread the Message</p>

Reducing Stress and Uncertainty for Students

Students sometimes flounder when faced with unfamiliar or difficult writing challenges because they don't know how to move a project forward. By following the proven three-step process described in *Excellence in Business Communication*, they never have to feel lost or waste time figuring out what to do next.

No other textbook comes close to offering the valuable resources the authors provide students and instructors—many of which are available exclusively to Bovée and Thill adopters:

- The unique Real-Time Updates system extends the textbook with thousands of online media items that complement the text's coverage with fresh examples and valuable insights
- Sponsored instructor communities on LinkedIn and Facebook with nearly 2,000 members
- Tips and techniques in Bovée and Thill's Business Communication Blog and Twitter feed
- The Bovée & Thill channel on YouTube
- Business Communication Headline News
- Videos and PowerPoint presentations on SlideShare
- Hundreds of infographics, videos, articles, podcasts, and PowerPoints in the Business Communication Pictorial Gallery on Pinterest
- The Ultimate Guide to Resources for Teaching Business Communication
- Nine curated magazines for business communication on Scoop.it

Links to all these services and resources can be found at blog.businesscommunicationnetwork.com/resources.

REAL-TIME UPDATES
LEARN MORE BY READING THIS ARTICLE

Ten communication skills that will boost your career

Employers will sit up and take notice if you master these skills. Go to real-timeupdates.com/ebc13 and select Learn More in the Students section.

Developing Employability Skills

In addition to helping students develop a full range of communication skills, *Excellence in Business Communication* will enhance a wide range of other skills that experts say are vital for success in the 21st-century workplace:

- **Critical thinking.** In many assignments and activities, students need to define and solve problems and make decisions or form judgments.
- **Collaboration.** Team-skills assignments provide multiple opportunities to work with classmates on reports, presentations, and other projects.
- **Knowledge application and analysis.** From the basic communication process to strategies for specific message types, students will learn a variety of concepts and apply that knowledge to a wide range of challenges.
- **Business ethics and social responsibility.** Ethical choices are stressed from the beginning of the book, and multiple projects encourage students to be mindful of the ethical implications that they could encounter in similar projects on the job.
- **Information technology skills.** Projects and activities in every chapter help students build skills with technology, including document preparation tools, online communication services, presentation software, and messaging systems.
- **Data literacy.** Report projects in particular present opportunities to fine-tune data literacy skills, including the ability to access, assess, interpret, manipulate, summarize, and communicate data.

Hundreds of realistic exercises, activities, and cases offer an array of opportunities for students to practice vital skills and put newfound knowledge to immediate use.

These resources are logically sorted by learning category, from conceptual recall to situational analysis to skill development.

To help instructors zero in on specific learning needs, activities are tagged in multiple ways, from media usage to team skills.

Practice Your Skills

Exercises

Each activity is labeled according to the primary skill or skills you will need to use. To review relevant chapter content, you can refer to the indicated Learning Objective. In some instances, supporting information will be found in another chapter, as indicated.

2-6. Interpersonal Communication: Listening Actively

[LO-1] For the next several days, take notes on your listening performance during at least a half-dozen situations in class, during social activities, and at work, if applicable. Referring to the traits of effective listeners in Table 2.4, rate yourself using *always*, *frequently*, *occasionally*, or *never* on these positive listening habits. In a report no longer than one page, summarize your analysis and identify specific areas in which you can improve your listening skills.

2-7. Nonverbal Communication: Analyzing Nonverbal Signals

[LO-2] Select a business letter and envelope you have received at work or home. Analyze their appearance. What nonverbal messages do they send? Are these messages consistent with the content of the letter? If not, what could the sender have done to make the nonverbal communication consistent with the verbal communication? Summarize your findings in a post on your class blog or in an email message to your instructor.

Cases

For all cases, feel free to use your creativity to make up any details you need in order to craft effective messages.

SOCIAL NETWORKING SKILLS

8-30. Media Skills: Social Networking; Compositional Modes: Summaries [LO-2] Many companies now have *voice of the customer* (VoC) programs to collect and analyze commentary and feedback from customers. The most comprehensive of these programs automatically gather data from social media, customer call records, technical support emails, online product reviews, and more. To extract insights from these large collections of text, marketers can use an intelligent communication technology called *text analytics*.

Your task: Review the text analytics information on the Clarabridge website at www.clarabridge.com. (The company refers to its technology as CX Analytics, for customer experience analytics.) Write a 100- to 150-word summary of this technology that Clarabridge could use as a post on its Facebook page to explain the capability to potential customers.

SOCIAL NETWORKING SKILLS

8-31. Media Skills: Social Networking; Online Etiquette [LO-2], Chapter 3 Employees who take pride in their work are a practically priceless resource for any business. However, pride can sometimes manifest itself in negative ways when employees come under criticism, and public criticism is a fact of life in social media. Imagine that your company has recently experienced a rash of product quality problems, and these problems have generated some unpleasant and occasionally unfair criticism on a variety of social media sites. Someone even set up a Facebook page specifically to give customers a place to vent

one evening and discovered that two engineers in your company's product design lab have been responding to complaints on their own. They identified themselves as company employees and defended their product design, blaming the company's production department and even criticizing several customers for lacking the skills needed to use such a sophisticated product. Within a matter of minutes, you see their harsh comments being retweeted and reposted on multiple sites, only fueling the fire of negative feedback against your firm. Needless to say, you are horrified.

Your task: You manage to reach the engineers by private message and tell them to stop posting messages, but you realize you have a serious training issue on your hands. Write a post for the internal company blog that advises employees on how to respond appropriately when they are representing the company online. Use your imagination to make up any details you need.

NETWORKING SKILLS / TEAM SKILLS

8-32. Media Skills: Social Networking; Collaboration: Team Projects [LO-2], Chapter 3 Social media can be a great way to, well, socialize during your college years, but employers are increasingly checking up on the online activities of potential hires to avoid bringing in employees who may reflect poorly on the company.

Your task: Team up with another student and review each other's public presence on Facebook, Twitter, Flickr, blogs, and any other website that an employer might check during the interview and recruiting process. Identify any photos, videos, messages, or other material that could raise a red flag when an employer is evaluating a job candidate. Write your teammate an email message that lists any risky material.

Instructor Teaching Resources

This program comes with the following teaching resources.

Supplements available to instructors at www.pearsonhighered.com	Features of the Supplement
Instructor's Manual	<ul style="list-style-type: none"> • Chapter overview • Chapter outline • Lecture notes organized by learning objective, with class discussion questions • Answers to highlight box questions • Answers to Apply Your Knowledge questions • Answers to Practice Your Skills activities • Solutions to cases (complete example solutions for short-message cases; solution guidelines for long-message cases) • Lesson plan foundations from the Bovée and Thill QuickSwitch textbook transition system
Test Bank authored by Susan Schanne from Eastern Michigan University	<ul style="list-style-type: none"> • 1,660 multiple-choice, true/false, and essay questions • Answer explanations • Keyed by learning objective • Classified according to difficulty level • Classified according to learning modality: conceptual, application, critical thinking, or synthesis • Learning outcomes identified • AACSB learning standard identified (Written and Oral Communication, Ethical Understanding and Reasoning, Analytical Thinking Skills, Information Technology, Interpersonal Relations and Teamwork, Diverse and Multicultural Work Environments, Reflective Thinking, and Application of Knowledge)
Computerized TestGen	<p>TestGen allows instructors to</p> <ul style="list-style-type: none"> • customize, save, and generate classroom tests. • edit, add, or delete questions from the Test Item Files. • analyze test results. • organize a database of tests and student results.
PowerPoints authored by Lauryn De George from University of Central Florida College of Business	<p>Slides include all the graphs, tables, and equations in the textbook. PowerPoints meet accessibility standards for students with disabilities. Features include:</p> <ul style="list-style-type: none"> • Keyboard and screen reader access • Alternative text for images • High contrast between background and foreground colors

About the Authors

Courtland L. Bovée and John V. Thill have been leading textbook authors for more than two decades, introducing millions of students to the fields of business and business communication. Their award-winning texts are distinguished by proven pedagogical features, extensive selections of contemporary case studies, hundreds of real-life examples, engaging writing, thorough research, and the unique integration of print and digital resources. Each new edition reflects the authors' commitment to continuous refinement and improvement, particularly in terms of modeling the latest practices in business and the use of technology.

Professor Bovée has 22 years of teaching experience at Grossmont College in San Diego, where he has received teaching honors and was accorded that institution's C. Allen Paul Distinguished Chair. Mr. Thill is a prominent communications consultant who has worked with organizations ranging from Fortune 500 multinationals to entrepreneurial start-ups. He formerly held positions with Pacific Bell and Texaco.

Courtland Bovée and John Thill were recently awarded proclamations from the Governor of Massachusetts for their lifelong contributions to education and for their commitment to the summer youth baseball program that is sponsored by the Boston Red Sox.



Court Bovée

Acknowledgments

The Thirteenth Edition of *Excellence in Business Communication* reflects the professional experience of a large team of contributors and advisors. We express our thanks to the many individuals whose valuable suggestions and constructive comments influenced the success of this book.

REVIEWERS OF PREVIOUS BOVÉE AND THILL EDITIONS

Thank you to the following professors: Lydia E. Anderson, *Fresno City College*; Victoria Austin, *Las Positas College*; Faridah Awang, *Eastern Kentucky University*; Jeanette Baldrige, *University of Maine at Augusta*; Diana Baran, *Henry Ford Community College*; JoAnne Barbieri, *Atlantic Cape Community College*; Kristina Beckman, *John Jay College*; Judy Bello, *Lander University*; George Bernard, *Seminole State College*; Carol Bibly, *Triton College*; Nancy Bizal, *University of Southern Indiana*; Yvonne Block, *College of Lake County*; Edna Boroski, *Trident Technical College*; Nelvia M. Brady, *Trinity Christian College*; Arlene Broeker, *Lincoln University*; David Brooks, *Indiana University Southeast*; Carol Brown, *South Puget Sound Community College*; Domenic Bruni, *University of Wisconsin*; Jeff Bruns, *Bacone College*; Gertrude L. Burge, *University of Nebraska*; Sharon Burton, *Brookhaven College*; Robert Cabral, *Oxnard College*; Dorothy Campbell, *Brevard Community College*; Linda Carr, *University of West Alabama*; Alvaro Carreras, Jr., *Florida International University*; Sharon Carson, *St. Philip's College*; Rick Carter, *Seattle University*; Dacia Charlesworth, *Indiana University–Purdue University Fort Wayne*; Jean Chenu, *Genesee Community College*; Connie Clark, *Lane Community College*; Alvin Clarke, *Iowa State University*; Jerrie Cleaver, *Central Texas College*; Clare Coleman, *Temple University*; Michael P. Collins, *Northern Arizona University*; M. Cotton, *North Central Missouri College*; Pat Cowherd, *Campbellsville University*; Pat Cuchens, *University of Houston–Clear Lake*; Walt Dabek, *Post University*; Cathy Daly, *California State University–Sacramento*; Linda Davis, *Copiah–Lincoln Community College*; Christine R. Day, *Eastern Michigan University*; Harjit Dosanjh, *North Seattle Community College*; Amy Drees, *Defiance College*; Cynthia Drexel, *Western State College of Colorado*; Lou Dunham, *Spokane Falls Community College*; Donna Everett, *Morehead State University*; Donna Falconer, *Anoka–Ramsey Community College*; Kate Ferguson Marsters, *Gannon University*; Darlynn Fink, *Clarion University of Pennsylvania*; Bobbi Fisher, *University of Nebraska–Omaha*; Laura Fitzwater, *Community College of Philadelphia*; Lynda K. Fuller, *Wilmington University*; Matthew Gainous, *Ogeechee Technical College*; Yolande Gardner, *Lawson State Community College*; Gina Genova, *University of California–Santa Barbara*; Lonny Gilbert, *Central State University*; Camille Girardi-Levy, *Siena College*; Nancy Goehring, *Monterey Peninsula College*; Dawn Goellner, *Bethel College*; Robert Goldberg, *Prince George's Community College*; Jeffrey Goldberg, *MassBay Community College*; Helen Grattan, *Des Moines Area Community College*; Barbara Grayson, *University of Arkansas at Pine Bluff*;



John Thill

Deborah Griffin, *University of Houston–Clear Lake*; Alice Griswold, *Clarke College*; Bonnie Grossman, *College of Charleston*; Lisa Gueldenzoph, *North Carolina A&T State University*; Wally Guyot, *Fort Hays State University*; Valerie Harrison, *Cuyamaca College*; Tim Hartge, *The University of Michigan–Dearborn*; Richard Heiens, *University of South Carolina–Aiken*; Maureece Heinert, *Sinte Gleska University*; Leighanne Heisel, *University of Missouri–St. Louis*; Gary Helfand, *University of Hawaii–West Oahu*; Cynthia Herrera, *Orlando Culinary Academy*; Kathy Hill, *Sam Houston State University*; Pashia Hogan, *Northeast State Tech Community College*; Cole Holmes, *The University of Utah*; Sarah Holmes, *New England Institute of Technology*; Ruth Hopkins Zajdel, *Ohio University–Chillicothe*; Sheila Hostetler, *Orange Coast College*; Michael Hricik, *Westmoreland County Community College*; Rebecca Hsiao, *East Los Angeles College*; Mary Ann Hurd, *Sauk Valley Community College*; Pat Hurley, *Leeward Community College*; Harold Hurry, *Sam Houston State University*; Marcia James, *University of Wisconsin–Whitewater*; Frank Jaster, *Tulane University*; Jonatan Jelen, *Parsons School of Design*; Irene Joannette Gallio, *Western Nevada Community College*; Edgar Dunson Johnson III, *Augusta State University*; Mark Johnson, *Rhodes State College*; Joanne Kapp, *Siena College*; Jeanette A. Karjala, *Winona State University*; Christy L. Kinnion, *Lenior Community College*; Deborah Kitchin, *City College of San Francisco*; Lisa Kirby, *North Carolina Wesleyan College*; Claudia Kirkpatrick, *Carnegie Mellon University*; Betty Kleen, *Nicholls State University*; Fran Kranz, *Oakland University*; Jana Langemach, *University of Nebraska–Lincoln*; Joan Lantry, *Jefferson Community College*; Kim Laux, *Saginaw Valley State University*; Kathryn J. Lee, *University of Cincinnati*; Anita Leffel, *The University of Texas, San Antonio*; Ruth Levy, *Westchester Community College*; Nancy Linger, *Moraine Park Technical College*; Jere Littlejohn, *University of Mississippi*; Dana Loewy, *California State University–Fullerton*; Jennifer Loney, *Portland State University*; Susan Long, *Portland Community College*; Sue Loomis, *Maine Maritime Academy*; Thomas Lowderbaugh, *University of Maryland–College Park*; Jayne Lowery, *Jackson State Community College*; Lloyd Matzner, *University of Houston–Downtown*; Ron McNeel, *New Mexico State University at Alamogordo*; Dr. Bill McPherson, *Indiana University of Pennsylvania*; Phyllis Mercer, *Texas Woman’s University*; Donna Meyerholz, *Trinidad State Junior College*; Annie Laurie I. Meyers, *Northampton Community College*; Catherine “Kay” Michael, *St. Edward’s University*; Kathleen Miller, *University of Delaware*; Gay Mills, *Amarillo College*; Julie Mullis, *Wilkes Community College*; Pamela Mulvey, *Olney Central College*; Jimidene Murphey, *Clarendon College*; Cindy Murphy, *Southeastern Community College*; Dipali Murti-Hali, *California State University–Stanislaus*; Shelley Myatt, *University of Central Oklahoma*; Cora Newcomb, *Technical College of the Lowcountry*; Ron Newman, *Crafton Hills College*; Linda Nitsch, *Chadron State College*; Leah Noonan, *Laramie County Community College*; Mabry O’Donnell, *Marietta College*; Diana Oltman, *Central Washington University*; Ranu Paik, *Santa Monica College*; Lauren Paisley, *Genesee Community College*; Patricia Palermo, *Drew University*; John Parrish, *Tarrant County College*; Diane Paul, *TVI Community College*; John T. Pauli, *University of Alaska–Anchorage*; Michael Pennell, *University of Rhode Island*; Sylvia Beaver Perez, *Nyack College*; Melinda Phillabaum, *Indiana University*; Ralph Phillips, *Geneva College*; Laura Pohopien, *Cal Poly Pomona*; Diane Powell, *Utah Valley State College*; Christine Pye, *California Lutheran University*; Norma Pygon, *Triton College*; Dave Rambow, *Wayland Baptist University*; Richard David Ramsey, *Southeastern Louisiana University*; Charles Riley, *Tarrant County College–Northwest Campus*; Jim Rucker, *Fort Hays State University*; Dr. Suzan Russell, *Lehman College*; Storm Russo, *Valencia College*; Danielle Scane, *Orange Coast College*; Calvin Scheidt, *Tidewater Community College*; Nancy Schneider, *University of Maine at Augusta*; Brian Sheridan, *Mercyhurst College*; Melinda Shirey, *Fresno City College*; Bob Shirilla, *Colorado State University*; Joyce Simmons, *Florida State University*; Gordon J. Simpson, *SUNY Cobleskill*; Peggy Simpson, *Dominican University*; Eunice Smith, *Bismarck State College*; Jeff Smith, *University of Southern California*; Lorraine M. Smith, *Fresno City College*; Harvey Solganick, *LeTourneau University–Dallas Campus*; Stephen Soucy, *Santa Monica College*; Linda Spargo, *University of Mississippi*; W. Dees Stallings, *Park University*; Sally Stanton, *University of Wisconsin–Milwaukee*; Mark Steinbach, *Austin Community College*; Angelique Stevens, *Monroe Community College*; Steven Stovall, *Wilmington College*; Alden Talbot, *Weber State University*; Michele Taylor, *Ogeechee Technical College*; Wilma Thomason, *Mid-South Community College*; Ed Thompson, *Jefferson Community College*; Ann E. Tippet, *Monroe Community College*; Lori Townsend, *Niagara County Community College*; Lani Uyeno, *Leeward Community College*; Wendy Van Hatten, *Western Iowa Tech Community College*; Jay

Wagers, *Richmond Community College*; John Waltman, *Eastern Michigan University*; Jie Wang, *University of Illinois at Chicago*; Chris Ward, *The University of Findlay*; Dorothy Warren, *Middle Tennessee State University*; Glenda Waterman, *Concordia University*; Kellie Welch, *Jefferson Community College*; Bradley S. Wesner, *Nova Southeastern University*; Mathew Williams, *Clover Park Technical College*; Beth Williams, *Stark State College of Technology*; Brian Wilson, *College of Marin*; and Sandra D. Young, *Orangeburg–Calhoun Technical College*.

MYLAB CONTRIBUTORS

Storm Russo, Patricia Buhler, Maureen Steddin, Carol Heeter, Susan Schanne, Chris Parent (accuracy reviewer), and Kerri Tomasso (copy editor).

PERSONAL ACKNOWLEDGMENTS

We wish to extend a heartfelt thanks to our many friends, acquaintances, and business associates who provided materials or agreed to be interviewed so that we could bring the real world into the classroom.

A very special acknowledgment goes to George Dovel, whose superb writing skills, distinguished background, and wealth of business experience assured this project of clarity and completeness. Also, recognition and thanks to Jackie Estrada for her outstanding skills and excellent attention to details. Her creation of the “Peak Performance Grammar and Mechanics” material is especially noteworthy.

We also feel it is important to acknowledge and thank the Association for Business Communication, an organization whose meetings and publications provide a valuable forum for the exchange of ideas and for professional growth.

In addition, we would like to thank Susan Schanne and Lauren De George for their assistance in preparing supplements for this new edition.

We want to extend our warmest appreciation to the devoted professionals at Pearson Higher Education for their commitment to producing high-value, student-focused texts, including Donna Battista, Vice President, Business Publishing; Stephanie Wall, Director of Portfolio Management; Melissa Feimer, Managing Producer, Business; Yasmita Hota, Content Producer; Ashley Santora, Director of Production, Business; Becky Brown, Product Marketer; and Nicole Price, Field Marketing Manager. We are also grateful to Nicole Suddeth and Liz Kincaid of SPi Global, Angela Urquhart and Andrea Archer of Thistle Hill Publishing, and Melissa Pellerano.

John V. Thill
Courtland L. Bovée

Prologue

BUILDING A SUCCESSFUL CAREER WITH YOUR COMMUNICATION SKILLS

One Course—Three Powerful Benefits

You will invest considerable time and energy in this course, so it's fair to ask what you will get in return. The simple answer: *a lot*. If you practice the techniques you'll discover here and use this opportunity to develop those techniques with your instructor's guidance, we're confident this course will help you in three important ways:

1. It will help you succeed in college.
2. It will help you conduct a more successful job search.
3. It will help you succeed in your first job so you can build a thriving career.

The following sections expand on this promise and offer valuable career-planning advice. Table 1 on the next page highlights the specific features of this book that can help you at every stage.

HOW THIS COURSE WILL HELP YOU

Take advantage of this opportunity to develop the single most important skill you'll need for a rewarding career: the ability to communicate. This textbook is designed to help you in three valuable ways.



1. SUCCEED IN COLLEGE

Many of the skills you will learn in this course—writing, giving presentations, working in teams, resolving conflict, and more—can be applied in just about every course you take from now until graduation.



2. FIND THE RIGHT JOB

The entire job search process is really an extended exercise in communication, and the process gives you the chance to use your communication skills to stand apart from the competition.



3. LAUNCH YOUR CAREER

The bulk of this course is devoted to the communication and media skills you will need to use as soon as you enter (or reenter) the workforce. Succeed in your first job, and you'll be on your way to a rewarding career!

TABLE 1 Textbook Features to Help You at Every Stage of College and Career

	Textbook Feature	Stage 1: Succeeding in College		Stage 2: Conducting a Successful Job Search	Stage 3: Succeeding in Your First Job
		In This Course	In Other Courses		
Beginning of chapter	Learning Objectives On the Job vignette	Use these to focus your study and review See how the pros use chapter concepts		Get a sense of life on the job in various professions	
Within the chapter	Margin notes Real-Time Updates—Learn More (free media items) Figures Mobile App highlights Checklists Highlight boxes	Scan to get a quick review of the chapter Explore for additional insights Study model documents to see what works and what doesn't Many of these apps can help with schoolwork Confirm understanding of each section <i>Apply Your Skills Now</i> helps you apply communication skills in and out of class	Study reports and other model documents to improve your writing Many of these apps can help with schoolwork Use for a quick review if needed when writing <i>Apply Your Skills Now</i> helps you apply communication skills in and out of class	Use model letters and résumés to build your job search package Use selected apps to help in your job search Use for a quick review if needed when writing <i>Developing as a Professional</i> gets you ready for the world of work	Use model documents to craft better documents on the job Use the apps on the job Use for a quick review if needed when writing <i>Intelligent Communication Technology and Practicing Ethical Communication</i> prepare you for the job
End of chapter	Key Terms glossary Learning Objectives Checkup On the Job simulation Apply Your Knowledge Practice Your Skills Expand Your Skills Build Your Career Improve Your Grammar, Mechanics, and Usage Cases (selected chapters)	Quickly refer to important terms Test your recall of chapter content Follow through on the chapter-opening vignette by visualizing yourself on the job Analyze communication scenarios to hone your insights Practice chapter skills in a variety of challenges Critique professional communication efforts and find career advice Use the exercise in each chapter to build your employment package Fine-tune the technical aspects of your writing Practice crafting professional-quality messages and documents		Get a sense of life on the job in various professions By the time you get to the employment chapters, you'll have a head start on your résumé package Fine-tune the technical aspects of your writing Use the <i>Portfolio Builder</i> cases to expand your employment portfolio	

Textbook Feature	Stage 1: Succeeding in College		Stage 2: Conducting a Successful Job Search	Stage 3: Succeeding in Your First Job
	In This Course	In Other Courses		
Five-Minute Guides (selected chapters)	Get quick reminders of how to accomplish important tasks	Use these for communication tasks in other classes, too	Use the guide in Chapter 15 to prepare and update your résumé	Download the PDFs and take them with you on the job
Online Real-Time Updates	Subscribe online for weekly updates of free online media items			
Student Assignments	Download files for selected chapters			
Web Search	Use this metasearch engine to accelerate your research	Use for other classes for as long as your subscription is active		
MyLab Business Communication	Use this optional online system for customized learning and more			

Stage 1: Succeeding in College

The first step in your career starts right now, with getting your degree and getting the most from all the courses you take between now and graduation. The communication skills you learn in this class can help you in virtually every other course. From brief homework assignments to complicated team projects to interactions with your professors, you will be able to communicate more effectively.

In addition to improving your communication effectiveness, this course will also improve your efficiency. Follow the writing process outlined in this book, and you can avoid the time-wasting uncertainty, dead ends, and rework that can make writing projects drag on forever.

Keep an eye out for the special highlight boxes titled “Apply Your Skills Now,” which offer tips on using your new skills in all your college courses. Read these boxes and think about the situations in which you can apply the advice. If you need to have a difficult conversation with an instructor or resolve conflict in a project team, for example, these boxes can help. Many of these techniques can help you outside of the school environment, too, whenever you face communication challenges in any of your interpersonal relationships.

QUICK TIPS TO SUCCEED IN THIS COURSE

Although this course explores a wide range of message types and appears to cover quite a lot of territory, the underlying structure of the course is rather simple. You’ll learn a few basic concepts, identify the key skills to use and procedures to follow—and then practice, practice, practice. Whether you’re writing a blog post in response to one of the real-company cases or drafting your own résumé, you’ll be practicing the same fundamental skills in a variety of scenarios. With feedback and reinforcement from your instructor and your classmates, your confidence will grow and the work will become easier and more enjoyable.

Some of the assignments will involve business topics that may be new to you or somewhat less than exciting, but view them all as opportunities to hone your craft. Visualize yourself in each scenario and imagine that you are trying to convince a skeptical boss, calm an angry customer, or accomplish whatever task is assigned.

As you read each chapter, take time to study the examples and model documents (see Figure 1). This book offers dozens of realistic examples of business messages, many with notes along the sides that explain strong and weak points. Some are messages from real companies; others were created to show specific points about writing. Study these documents and any other examples your instructor provides. Learn what works and what doesn’t, and then apply these lessons to your own writing.

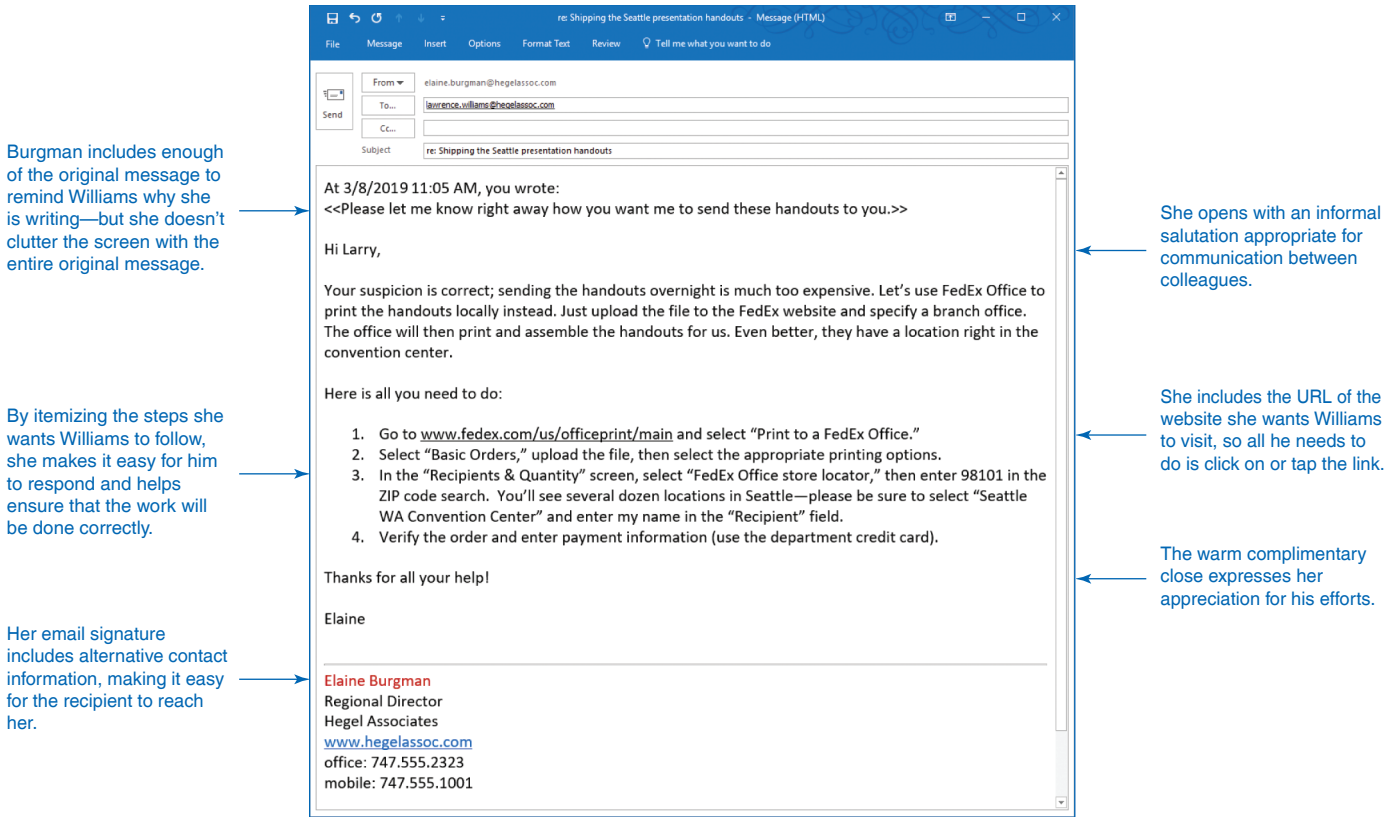


Figure 1 Learning from Model Documents and Messages

You will find a wide variety of model documents and messages throughout the book, everything from tweets to formal reports. Study the notes in the margins to understand why specific writing techniques work (or don't work, in some cases), and apply these lessons to your own writing.

Along the way, learn from the feedback you get from your instructor and from other students. Don't take the criticism personally; your instructor and your classmates are commenting about the work, not about you. Always view feedback as an opportunity to improve.

QUICK TIPS FOR WRITING ASSIGNMENTS IN ANY COURSE

For assignments in this or any other course, particularly major projects such as reports and presentations, follow these suggestions to produce better results with less effort:

- **Don't panic!** If the thought of writing a report or giving a speech sends a chill up your spine, you're not alone. Everybody feels that way when first learning business communication skills, and even experienced professionals can feel nervous about big projects. Keep three points in mind. First, every project can be broken down into a series of small, manageable tasks. Don't let a big project overwhelm you; it's nothing more than a bunch of smaller tasks. Second, remind yourself that you have the skills you need. As you move through the course, the assignments are carefully designed to match the skills you've developed up to that point. Third, if you feel panic creeping up on you, take a break and regain your perspective.
- **Focus on one task at a time.** Don't try to organize and express your ideas while simultaneously worrying about audience reactions, grammar, spelling, formatting, page design, and a dozen other factors. Fight the temptation to do everything at once. Trying to get everything perfect on the first pass will make the process slow and frustrating. In particular, don't worry too much about word choices or overall writing style during your first draft. Concentrate on the organization of your ideas first, then the best way to express those ideas, and then finally the presentation and production of your messages. Following the three-step writing process is an ideal way to focus on one task at a time in a logical sequence.



The techniques you will learn in this course will help you become a more successful writer, and they will make the process of writing easier and faster, too.

- **Give yourself plenty of time.** As with every other school project, waiting until the last minute creates unnecessary stress. Writing and speaking projects are much easier if you tackle them in small stages with breaks in between, rather than trying to get everything done in one frantic blast. Moreover, there will be instances when you simply get stuck on a project, and the best thing to do is walk away and give your mind a break. If you allow room for breaks in your schedule, you'll minimize the frustration and spend less time overall on your homework, too.
- **Step back and assess each project before you start.** The writing and speaking projects you'll have in this course cover a wide range of communication scenarios, and it's essential that you adapt your approach to each new challenge. Resist the urge to dive in and start writing without a plan. Ponder the assignment for a while, consider the various approaches you might take, and think carefully about your objectives before you start writing. Nothing is more frustrating than getting stuck halfway through because you're not sure what you're trying to say or you've wandered off track. Spend a little more time planning, and you'll spend a lot less time writing.
- **Use the three-step writing process.** Those essential planning tasks are the first step in the three-step writing process, which you'll learn about in Chapter 5 and use throughout the course. This process has been developed and refined by professional writers with decades of experience and thousands of projects ranging from short blog posts to 600-page textbooks. It works, so take advantage of it.

Stage 2: Conducting a Successful Job Search

Every activity in the job-search process relies on communication. The better you can communicate, the more successful you'll be at landing interesting and rewarding work. Plus, you can reduce the stress of preparing a résumé and going to job interviews.

Writing a résumé can be a big task, but you don't need to do it all at once if you give yourself plenty of time. The 16 Build Your Career activities (see the end of each chapter) show you how to build your job-search package one step at a time. Do the activity in each chapter, and by the time you finish the book, you'll have the materials you need to start your job search.

Chapter 15 and Chapter 16 are dedicated to various forms of employment-related communication. If your course doesn't cover these chapters, your college probably offers a workshop or other activity to help you get ready to apply and interview for jobs. No matter where you learn the skills related to résumés and interviewing, this section will help you

think about the career you want to craft for yourself, with advice on finding the best fit, developing an employment portfolio, and defining your personal brand.

FINDING THE BEST FIT

Figuring out where and how you can thrive professionally is a lifelong quest. You don't need to have all the answers today, and your answers will no doubt change in the coming years. However, start thinking about it now so that you can bring some focus to your job search. Organize your strategic planning with three questions: what you want to do, what you have to offer, and how you can make yourself more valuable.

What Do You Want to Do?

Economic necessities and the dynamics of the marketplace will influence much of what happens in your career, and you may not always have the opportunity to do the kind of work you would really like to do. Even if you can't get the job you want right now, though, start your job search by examining your values and interests. Doing so will give you a better idea of where you want to be eventually, and you can use those insights to learn and grow your way toward that ideal situation. Consider these factors:

- **What would you like to do every day?** Research occupations that interest you. Find out what people really do every day. Ask friends, relatives, alumni from your school, and contacts in your social networks. Read interviews with people in various professions to get a sense of what their careers are like.
- **How would you like to work?** Consider how much independence you want on the job, how much variety you like, and whether you prefer to work with products, systems, people, ideas, words, figures, or some combination thereof.
- **How do your financial goals fit with your other priorities?** For instance, many high-paying jobs involve a lot of stress, sacrifices of time with family and friends, and frequent travel or relocation. If other factors—such as stability, location, lifestyle, or intriguing work—are more important to you, you may have to sacrifice some level of pay to achieve them.
- **Have you established some general career goals?** For example, do you want to pursue a career specialty such as finance or manufacturing, or do you want to gain experience in multiple areas with an eye toward general management or entrepreneurship?
- **What sort of work culture are you most comfortable with?** Would you be happy in a formal hierarchy with clear reporting relationships? Or do you prefer less structure? Teamwork or individualism? Do you prefer a competitive environment or a more cooperative culture?



The day-to-day activities of different professions can vary widely. Do as much research as you can before you choose a career path to make sure it's the right path for you.

You might need some time in the workforce to figure out what you really want to do, but it's never too early to start thinking about where you want to be. Filling out the assessment in Table 2 might help you get a clearer picture of the nature of the work you would like to pursue in your career.

What Do You Have to Offer?

Knowing what you want to do is one thing. Knowing what companies or clients are willing to pay you to do is another thing entirely. You may already have a good idea of what you can offer employers. If not, some brainstorming can help you identify your skills, interests, and characteristics. Start by listing achievements you're proud of and experiences that were satisfying, and identify the skills that enabled these achievements. For example, leadership skills, speaking ability, and artistic talent may have helped you coordinate a successful class project. As you analyze your achievements, you may begin to recognize a pattern of skills. Which of these would be valuable to potential employers?

TABLE 2 CAREER PLANNING SELF-ASSESSMENT				
Activity or Situation	Strongly Agree	Agree	Disagree	No Preference
1. I want to work independently.	_____	_____	_____	_____
2. I want variety in my work.	_____	_____	_____	_____
3. I want to work with people.	_____	_____	_____	_____
4. I want to work with technology.	_____	_____	_____	_____
5. I don't want to be stuck in an office all day.	_____	_____	_____	_____
6. I want mentally challenging work.	_____	_____	_____	_____
7. I want to work for a large organization.	_____	_____	_____	_____
8. I want to work for a nonprofit organization.	_____	_____	_____	_____
9. I want to work for a small business.	_____	_____	_____	_____
10. I want to work for a service business.	_____	_____	_____	_____
11. I want to start or buy a business someday.	_____	_____	_____	_____
12. I want regular, predictable work hours.	_____	_____	_____	_____
13. I want to work in a city location.	_____	_____	_____	_____
14. I want to work in a small town or suburb.	_____	_____	_____	_____
15. I want to work in another country.	_____	_____	_____	_____
16. I want to work from home, even if I'm employed by someone else.	_____	_____	_____	_____
17. I want to work in a highly dynamic profession or industry, even if it's unstable at times.	_____	_____	_____	_____
18. I want as much career stability as possible.	_____	_____	_____	_____
19. I want to enjoy my work, even if that means making less money.	_____	_____	_____	_____
20. I want to become a high-level corporate manager.	_____	_____	_____	_____

Next, look at your educational preparation, work experience, and extracurricular activities. What do your knowledge and experience qualify you to do? What have you learned from volunteer work or class projects that could benefit you on the job? Have you held any offices, won any awards or scholarships, mastered a second language? What skills have you developed in nonbusiness situations that could transfer to a business position?

Take stock of your personal characteristics. Are you assertive, a born leader? Or are you more comfortable contributing under someone else's leadership? Are you outgoing, articulate, and comfortable around people? Or do you prefer working alone? Make a list of what you believe are your four or five most important qualities. Ask a relative or friend to rate your traits as well.

If you're having difficulty figuring out your interests, characteristics, or capabilities, consult your college career center. Many campuses administer a variety of tests that can help you identify interests, aptitudes, and personality traits. These tests won't reveal your "perfect" job, but they'll help you focus on the types of work best suited to your personality.

How Can You Make Yourself More Valuable?

While you're figuring out what you want from a job and what you can offer an employer, you can take positive steps toward building your career. First, look for opportunities to develop skills, gain experience, and expand your professional network. These might involve internships, volunteer work, freelance projects, part-time jobs, or projects that you initiate on your own. You can look for freelance projects on Craigslist and numerous other websites; some of these jobs have only nominal pay, but they do provide an opportunity for you to display your skills. Also consider applying your talents to *crowdsourcing* projects, in which companies and nonprofit organizations invite the public to contribute solutions to various challenges. Look for ways to expand your *employment portfolio* and establish your *personal brand* (see the following sections).

Second, learn more about the industry or industries in which you want to work, and stay on top of new developments. Join networks of professional colleagues and friends who can help you keep up with trends and events. Follow the leading voices in a profession on social media. Many professional societies have student chapters or offer students discounted memberships. Take courses and pursue other educational or life experiences that would be difficult while working full time.



Whether you call it your personal brand or your professional promise, figure out what you want to be as a professional and how you should communicate that to others.

BUILDING AN EMPLOYMENT PORTFOLIO

Employers want proof that you have the skills to succeed on the job, which can be challenging if you don't have a lot of relevant work experience in your target field. Fortunately, you can use your college classes, volunteer work, and other activities to assemble compelling proof by creating an *employment portfolio*, a collection of projects that demonstrate your skills and knowledge.

Your portfolio is likely to be a multimedia effort, with physical work samples (such as reports, proposals, or marketing materials), digital documents, web content, blog posts, photographs, video clips, and other items. As appropriate, you can include these items in your LinkedIn profile, bring them to interviews, and have them ready whenever an employer, client, or networking contact asks for samples of your work.

You have a variety of options for hosting a portfolio online. Your LinkedIn profile (see page 507) can function as your portfolio home, your college may offer portfolio hosting, or you might consider one of the many commercial portfolio hosting services. To see a selection of student e-portfolios from colleges around the United States, go to real-timeupdates.com/ebc13, select Student Assignments, and locate the link to student e-portfolios.

Throughout this course, pay close attention to the assignments marked “Portfolio Builder,” which start in Chapter 8. These items can make good samples of your communication skills and your ability to understand and solve business-related challenges. By combining these projects with samples from your other courses, you can create a compelling portfolio when you're ready to start interviewing. Your portfolio is also a great resource for writing your résumé because it reminds you of all the great work you've done over the years. Moreover, you can continue to refine and expand your portfolio throughout your career; many independent professionals use portfolios to advertise their services.

As you assemble your portfolio, collect anything that shows your ability to perform, whether it's in school, on the job, or in other venues. However, you *must* check with employers before including any items that you created while you were an employee, and check with clients before including any *work products* (anything you wrote, designed, programmed, and so on) they purchased from you. Many business documents contain confidential information that companies don't want distributed to outside audiences.

For each item you add to your portfolio, write a brief description that helps other people understand the meaning and significance of the project. Include such items as these:

- **Background.** Why did you undertake this project? Was it a school project, a work assignment, or something you did on your own initiative?
- **Project objectives.** Explain the project's goals, if relevant.
- **Collaborators.** If you worked with others, be sure to mention that and discuss team dynamics if appropriate. For instance, if you led the team or worked with others long distance as a virtual team, point that out.
- **Constraints.** Sometimes the most impressive thing about a project is the time or budget constraints under which it was created. If such constraints apply to a project, consider mentioning them in a way that doesn't sound like an excuse for poor quality. If you had only one week to create a website, for example, you might say that “One of the intriguing challenges of this project was the deadline; I had only one week to design, compose, test, and publish this material.”
- **Outcomes.** If the project's goals were measurable, what was the result? For example, if you wrote a letter soliciting donations for a charitable cause, how much money did you raise?
- **Learning experience.** If appropriate, describe what you learned during the course of the project.

Keep in mind that the portfolio itself is a communication project, so be sure to apply everything you'll learn in this course about effective communication and good design. Also, assume that potential employers will find your e-portfolio site, even if you don't tell them about it, so don't include anything that doesn't represent you at your professional best.