THE BUSINESS COMMUNICATION HANDBOOK 11E

JUDITH
DWYER

THE BUSINESS COMMUNICATION HANDBOOK 11E

JUDITH
DWYER

CENGAGE

The Business Communication Handbook
11th Edition
Judith Dwyer

Head of content management: Dorothy Chiu
Content manager: Chee Ng
Content developer: Jessica Brennan
Project editor: Lauren McGregor
Cover design: Danielle Maccarone
Text designer: Rina Gargano (Alba Design)
Permissions/Photo researcher: Wendy Duncan
Editor: Greg Alford
Proofreader: Duncan Campbell-Avenell
Indexer: Mary Russell
Cover image: Getty Images/Moment/d3sign; Shutterstock.com/TaLyDes
Text design imagery: Shutterstock.com/A Aleksii, pp.506-507/ Alemon cz, p.190/ Boyloso, p.294/ Bsd, pp.41-42/ Cherstva, 118, p.625/ Curiosity, p.477/ D Line, p.57/ Eladora, p.41-42/ Fejas, p.593/ goodluz, p.240, p.519/ saiful huda, pp.41-42/ icon99, p.57/ Leremy, p.xx, p.190 x 4; p.210, p.477/ Lineicons freebird p.477, p.625/ Tim_Iurii, pp.41-42/ M-vector, p.210, p.296, p.388, p.441, p.477/ Musmellow, p.41-42/ Notbad, pp.506-507/ Oatawa, p.1/ Phipatbig, p.85, p.118, p.167, p.296, p.420, p.441, p.477, p.521/ Valerii Plakushko, pp.506-507/ RedlineVector, p.498/ Snipergraphics, p.202/ Vector Icon Flat, pp.506-507/ Wavebreakmedia, p.116

Any URLs contained in this publication were checked for currency during the production process. Note, however, that the publisher cannot vouch for the ongoing currency of URLs.

PHOTOCOPYING OF BOOKS IS RESTRICTED UNDER LAW

© Judith Dwyer

Copyright Notice
This Work is copyright. No part of this Work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without prior written permission of the Publisher. Except as permitted under the *Copyright Act 1968,* for example any fair dealing for the purposes of private study, research, criticism or review, subject to certain limitations. These limitations include: Restricting the copying to a maximum of one chapter or 10% of this book, whichever is greater; providing an appropriate notice and warning with the copies of the Work disseminated; taking all reasonable steps to limit access to these copies to people authorised to receive these copies; ensuring you hold the appropriate Licences issued by the Copyright Agency Limited ("CAL"), supply a remuneration notice to CAL and pay any required fees. For details of CAL licences and remuneration notices please contact CAL at Level 11, 66 Goulburn Street, Sydney NSW 2000,
Tel: (02) 9394 7600, Fax: (02) 9394 7601
Email: info@copyright.com.au
Website: www.copyright.com.au

For product information and technology assistance,
in Australia call **1300 790 853**;
in New Zealand call **0800 449 725**

For permission to use material from this text or product, please email
aust.permissions@cengage.com

National Library of Australia Cataloguing-in-Publication Data
ISBN: 9780170419499
A catalogue record for this book is available from the National Library of Australia.

Cengage Learning Australia
Level 7, 80 Dorcas Street
South Melbourne, Victoria Australia 3205

Cengage Learning New Zealand
Unit 4B Rosedale Office Park
331 Rosedale Road, Albany, North Shore 0632, NZ

For learning solutions, visit **cengage.com.au**

1 2 3 4 5 6 7 23 22 21 20 19

BRIEF CONTENTS

PART ONE COMMUNICATION FOUNDATIONS IN THE DIGITAL ERA 1

Chapter 1 Understand communication practices 3
Chapter 2 Develop emotional intelligence and interpersonal intelligence 30
Chapter 3 Adapt to change in the digital era 63
Chapter 4 Develop communication skills for employment 85

PART TWO COMMUNICATION STRATEGIES IN THE WORKPLACE 116

Chapter 5 Organise workplace information 118
Chapter 6 Manage work priorities and professional development 137
Chapter 7 Deliver presentations and speeches 167
Chapter 8 Develop negotiation and conflict management skills 190
Chapter 9 Implement and monitor a safe workplace 210

PART THREE COMMUNICATION WITH CUSTOMERS 240

Chapter 10 Deliver and monitor service to address customer needs 242
Chapter 11 Manage customer engagement 267

PART FOUR COMMUNICATION THROUGH DOCUMENTS 294

Chapter 12 Analyse and present research information 296
Chapter 13 Communicate using graphics and visual aids 322
Chapter 14 Effective business writing 351
Chapter 15 Writing business letters 388
Chapter 16 Write short reports 420
Chapter 17 Write long reports 441
Chapter 18 Write technical documents and proposals 477
Chapter 19 Record keeping 498

PART FIVE COMMUNICATION ACROSS THE ORGANISATION 519

Chapter 20 Develop effective workplace relationships 521
Chapter 21 Manage team effectiveness 559
Chapter 22 Lead and develop teams and individuals 593
Chapter 23 Organise and manage meetings 625

MINDTAP ONLY CHAPTER ONLINE

Implement and monitor environmentally sustainable work practices

CENGAGE
MINDTAP

See Guide to the Digital Resources on pxii for more information on this premium purchasable eLearning tool.

CONTENTS

Guide to the text viii
Guide to the online resources x
Preface xii
Acknowledgements xvi
About the authors xvii
Learning map xviii

PART ONE
COMMUNICATION FOUNDATIONS IN THE DIGITAL ERA 1
SPOTLIGHT ON: COMMUNICATION 2

CHAPTER 1
Understand communication practices 3
1.1 Forms and functions of communication 4
1.2 The communication process 8
1.3 Ethics in communication 13
1.4 Factors impacting business communication 15
1.5 Intercultural communication 20
Learning activities 25
Case study: Feedback matters 28

CHAPTER 2
Develop emotional intelligence and interpersonal intelligence 30
2.1 What is emotional intelligence? 31
2.2 What are the benefits of emotional intelligence? 34
2.3 What is emotional labour? 38
2.4 Nonverbal communication 40
2.5 The process of listening and providing feedback 45
2.6 Assertiveness 53
Learning activities 58
Case study: Is emotional intelligence important? 60

CHAPTER 3
Adapt to change in the digital era 63
3.1 What is adaptability? 64
3.2 Barriers to being adaptable 69
3.3 Why is digital literacy important? 71
3.4 Digital channels improve communication 77
Learning activities 81
Case study: Nina's adaptation to a new role 83

CHAPTER 4
Develop communication skills for employment 85
4.1 Searching for a job 86
4.2 Types of resume 91
4.3 Optimise resumes for keyword searches 99
4.4 Job interviews 103
Learning activities 112
Case study: Amar and Rochelle – keywords 114

PART TWO
COMMUNICATION STRATEGIES IN THE WORKPLACE 116
SPOTLIGHT ON: WORKPLACE COMMUNICATION 117

CHAPTER 5
Organise workplace information 118
5.1 Apply relevant legislation 119
5.2 Collect information 123
5.3 Organise information 127
5.4 Use and share information 131
5.5 Review information needs 133
Learning activities 134
Case study: Information and privacy issues 135

CHAPTER 6
Manage work priorities and professional development 137
6.1 Workgroup goals and plans 138
6.2 Plan and complete own work schedule 144
6.3 Use a time-management plan 146
6.4 Assess skills against benchmarks 153
6.5 Coordinate professional development 160
Learning activities 163
Case study: Flower Home Improvements 165

CHAPTER 7
Deliver presentations and speeches 167
7.1 Types of public speaking 168
7.2 Plan the presentation or speech 173
7.3 Write the presentation or speech 175
7.4 Choose your aids, materials and presentation techniques 179
7.5 Deliver the presentation or speech 181
7.6 Handle difficult members of an audience 183

7.7 Review the presentation or speech 186
Learning activities 187
Case study: FASDEL Transport Company 188

CHAPTER 8
Develop negotiation and conflict management skills 190
8.1 What is negotiation? 191
8.2 Negotiating options 195
8.3 Interest-based negotiation 197
8.4 What is conflict? 199
8.5 Constructive behaviours 202
8.6 Map the conflict 204
Learning activities 207
Case study: Michael and Cathy's response to conflict 209

CHAPTER 9
Implement and monitor a safe workplace 210
9.1 Communicate and facilitate workplace health and safety 211
9.2 Implement and monitor participative arrangements 217
9.3 Monitor procedures for providing WHS training 219
9.4 Implement and monitor procedures for identifying hazards and assessing risks 223
9.5 Implement and monitor procedures for controlling risks 226
9.6 Implement procedures for maintaining WHS records 232
Learning activities 235
Case study: Neil's approach to safety performance 237

PART THREE
COMMUNICATION WITH CUSTOMERS 240
SPOTLIGHT ON: COMMUNICATION WITH CUSTOMERS 241

CHAPTER 10
Deliver and monitor service to address customer needs 242
10.1 Customer responsive communication 243
10.2 Address customer needs 247
10.3 Deal with customer complaints 251
10.4 Communicate effectively on the telephone 255
10.5 Monitor and report on service delivery 259
Learning activities 263
Case study: Customer service blunder: kitchen delivery 265

CHAPTER 11
Manage customer engagement 267
11.1 What is customer engagement? 268
11.2 Methods for engagement 271
11.3 Build and maintain networks 279
11.4 Social media 282
11.5 Corrective actions 285
Learning activities 289
Case study: TMP Airlines' management of Facebook and Twitter 291

PART FOUR
COMMUNICATION THROUGH DOCUMENTS 294
SPOTLIGHT ON: COMMUNICATION THROUGH DOCUMENTS 295

CHAPTER 12
Analyse and present research information 296
12.1 Workplace research 297
12.2 Sources of information 302
12.3 Working with qualitative and quantitative data 308
12.4 Reference sources of information 312
Learning activities 318
Case study: Ergonomic tips to improve our workspaces 320

CHAPTER 13
Communicate using graphics and visual aids 322
13.1 What is visual communication? 323
13.2 Different types of graphics 327
13.3 Selecting and presenting graphics 344
13.4 Ensuring quality and ethics 346
Learning activities 347
Case study: North Hospital Pty Ltd 349

CHAPTER 14
Effective business writing 351
14.1 What is business writing? 352
14.2 The seven components of writing style 354

14.3 Ethical business writing 366
14.4 Writing email 369
14.5 Writing screen-based content 379
Learning activities 382
Case study: The virtual bookkeeping service 385

CHAPTER 15
Writing business letters 388
15.1 Applying the three-step writing process to business letters 389
15.2 Formatting a business letter 392
15.3 Writing good-news or neutral letters 398
15.4 Writing a bad-news letter 403
15.5 Writing persuasive letters 407
15.6 Writing and responding to written complaints 412
Learning activities 416
Case study: Anna's recommendation: debtor collection/reminder letters 418

CHAPTER 16
Write short reports 420
16.1 Write short reports 421
16.2 Short report formats 423
16.3 Six types of short reports 425
Learning activities 437
Case study: How can a company benefit from dashboard reporting? 439

CHAPTER 17
Write long reports 441
17.1 Plan a long report 442
17.2 Writing a long report 447
17.3 Formatting a long report 452
17.4 Edit and review a long report 471
Learning activities 473
Case study: Hazell Engineering: northern expansion 476

CHAPTER 18
Write technical documents and proposals 477
18.1 The purpose of technical writing 478
18.2 Main features of technical writing 479
18.3 Common types of technical documents 483
18.4 Proposals and tenders 486
18.5 Review and edit 493
Learning activities 495
Case study: Jargon and technical definitions 496

CHAPTER 19
Record keeping 498
19.1 The importance, function and life cycle of records 499
19.2 Identifying and gathering records 503
19.3 Access rules and procedures 510
19.4 Providing records within reasonable timeframes 513
Learning activities 515
Case study: Capture of records 517

PART FIVE
COMMUNICATION ACROSS THE ORGANISATION 519
SPOTLIGHT ON: COMMUNICATION ACROSS THE ORGANISATION 520

CHAPTER 20
Develop effective workplace relationships 521
20.1 Collect and communicate information and ideas and engage in joint decision making 522
20.2 Give and receive instructions at work 529
20.3 Develop trust and confidence 533
20.4 Interpersonal communication styles 539
20.5 Manage poor work performance 543
20.6 Develop and maintain networks and relationships 552
Learning activities 554
Case study: Managing performance 556

CHAPTER 21
Manage team effectiveness 559
21.1 What is a team? 560
21.2 Team communication 565
21.3 Work-team enablers 574
21.4 Facilitate teamwork 576
21.5 Liaise with management and other stakeholders 585
Learning activities 589
Case study: Fairlight Media Company 591

CHAPTER 22
Lead and develop teams and individuals 593
22.1 What does a leader do? 594
22.2 Sources of influence and power 599
22.3 Team-based leadership 604
22.4 Working with diversity 611
22.5 Develop teams and individuals 613
Learning activities 620
Case study: Rumblings in the team ranks 622

CHAPTER 23
Organise and manage meetings 625
23.1 Determine the purpose 626
23.2 Meeting roles and responsibilities 633
23.3 Communicate to achieve results 642
23.4 Decision making and problem solving in a meeting 646
23.5 Follow up and keep records 650
Learning activities 651
Case study: HAHN Food Group meetings 653

MINDTAP ONLY CHAPTER

CENGAGE | MINDTAP

IMPLEMENT AND MONITOR ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES
MT.1 People, planet and profit: the triple bottom line
MT.2 Investigate current practices
MT.3 Set targets and develop improvement plans
MT.4 Implement performance improvement strategies
MT.5 Monitor and review resource use and improvements for environmental performance
Learning activities
Case study: Preeminent Limited

See Guide to the Digital Resources on pxii for more information on this premium purchasable eLearning tool.

Glossary 655
Index 669

Guide to the text

As you read this text you will find a number of features in every chapter to enhance your study of **business communications** and help you understand how the theory is applied in the real world.

PART OPENING FEATURES

Discover how the chapter theory translates into workplace skills and reflect on your own skills by reading the **Spotlight on...** and discussing and answering the **What do you think** questions.

The **Chapter list** outlines the chapters contained in each part for easy reference.

PART 1

CHAPTER 1 UNDERSTAND COMMUNICATION PRACTICES
CHAPTER 2 DEVELOP EMOTIONAL INTELLIGENCE AND INTERPERSONAL INTELLIGENCE
CHAPTER 3 ADAPT TO CHANGE IN THE DIGITAL ERA
CHAPTER 4 DEVELOP COMMUNICATION SKILLS FOR EMPLOYMENT

COMMUNICATION FOUNDATIONS IN THE DIGITAL ERA

1

Communication – the human connection – is the key to personal and career success.

Paul J. Meyer

Spotlight on: Communication

In the modern workplace, communication skills are highly regarded. The importance of understanding self and others and having the interpersonal skills to build positive relationships while working towards productive outcomes means employers are seeking candidates with the emotional intelligence and interpersonal skills to build positive relationships and accomplish work tasks and objectives. The rapid evolution of digital channels of communication requires employers and employees to adapt and respond flexibly. A willingness to learn and apply new skills to new technologies improves interactions, relationships and work performance.

Some of the most important skills employers say they look for are communication, openness to experience, adaptability in response to change, flexibility, ability to learn, self-management, relationship management and ability to work independently as well as with others. These skills are transferable between occupations and enhance interpersonal interactions, relationship building and performance through any of the face-to-face, written, graphic and digital channels of communication.

What do you think?

In the digital age, do you think employers care about communication?

Do you use different styles of communication when you communicate and interact in the digital media; for example, Twitter, email, voicemail, Facebook, Instagram?

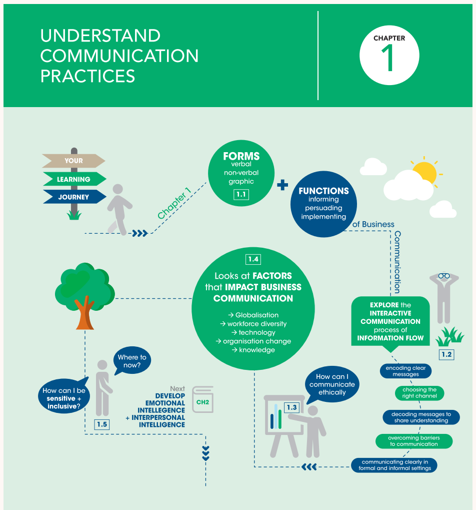
Why are emotional intelligence and interpersonal skills relevant?
- Can you think of a time when you felt your emotions impacted the way that you communicated?
- Why should employers care about employees' adaptability?

2

CHAPTER OPENING FEATURES

Chapter concept maps take you on the journey through the key concepts in each chapter. Improve your understanding of the big picture and connections between key concepts within the chapter.

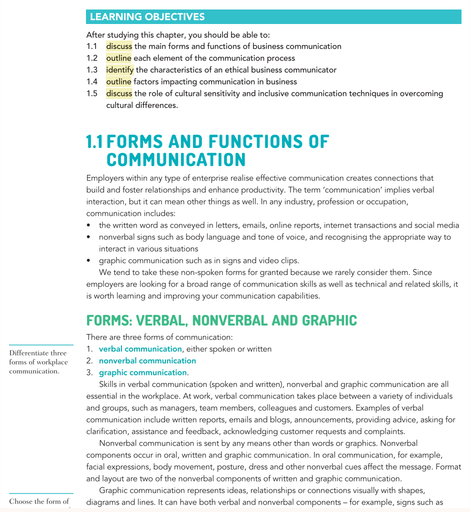
Identify the key concepts that the chapter will cover with the **Learning objectives** at the start of each chapter.



UNDERSTAND COMMUNICATION PRACTICES

CHAPTER 1

YOUR
LEARNING
JOURNEY
Chapter 1
FORMS
verbal
non-verbal
graphic
1.1
+
FUNCTIONS
informing
persuading
implementing
of Business
Communication
EXPLORE the INTERACTIVE COMMUNICATION process of INFORMATION FLOW
1.2
encoding clear messages
choosing the right channel
decoding messages to share understanding
overcoming barriers to communication
communicating clearly in formal and informal settings
How can I communicate ethically
1.3
1.4
Looks at FACTORS that IMPACT BUSINESS COMMUNICATION
→ Globalisation
→ workforce diversity
→ technology
→ organisation change
→ knowledge
Where to now?
How can I be sensitive + inclusive?
1.5
Next
DEVELOP EMOTIONAL INTELLEGENCE + INTERPERSONAL INTELLIGENCE
CH2



LEARNING OBJECTIVES

After studying this chapter, you should be able to:
1.1 discuss the main forms and functions of business communication
1.2 outline each element of the communication process
1.3 identify the characteristics of an ethical business communicator
1.4 outline factors impacting communication in business
1.5 discuss the role of cultural sensitivity and inclusive communication techniques in overcoming cultural differences.

1.1 FORMS AND FUNCTIONS OF COMMUNICATION

Employers within any type of enterprise realise effective communication creates connections that build and foster relationships and enhance productivity. The term 'communication' implies verbal interaction, but it can mean other things as well. In any industry, profession or occupation, communication includes:
- the written word as conveyed in letters, emails, online reports, internet transactions and social media
- nonverbal signs such as body language and tone of voice, and recognising the appropriate way to interact in various situations
- graphic communication such as in signs and video clips.

We tend to take these non-spoken forms for granted because we rarely consider them. Since employers are looking for a broad range of communication skills as well as technical and related skills, it is worth learning and improving your communication capabilities.

FORMS: VERBAL, NONVERBAL AND GRAPHIC

Differentiate three forms of workplace communication.

There are three forms of communication:
1. **verbal communication**, either spoken or written
2. **nonverbal communication**
3. **graphic communication**.

Skills in verbal communication (spoken and written), nonverbal and graphic communication are all essential in the workplace. At work, verbal communication takes place between a variety of individuals and groups, such as managers, team members, colleagues and customers. Examples of verbal communication include written reports, emails and blogs, announcements, providing advice, asking for clarification, assistance and feedback, acknowledging customer requests and complaints.

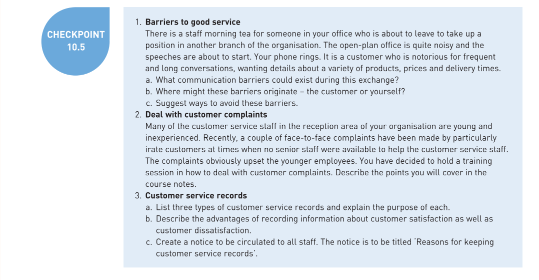
Nonverbal communication is sent by any means other than words or graphics. Nonverbal components occur in oral, written and graphic communication. In oral communication, for example, facial expressions, body movement, posture, dress and other nonverbal cues affect the message. Format and layout are two of the nonverbal components of written and graphic communication.

Graphic communication represents ideas, relationships or connections visually with shapes, diagrams and lines. It can have both verbal and nonverbal components – for example, signs such as

Choose the form of

FEATURES WITHIN CHAPTERS

Test your progress through each section by answering the **Checkpoint questions** as you progress through the chapter.

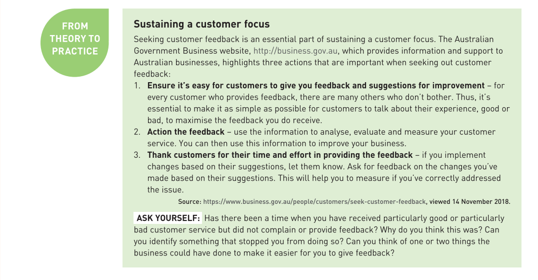


CHECKPOINT 10.5

1. **Barriers to good service**
   There is a staff morning tea for someone in your office who is about to leave to take up a position in another branch of the organisation. The open-plan office is quite noisy and the speeches are about to start. Your phone rings. It is a customer who is notorious for frequent and long conversations, wanting details about a variety of products, prices and delivery times.
   a. What communication barriers could exist during this exchange?
   b. Where might these barriers originate – the customer or yourself?
   c. Suggest ways to avoid these barriers.
2. **Deal with customer complaints**
   Many of the customer service staff in the reception area of your organisation are young and inexperienced. Recently, a couple of face-to-face complaints have been made by particularly irate customers at times when no senior staff were available to help the customer service staff. The complaints obviously upset the younger employees. You have decided to hold a training session in how to deal with customer complaints. Describe the points you will cover in the course notes.
3. **Customer service records**
   a. List three types of customer service records and explain the purpose of each.
   b. Describe the advantages of recording information about customer satisfaction as well as customer dissatisfaction.
   c. Create a notice to be circulated to all staff. The notice is to be titled 'Reasons for keeping customer service records'.

NEW

NEW Analyse practical, real-world applications of concepts through the **From Theory to Practice** boxes



FROM THEORY TO PRACTICE

Sustaining a customer focus

Seeking customer feedback is an essential part of sustaining a customer focus. The Australian Government Business website, http://business.gov.au, which provides information and support to Australian businesses, highlights three actions that are important when seeking out customer feedback:

1. **Ensure it's easy for customers to give you feedback and suggestions for improvement** – for every customer who provides feedback, there are many others who don't bother. Thus, it's essential to make it as simple as possible for customers to talk about their experience, good or bad, to maximise the feedback you do receive.
2. **Action the feedback** – use the information to analyse, evaluate and measure your customer service. You can then use this information to improve your business.
3. **Thank customers for their time and effort in providing the feedback** – if you implement changes based on their suggestions, let them know. Ask for feedback on the changes you've made based on their suggestions. This will help you to measure if you've correctly addressed the issue.

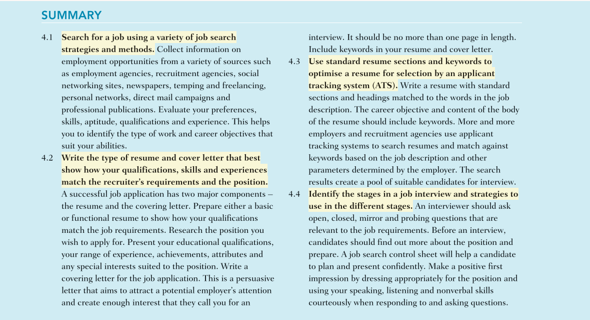
Source: https://www.business.gov.au/people/customers/seek-customer-feedback, **viewed 14 November 2018.**

ASK YOURSELF: Has there been a time when you have received particularly good or particularly bad customer service but did not complain or provide feedback? Why do you think this was? Can you identify something that stopped you from doing so? Can you think of one or two things the business could have done to make it easier for you to give feedback?

END-OF-CHAPTER FEATURES

At the end of each chapter you will find several tools to help you review, practise and extend your knowledge of the key learning objectives.

- Review your understanding of the key chapter topics with the **Summary.**



SUMMARY

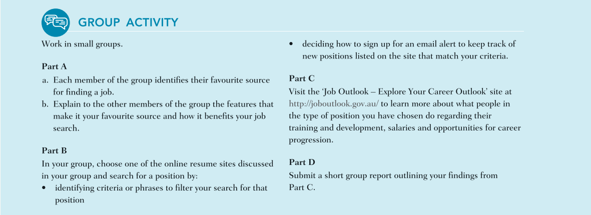
4.1 **Search for a job using a variety of job search strategies and methods.** Collect information on employment opportunities from a variety of sources such as employment agencies, recruitment agencies, social networking sites, newspapers, temping and freelancing, personal networks, direct mail campaigns and professional publications. Evaluate your preferences, skills, aptitude, qualifications and experience. This helps you to identify the type of work and career objectives that suit your abilities.

4.2 **Write the type of resume and cover letter that best show how your qualifications, skills and experiences match the recruiter's requirements and the position.** A successful job application has two major components – the resume and the covering letter. Prepare either a basic or functional resume to show how your qualifications match the job requirements. Research the position you wish to apply for. Present your educational qualifications, your range of experience, achievements, attributes and any special interests suited to the position. Write a covering letter for the job application. This is a persuasive letter that aims to attract a potential employer's attention and create enough interest that they call you for an interview. It should be no more than one page in length. Include keywords in your resume and cover letter.

4.3 **Use standard resume sections and keywords to optimise a resume for selection by an applicant tracking system (ATS).** Write a resume with standard sections and headings matched to the words in the job description. The career objective and content of the body of the resume should include keywords. More and more employers and recruitment agencies use applicant tracking systems to search resumes and match against keywords based on the job description and other parameters determined by the employer. The search results create a pool of suitable candidates for interview.

4.4 **Identify the stages in a job interview and strategies to use in the different stages.** An interviewer should ask open, closed, mirror and probing questions that are relevant to the job requirements. Before an interview, candidates should find out more about the position and prepare. A job search control sheet will help a candidate to plan and present confidently. Make a positive first impression by dressing appropriately for the position and using your speaking, listening and nonverbal skills courteously when responding to and asking questions.

- Combine learning with relationship building by collaborating with your classmates on the **Group activity**



GROUP ACTIVITY

Work in small groups.

Part A

a. Each member of the group identifies their favourite source for finding a job.
b. Explain to the other members of the group the features that make it your favourite source and how it benefits your job search.

Part B

In your group, choose one of the online resume sites discussed in your group and search for a position by:

- identifying criteria or phrases to filter your search for that position
- deciding how to sign up for an email alert to keep track of new positions listed on the site that match your criteria.

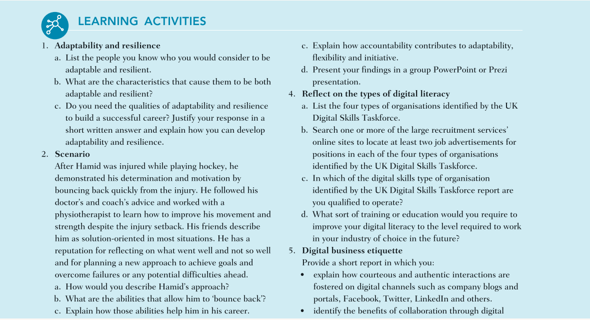
Part C

Visit the 'Job Outlook – Explore Your Career Outlook' site at http://joboutlook.gov.au/ to learn more about what people in the type of position you have chosen do regarding their training and development, salaries and opportunities for career progression.

Part D

Submit a short group report outlining your findings from Part C.

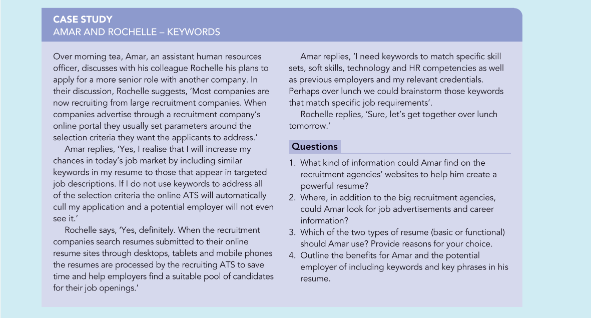
- Test your knowledge and consolidate your learning through **Learning activities.**



LEARNING ACTIVITIES

1. **Adaptability and resilience**
   a. List the people you know who you would consider to be adaptable and resilient.
   b. What are the characteristics that cause them to be both adaptable and resilient?
   c. Do you need the qualities of adaptability and resilience to build a successful career? Justify your response in a short written answer and explain how you can develop adaptability and resilience.
2. **Scenario**
   After Hamid was injured while playing hockey, he demonstrated his determination and motivation by bouncing back quickly from the injury. He followed his doctor's and coach's advice and worked with a physiotherapist to learn how to improve his movement and strength despite the injury setback. His friends describe him as solution-oriented in most situations. He has a reputation for reflecting on what went well and not so well and for planning a new approach to achieve goals and overcome failures or any potential difficulties ahead.
   a. How would you describe Hamid's approach?
   b. What are the abilities that allow him to 'bounce back'?
   c. Explain how those abilities help him in his career.
   c. Explain how accountability contributes to adaptability, flexibility and initiative.
   d. Present your findings in a group PowerPoint or Prezi presentation.
4. **Reflect on the types of digital literacy**
   a. List the four types of organisations identified by the UK Digital Skills Taskforce.
   b. Search one or more of the large recruitment services' online sites to locate at least two job advertisements for positions in each of the four types of organisations identified by the UK Digital Skills Taskforce.
   c. In which of the digital skills type of organisation identified by the UK Digital Skills Taskforce report are you qualified to operate?
   d. What sort of training or education would you require to improve your digital literacy to the level required to work in your industry of choice in the future?
5. **Digital business etiquette**
   Provide a short report in which you:
   - explain how courteous and authentic interactions are fostered on digital channels such as company blogs and portals, Facebook, Twitter, LinkedIn and others.
   - identify the benefits of collaboration through digital

- Analyse in-depth **Case studies** that present issues in context, encouraging you to integrate and apply the concepts discussed in the chapter to the workplace.



CASE STUDY
AMAR AND ROCHELLE – KEYWORDS

Over morning tea, Amar, an assistant human resources officer, discusses with his colleague Rochelle his plans to apply for a more senior role with another company. In their discussion, Rochelle suggests, 'Most companies are now recruiting from large recruitment companies. When companies advertise through a recruitment company's online portal they usually set parameters around the selection criteria they want the applicants to address.'

Amar replies, 'Yes, I realise that I will increase my chances in today's job market by including similar keywords in my resume to those that appear in targeted job descriptions. If I do not use keywords to address all of the selection criteria the online ATS will automatically cull my application and a potential employer will not even see it.'

Rochelle says, 'Yes, definitely. When the recruitment companies search resumes submitted to their online resume sites through desktops, tablets and mobile phones the resumes are processed by the recruiting ATS to save time and help employers find a suitable pool of candidates for their job openings.'

Amar replies, 'I need keywords to match specific skill sets, soft skills, technology and HR competencies as well as previous employers and my relevant credentials. Perhaps over lunch we could brainstorm those keywords that match specific job requirements'.

Rochelle replies, 'Sure, let's get together over lunch tomorrow.'

Questions

1. What kind of information could Amar find on the recruitment agencies' websites to help him create a powerful resume?
2. Where, in addition to the big recruitment agencies, could Amar look for job advertisements and career information?
3. Which of the two types of resume (basic or functional) should Amar use? Provide reasons for your choice.
4. Outline the benefits for Amar and the potential employer of including keywords and key phrases in his resume.

Guide to the online resources

FOR THE INSTRUCTOR

Cengage is pleased to provide you with a selection of resources that will help you prepare your lectures and assessments. These teaching tools are accessible via **cengage.com.au/instructors** for Australia or **cengage.co.nz/instructors** for New Zealand.

MAPPING GRID

The **mapping grid** is a simple grid that shows how the content of this book relates to the units of competency needed to complete the Certificate IV in Business (BSB40215) and Certificate IV in Business Administration (BSB40515).

LEARNING TASKS

Learning tasks contain written questions, projects and case studies. This editable material supports the instructors with the design and development of assessment tools. Each Learning task outlines task requirements, suggested answers and an assessor checklist.

SOLUTIONS TO THE CHECKPOINT ACTIVITIES

The **Checkpoint solutions manual** provides detailed solutions to every Checkpoint activity in the text.

POWERPOINT™ PRESENTATIONS

Use the chapter-by-chapter **PowerPoint slides** to enhance your lecture presentations and handouts by reinforcing the key principles of your subject.

ARTWORK FROM THE TEXT

Add the digital files of graphs, tables, pictures and flow charts into your course management system, use them in student handouts, or copy them into your lecture presentations.

FOR THE INSTRUCTOR

MINDTAP

NEW Premium online teaching and learning tools are available on the *MindTap* platform – the personalised eLearning solution.

MindTap is a flexible and easy-to-use platform that helps build student confidence and gives you a clear picture of their progress. We partner with you to ease the transition to digital – we're with you every step of the way.

The *Cengage Mobile App* puts your course directly into students' hands with course materials available on their smartphone or tablet. Students can read on the go, complete practice quizzes or participate in interactive real-time activities.

MindTap for Dwyer's *The Business Communication Handbook, 11th edition* is full of innovative resources to support critical thinking, and help your students move from memorisation to mastery! Includes:

- Dwyer's *The Business Communication Handbook, 11th edition*
- Chapter learning journey animations
- What do you think? Polling activities
- Apply what you know. Case activities
- Revision quizzes

MindTap is a premium purchasable eLearning tool. Contact your Cengage learning consultant to find out how *MindTap* can transform your course.

CENGAGE | MINDTAP

FOR THE STUDENT

MINDTAP

NEW *MindTap* is the next-level online learning tool that helps you get better grades!

MindTap gives you the resources you need to study – all in one place and available when you need them. In the *MindTap Reader*, you can make notes, highlight text and even find a definition directly from the page.

If your instructor has chosen *MindTap* for your subject this semester, log in to *MindTap* to:

- Get better grades
- Save time and get organised
- Connect with your instructor and peers
- Study when and where you want, online and mobile
- Complete assessment tasks as set by your instructor

When your instructor creates a course using *MindTap*, they will let you know your course key so you can access the content. Please purchase *MindTap* only when directed by your instructor. Course length is set by your instructor.

CENGAGE | MINDTAP

PREFACE

The importance of using good communication practices in written communication, face-to-face interactions and through digital channels is a central theme of the 11th edition. Employers seek job candidates with employability skills and the abilities to communicate and work independently and within teams, think clearly, problem solve and make decisions without direction. Employability skills such as communication skills, self-management, flexibility and adaptability to respond well to change and emerging technologies are skills and attributes that can be transferred across occupations and workplaces in any industry. Employability skills are considered by many employers as important as technical skills.

The book's approach

The title of *The Business Communication Handbook* 11th edition explains its purpose – to build and enhance knowledge of the communication principles, skills and tools critical to success for both organisations and individuals in today's dynamic workplace.

The innovations incorporated into *The Business Communication Handbook* 11th edition apply communication theory and principles into real-world practice. The balanced approach to both communication knowledge and practice enables you to enhance the quality of your interpersonal and workplace communication.

Among the book's features are:

- learning objectives at the beginning of each chapter
- concept map at the beginning of each chapter to create a pathway for student learning through the chapter
- numerous exhibits to illustrate concepts clearly and concisely
- summary of the chapter aligned to the learning objectives to provide a concise overview of the main points in the chapter and a tool for study and revision
- key terms listed after the summary of each chapter to provide a quick review of important terms
- checkpoint questions to test knowledge
- updated learning activities and group assignments to consolidate knowledge and build skills
- 23 case studies including nine new case studies to promote critical thinking and an understanding of situations arising in the workplace
- spotlight on communication located at the beginning of each Part to focus students' thinking on the skills employers seek from job candidates
- access to new online learning tasks for each chapter to help students consolidate learning and achievement.

Communication knowledge and skills are essential to career success. Employers not only seek staff with the technical knowledge and skills specific to an occupation. They also search for staff with the ability to communicate through traditional and the new digital communication channels and the capacity to contribute to harmonious relations between colleagues, customers and other stakeholders.

New to this edition

The 11th edition of *The Business Communication Handbook* is a comprehensive revision of the 10th edition. The chapters in the book have been reorganised into five parts: *Part One Communication foundations in the digital era*; *Part Two Communication in the workplace*; *Part Three Communication with customers*; *Part Four Communication through documents*; *Part Five Communication across an organisation*, to provide a clear overview of communication theory and principles. The spotlight feature at the beginning of each part of the book aims to get students thinking about the concepts within the chapters and how they can apply them in their everyday and workplace communication. The new concept map at the beginning of each chapter showcases the student journey of learning throughout each chapter.

Chapter 2 Develop emotional intelligence and interpersonal intelligence has a new section on emotional intelligence. *Chapter 3 Adapt to change in the digital era* is a new chapter to familiarise students with the skills of adaptability and the business uses of digital communication channels. *Chapter 14 Effective business writing* merges two chapters into one. *Chapter 16 Write short reports* introduces new content about dashboard reports.

P1 PART ONE – COMMUNICATION FOUNDATIONS IN THE DIGITAL ERA

- *Chapter 1 Understand communication practices* has a new case study and additional content on the forms and functions of business communication, adaptability, ethics, channel richness, communication in digital channels and cultural sensitivity in intercultural communication.
- *Chapter 2 Developing emotional intelligence and interpersonal intelligence* has a new case study and merges two chapters into one, incorporating new information on emotional intelligence, to explain how personal competence and social competence enhance adaptability and the capacity to work with a diversity of colleagues, offering techniques to sustain emotional labour, and added coverage of nonverbal communication, the process of listening, questioning, feedback and assertiveness.
- *Chapter 3 Adapt to change in the digital era* is a new chapter addressing the attributes of adaptability, barriers to being adaptable, the skills of digital literacy, their growing importance in the workplace and organisational needs fulfilled by digital channels of communication.
- *Chapter 4 Develop communication skills for employment* has a new case study and discusses how to search for a position, construct a job application, job interview skills and highlights the increasing importance of online applications, digital resumes, networking and social media in the job-search process.

P2 PART TWO – COMMUNICATION IN THE WORKPLACE

- *Chapter 5 Organise workplace information* covers the information life cycle, organising information, information retrieval, using and sharing information, confidentiality, privacy, security and information disposal.
- *Chapter 6 Manage work priorities and professional development* covers workgroup goals and objectives, setting goals, prioritising, managing time, completing own work schedule, determining development needs and priorities and the importance of professional development.
- *Chapter 7 Deliver presentations and speeches* offers strategies to plan and structure a speech or presentation with a connecting theme, to write a speech or presentation with supporting visual material, to deliver a speech or presentation confidently, to handle difficult audience members and highlights ethics and the reasons for a 'Welcome to country' featuring in public speaking and events.
- *Chapter 8 Develop negotiation and conflict management skills* has a new case study and is now a stand-alone chapter with coverage of negotiation strategies, personal styles, negotiating options and their consequences, the 'fair go' approach of interest-based negotiation, conflict management strategies and how to chart common interests and concerns in a conflict map.
- *Chapter 9 Implement and monitor a safe workplace* includes overview of the Australian WHS framework, duty of care, WHS management plans, WHS consultation procedures, hazard identification, risk assessment, reporting, corrective action, WHS training, hierarchy of control, risk ranking, office ergonomics, reporting incidents and accidents and compliance with the legislative framework.

P3 PART THREE – COMMUNICATION WITH CUSTOMERS

- *Chapter 10 Deliver and monitor service to address customer needs* has a new case study, strategies to address customer needs, deal with complaints, problem solve, telephone skills, reporting threatening or suspicious calls, monitor and report on service delivery and customer satisfaction and dissatisfaction, recommend improvements and maintain records.
- *Chapter 11 Manage customer engagement* is a new chapter that identifies the stages of customer engagement and strategies that build rapport and satisfaction as the customer journeys through the stages to engagement with

the organisation through social media, through self-service apps, browsing through online promotions and interactions, face-to-face and online networking strategies and the reasons for reviewing customer service, implementing corrective actions and reporting outcomes.

P4 PART FOUR – COMMUNICATION THROUGH DOCUMENTS

- *Chapter 12 Analyse and present research information* identifies the steps in the research process, outlines reasons for researching, analysing and collecting information in the work environment from primary and secondary sources, presenting quantitative and qualitative data to support findings, conclusions and recommendations with evidence and the need to reference sources of information accurately.
- *Chapter 13 Communicating using graphics and visual aids* includes a new section on infographics plus the basic principles of visual design, strategies to construct different types of graphics, select and use ethical presentation to produce a graphic appropriate to the message.
- *Chapter 14 Effective business writing* merges two chapters into one, comprising business writing style, writing emails, writing screen-based content for social media, text messaging, Twitter blogs and how these communication channels function in the workplace plus a new section on ethical business writing.
- *Chapter 15 Writing business letters* applies the three-step writing process to business letters, discusses formatting and function of the parts, differentiates the order of information for good-news or neutral letters, bad-news letters, persuasive letters and explains how to write and respond to a letter of complaint.
- *Chapter 16 Write short reports* introduces new content and a case study about dashboard reports which provide a snapshot of key performance indicators, addresses typical formats for short reports, explains justification, progress, periodic, incident and form reports and analytical reports.
- *Chapter 17 Write long reports* has a new case study and incorporates planning a long report, defining the reports' purpose and issues, gathering, organising and ordering the information, writing a long report using formal report writing style and the features of technology to format the parts of a long report, using the six-step approach to edit, review and present a professional business report.
- *Chapter 18 Write technical documents and proposals* addresses the purpose and main features of a technical writing style and format, explains how to write technical definitions, technical descriptions, technical instructions, proposals and tenders, work requests, responses to requests for tender (RFT) and examines common writing errors.
- *Chapter 19 Record keeping* addresses the life cycle of records, the purpose of legislation, standards and accountability, how to identify user requirements, classify records, use finding aids to assist with locating and accessing records, apply version control, ensure duty of care and confidentiality, provide records to the user within reasonable timeframes and disposal of records.

P5 PART FIVE – COMMUNICATION ACROSS THE ORGANISATION

- *Chapter 20 Develop effective workplace relationships* has a new case study and addresses the skills and knowledge to use leadership to promote team cohesion, the collection, analysis and communication of information and ideas; the development of trust and confidence, networks and relationships; and the constructive management of difficulties and poor performance.
- *Chapter 21 Manage team effectiveness* addresses the skills and knowledge required to lead teams, promote ethics, values and norms, fair treatment and inclusion, engage with management, plan team performance, communication skills to facilitate team cohesion and team work, and facilitate liaison with stakeholders.
- *Chapter 22 Lead and develop teams and individuals* outlines three theories of leadership (transformational leadership, transactional leadership and authentic leadership), sources of influence, challenges of team-based

leadership, working with diversity, how to develop teams and individuals, determine development needs, support team and individual learning and development, and monitor and evaluate learning.

- *Chapter 23 Organise and manage meetings* discusses the purpose of different types, how to plan for face-to-face and virtual meetings, the duties of the chair, secretary and members, protocols and procedures, meeting etiquette and respectful interactions, task-related, maintenance-related, defensive and dysfunctional roles, communication barriers caused by hot-headed, dominating and distracting participants, decision making and problem solving techniques, following up and record keeping.

ONLINE CHAPTER

- *MindTap: Implement and monitor environmentally sustainable work practices* is an additional chapter online that incorporates the triple bottom line, environmental performance, environmentally sustainable work practices, methods to investigate and audit current practices for compliance requirements, strategies to implement and monitor performance improvement, provide feedback and report outcomes.

Employability skills

Employers today seek staff with the ability to communicate effectively, gather information, apply knowledge, create innovative ideas, develop rapport, think critically and build relationships with colleagues, customers and others. They look for the employability skills that enable employees to:

- adapt to new situations, act independently and translate new options into action.
- communicate, problem solve and make decisions
- acquire new knowledge and skills through study, on-the-job learning and other ways
- self-manage and apply learning to technical issues, operations and interpersonal relationships
- contribute to ongoing improvement and expansion in employee and company operations and outcomes
- use technology and digital channels of communication to carry out tasks proficiently and apply information technology as a management tool.

Employability skills are the non-technical skills and attributes that are transferable across occupations and workplaces in any industry. Employability skills developed in one workplace can be transferred and further developed in different roles and across different workplaces. Employers also identify loyalty, commitment, sense of humour, common sense, ability to deal with pressure, motivation, adaptability, positive self-esteem, reliability and personal presentation as the personal attributes valued by employers.

ACKNOWLEDGEMENTS

I extend my thanks to contributing author Nicole Hopwood for the chapters and advice she has provided throughout the planning and writing of this 11th edition. Her work has been vital in bringing to life the many aspects of writing emails, memos and short reports, record keeping and communicating visually. Her contribution was invaluable in bringing the book to completion.

I am especially grateful to Kyall Coulton for his invaluable contribution to the work involved in researching and writing a new edition, for three of the new case studies in the book and for the formatting and preparation of the new online Assessor Guide for the 11th edition. I also thank Gregory Punshon for his reading, support and suggestions regarding changes to business communication due to changing digital technology that have made this a better book.

I wish to extend our appreciation to the people at Cengage for their continuing help and guidance. They include Senior Development Editor Jessica Brennan, Project Editors Natalie Orr and Lauren McGregor, Publisher Ng Chee, Greg Alford for his careful editing of the text, Jess and the Cengage sales representatives.

Special thanks to the following reviewers whose detailed and perceptive comments resulted in extensive refinements to the book:

Melanie Dare	Box Hill Institute
John Arthur	TAFE NSW
Merran Renton	Bedford College
Corina Murphy	Canberra Institute of Technology
Sally Bradfield	TAFE NSW – Ultimo
Anne Butler	TMG College
Katherine Firth	Melbourne Business School, University of Melbourne
Mingsheng Li	Massey University
Odette Van Der Berg	CQUniversity, Australia
Marissa Edwards	The University of Queensland
Rebecca Redfern	Monash Training and Professional Development
Louise Handley	TAFE SA
Rosita Thomas	Whitireia Polytechnic, Auckland
Rosemary Kerr	Curtin University

I am especially grateful to my husband John Burns for his invaluable input, ongoing support, interest and enthusiasm throughout the 11 editions of the book.

Judith Dwyer
October 2018

ABOUT THE AUTHORS

Judith Dwyer, M Mgt, B Ec, Dip Ed, IML member, has worked in education and training for many years. Judith's specialisation is in cross-industry management and communication studies.

In her early career she taught business students Communication Studies within Technical and Further Education for a period of 20 years. Through her TAFE experiences as a teacher and senior manager she has gained valuable experience in the needs of adult learners. Through her involvement with industry and as Managing Director of a nationally recognised Registered Training Organisation (RTO) she has observed the need for individuals, teams and organisations with the skills and knowledge to communicate effectively in order to achieve results. She promotes positive interactive communication as one of the essential components in any successful organisation.

In recent years she has become a leading vocational education and training author of textbooks and learning materials. The practical approach taken in her writing and the application of proven educational and business principles provides value to students, teachers and lecturers. It also provides opportunities throughout the book for students to practise and further develop the employability skills of communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and use of technology and social media. People are able to put their learning into practice in their studies and workplace.

Judith earned her degree in Economics from the University of New England, her Diploma of Education from the University of Newcastle and her Master of Management (Public) from the University of Technology Sydney. She is a member of the Institute of Managers and Leaders.

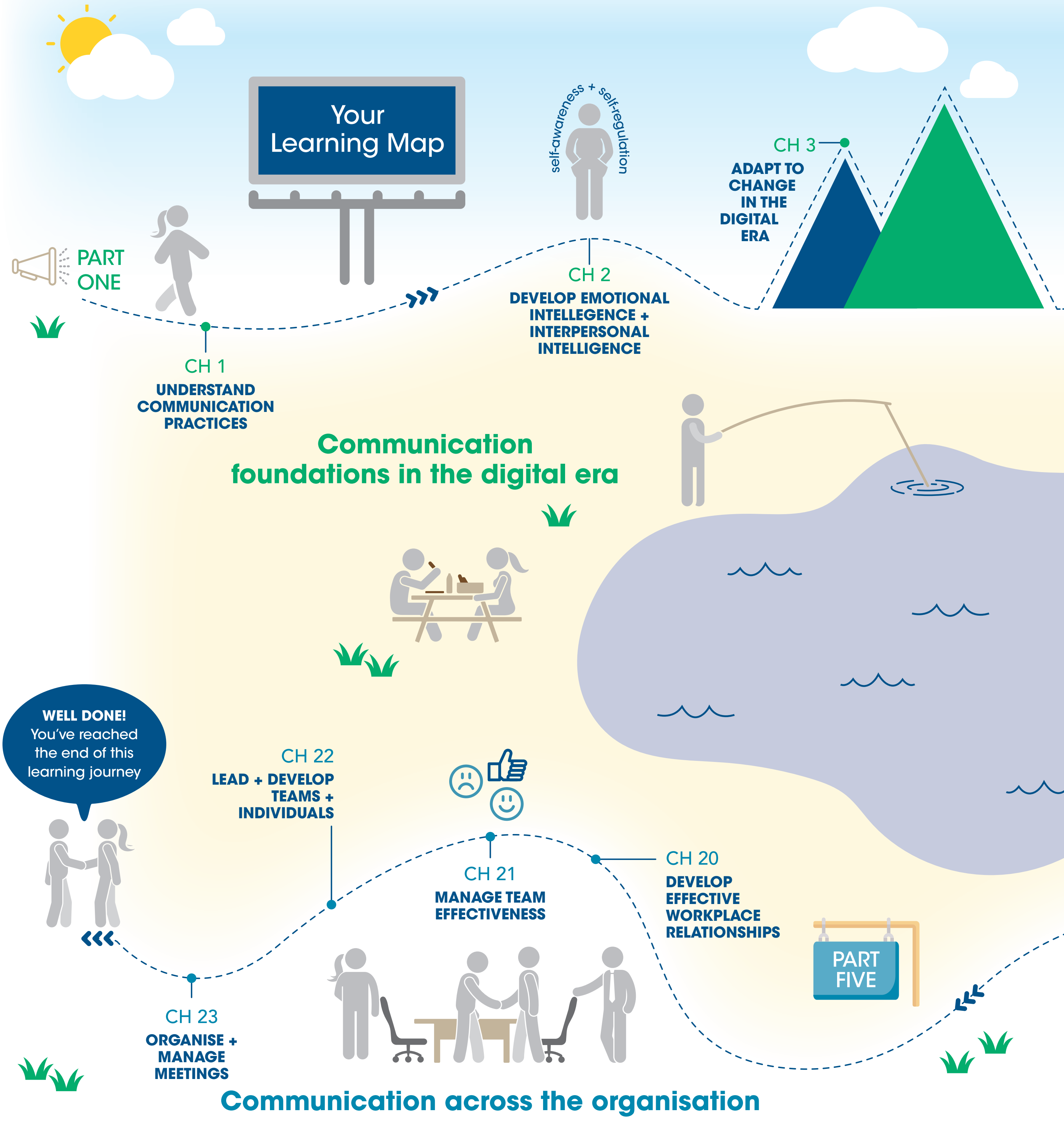
About the contributing author

Nicole Hopwood holds a Graduate Diploma of Management, a Bachelor of Economics (Accounting Major) and is a Certified Practising Accountant (CPA).

Her professional experience includes working in various industries including professional services, banking and telecommunications. She has specialised in business reconstruction and insolvency in the professional services industry. She has communicated the results of detailed analysis to decision makers in both investment and retail banking in the United Kingdom and Australia, respectively. Nicole has set up and maintained monitoring tools for use in analysing whether customers are credit worthy in the telecommunications industry.

From Nicole's extensive professional experience in Australia and the United Kingdom she has gained the realisation that each member within an organisation has a responsibility for continual improvement both within themself and the organisation. Her philosophy, reflected in this book, is that continual improvement and learning are integral to improvement in every aspect of an organisation's activities. Linked to continual improvement is ongoing organisational change and that deep insights can be gained from systematic collection and analysis of data. She believes the best decisions are based on the correct analysis of quality data. Continual improvement and effective management of change leads to customer satisfaction, new customers, premium pricing, profitability, brand reputation, employee satisfaction and morale. The organised, systematic application of the knowledge, tools and resources of change management provides organisations with a key process to involve stakeholders and achieve change successfully.

Nicole earned her Bachelor degree in Economics from the University of Sydney and her Graduate Diploma of Management from the Australian Graduate School of Management (AGSM). She is a member of CPA Australia.



Your Learning Map

PART ONE

CH 1
UNDERSTAND COMMUNICATION PRACTICES

CH 2
DEVELOP EMOTIONAL INTELLEGENCE + INTERPERSONAL INTELLIGENCE

CH 3
ADAPT TO CHANGE IN THE DIGITAL ERA

Communication foundations in the digital era

PART FIVE

CH 20
DEVELOP EFFECTIVE WORKPLACE RELATIONSHIPS

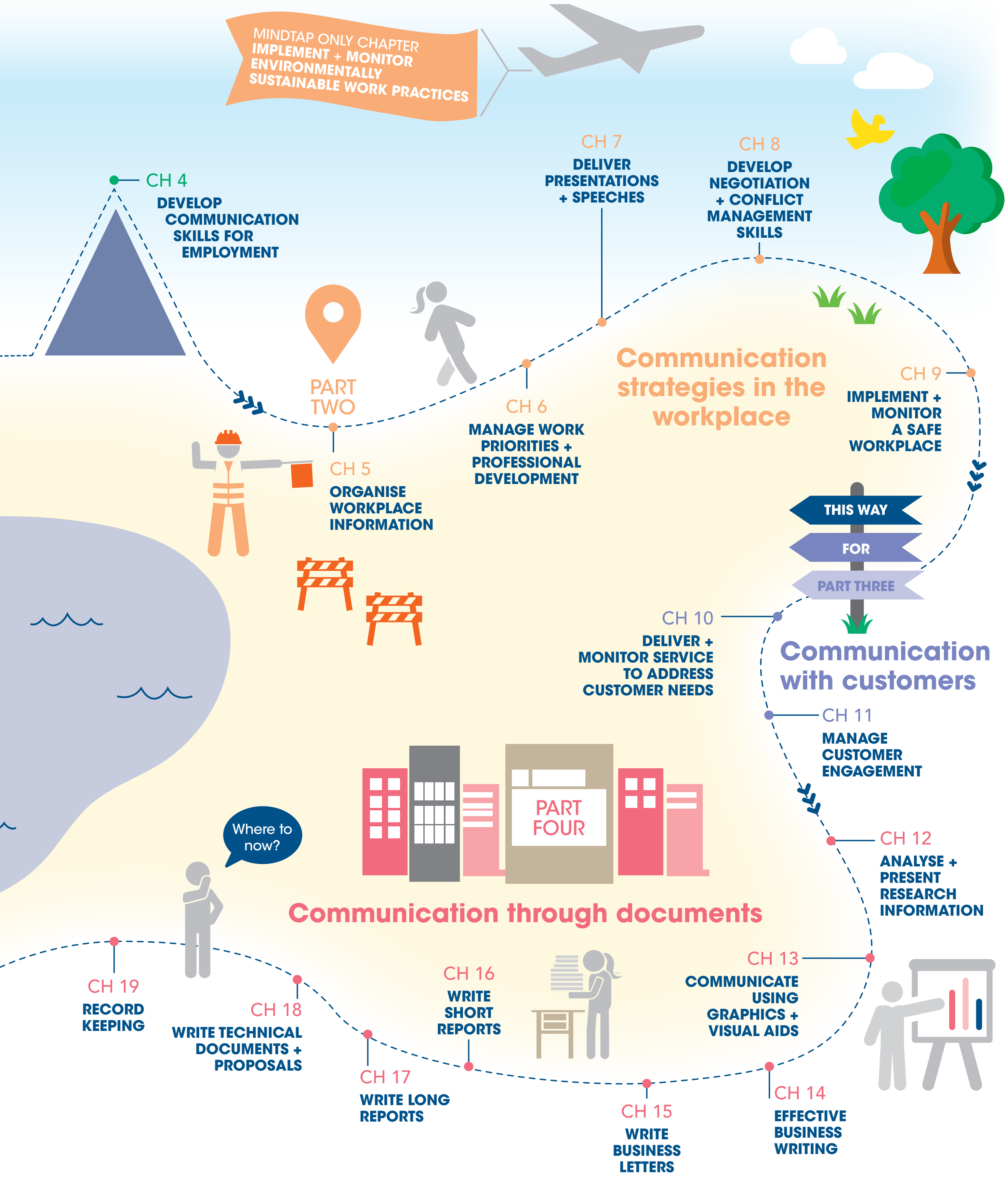
CH 21
MANAGE TEAM EFFECTIVENESS

CH 22
LEAD + DEVELOP TEAMS + INDIVIDUALS

CH 23
ORGANISE + MANAGE MEETINGS

WELL DONE!
You've reached the end of this learning journey

Communication across the organisation



MINDTAP ONLY CHAPTER
IMPLEMENT + MONITOR ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES

CH 4
DEVELOP COMMUNICATION SKILLS FOR EMPLOYMENT

PART TWO

Communication strategies in the workplace

CH 5
ORGANISE WORKPLACE INFORMATION

CH 6
MANAGE WORK PRIORITIES + PROFESSIONAL DEVELOPMENT

CH 7
DELIVER PRESENTATIONS + SPEECHES

CH 8
DEVELOP NEGOTIATION + CONFLICT MANAGEMENT SKILLS

CH 9
IMPLEMENT + MONITOR A SAFE WORKPLACE

THIS WAY
FOR
PART THREE

Communication with customers

CH 10
DELIVER + MONITOR SERVICE TO ADDRESS CUSTOMER NEEDS

CH 11
MANAGE CUSTOMER ENGAGEMENT

PART FOUR

Communication through documents

CH 12
ANALYSE + PRESENT RESEARCH INFORMATION

CH 13
COMMUNICATE USING GRAPHICS + VISUAL AIDS

CH 14
EFFECTIVE BUSINESS WRITING

CH 15
WRITE BUSINESS LETTERS

CH 16
WRITE SHORT REPORTS

CH 17
WRITE LONG REPORTS

CH 18
WRITE TECHNICAL DOCUMENTS + PROPOSALS

CH 19
RECORD KEEPING

PART 1

COMMUNICATION FOUNDATIONS IN THE DIGITAL ERA

CHAPTER 1 UNDERSTAND COMMUNICATION PRACTICES

CHAPTER 2 DEVELOP EMOTIONAL INTELLIGENCE AND INTERPERSONAL INTELLIGENCE

CHAPTER 3 ADAPT TO CHANGE IN THE DIGITAL ERA

CHAPTER 4 DEVELOP COMMUNICATION SKILLS FOR EMPLOYMENT

> Communication – the human connection – is the key to personal and career success.
>
> Paul J. Meyer

Spotlight on: Communication

In the modern workplace, communication skills are highly regarded. The importance of understanding self and others and having the interpersonal skills to build positive relationships while working towards productive outcomes means employers are seeking candidates with the emotional intelligence and interpersonal skills to build positive relationships and accomplish work tasks and objectives. The rapid evolution of digital channels of communication requires employers and employees to adapt and respond flexibly. A willingness to learn and apply new skills to new technologies improves interactions, relationships and work performance.

Some of the most important skills employers say they look for are communication, openness to experience, adaptability in response to change, flexibility, ability to learn, self-management, relationship management and ability to work independently as well as with others. These skills are transferable between occupations and enhance interpersonal interactions, relationship building and performance through any of the face-to-face, written, graphic and digital channels of communication.

What do you think?

In the digital age, do you think employers care about communication?

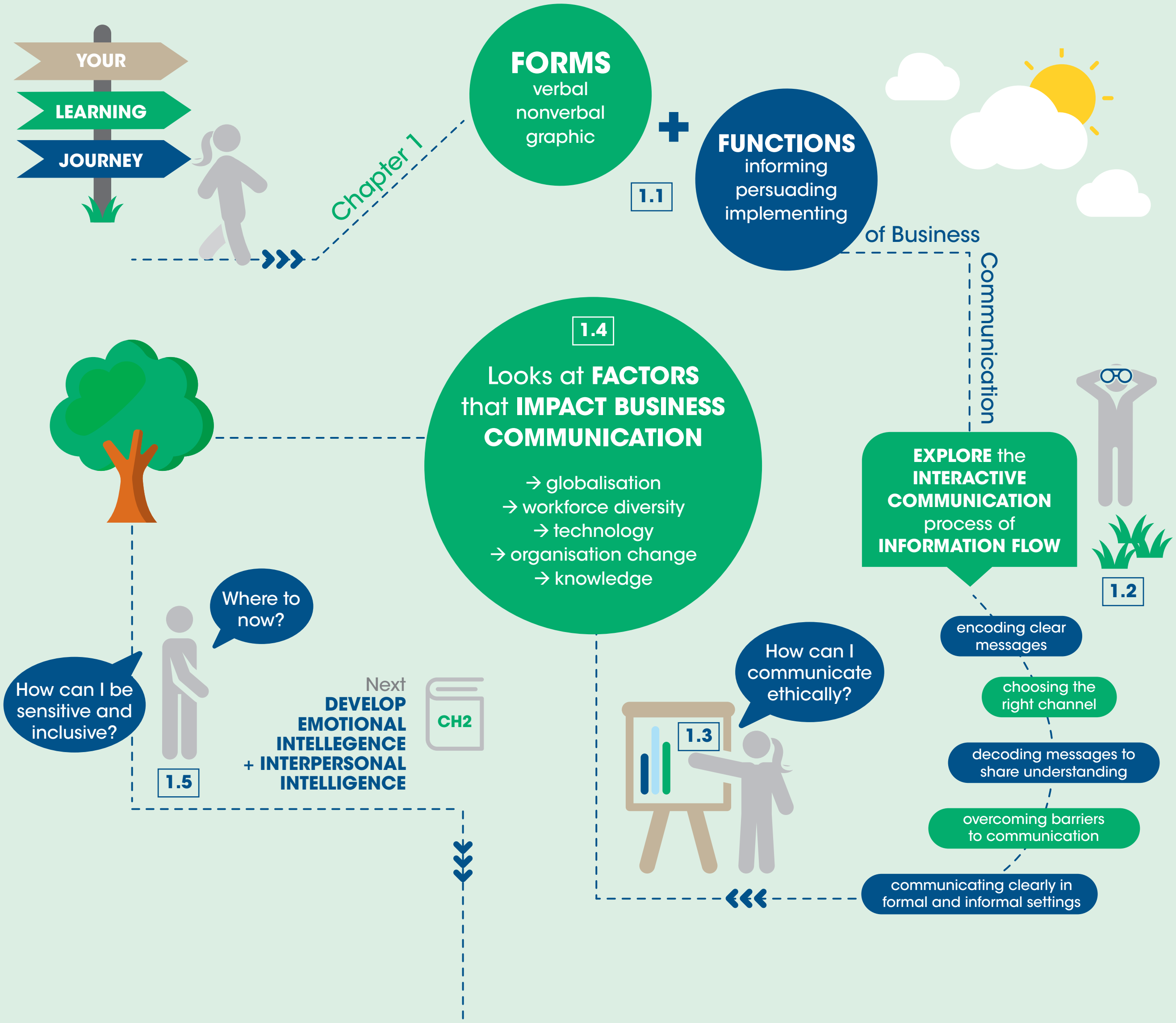
Do you use different styles of communication when you communicate and interact in the digital media; for example, Twitter, email, voicemail, Facebook, Instagram?

Why are emotional intelligence and interpersonal skills relevant?

- **Can you think of a time when you felt your emotions impacted the way that you communicated?**
- **Why should employers care about employees' adaptability?**

UNDERSTAND COMMUNICATION PRACTICES

CHAPTER 1



YOUR LEARNING JOURNEY

Chapter 1

FORMS
verbal
nonverbal
graphic

+

FUNCTIONS
informing
persuading
implementing

1.1

of Business Communication

EXPLORE the **INTERACTIVE COMMUNICATION** process of **INFORMATION FLOW**

1.2

- encoding clear messages
- choosing the right channel
- decoding messages to share understanding
- overcoming barriers to communication
- communicating clearly in formal and informal settings

How can I communicate ethically?

1.3

1.4

Looks at **FACTORS** that **IMPACT BUSINESS COMMUNICATION**

- → globalisation
- → workforce diversity
- → technology
- → organisation change
- → knowledge

Where to now?

How can I be sensitive and inclusive?

1.5

Next
DEVELOP EMOTIONAL INTELLIGENCE
+ INTERPERSONAL INTELLIGENCE

CH2

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

1.1 discuss the main forms and functions of business communication
1.2 outline each element of the communication process
1.3 identify the characteristics of an ethical business communicator
1.4 outline factors impacting communication in business
1.5 discuss the role of cultural sensitivity and inclusive communication techniques in overcoming cultural differences.

1.1 FORMS AND FUNCTIONS OF COMMUNICATION

Employers within any type of enterprise realise effective communication creates connections that build and foster relationships and enhance productivity. The term 'communication' implies verbal interaction, but it can mean other things as well. In any industry, profession or occupation, communication includes:

- the written word as conveyed in letters, emails, online reports, internet transactions and social media
- nonverbal signs such as body language and tone of voice, and recognising the appropriate way to interact in various situations
- graphic communication such as in signs and video clips.

We tend to take these non-spoken forms for granted because we rarely consider them. Since employers are looking for a broad range of communication skills as well as technical and related skills, it is worth learning and improving your communication capabilities.

FORMS: VERBAL, NONVERBAL AND GRAPHIC

Differentiate three forms of workplace communication.

There are three forms of communication:

1. **verbal communication**, either spoken or written
2. **nonverbal communication**
3. **graphic communication**.

Skills in verbal communication (spoken and written), nonverbal and graphic communication are all essential in the workplace. At work, verbal communication takes place between a variety of individuals and groups, such as managers, team members, colleagues and customers. Examples of verbal communication include written reports, emails and blogs, announcements, providing advice, asking for clarification, assistance and feedback, acknowledging customer requests and complaints.

Nonverbal communication is sent by any means other than words or graphics. Nonverbal components occur in oral, written and graphic communication. In oral communication, for example, facial expressions, body movement, posture, dress and other nonverbal cues affect the message. Format and layout are two of the nonverbal components of written and graphic communication.

Choose the form of communication with the channel richness appropriate for your message.

Graphic communication represents ideas, relationships or connections visually with shapes, diagrams and lines. It can have both verbal and nonverbal components – for example, signs such as 'no smoking', drawings, colour, illustrations, typography, graphic designs, and electronic and digital resources.

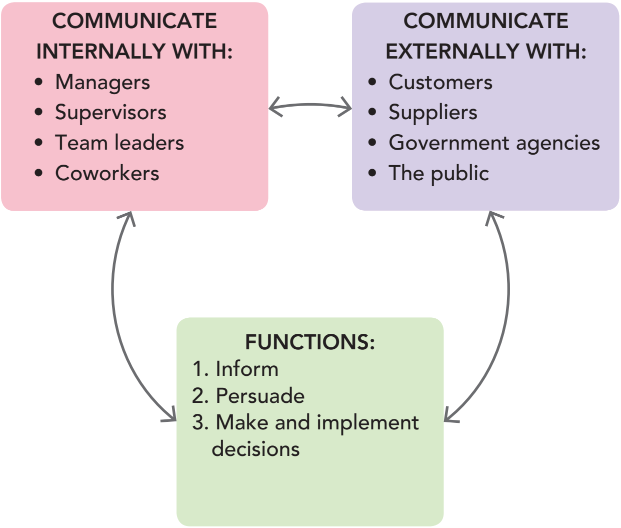
Verbal (spoken and written), nonverbal and graphic communication have different strengths and weaknesses. Spoken communication is a useful way to convey feelings and receive feedback, while written communication is a better way of conveying facts, particularly those that are complicated and need to be held as records. Graphic communication is able to complement spoken and written communication.

Channel richness refers to the amount of information and understanding that can be transmitted by a particular communication channel. For example, face-to-face conversations, Skype or FaceTime calls and videoconferencing have high levels of information richness because as well as hearing the words the sender and receiver can see the other person's facial expressions and body language and sense their tone of voice. Additional meaning flows from the other person's body language, vocal intonation and feedback. Medium-rich channels include emails, written letters, memos, blogs and other documents conveyed by hand-held and desktop devices because they convey words and graphics such as pictures, graphs and photos, but lack the immediate feedback and body language cues of the rich channels. The rigid and standardised format of formal written reports, legal documents, spreadsheets and policies and procedures manuals are the least rich because they depend on the written words with the accompanying graphs and figures to convey meaning. The opportunity for immediate feedback is not available.

FUNCTIONS OF COMMUNICATION

The main functions of communication in any business enterprise are to inform and persuade internal and external stakeholders and to make and implement decisions. Refer to *Exhibit 1.1*.

EXHIBIT 1.1 **Main functions of business communication**



Informing

The primary purpose of informing within any organisation is to provide data and information so employees can carry out their jobs. Information allows employees to understand what needs to be done, increases productivity and minimises job uncertainty. Information about policies communicates standards: for example, 'Smoking and drinking are strictly prohibited within the company offices and grounds'. Procedures support policies by describing who, what, how, when and why a process or task should be done. Refer to Chapters 5, 9 and 11 for discussion of the role of information for those external to the enterprise.

Persuading

The purpose of **persuasion** is to change the attitude or behaviour of employees, colleagues, customers, suppliers and others. The essential components of persuasion are the credibility of the source, emotional appeal (based on factual and emotional arguments) and a message conveyed along the right channel(s) to reach the intended receiver.

Information and persuasion help to build and maintain effective workplace relationships. A positive communication climate builds a culture of trust and motivates individuals and work teams to work towards common goals. The result is individuals and teams that value performance, improve productivity and deliver high levels of customer service.

Use persuasion to motivate others to change attitudes or behaviour.

Implementing decisions

Another essential function of communication is the making and implementation of decisions. Decisions are the courses of action deliberately chosen from a range of alternatives to achieve an organisation's objectives. Decision making sustains the activities of all organisations and plays a crucial role in the ongoing success of any organisation. Communication is a necessary component for making decisions in any business interaction. It conveys information about the decision-making process: why, by whom, what it involves, and how and when the decision will be implemented.

SUCCESSFUL BUSINESS COMMUNICATION

Successful business communicators are open, approachable and supportive of others. They are adaptable and focus on what needs to be done in any situation. Openness to new ideas and adaptation to changed situations, strategy, policies and procedures lead to enhanced productivity and growth of the organisation.

Employees at every level in an organisation need the communication skills to understand and respond to the formal and informal communication from their leaders, managers and supervisors. An organisation's culture and the way people behave at work are influenced by their formal and informal interactions. Effective communicators are able to interact well in both formal and informal organisational settings.

Formal, informal or unofficial messages will be conveyed along different channels. The choice of channel will be influenced by the nature of the message, the channel's richness or leanness and the sensitivity and emotional content of the subject. Different communication channels are dealt with in more detail later in this chapter in Section 1.2, The communication process.

Formal business communication

Formal communication deals with the information that flows through different lines and channels, from management to employees, from employees to management and between peers.

Formal small-group communication occurs in project team meetings, working parties, committee meetings and any other small group that meets and interacts in the workplace. Small groups meet face-to-face or remotely via digital technology such as text, screen or voice.

Informal business communication

Informal communication flows in any direction and can occur across all levels and areas of an organisation. In their informal interactions, effective interpersonal communicators match their body language, facial expression, posture, movement and tone of voice to their words. For example, when a colleague says, 'That's a great idea' with a big smile on his face and a rising tone, you know that he is happy with the idea. Without this interpersonal awareness of the person who is communicating, a great deal of what the person is trying to communicate is missed. In addition to listening to words, people watch and listen to all of the nonverbal communication (body language, tone of voice, facial expression) parts of the message.

The importance of communication method

Successful communicators choose the appropriate method or channel to send a message. The wrong communication channel is being used, for example, when an employee opens an email and reads she is being transferred to another state. A face-to-face meeting is a better channel because of the opportunity for questions and answers and reading of the other person's body language, facial expressions and vocal characteristics.

Successful communicators know oral communication is suited to two situations. The first is emotionally charged messages requiring a richer channel than written communication. The second is simple, routine messages that are concise and clear and require a quick response.

Written communication such as emails, letters, reports and online messages conveys more complex information that may be forwarded to one or more receivers. The written communication can be read at any time and kept for future reference. Furthermore, email and online written messages are available through smartphones, tablets and laptops at the office, at home, while travelling or at remote work locations. Many more simple, routine messages can be sent using written communication rather than face-to-face communication.

Effective communication outcomes

The outcome of effective formal and informal communication is more cohesive and effective relationships and teams. Open communication ensures understanding of the organisation's direction and vision. Well-informed team members and other colleagues know how their achievements contribute to the growth and success of the organisation. They are motivated to work productively towards common goals. Effective informing and persuading results in job satisfaction, increased motivation and productivity, less absenteeism and fewer accidents. (McGregor 1960, Rajhans 2012)

Successful business communication promotes positive attitudes and behaviours towards an organisation from its internal and external stakeholders. The benefits are customer loyalty and an increasing number of return customers.

A successful business communicator has the ability to analyse the process of communication and understand how to use it effectively. They apply this understanding when they use each of the three forms of communication (verbal, nonverbal and graphic) and apply the functions identified in *Exhibit 1.1*. A successful business communicator provides information, offers constructive feedback and connects positively with others. Feedback is dealt with in detail later in this chapter.

Successful business communication also requires managers, team members and colleagues to apply emotional intelligence and interpersonal skills, as detailed in Chapter 2.

ADAPTABILITY AND FLEXIBILITY

Communication adaptability refers to a person's readiness and ability to adjust their communication based on the specific needs of the situation or relationship. As our experience widens, new learning about ways to adapt in different situations and changing circumstances takes place. Adaptability enables individuals to adjust their behaviour to make others feel more at ease with the situation. Relationships are respectful, understanding, non-judgemental and cultivated in a way that allows everyone to win.

Trust and credibility increase when a person has the flexibility to adapt their emotions, thoughts and behaviours to unfamiliar and varying circumstances or ideas. Adaptability in spoken and nonverbal responses to changing or tense situations means interactions are more likely to be productive, because the adjustments to communication are suited to the situation. For example, when a colleague tells you at 5.30 pm the night before tomorrow's joint presentation that they haven't finished their part of the presentation, the ability to adapt from a 'knee-jerk' reaction of irritation or anger to a calm response that focuses on positive ways to deal with the situation avoids misunderstanding and conflict. Adaptable communication connects with others in a way that meets the needs of both and the needs of the situation.

In the case of changed circumstances, adaptability allows a person to deal with changing priorities and workloads, take on new challenges and improvise at short notice. Adaptability enhances persistence and calmness in response to unexpected demands or difficulties, promotes an open mind and considers the overall situation positively. The ability to communicate and adapt is acquired by learning skills from others, from training and professional development programs and from experience. The communication styles of individuals and organisations develop through using and adapting new techniques.

CHECKPOINT 1.1

1. Communication:
   a. Describe three forms of communication.
   b. List the main functions of business communication.
   c. What are the essential components of persuasion?
   d. What does channel richness mean?
2. Name three ways in which communication flows in an organisation.
3. Communication adaptability:
   a. Define the term 'communication adaptability'.
   b. How would you describe a person who has the flexibility to adapt to changing circumstances?

1.2 THE COMMUNICATION PROCESS

Communication is an intricate and interactive process. The interactions of several elements affect the people who are communicating. Someone sends, someone receives, and the outcome is a message.

As information flows, people perceive meaning and structure in the messages received from others. However, **perception** – the way individuals understand or give meaning to the same message – varies according to how each individual is influenced by experience, attitudes and beliefs, and a range of acquired skills or expectations. One person may, for example, perceive the colour blue as cool, peaceful and comforting, while another person may see blue as old-fashioned or formal. The specific meaning is influenced by past experience. Even the context or setting of the communication can affect perception.

The communication process takes place in various contexts and situations, for different reasons and with the potential for many interpretations. It has seven main elements:

Interact in the communication process.

1. sender
2. receiver
3. message
4. channel
5. feedback
6. context or setting
7. noise or interference.

There are many models of the communication process. *Exhibit 1.2* is a representation of how communication works. It cannot be used as a complete guide; it simply places the most significant elements of the process in a meaningful sequence.

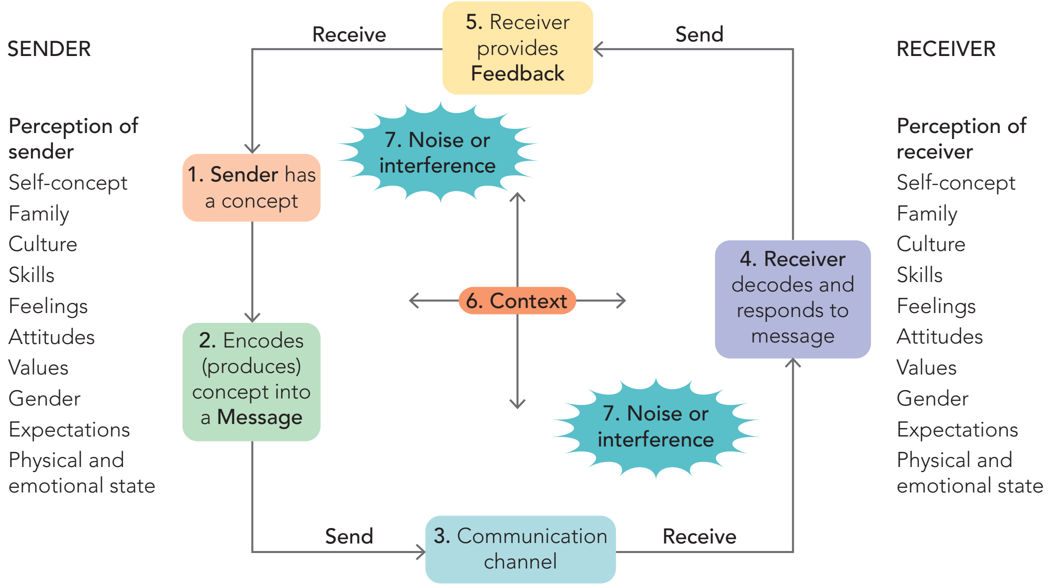
A MODEL OF COMMUNICATION

Transfer meaning through effective communication.

The main action, as communication occurs, is that the sender and receiver interact by sending (encoding) and receiving (decoding) messages.

Exhibit 1.2 shows seven elements of the communication process, which begins with the sender.

EXHIBIT 1.2 The communication process


SENDER
Perception of sender
Self-concept
Family
Culture
Skills
Feelings
Attitudes
Values
Gender
Expectations
Physical and emotional state
Receive
5. Receiver provides Feedback
Send
RECEIVER
Perception of receiver
Self-concept
Family
Culture
Skills
Feelings
Attitudes
Values
Gender
Expectations
Physical and emotional state
1. Sender has a concept
7. Noise or interference
6. Context
4. Receiver decodes and responds to message
2. Encodes (produces) concept into a Message
7. Noise or interference
Send
3. Communication channel
Receive

Sender

Senders are individuals who respond to situations from a unique vantage point, interpreting ideas and filtering experiences through their own perception. Unique to individual senders, and integral to all the communication they engage in, is a background of accumulated attitudes, experiences, skills, cultural conditioning and differences that influence how they communicate. The sender encodes a concept or a feeling in words or signs that the receiver will recognise and sends this message to the receiver. However, the way the message is intended by the sender may be quite different from the way the receiver perceives the message.

Encode messages clearly to enhance the receiver's understanding.

Receiver

The **receiver** decodes or interprets the message to achieve understanding. In doing this, the receiver is also acting as an individual with a unique vantage point, interpreting the idea according to a particular personal perception of the message. Perception can be described as a pair of spectacles through which the receiver processes all the signals received from others. The lenses place a particular focus on what is seen, heard and understood and they influence the way the receiver reacts to the message. Perception is the result of the receiver's unique background of experiences, beliefs, concerns and many other factors.

Communication is successful when the sender and receiver share understanding. The shared understanding motivates and influences behaviour. Communication is more than sending information. As the receiver interprets the message, it may not be received with the interpretation the sender had hoped for.

Consider how perception influences communication.

Decode the message in preparation for feedback.

Message

The **message** is the concept or feeling transmitted from the sender to the receiver to achieve understanding. It makes a connection between sender and receiver.

Connect the sender to the receiver with a clear message conveyed along the appropriate channel.