



College English and Business Communication

Eleventh Edition

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COLLEGE ENGLISH AND BUSINESS COMMUNICATION, ELEVENTH EDITION

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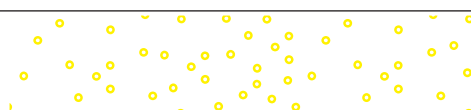
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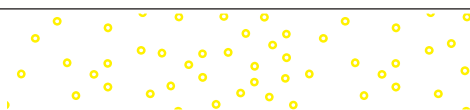
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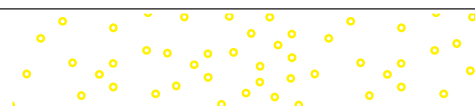
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Welcome to the eleventh edition of *College English and Business Communication*. The world of business communication has changed since the first edition of *College English and Communication* was published in 1964. We now use computers instead of typewriters, e-mail has replaced “hard-copy” memos as the preferred mode of internal business communication, and employers, more than ever before, require employees to have up-to-date communication and technological skills. Employers want the whole package when they select an employee: job competence, ability to have a conversation with people from different backgrounds, speaking and writing skills, and the list goes on.

As we progress through the 21st century, the need for competent communicators will continue to increase. The Internet, the mobile technology boom, even the increase in digital television, DVRs, and video streaming—all reflect an innate human need to engage information in an authentic and immediate manner. Cell phones, iPads, podcasts, and so on have had an almost unimaginable impact on business communications. Training tomorrow’s business leaders to become competent communicators begins by providing instructors and students with the updated tools they need to be successful in the world as it exists today, and as it moves toward the world of tomorrow.

These updated tools do not exist in a theoretical vacuum. To achieve success in any career, you will need a solid foundation in grammar and mechanics and in reading, listening, speaking, and writing. In addition, you will need to understand how factors such as cultural diversity, ethics, nonverbal communication, and technology impact business communication. Today’s businessperson also requires a complete understanding of how the Internet functions as a communication tool. This practical basis, combined with a solid pedagogical background, will help you become successful in your chosen profession.

College English and Business Communication, Eleventh Edition, is designed to help you achieve success both as a professional and as what the ancient Roman rhetorician Quintilian referred to as a “good person speaking well.” Responding to feedback from instructors and students of previous editions, the eleventh edition retains the comprehensive, detailed presentation of previous editions and offers expanded coverage of reading, listening, speaking, writing, reports, employment communication, and technology. Cutting-edge coverage of vital topics such as global communication, digital communication, ethical communication, and technology rounds out the program, providing you with the material necessary to keep up with the speed of business today. You must accept the responsibility of staying current with developments in technology. It is easy to get behind in the proverbial “blink of an eye.”

***College English and Business Communication*, Eleventh Edition, presents an engaging combination of new and expanded coverage.**

Coverage

Content

Unit Openers. **Stories from the Real World** highlight professional communicators in their working environments and increase critical-thinking skills.

Revised Chapter Openers. **Workplace Connection** answers the famous student question, “How can I use this information at work?” and provides a link between the theoretical and the practical.

Updated End-of-Section Materials. Section assessment materials include **Review of Key Terms**, **Discussion Point**, **Editing Practice**, and **Practical Application**.

New Features and Content in This Edition

Communication basics have changed little over the decades; however, the methods used to transmit communications have advanced almost beyond the imagination. The eleventh edition of *College English and Business Communication* retains the unchanged basics and addresses the updated communication methods. These updated methods mandate that technology be addressed throughout this book.

The eleventh edition continues with the modified title that includes the word *Business*. This change was made to reflect the business applications of the book that are used in many fields. Writing e-mails, reports, letters, and so on, is not limited to business; these writing instruments permeate most professional arenas. Making presentations, providing customer service, and searching for jobs also cross these boundaries as do grammar, spelling, and punctuation.

Here are some changes that you will find throughout the book:

- Updated language, information on technology, and technical terminology.
- *Section Objectives* wording updated to *Section Learning Outcomes*.
- Much artwork refreshed.
- Many assessments reworded or changed completely.
- Internet *Tech Quests* in each chapter to add variety for students.
- Additional Teaching Tips and margin notations.
- Updated technology chapter.
- Improved wording for better understanding of concepts.
- Reasons applicants are not invited for an interview are included.
- New content is provided related to getting and keeping a job.

Some of the major changes are noted below by chapter.

Chapter 1. Cultural and language distractions and electronic interruptions are included as barriers to communication. Both topics are important in today's business environment.

Chapter 2. Newer technology is discussed in the sections about nonverbal communication, listening, and reading. A listening exercise has been added. *Texting*, *Twitter*, *Skype*, *tablet* (such as an iPad), *distance learning*, and *webinar* are newer terms and concepts in this edition.

Chapter 3. All three sections of the chapter include new information. Section 3.1 provides an update on the location of different cultural groups in the United States, as well as updated examples of problem translations from English to another language. Additional examples of holidays in other countries are included. Section 3.2 discusses the practice, now embraced by many companies, of employing ethics officers. Teaching Tips in this section present new concerns about privacy issues with Facebook accounts, a discussion of confidentiality and nondisclosure agreements, a link to a code of ethics exhibit, and several additional examples of professional courtesy. Finally, Section 3.3 includes numerous examples of discriminatory language.

Chapter 4. This chapter provides instructions on the parts of speech. Many of the assessments now reflect updated technology.

Chapter 5. This chapter provides instruction on nouns and pronouns. The rules remain the same, but numerous assessments are provided for student practice.

Chapter 6. In this chapter, students learn about how conjunctions, prepositions, adjectives, and adverbs are used. Numerous assessments have been provided.

Chapter 7. This chapter is absolutely packed full of information regarding the mechanics of style such as sentence enders, commas, semicolons, colons, dashes, quotation marks, parentheses, apostrophes, capitalization, abbreviations, and numbers. The rules have not changed. Numerous assessments are provided for student practice. Updated wording contributes to refreshing the chapter.

Chapter 8. Section 8.1 has added information about electronic sources for dictionaries as well as a discussion of abridged and unabridged dictionaries. Section 8.4 contains information about writing bad news in a positive way. Section 8.4 also provides more coverage and exercises for active and passive voice.

Chapter 9. Section 9.1 is now about planning and organizing messages and includes information on the advantages of a written document and how to choose the correct written document. Section 9.2 contains information about e-mails and memos, including the format for each, guidelines for using e-mail and memos, purposes of e-mails and memos, and the appropriate tone of memos and e-mails. Section 9.3 contains information about business letters, including letter parts, letter formats, stationery for letters, addresses on envelopes, and the way to fold letters for envelopes.

Chapter 10. Section 10.1 includes writing persuasive requests in addition to the material on writing sales letters.

Chapter 11. As the amount of reference material available on the Internet rapidly increases, Chapter 11 has new information on the expanded use of technology sources for reports. Also included are descriptions of podcasts, wikis, blogs, and social media. A discussion of encyclopedias as a source has been added. Updated information on web browsers, electronic notecards, and plagiarism, as well as updates on MLA and APA style, is now included.

Chapter 12. This chapter has been updated by several professionals who are qualified in this field. It covers current uses of technology in business communication and includes numerous examples and explanations of specific technologies that facilitate communication. The chapter explores how communication technology can enhance the businessperson's work life and improve his or her productivity.

Chapter 13. New material is provided about how quickly the United States has gone mobile. Emphasis is placed on how companies make their businesses easily accessible to individuals and how small companies use social media to promote their products and services. The material on the need for customer service is now expanded. Also expanded is the information on communicating by telephone, including the professional way to put a caller on hold and to transfer a call. New coverage has been added on the use of smartphones and tablets for customer service.

Chapter 14. New material is provided on the value of visual aids in presentations. Audience engagement is presented as a technique to involve the listener and increase retention of the presentation content. Information on interactive white boards and electronic meetings is included in this chapter. Additional tips are presented for developing a presentation, and there is an expanded list of suggestions for improving presentation delivery.

Chapter 15. Chapters 15 and 16 combine to include much needed information on employment-related verbal and nonverbal communications. Communication skills are included that help students get a job and keep a job. Also included is information on how to resign from a job. Chapter 15 emphasizes the value of internships in gaining experience and in securing permanent positions. Social media as a tool for both the recruiter and the job seeker are discussed. Recruiters can identify applicants with

desirable personal qualities, and job seekers can learn about companies that they feel will match their qualifications and goals. Using personal business cards is encouraged with this chapter. A list of possible reasons that submitting an application letter and a résumé did not convert into an invitation for an interview is included as well. Scannable résumés are covered, and an example is provided. The importance of volunteer experience or civic involvement in demonstrating community service is stressed.

Chapter 16. Content on interview preparation has been included for the three major interview types: traditional, career fair, and digital. Elevator speeches, which are short, memorized, self-introductions, are discussed. Elevator speeches can be used with personal business cards to make a positive, lasting impression on a recruiter. The concept of recruiters wanting to hire the “whole package” is explained. Many small improvements have been made in this chapter, such as advising students to turn off cell phones during interviews and explaining how to dress for interviews. The chapter also has information on reasons that applicants were not called for a second interview, keeping a current position, requesting a promotion or compensation increase, actions that cause someone to lose a job, and writing a letter of resignation.

Features



Going Global

Going Global is an introduction to multicultural aspects of business communication.



Digital Data

Digital Data is designed to highlight the use of new technology for communication purposes.



Employability Skills

Employability Skills links information learned in class and through the text to help students in their careers.

Thinking Critically asks questions that require more advanced thinking skills such as interpretation, analysis, comparison, judgment, or application of concepts.

Enhanced Coverage

- Updated *Memory Hooks*
- Updated *Self-Assessments*
- Updated *Oops!*

Program Components

The eleventh edition of *College English and Business Communication* is a complete, well-rounded program that includes the following learning resources:

- ***Student Activity Workbook*** contains student activities organized by section and often integrated, calling on students to apply more than one skill to complete an activity.
- ***Connect Business Communication*** is McGraw-Hill’s web-based assignment and assessment platform that gives students the means to better connect with their coursework, instructors, and the important concepts that they will need to know for success now and in the future. With *Connect*, instructors can deliver adaptive and diagnostic assignments that develop and

improve editing skills (LearnSmart Achieve), can allow students to practice their presentation skills assignments (Video Presentation Capture), and can assign writing assignments, quizzes, and tests easily online.

This edition is supported by the following teaching resources:

- ***Instructor's Annotated Edition of the Student Activity Workbook*** contains a page-for-page answer key for all activities, with the answer keys shown full size.
- ***Connect Instructor Library*** provides additional materials for instructors, including the Instructor's Manual, PowerPoint slides, and the Test Bank.



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Dedication

With thanks for their encouragement and support, we would like to dedicate the eleventh edition of *College English and Business Communication* to our families: Charles Sr., Charles Jr. and Amber, Charles III, and John Mattison Camp II for Sue Camp; Bill, Marcy, and David for Marilyn Satterwhite.

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Amy Hovious, Research Technology Specialist and eLearning Professional, University
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Lily Xiao, PhD, Associate Professor of Management Information Systems, Gardner-
Webb University, Boiling Springs, North Carolina



College English and Business Communication, Eleventh Edition, Learning System

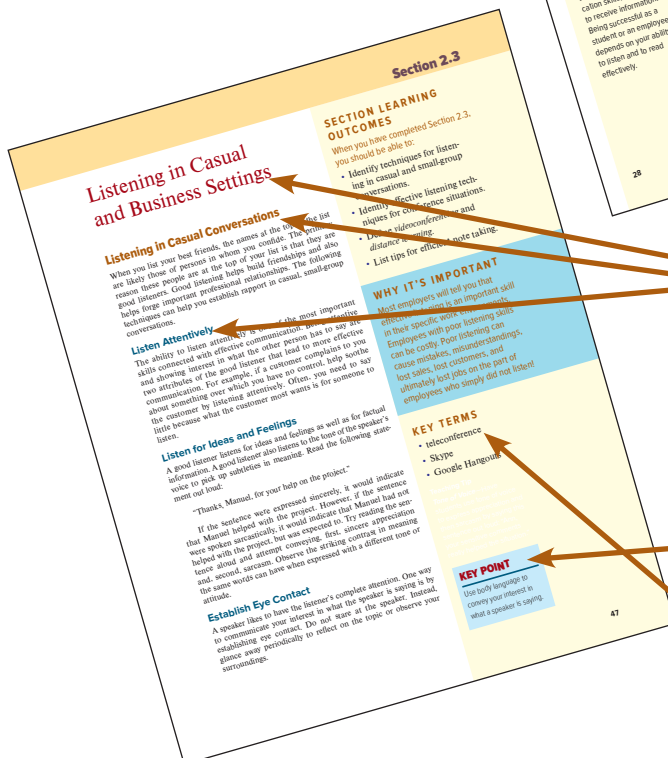
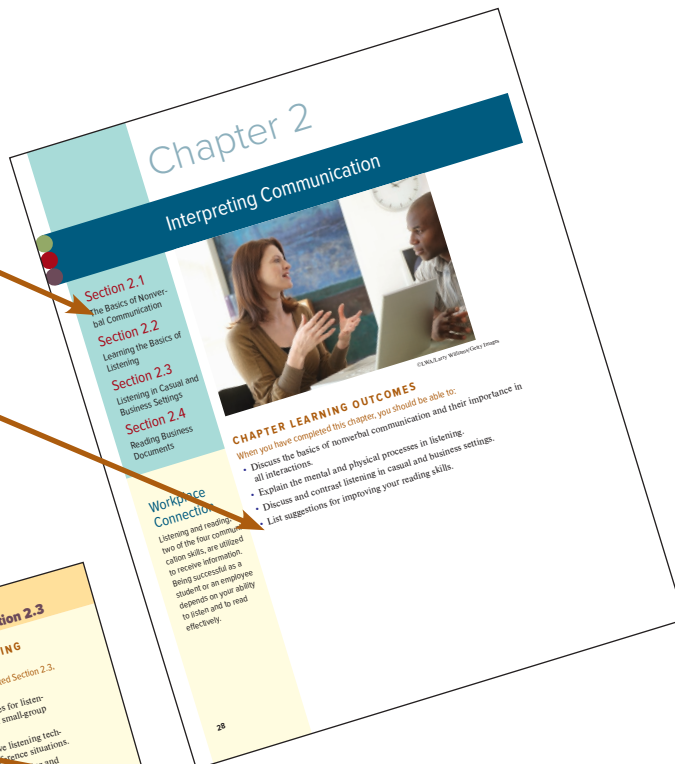
This book is designed to help students learn. It contains 16 chapters, divided into six units. You will learn more if you use the learning system. *College English and Business Communication*, Eleventh Edition, uses the following integrated learning system:

1. **Concept Preview**—The chapter opener introduces the key concepts to be learned.
2. **Concept Development**—The chapter text explains concepts in a structured, visual format.
3. **Concept Reinforcement**—In-text examples, graphics, and special features enhance and strengthen your learning.

1. Concept Preview

The **chapter sections** list introduces the topics that will be discussed. Scan the section titles to familiarize yourself with the subject matter.

Chapter Learning Outcomes alert you to the major concepts to learn. Turn the learning outcomes into questions, and, as you read the chapters, look for the answers to the questions.



2. Concept Development

The **heading structure** shows the relationship among the topics in a section and breaks the material into easily digestible segments of information. Scan the headings to locate the information that will help you answer the questions you formed from the chapter learning outcomes.

Key points are noted in the margin, reminding you of important elements.

Key terms are printed in boldface and defined when introduced.

3. Concept Reinforcement

Memory Hooks provide mnemonic devices and other easy-to-remember hints to help you retain important information.

Special features reinforce and enhance your understanding of concepts presented.

Self-Assessment activities, provided for some chapters, allow you to check your understanding of the material before you continue to the next section.

Section Assessments, provided at the end of each section, have a variety of activities that reinforce the current section and provide practice for other business communication applications.

Memory Hook

To improve listening skills, always remember to keep your mind and your body in the same location. If your body is in your math class, keep your mind in your math class. If your body is at the movie theater, keep your mind at the movie theater.

Your time is not productive if (1) your mind is on the movie while your body is in math class or (2) your mind is worrying about math class when your body is at the movie. This listening tip will help you stay focused on the matter at hand. You will find that you will maximize learning in your math class and that you will enjoy the movie more.

Assessment Section 2.2

Review of Key Terms

1. What is the difference between *hearing* and *listening*? What is the difference between *active listening* and *passive listening*? _____

2. How can a good listener avoid *internal noise*? _____

Editing Practice

Using Language! Check the following sentences and underline any errors in the correct use of words. Write *OK* if the sentence is correct. Rewrite the sentence correctly if it contains errors.

3. Our personnel handbook contains a section on the discrimination of confidential information. _____
4. The speaker's presentation had an amazing affect on the audience. _____

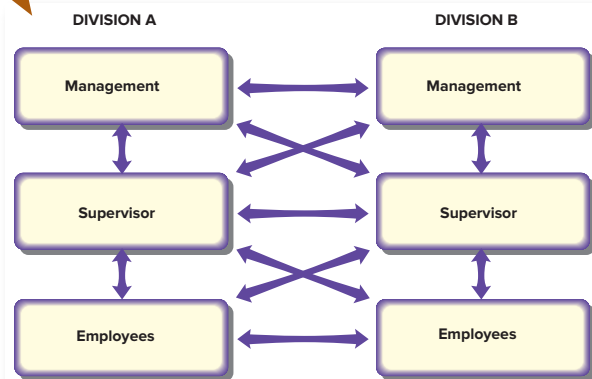


Exhibit 1.7

Communication Flow

Communication within an organization flows in three directions—upwardly, laterally, and downwardly—to accomplish company objectives. **Thinking Critically:** How could management effectively communicate with company employees? List three methods of internal communication.

- **Power of Process**—Assignable within Connect® Business Communication, Power of Process guides students through critical reading, analysis, and writing process step-by-step. It requires application of active reading and writing strategies while reinforcing the writing process. Students demonstrate critical thinking and analysis on a business message as well as their own writing.
- **Document Makeovers**—Document Makeovers sharpen the writing skills of students as they identify, correct, and revise business messages with communication blunders. Assignable within Connect® Business Communication, students are put to the test in an area where they often struggle with their own writing.
- **Concept Overview Videos**—Available for each chapter and assignable within Connect® Business Communication, they provide an engaging summary of each chapter. After watching each mini-lecture, students are prompted to quiz themselves on key concepts reinforcing knowledge, making this a great prep tool. All videos are closed-captioned.
- **Grammar Quizzes** within Connect® Business Communication—Students may not think grammar and mechanics are the most exciting topics, but mastery

of the basics is essential. Our grammar quizzes assess students' grammar and mechanics. With a total of 150 auto-graded questions, these are great to use as pre- and post-tests.

Instructor Library. The *Connect Business Communication* Instructor Library is your repository for additional resources to improve student engagement in and out of class. You can select and use any asset that enhances your lecture. The *Connect Business Communication* Instructor Library includes:

- Instructor Manual
- PowerPoint files
- Test Bank

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Assurance of Learning Ready

Many educational institutions today are focused on the notion of *assurance of learning*, an important element of some accreditation standards. *College English and Business Communication* is designed specifically to support your assurance-of-learning initiatives with a simple, yet powerful, solution.

Each Test Bank question for *College English and Business Communication* maps to a specific chapter learning outcome listed in the text. You can use our Test Bank software, EZ Test and EZ Test Online, or *Connect Business Communication* to easily query for learning outcomes that directly relate to the learning outcomes for your course. You can then use the reporting features of EZ Test to aggregate student results in similar fashion, making the collection and presentation of assurance-of-learning data simple and easy.

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The statements contained in *College English and Business Communication* are provided only as a guide for the users of this textbook. The AACSB leaves content coverage and assessment within the purview of individual schools, the mission of the school, and the faculty. While *College English and Business Communication* and the teaching package make no claim of any specific AACSB qualification or evaluation, we have within *College English and Business Communication* labeled selected questions according to the six general knowledge and skill areas.

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Her awards include the following:

- Women of Achievement Award from the University of Tennessee.
- Who's Who Among American Teachers.
- Academic Excellence Award, Gardner-Webb University.
- Scholarship Award, Gardner-Webb University.
- Gallery of Distinguished Graduates, Gardner-Webb University.
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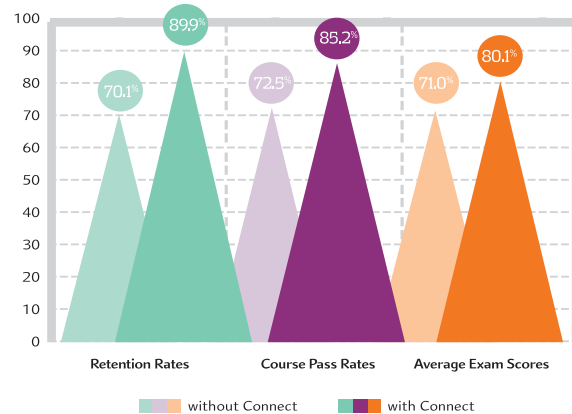
- NBEA Post Secondary Teacher of the Year.
- Eastern Illinois University Lumpkin School of Business Distinguished Alumnus.
- Association of Community College Trustees Central Region Faculty Member of the Year.
- National Institute for Staff and Organizational Development (NISOD) Teaching Excellence Award.
- National ATHENA recipient.
- Danville Woman of the Year.
- DACC Faculty of the Year.
- DACC Founder.
- IBEA and NCBEA Distinguished Service Award.

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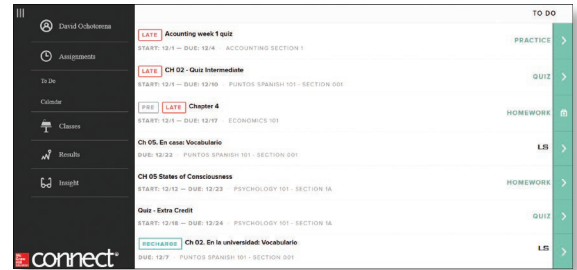


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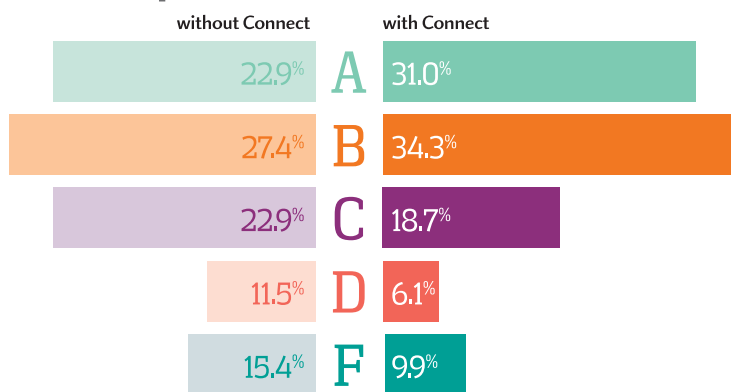
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College English and Business Communication



Unit 1

Introduction to Communication



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Unit Overview

In this unit, you will learn introductory communication principles.

Chapter 1

Communicating in Everyday Life

Chapter 2

Interpreting Communication

Chapter 3

Communicating Globally



Stories from the Real World

In a staff meeting, Steve Owen, plant manager at Johnson Manufacturing Company, asked Nate Stephens and Howard Williams to attend a one-day conference in a nearby city. Howard had been with the company less than three months and considered it a compliment to be asked to represent the company at this important conference. Nate Stephens, another new employee, did not seem enthusiastic about the conference.

Howard took notes on his cell phone as the plant manager provided both men with the topic, date, location, and details of the conference. The plant manager told them to arrange for a company car for the trip and that the accounting office would pay conference registration fees in advance and prepare individual checks to cover meals for the day. The checks would be ready the day before the conference.

As soon as the meeting was over, Howard arranged for a company car. He used his cell phone to get driving directions and the estimated mileage for the trip so that he would know what time they needed to leave. He also added the conference date and time to his cell phone calendar.

When Howard got his check the day before the conference, he found out that Nate had not yet been to the accounting to get his check. Howard called Nate to remind him about the check and to tell him that they would leave the company parking lot at 6 a.m. the next day so they could be on time for the conference. Nate said that the conference had slipped his mind and that he would go get his meal check.

Howard and Nate took seats about the middle of the conference room and started reading a notebook that had been prepared for the people attending the conference. Howard was dressed in business attire, and Nate had on jeans and a sweater. As soon as the conference started, Nate took a brief nap in his seat because he had stayed up late the previous night watching a movie. Then, he started playing games on his cell phone. The only time that he was not playing games was when an e-mail or text was delivered to his phone. Howard was taking notes on his iPad.

As they were leaving the conference room, Howard and Nate learned that a close friend of Mr. Owen's was seated behind them. He introduced himself to them after seeing their name tags because he knew they were from Mr. Owen's company.

When they returned from the conference, Howard made sure that his notes were clear and sent a copy to Mr. Owen. He also gave Mr. Owen a copy of the conference notebook and told him that he really learned a lot from the conference.

Thinking Critically

Compare the actions of Howard and Nate.

Do you think that Mr. Owen's close friend would have told Mr. Owen about Nate's actions?

Chapter 1

Communicating in Everyday Life

Section 1.1

Elements of Communication

Section 1.2

The Communication Skills: Listening, Speaking, Reading, and Writing

Section 1.3

Communicating in the Business Environment

Workplace Connection

Mastery of the communication skills—listening, speaking, reading, and writing—is the foundation for a successful personal and business life. Using these skills effectively will significantly affect your employment and advancement opportunities.



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CHAPTER LEARNING OUTCOMES

When you have completed this chapter, you should be able to:

- Explain the importance of communication in everyday life.
- List the four basic communication skills and explain how they are interconnected.
- Show how the four communication skills are used in your social, educational, and professional lives.
- Describe how we communicate in the business environment.

Elements of Communication

Essential Principles

Communication, very simply defined, is the exchange of information. Communication is a vital part of our everyday lives, beginning at birth. Effective communication skills help us establish a favorable reputation, build rapport, and earn credibility with friends, family, and work-related contacts. When communicating in work-related situations, we want to earn the reputation of being professional.

Speaking, listening, reading, and writing are the basic skills in the communication process. These communication basics have changed very little over the centuries; however, methods used to transmit communications and the speed at which they have been sent and received have experienced advances that were almost impossible to imagine as recently as ten years ago. Using cell phones for purposes other than phone calls is growing exponentially. Businesses must adapt to the “going mobile” phenomenon or be left behind. Chapters 12 and 13 have more details on the ways cell phones are used to communicate with business.

People want and need to exchange information and will find ways to communicate. Most people are eager to try new technology. In fact, you can see long lines outside technology-driven businesses when a popular, new product is going to be made available to the public for the first time.

Today, we can communicate almost instantaneously around the world with text, pictures, and graphics. We can use traditional e-mail, or we can have live video. There are numerous interesting ways to use video chats, which allow people in different locations to see and hear each other. A grandmother on the east coast can read a story to a grandchild on the west coast. Preliminary job interviews are frequently conducted using live video chats.

Social media are online communities that use technology to facilitate communication among individuals or group members. These media have changed the way friends stay in touch. Facebook, Instagram, Snapchat, and Twitter are the most popular social media websites. They are used to maintain contact and stay involved with family and friends. Students often use social media to discuss and review ideas for team projects. Business and industry are taking advantage of these same contact methods to market their products.

Cell phones have become a necessity for people of all ages. **Text messaging**, usually shortened to **texting**, has become an extremely popular and much used way to deliver short messages, photos, or videos in a timely manner. Cell phone **applications**, usually called **apps**, provide an almost endless list of resources such as books, games, GPS, music, and weather. The quality of cell phone cameras and video cameras continues to improve. One father uses a

SECTION LEARNING OUTCOMES

When you have completed Section 1.1, you will be able to:

- Identify the three types of communication and the four purposes of communication.
- List and define the six components of communication.
- Describe the four factors that influence communication.
- Discuss the responsibilities of the sender and the receiver.

WHY IT'S IMPORTANT

Effective communication is paramount and significantly contributes to success in any profession.

KEY TERMS

- communication
- social media
- cell phones
- text messaging (texting)
- applications (apps)
- oral communication
- written communication
- nonverbal communication
- barriers
- electronic interruptions
- multitasking
- intrapersonal communication
- interpersonal communication
- feedback
- human relations skills
- you-attitude
- I-attitude

video app to monitor the safety of his preteen children while he is away for short periods of time. He asks his children to remain in the family den while he is away. The children, knowing that their father can view their activities on his cell phone, are much more likely to complete their homework and engage in constructive behavior.

As you can see, many different ways to communicate exist. The question now is which method we should use to deliver information. The previous paragraphs briefly mention the many ways that individuals and groups communicate. More details about technology and communication are in Chapter 12.

Types of Communication

Communication can be divided into three main categories: *oral*, *written*, and *nonverbal*.

Oral Communication

Oral communication is the use of spoken words to exchange ideas and information. Examples of oral communication include one-on-one conversations, meetings, voice mail messages, and teleconferencing. Spoken messages can be sent instantaneously, and they usually result in some immediate feedback. The disadvantage of oral communication is that there is often little opportunity to reflect on what is said because oral communications often take place in a busy environment. There is also no written record.

Written Communication

Written communication is the exchange of information through the use of alphabetic characters to form words and subsequently sentences. It can include letters, faxes, text messages, memos, e-mails, reports, news releases, spreadsheets, tables, diagrams, charts, and graphs. Written communication provides proof that the information was exchanged. The disadvantage of written communication is that immediate feedback may not always be possible.

Nonverbal Communication

Nonverbal communication is communication without words. Nonverbal communication is an important form of communication. Think about it. Without saying a single word, you can express your feelings with body language—gestures, facial expressions, and body movements or positions.

Many times the nonverbal message is stronger and, therefore, more believable than the verbal message. The nonverbal message also may reinforce or contradict the verbal message. An example of the latter occurs when someone says she is not in a hurry but keeps glancing at her watch.

Good communicators combine oral and nonverbal communication techniques to make their communication more effective. When this combination is faulty, the effect is easy to spot. Have you ever listened to a speaker who was an authority on a subject but whom you considered boring because the speaker lacked any kind of nonverbal expression? Even if the subject interested you, you probably found it hard to keep your mind on the speech. Nonverbal communication can add emphasis and depth to spoken words and can even tell you whether or not to believe a speaker. Nonverbal communication plays an important role in the clear, effective exchange of messages.

Purposes of Communication

The first step in planning any message is to determine the purpose of your communication.

Recall for a moment what you said to various family members, friends, and school or business associates today. Each question you asked, each statement you made—from “How do you feel today?” to “I just found a ten-dollar bill!”—falls into at least one of the following four main purposes of communication:

- *To inquire.* “Which cell phone did you choose?”
- *To inform.* “I chose the cell phone with the most free apps.”

KEY POINT

The three main categories of communication are:

1. Oral
2. Written
3. Nonverbal

- *To persuade.* “You should buy this cell phone today before we run out of stock.”
- *To develop goodwill.* “Thank you for buying your new cell phone from our company.”

You will learn how to plan business messages and to determine the purposes of such messages in Chapters 9, 10, and 11.

Components of Communication

Communication can take place only if you have *both* a sender and a receiver. Each time you have a conversation with someone or exchange written messages, be aware of each component of the communication model, as illustrated in **Exhibit 1.1**.

The six basic components of communication are:

1. *Message sender.* The sender composes the intended message. The sender could be a writer, a speaker, or a person who sends a nonverbal message through gestures and other body language.
2. *Actual message.* The actual message may be written, oral, or nonverbal; or it may combine two or more types of communication. It may or may not be the message the sender intended.
3. *Message transmission.* The message can be sent or delivered in a variety of ways. The specific situation and the nature of the message determine the best way to send it. Written messages can be sent in traditional formats such as letters, memos, and reports. Written messages can also be sent electronically using fax machines, text messages, or e-mail. Oral messages can be delivered through face-to-face conversations, by phone, by voice mail, or by live video chats. Nonverbal messages are sent through gestures, body movements, and facial expressions.
4. *Message receiver.* The receiver takes delivery of, or receives, the message. The receiver’s knowledge, interest, and emotional state will affect how the message is received.
5. *Message interpretation.* The receiver interprets the message. The interpretation may be different from the intended message or the actual message.
6. *Feedback.* The sender and the receiver respond to each other through written, oral, or nonverbal means or through a combination of these components. Feedback may include a written response, verbal questions, and nonverbal gestures such as body movements and facial expressions.

KEY POINT

The basics of business communications have changed very little over the years, but the transmission method and speed have had a big impact on the business world.

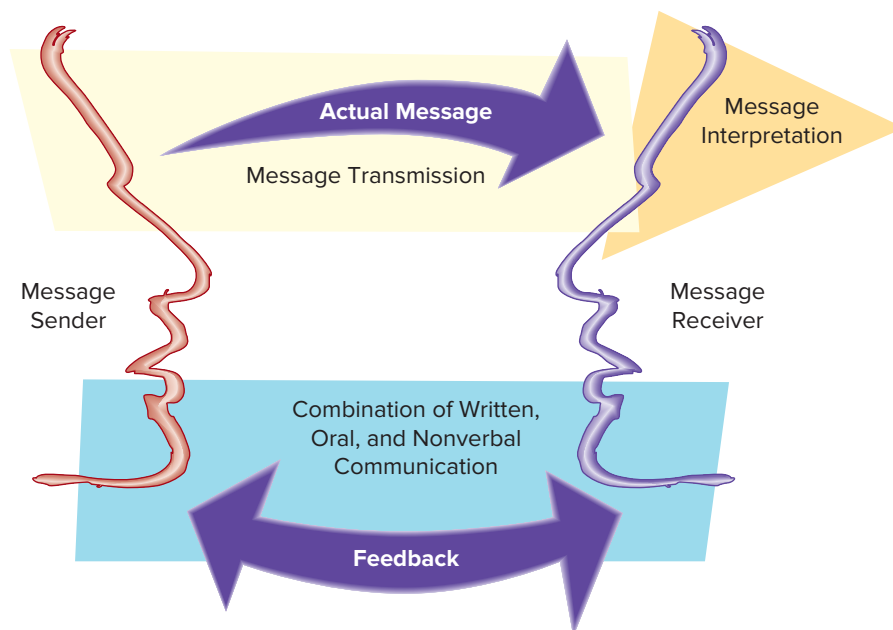


Exhibit 1.1

Communication Components

Communicating in teams is an important aspect of internal communication.

Thinking Critically:

What qualities should team members demonstrate in order to communicate effectively as part of a team?

oops!

Mastering Importance

It's important to master verbal communications. (*It's* is correct—*its* is the possessive form. *It's* is a contraction meaning “it is.”)

Factors That Influence Communication

Although the sender of a message knows the goals to achieve, the sender must keep in mind four key factors that will influence the communication either favorably or unfavorably. To be an effective communicator, the sender should account for how the following four factors affect the communication process:

1. The background of the receiver.
2. The appearance of the sender or of the sender's communication.
3. Barriers that might negatively affect the intended message.
4. The language and communication skills of the sender and the receiver.

Memory Hook

A receiver's interest and motivation are often influenced by experience. Recalling the four factors that influence communication is easy if you use the acronym *BABL* (pronounced “babble”).

- B** —*Background* of the receiver.
A —*Appearance* of the sender or of the sender's communication.
B —*Barriers* to effective communication.
L —*Language* skills of the sender and the receiver.

KEY POINT

A receiver's interest and motivation are often influenced by experience.

oops!

A Valuable Misunderstanding

Misunderstandings can arise when someone uses the wrong word. Consider this request made by a hotel employee: “Please leave your values at the front desk.” (the concrete noun *valuables*, not the abstract noun *values*)

Background of the Receiver

The following four background elements can play an important role in determining the receiver's possible reaction and response to the message.

1. The *knowledge* both the sender and the receiver already have about the facts, ideas, and language used in the message.
2. The *personality* of the receiver—particularly the emotions, attitudes, and prejudices that are likely to influence the way the message is interpreted.
3. The receiver's *experiences* relevant to the message content.
4. The receiver's *interest* and *motivation* regarding the subject of the message.

To understand how these four factors can influence a receiver, imagine that you have just received a flyer from a computer store announcing its latest sale. If you have not previously purchased from this store, your *knowledge* of its quality and service is probably limited. Naturally, your reaction would be different from that of a person who is knowledgeable about the computer store. If your *personality* is quite conservative, you have probably decided to make only a small purchase. However, if your *experience* with this store has been good, your *interest* and *motivation* probably grew the minute you saw the cost savings available from this type of sale.

The communicator who weighs all these factors and anticipates the receiver's needs before preparing the message stands a greater chance of having the message accepted by the receiver than does the person who ignores these factors.

Appearance of the Sender or of the Sender's Communication

What do the following three situations have in common?

- A sloppy-looking speaker or salesperson.
- A receptionist or telemarketer who does not speak distinctly.
- A letter with errors.

These three situations all transmit their messages in an unfavorable way. Every communication you transmit can be your goodwill ambassador and can help achieve a positive reaction if you remember that appearances do make a difference, as shown in **Exhibit 1.2**. Written communication that appears neat and professional makes a positive first impression.

Barriers to Effective Communication

Barriers are factors that interfere with communication and might negatively affect the intended message. Barriers include physical distractions, emotional distractions, cultural and language differences, and electronic interruptions.

Under what circumstances is the message received? Here are examples of possible barriers:

- Is the room noisy? Too warm or too cold? Poorly lit?
- Is the receiver more concerned with an upcoming exam or with the argument he had this morning?
- Is the receiver having difficulty understanding an international customer whose first language is not English?
- Is the receiver distracted by an incoming text message that she is eager to read?

Such distractions interfere with, and draw the receiver's attention away from, the message and create barriers to effective communication. Sometimes, the resulting lack of concentration can lead to incomplete communication by message senders and erroneous conclusions by message receivers.

Physical Distractions. *Physical distractions* include such things as discomfort due to improper heat or air-conditioning, health conditions like headaches or personal illness, and noise such as that from lawn equipment or sirens. Physical distractions are usually easier to prevent in a speaking or listening situation because the surroundings can often be controlled or changed. In a writing or reading situation, however, the writer has little influence over the reader's surroundings. Writers should take special care in developing error-free messages. Remember, people do judge you based on the appearance of your communication.



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Employability Skills

Working with Diversity

The ability to work with people from diverse backgrounds is a key employability skill.

Exhibit 1.2

Making an Impression

Physical appearance contributes positively or negatively to the impression a person makes. **Thinking Critically:** Which person's appearance makes the better impression? Why?

KEY POINT

Four types of barriers to communication are:

1. Physical distractions
2. Emotional distractions
3. Cultural and language differences
4. Electronic interruptions

Emotional Distractions. *Emotional distractions* on the part of the receiver can prevent him or her from concentrating on, and giving full attention to, the communication. Emotional distractions may include thinking about a personal matter or allowing an emotion such as anger to influence how you interpret a message.

Cultural and Language Differences. *Cultural barriers* such as language differences, inattention, and misunderstanding caused by different interpretations of a word or an expression can have a negative influence on the communication process. Cultural diversity can also be a barrier to effective communication. For example, executives in the United States and Japan might have different ideas about what constitutes politeness when business executives from these two countries meet for the first time. Should both executives bow, which is the tradition in Japan, or should they shake hands, which is the tradition in the United States? Chapter 3 discusses cultural diversity in more detail.

Electronic Interruptions. **Electronic interruptions** are events involving technology that interrupt the work flow. These interruptions may be as simple as a cell phone ringing. Electronic distractions such as cell phone texting while attending a company meeting can cause the listener to hear only part of what is being said at the meeting. Answering e-mail during a phone call with your supervisor is another example of an electronic distraction. **Multitasking**, which is spreading your attention to cover more than one activity at the same time, has its place. However, employees must stay focused on their jobs and set priorities.

Language and Communication Skills

Every businessperson is involved in some form of communication with others and must be able to use language effectively to send and receive messages. Words are the major tools of language, and they must be chosen carefully to express the intended meaning. How well the sender of the message uses these tools and how well the receiver interprets their use are major factors in the effectiveness of the message.

In today's multicultural society, it is important to be sensitive to cultural diversity when using any form of communication. An awareness of, and respect for, cultural differences will help you to avoid any miscommunications.

Selecting the correct words is particularly important if the receiver's first language is not English. Use of slang and jargon in communicating with people who do not understand the terminology can also cause a barrier to communication. If the receptionist tells the international caller, Mr. Wong, that Mrs. Wyatt can't take his call because she's *tied up* in a meeting, Mr. Wong could interpret the message literally (Mrs. Wyatt is *tied with ropes to a chair* in the meeting).

As a message sender, you must communicate facts, ideas, opinions, and instructions in a coherent manner with clarity, confidence, and knowledge. To do this, you must have a broad vocabulary and the ability to spell, pronounce, and select the correct words. You must be able to speak and write clearly, concisely, and correctly. As a message receiver, you must also be able to read and listen with understanding. *Both* the sender and the receiver share the responsibility for effective communication.

In spoken communication, word choice, grammar, pronunciation, and listening are also factors in effective communication. A receiver may be distracted by incorrect grammar, incorrect pronunciation, or misused words, and, consequently, he or she may not receive the intended message. For example, a diner in a restaurant may focus on the errors, rather than the message, when a server says, "We *done* the meal as *good* as we could so a 15 percent *gratitude* would be appreciated."

In written communication, something as simple as using the wrong word, making a spelling or grammatical error, using an incorrect format, or misusing a punctuation mark may change the intended meaning of the message. Even if the receiver understands the message, his or her opinion of the sender's intelligence and credibility may be negatively influenced by the error. For example, a receiver may not do business with a company because of a poorly written sales letter. The receiver may feel that a company



Going Global

Globally Speaking

Studying another language is one way to prepare for today's global marketplace. Knowing a few words in another language will help in international meetings. Consult an up-to-date phone app, foreign-language phrase book, or dictionary for help with basic expressions. There are websites on the Internet that can help with translating documents.

that is careless about its letters may also be careless about filling orders promptly and accurately.

Each of these language tools is discussed more fully in later sections of this book. Keep in mind, however, that these tools apply not only to writing but also to reading, listening, and speaking. If the communication process is to be successful, the message sender must be an effective writer or speaker, and the receiver must be an effective reader or listener.

Responsibilities of the Sender and the Receiver

As illustrated in **Exhibit 1.1**, both the sender and the receiver bear a responsibility for ensuring that effective communication occurs. Let's take a look at the particular responsibilities of the sender and the receiver.

Evaluate Each Communication Situation

Effective communication requires the sender to understand his or her own intrapersonal communication. **Intrapersonal communication** refers to the way each person views and interprets information based on previous life experiences. Intrapersonal communication, or communication with yourself, must take place before you can communicate with another person. **Interpersonal communication** is communication that occurs between two people, such as a doctor and a patient, an attorney and a client, and a financial adviser and a client.

Avoid Miscommunication. Ideally, the intended message, the actual message, and the interpreted message will be the same. Miscommunication occurs when components of one or more of these three messages are different for either the sender or the receiver. For example, consider the following situation:

College freshman Robin Wilkerson was upset with her semester grades, but she had to tell her parents. Robin (*message sender*) sent them an e-mail (*message transmission*) in which she wrote about her grades (*intended message*): "I got only one D this semester" (*actual message*). When her parents (*message receivers*) read her letter, they viewed it this way: "Robin got only one D this semester. That is much better than the three Ds she got last semester!" (*interpreted message*).

Miscommunication occurred because Robin's *actual message* did not convey that she also received two Fs. Her parents interpreted her partial message in a positive way. This is not an example of miscommunication, however, if Robin deliberately set out to deceive her parents. Was it ethical if she did intend to deceive them?

Maintain Goodwill. Effective communication takes place (1) when the message is received and interpreted as the sender intended, (2) when the sender gets the results he or she wanted, and (3) when the communication maintains *goodwill* between the sender and the receiver. You can tell a person no and make an enemy for life; but if you use a customer service approach and incorporate human relations skills into your communication, you are more likely to have an effective communication. Chapter 13 discusses customer service communication in detail.

oops!

The Comma Is the Clue

Omitting a punctuation mark can completely change the meaning of a sentence. Read these two sentences and notice the difference in meaning:

1. The teacher said the student was very cooperative.
2. The teacher, said the student, was very cooperative.

In each sentence, who was cooperative?

- (1. the student;
2. the teacher)

KEY POINT

Communication takes place when the intended message, the actual message, and the interpreted message are the same.

Communication Is Effective When It:

1. Is interpreted as the sender intended.
2. Gets the results wanted.
3. Maintains goodwill.

Exhibit 1.3

Listening

Feedback from a listener may include facial expressions, posture, and eye contact. **Thinking Critically:** What might the listener's feedback indicate to the speaker? What could the speaker do to get oral feedback from the listener?



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Digital Data



Information Tools

Cell phones are essential tools that help you organize your calendar, store your contact information, search for information, remotely close your garage door, check your home or business security cameras, and communicate with others. The capabilities and the small size of cell phones make them extremely useful at work and outside work.

KEY POINT

Maslow organizes human needs into five levels:

1. Physical
2. Security
3. Social
4. Esteem
5. Self-actualizing

Give and Receive Feedback. Miscommunication and communication breakdowns can often be avoided by using the feedback technique. **Feedback** involves getting an oral, written, or nonverbal response from the receiver. In the process of transmitting a face-to-face message, the sender can use clues from the receiver to determine whether the receiver is interpreting the message correctly. For example, a puzzled look on the receiver's face can signal that the message is confusing, as illustrated in **Exhibit 1.3**.

Asking questions is one way to get feedback. The sender can ask the receiver questions to determine whether the message is being received accurately. In turn, the receiver can ask the sender questions to clarify any content that is unclear.

Feedback cannot be achieved as easily with written communication because the sender and receiver are separated, and the receiver's response is usually not immediate. The wrong response, questions from the receiver, or no response at all may indicate a temporary breakdown in communication.

Understand Personal Needs

One significant factor in successful interpersonal skills is understanding the needs of the receiver of a message. Abraham Maslow, a famous psychologist, divided human needs into five levels, as shown in **Exhibit 1.4**.

- **Physical needs.** Physical needs are essential to life and include food, clothing, and shelter. Until these basic needs are satisfied, receivers have difficulty thinking of anything else.
- **Security needs.** Security needs include the desire to be safe from physical harm and mental abuse.
- **Social needs.** Social needs, which are evident in a desire to be part of a group, can be met through family, social contacts, work relationships, or other group situations.
- **Esteem needs.** Esteem needs are satisfied through a feeling of self-importance, self-respect, prestige, power, or recognition. Winning a contest, being selected as chairperson of an event or organization, and receiving a scholarship are some situations that satisfy esteem needs.
- **Self-actualizing needs.** These needs are met by developing a sense of achievement, competence, and creativity and by helping others meet their own needs. People who reach the top in their fields often want to use their abilities and resources to benefit others. They may also want to help others attain similar success by becoming a mentor, a role model, or a volunteer for organizations such as Big Brothers/Big Sisters, Boy Scouts, and Girl Scouts.

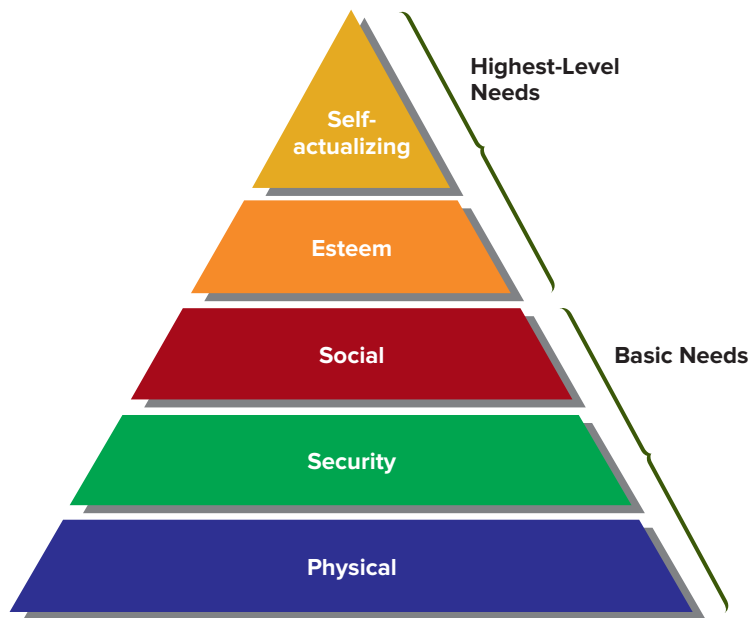


Exhibit 1.4 Maslow's Hierarchy of Needs

The lowest-level needs are at the bottom, and the highest-level needs are at the top.

Thinking Critically:
How does the lack of these basic needs interfere with effective communication?

Assess the Needs of the Receiver

In order to communicate effectively, the sender must carefully examine each situation and assess the needs of the receiver. Needs motivate people to act or react in certain ways. By helping the receiver satisfy the higher two levels of needs—*esteem* and *self-actualizing*—the sender can improve communication. Furthermore, by *empathizing* with the receiver, that is, imagining yourself in that person's situation, you will be better able to determine the best way to motivate the receiver to do what you want.

Keep in mind that the receiver may be motivated by more than one need at any given time. For example, a person may accept a position as officer of an organization to satisfy both social and esteem needs.

To communicate effectively, you need to demonstrate human relations skills when interacting with others. Use the human relations techniques described in the following paragraphs as a guide.

Apply Interpersonal Skills

The average person speaks about 18,000 words each day. Most of those words are spent communicating on a one-to-one basis or in situations involving only a few people. **Human relations skills**, also known as *interpersonal skills*, involve the ability to understand and deal with people in a way that maintains a favorable relationship and goodwill. It makes sense, therefore, that everyone should develop effective interpersonal skills.

Use the You-Attitude. Using the you-attitude when writing and speaking helps to build goodwill and to maintain an environment of friendliness. The **you-attitude** involves putting your reader or listener first and being considerate of the other person. An example of the you-attitude is, "For your convenience, we are extending our clinic hours to 9 p.m."

The **I-attitude** is the opposite of the you-attitude; it entails putting your own interests, well-being, and comfort ahead of anyone else's. An example of the I-attitude is, "Because it fits my schedule better, I have decided to extend the clinic's hours until 9 p.m."

Demonstrate a Positive Attitude. A good communicator demonstrates a positive attitude by building good working relationships with peers, superiors, subordinates, customers, and clients. Showing enthusiasm about your job and your organization and cooperating with others are ways to demonstrate a positive attitude.

Be a Good Listener. An effective communicator is also a good listener. It is important to listen carefully and to let the speaker know you are interested. Ask questions when you are unsure of message content, and take notes when appropriate.

KEY POINT

Using the you-attitude in speaking and writing helps to build and maintain goodwill.

Exhibit 1.5**Responsibilities of the Sender and Receiver**

Applying a combination of these communication responsibilities fosters productive communication.

Thinking Critically:

Which of these responsibilities is most important to the sender, and which is most important to the receiver?

Responsibilities of Sender and Receiver	
Responsibilities	Actions
Evaluate the situation.	<ul style="list-style-type: none"> • Avoid miscommunications. • Give and receive feedback. • Maintain goodwill.
Understand your needs and the receiver's needs.	<ul style="list-style-type: none"> • Fulfill each of your own and your receiver's needs according to Maslow, especially esteem and self-actualizing.
Apply interpersonal skills.	<ul style="list-style-type: none"> • Use the you-attitude appropriately. • Demonstrate a positive attitude. • Be a good listener. • Maintain confidentiality. • Be considerate.

Maintain Confidentiality. An ethical communicator understands the importance of confidentiality. This means releasing information to authorized personnel only and releasing information at the appropriate time, not early and not late.

Be Considerate. Treat others as you would like to be treated. A good communicator is courteous, honest, and patient in dealing with other people and respects the opinions of others. This means using tact and diplomacy in some instances. It also means using words and terms that your receiver understands. Another way to show courtesy is to be prompt in answering correspondence and in returning telephone calls.

Recent studies indicate that workers need good communication skills to be competitive in the changing workplace and in the global business environment. Practicing the human relations techniques described in this section will help you improve your communication skills. Review the responsibilities of sender and receiver in **Exhibit 1.5**.



Assessment Section 1.1

Review of Key Terms

1. How does *nonverbal communication* affect the verbal message? Provide an example. _____

2. What types of *barriers* interfere with communication? Include an example of each one. _____

3. What is the difference between *intrapersonal* and *interpersonal* communication?

Editing Practice

Spelling Alert! Correct the following spelling errors. A sentence may have more than one misspelled word.

4. The waitress appreciated the gratitude. _____
5. Please buy two rolls of duck tape. _____
6. Our lunch brake is at noon. _____
7. The window pain was broken during the storm. _____
8. Recycling results in less waist. _____

Practical Application

Analyzing Information

9. Give an example of a *you-attitude* statement and an *I-attitude* statement. Then list several basic human relations techniques that, if applied, could improve communication. _____
10. Today, immediately after a conversation with a fellow student, analyze what was said by jotting down answers to the following questions:



- What was the sender's intended message?
- What was the sender's actual message?
- What was the receiver's interpretation of the message?

Compare notes with your team to determine whether all messages are the same. If they are not, discuss what factors may have influenced the message.

Discussion Point

Making Comparisons

11. Discuss the differences among oral, written, and nonverbal communication. Why is each type of communication essential to effective communication?

12. Name the four key factors that influence communication, and describe each one briefly. _____

Section 1.2

SECTION LEARNING OUTCOMES

When you have completed Section 1.2, you will be able to:

- Explain how the four communication skills are interconnected and how they reinforce one another.
- Show how the four communication skills relate to your social, educational, and professional lives.
- Give examples to illustrate the importance of listening, speaking, reading, and writing skills in your life.

WHY IT'S IMPORTANT

The four communication skills are interconnected, and using them effectively will help you in the job market.

KEY TERMS

- oral communication
- written communication
- reflective listening

Teaching Tip

Hurdling the Language Barrier—Remind students that to be complete and effective, communication requires both a sender and a receiver. If a language barrier exists, the sender must be aware that the receiver may not understand the message.

The Communication Skills: Listening, Speaking, Reading, and Writing

Essential Principles

In Section 1.1 you learned that communication is a two-way process that requires a sender and a receiver. You cannot communicate in a vacuum. You cannot communicate by speaking if there is no one to listen. You cannot communicate by writing if no one will read your words. Each side—sender and receiver—must do its part.

As you have probably noticed, communicators are paired: speaker-listener and writer-reader. **Oral communication** requires a speaker and a listener. Oral communication is most effective when the sender has good speaking skills and the receiver has good listening skills. Similarly, **written communication** requires a writer and a reader. Written communication is most effective when the sender has good writing skills and the receiver has good reading skills.

If only half of the pair operates effectively, something is lost in the communication process. Suppose, for example, that someone writes a clear, step-by-step description of how to install a new software. No matter how clear that message, some information will be lost if the reader does not focus full attention on the message or does not understand some of the words or references. The reader will not understand what the writer is trying to say. Communication, then, is a partnership in which each side is responsible.

Combining the Communication Skills in Your Social, Educational, and Professional Lives

An essential ingredient of successful family, social, and business relationships is effective communication. A communication breakdown can lead to misunderstandings and serious problems in our personal and business lives. Good communication skills can positively affect most aspects of our relationships with others.

Learning to be a successful, effective communicator is somewhat like learning to be a good basketball player or a good chess player. Once you have learned the basic skills, you become better as you practice the skills and gain confidence.

Listening, speaking, reading, and writing are important and useful skills in and of themselves. When used together, they reinforce one another, producing a higher, efficient level of communication. Being combined with the others can strengthen each of the four skills. Take listening, for example. Your employer will not provide rubrics for tasks to be completed but will expect you to listen, take notes, and get the job done correctly.

Listening Skills

Listening is concentrating on what you hear and is one of the primary means of receiving information. The problem with listening, though, is that if you miss something or forget part of what you heard, you cannot replay the message, unless you have recorded it. A lack of knowledge of the subject matter or the meaning of the words or terms can decrease the listener's understanding. When you know something about the subject, however—when you have “read about it” or “done your homework”—you will find it easier to grasp the information presented orally. Reading, then, can reinforce listening; it helps you gain more from what you hear.

Speaking, too, can reinforce your listening skills. As mentioned before, good listeners ask questions to clarify points and obtain additional information. Speaking can also be used as a memory aid. Repeating a person's name right after you hear it, for instance, will help you to remember the name later.

Writing reinforces listening skills on an ongoing basis. You jot down the name and address of a restaurant someone recommends, or you take a telephone message for a co-worker. You take notes when your supervisor explains how a job should be done, because your supervisor will not provide a rubric or other written instructions for completing a task. You can then refer to your notes when you need them. Listening skills are important in all aspects of your life.

Memory Hook

Use these five strategies to enhance, reinforce, and develop your listening skills:

- *Read* to gain background information.
- *Repeat* a person's name when you are introduced to someone.
- *Respond* by asking questions to clarify information.
- *Remember* by taking good notes and reading them later.
- *Record* a lecture, when permitted, for another chance to comprehend.

Your Social Life. In a social setting, good listeners—those who understand what the speaker is saying and why—are much in demand. We often choose a good listener to be a good friend: someone to turn to when we want to talk about our problems or fears or to share our triumphs or joys. Good listeners often reap the benefit of the experience of others and enjoy the satisfaction of close personal relationships.

Your Educational Life. Good listening skills help you absorb an instructor's lectures, explanations, and directions for assignments. The process of taking notes on the oral information enhances listening. Your notes provide a record of the information you received and enable you to review the information at a later time.

Your Professional Life. Listening is assisted by the other communication skills in every profession. Consider Barbara Wright, for example, who is an administrative assistant in a medical center. She listens in weekly staff meetings to caseworkers and medical staff as they discuss current problems and cases. To help remember those discussions and the tasks she's been assigned to do, Barbara takes notes. Then she types her notes on her computer to create a permanent record and handy reference. Barbara also reads as many medical articles as she can. This background reading helps her better understand what her co-workers are discussing.

Barbara also uses speaking skills in her job. She participates in the staff meetings, and she spends time each day on the telephone, answering questions and providing information to co-workers and clients. Barbara has discovered that reading, writing, and speaking have helped her become a more effective listener.



Going Global

Listening behavior varies from culture to culture. In some parts of Africa, children will look down when talking with an adult because adults consider eye contact from children disrespectful. Japanese listeners often close their eyes when they are concentrating.

oops!

Listen With Your Ears and Your Mind

Jimmy was planning his ski trip and daydreaming when his professor announced that the lecture would be canceled the next day. Jimmy was the only student who showed up to class the following day.



Going Global

Greetings can differ considerably from one culture to another. Whereas handshakes are the normal greeting in the United States, a kiss on both cheeks is the normal greeting in the Middle East. In some Asian cultures, people greet one another by bowing; and in India, hands are put together in a prayer position with a slight bow.

oops!

Homonym Horror

Browsing and searching through the Internet was a waist of time when I had the information in this book. (*waste*—not *waist*)

Speaking Skills

The communication skill you will probably use the most is speaking. Speaking can be an excellent way to transmit information. Speaking also plays a part in being a good listener. You provide feedback by letting the speaker know you understand, by offering advice, and by asking for more details.

Reflective listening is an important tool in many listening situations, particularly in one-on-one situations. **Reflective listening** (see **Exhibit 1.6**) is attentively listening to the speaker's actual words, as well as tone of voice, and observing the body language and emotions displayed. During the process, periodically stop the speaker and “play back” in your own words what you heard and observed: “You said . . .”; “You felt . . .”; “Is that correct?” Reflective listening is usually not practical in a speaker-audience situation.

Your Social Life. You use your speaking skills to share your thoughts, wants, accomplishments, and feelings with others. You also ask questions to gain information and show interest. Speaking can be face-to-face or can occur over the telephone or computer.

Your Educational Life. Asking questions, summarizing information, and expressing ideas are an important part of the learning process. Your spoken feedback tells your instructor what information you understand and what information should be clarified. Your speaking skills will help you master the course material and help you when you are working in teams.

Your Professional Life. Communicating by speaking is an important skill in the work world. Let's look at how Andrea Rosado uses speaking on her job as a paralegal. Andrea spends a good portion of her day speaking with attorneys, other paralegals, and clients. She makes telephone inquiries regarding legal cases she is working on, and she engages in discussions with attorneys and colleagues.

Reading, writing, and listening skills support Andrea's speaking skills. Andrea knows that reading is an essential part of her job. She must analyze the facts of a case and conduct research to identify laws, judicial decisions, and legal articles that may have a bearing on the case. Andrea uses her writing skills to prepare legal briefs and legal correspondence. Listening is also an important skill for Andrea. As a paralegal, she must listen to clients to obtain information, and she must listen to instructions from her supervising attorney.

Exhibit 1.6

Reflective Listening

How can a listener display reflective listening? **Thinking Critically:** Name two ways you could show reflective listening.



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Reading Skills

Reading is one of the principal means of obtaining information. The information may be in printed form, such as a book or magazine, or in electronic form on a computer screen or another electronic device. Reading is an efficient way to learn because it allows you to control the flow of information. You can reread a passage you have not fully understood, and you can take notes, which will help you when reviewing the material. Reading is also a source of entertainment when reading for pleasure.

Your Social Life. Reading newspapers; magazines; online local, national, and international news updates; and books helps you to broaden your knowledge and understanding of the world and to become a more interesting person. Reading gives you more information and ideas to share with others. It can make you a good conversationalist and thus, a more interesting person.

Your Educational Life. In any kind of educational setting, reading is one of the principal means of acquiring course-related information.

Reading skills are important for students at every level. Take Julius Mitchell, for example. Julius works for an electrical supply company during the day and attends a community college at night. He found the reading assignments for some of his courses difficult at first. However, things improved when he started taking notes on his reading. Taking notes helped Julius organize and remember the information. These notes made studying for exams easier, because Julius could review his notes rather than rereading the entire text.

Julius discovered that he gets more out of a class when he has read the assignment ahead of time. The lectures help him to review basic material and to clarify difficult points. Julius has also found that he likes participating in discussions when he is prepared for class. Talking about the material in class reinforces Julius's reading and aids him in mastering the material.

Your Professional Life. Reading will be part of any job, starting with the employment forms you must read when you are hired. E-mails, letters, reports, computer manuals, schedules, procedure manuals, and policy manuals are just a few of the documents that will require reading skills.

Writing Skills

Writing skills are important for creating and communicating information. Getting your thoughts on paper (or on the screen) will help you organize and evaluate these thoughts. Written communication provides a written record of communications.

Your Social Life. Writing is being used more and more in our social lives today because e-mail, texting, blogs, and so on, have made it much easier, less expensive, and more convenient.

Similarly, we all need to know how to write congratulation letters, thank-you notes, responses to invitations, and other social communications.

Your Educational Life. Excellent writing skills can help you to earn higher grades on research papers and tests. Exceptional content and correct grammar and punctuation will impress your instructor, resulting in a higher grade. You learn more through writing about a subject because you must think about the material and organize the information you have before you can start to write about the topic.



Employability Skills

Writing

Communication skills, especially the ability to write effectively, are necessary to succeed in business.

KEY POINT

Reading and writing are integral to learning and communication skills.



Digital Data

Nonstop Communication

Cell phones have made communication readily accessible throughout most of the world. They are used for security, social, and work-related communications and seemingly have become a necessity for most users.

KEY POINT

Excellent communication skills are among the most frequently listed requirements in want ads and in surveys of employers.

Your Professional Life. On the job, you use your writing skills to compose e-mail messages, letters, and reports. In many jobs, writing is a supporting skill, but in some jobs—those of newspaper reporters or authors, for example—writing is the primary skill. Writing by means of some form of electronic communication has become an increasingly important part of our lives.

The Value of Good Communication Skills

As you can see, the four communication skills apply to your social, educational, and professional lives in much the same way. With the rapid rate of technological advancements, you can expect to have several different jobs during your working life. You'll need to learn new software programs or managerial skills, for example. Your communication skills are tools that will help you to adapt to a variety of work situations.

The four communication skills are interconnected, and using all of them will strengthen your ability to communicate. Let's see how Maria Hernandez uses all four communication skills in her job. Maria works as an investigative reporter for the *News Gazette*. She has always enjoyed writing and now works as a full-time journalist. Maria knows that listening, speaking, and reading skills are crucial in writing newspaper articles.

For example, Maria had to read the minutes of last year's town meetings to get the history of the new recycling program. She found that she needed more information about recycling plans in other communities and the technology involved. Maria spent the morning online reading and taking notes. Next, she wanted to learn what various town officials and citizens thought about the new program. Was the proposed program worth the expense? Would it really help to cut down on the amount of garbage? Would the plastic bottles be processed and reused as promised? Maria drew up a list of questions, she listened carefully to the answers of her interviewees, and she took notes.

Maria then assembled the material for her story. She was able to plan what she was going to say before she actually sat down at her computer to write.

When analyzing Maria's job, you see how the four communication skills are interconnected. Each of the communication skills—listening, speaking, reading, and writing—is strengthened and reinforced by the other skills.

Assessment Section 1.2

Review of Key Terms

1. Define the term *reflective listening*. _____

2. What effect does *written communication* have on one's professional life?

Editing Practice

Proofreading Alert! Proper proofreading involves checking the spelling, grammar, and punctuation within a sentence. Proofread the following sentence and mark all the errors. Then, rewrite or type the corrected paragraph.

3. In accordance with hour telephone conservation, we have cent you the second addition of John Nelson's knew book, *Correcting Errors in Word Usage*.

Practical Application

Thinking Critically

4. Write a brief paper on the value of letter writing in either your social life or your business life. Respond to one of the three following prompts:
- a. How has e-mail changed letter writing?
 - b. Letter writing is a lost art.
 - c. Writing letters is a wonderful way to communicate.

5. One communication skill is featured in each of the following examples. Explain how another communication skill might be used in each situation to reinforce the main skill.



- Listening to a neighbor's complaints about a barking dog.

- Speaking to a group about the pros and cons of four popular word processing programs.

- Writing a report about public opinion on local property tax rates.

- Reading several consumer and photography magazines in the library that evaluate digital cameras. (You want to buy a digital camera.)

Discussion Point

Identifying the Main Idea

6. Describe how communication is a two-way process, and explain why communication skills are paired.

Section 1.3

SECTION LEARNING OUTCOMES

When you have completed Section 1.3, you should be able to:

- Describe upward, lateral, and downward communication.
- Define *internal communication*, *external communication*, and *tone* and give examples of each.
- List, explain, and give examples of the six components, or Cs, of business communication.

WHY IT'S IMPORTANT

No matter what your job, your working day is basically a constant flow of information. Communicating effectively enables you to tap into an endless supply of ideas and solutions.

KEY TERMS

- upward communication
- lateral (horizontal) communication
- downward communication
- internal communication
- external communication

Teaching Tip

Spirit and Unity—Point out to students that listening to co-workers and supervisors and reading what they write encourages team spirit, creates a sense of unity, and increases employee morale and cooperation.

Communicating in the Business Environment

The Importance of Good Communication in Business

Imagine that you are an employee who has made suggestions on how to improve your department or company. How would you feel if your supervisor listened to your ideas and actually put some of them into effect? You would probably feel great. You might respond by working even harder than you were working before. You would have experienced *effective communication*.

Flow of Communication

Communication not only links members of a certain department but also serves as a vital link between people in different departments. In a company, each department functions as a spoke in a wheel; all the spokes are needed for the wheel to function properly. If several spokes are missing, broken, or not aligned properly, the wheel becomes wobbly and eventually will break.

Upward communication is communication with people who rank above you, such as your boss or instructor. **Lateral or horizontal communication** is communication with people who are at the same rank or level as you—your co-workers or classmates, for instance. **Downward communication** is communication with people who rank below you, such as the people you might manage at work. The direction your communication flows at any given time will influence how you communicate—the words you use and the method you choose.

Not only does good communication make a company operate efficiently, but it also creates a sense of unity—a team spirit—and a striving for common goals among employees.

Exhibit 1.7 illustrates the flow of communication within an organization and shows the directions in which communication can travel. The arrows at both ends of a line show that communication flows both ways.

Types of Business Communication

Communication that takes place in a company or an organization falls into two categories: internal communication and external communication. The tone used in internal communication usually differs from that used in external communication. *Tone*, as it applies to business communication, usually refers to the general manner of expression or effect of a written document, conversation, discussion, or speech.

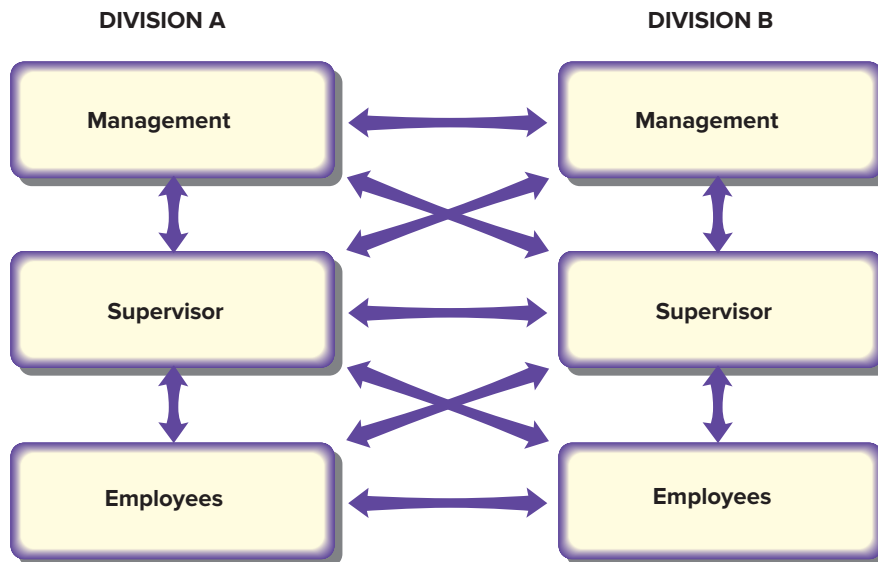


Exhibit 1.7

Communication Flow

Communication within an organization flows in three directions—upwardly, laterally, and downwardly—to accomplish company objectives. **Thinking Critically:** How could management effectively communicate with company employees? List three methods of internal communication.

Internal Communication

Internal communication is the transmittal of information between and among persons within a business or organization. Within a company, internal communication is used to accomplish company goals and objectives. Managers must, for example, let employees know when and why a specific job must be done. On the other hand, nonmanagement personnel use communication for understanding and clarifying how a specific job must be done. Nonmanagement personnel communicate to convince management that their knowledge and personal attributes qualify them for pay increases or promotions. Other examples of internal communication include suggestions for improving products and services and guidelines for completing a process.

Internal communication may be carried out with people in the same department, in other departments, and at other company locations.

Also, employees may communicate individually or as members of a team. Internal communication may occur through face-to-face conversations, telephone calls, e-mail messages, texting, and brainstorming sessions at a meeting, as illustrated in **Exhibit 1.8**.



©Antonio Mo/Getty Images

Exhibit 1.8

Team Communication

Communicating in teams is an important aspect of internal communication.

Thinking Critically: What qualities should team members demonstrate in order to communicate effectively as part of a team?

KEY POINT

Workplace communication can be divided into two categories:

1. Internal
2. External



Employability Skills

Making Decisions

Decision-making skills are among the core employability skills in business. Learn to consider all the alternatives, evaluate the choices, and then make the final decision based on the specific goals in mind.

oops!

On the Right Paper Trail

Please send us a bid for the project on your company stationery by the end of this week.
(the noun *stationery*, not the adjective *stationary*)

In internal communication, a person's tone may be friendly and informal. As an employee, you must assess a situation and use the most appropriate tone. For instance, when telling a colleague about an idea you have to make your department more productive, you would use different words, different phrasing, and a different tone from the words, phrasing, and tone you would use if you were making the same suggestion to the manager of your department.

External Communication

External communication is the transfer of information to and from people outside the company. The goal of a company's external communication is to persuade the recipients to respond favorably to company needs. A sales letter, for example, tries to get a potential customer to buy a product or a service. A job listing tries to attract qualified personnel to fill a certain position.

In external communication, a person's tone is often more polite and formal. Using the right tone in external communication is more challenging than using the right tone in internal communication because you are representing your company as well as yourself. Often, customers and clients will transfer their opinions of you and your communication skills to the company itself. They will base opinions not only on what you say or write but also on your appearance and manner. In other words, the whole package counts.

Although your physical appearance may not be as important as the content of what you say or write, your appearance creates a first impression. Keep in mind that the first impression you create will often influence how closely your customer or client will pay attention to what you have to say. As a result, your appearance, or the appearance of your communication, can work either for you or against you.

The Six Cs of Business Communication

Effective business communication meets the test of the six Cs—*clear, complete, concise, consistent, correct, and courteous*. The six Cs apply to any communication situation, whether you are speaking or writing and whether you are communicating with someone inside or someone outside your organization. Using the six Cs will make your communication coherent and easy to follow.

Clear

It isn't enough to communicate so that you can be understood; you must communicate so clearly that you cannot be misunderstood. Being specific rather than vague is a way to meet this test. If you leave your car for "routine service," will you be upset when you receive a bill for \$368? Asking the Service Department to call you if the car will require more than \$70 worth of service work would eliminate this miscommunication.

Complete

Complete communication includes enough details so that the recipient will not need to ask for more information. Imagine receiving a notice from your dentist for a return visit on Wednesday at 3 p.m. Which Wednesday would you go? To be complete, a communication should answer the following questions: Who? What? Where? When? Why? and How? or How much?

Concise

Unnecessary words hamper communication because the extra words used to express the idea or thought clutter the message. The following sentences are wordy: "I am writing this e-mail to inform you that your order has been processed. You will receive another e-mail from us when your order has been shipped." Look how much more effective a concise version is: "Your order has been processed, and you will receive another e-mail when your order is shipped." You've eliminated 11 words, and none of the meaning is lost from the original message.

Consistent

All communication should be consistent in *fact*, *treatment*, and *sequence*. Consistency in *fact* refers to agreement with a source document or an established fact. For example, an open house scheduled for April 31 should be questioned because April has only 30 days. Consistency in *treatment* means treating similar items the same way. An example of consistent treatment is using a courtesy title (Mr., Mrs., Miss, or Ms.) with the names of all recipients of a letter or indenting all paragraphs in a letter. Consistency in *sequence* refers to the arrangement of listings, such as alphabetic, chronological, or numerical. Imagine a telephone book that is not arranged in alphabetic order. If a workshop is scheduled for three days, the dates should be given in chronological order, for example, May 3, May 6, and May 10.

Correct

All the information in a message should be accurate—the content, the spelling, the capitalization, and the punctuation.

Courteous

Your communication should use the you-attitude instead of the I-attitude. This means keeping the reader or listener in mind when you write or say something. Use positive words instead of negative words, and use tactful language. Use formats, such as lists, short paragraphs, and tables, that are easy to read and comprehend.

KEY POINT

Effective business communication is:

1. Clear
2. Complete
3. Concise
4. Consistent
5. Correct
6. Courteous

oops!

Choose Your Words Wisely

Our corporate office was formally in Chicago, Illinois. (*formerly*—the adverb *formally* is incorrect)

Memory Hook

The six Cs of effective communication are easy to remember because each one starts with the letter C.

Clear	Consistent
Complete	Correct
Concise	Courteous

To recall the six Cs, remember this sentence: Clara gave clear, complete, and concise directions on how to greet customers in a consistent, correct, and courteous way.

Assessment Section 1.3

Review of Key Terms

1. How is *upward communication* different from *lateral* or *horizontal communication*? _____
2. What is the difference between *external communication* and *internal communication*? _____

Editing Practice

Call an Editor! Which of the six Cs of communication is violated in each of the following sentences?

3. We would like to take this opportunity to welcome all new students.

4. We demand that you return the rented tuxedo today. _____

5. We ordered new company stationary. _____
6. The sales manager told the associate that he would not attend the meeting.

7. The new Walmart store will have the ribbon-cutting ceremony on Wednesday, August 28. _____
8. These checks have not cleared: 2304, 2310, and 2308. _____

Practical Application

Analyzing Information

9. Explain and give examples of the six Cs of business communication.

10. Working in teams, write a paragraph about what combination of communication skills you would use for each situation and why.



- a. Applying for a job in response to an advertisement in the want-ad column in the newspaper that gives a box number for reply.
 - b. Receiving a message on your cell phone to call an employer to set up an appointment for a job interview.
 - c. Preparing a research paper on a topic about which you have limited knowledge.
 - d. Conducting a workshop on refinishing furniture (assume you are not an expert).
-
- _____
-
- _____

Discussion Point

Identifying the Main Idea

11. How is communication in an organization like the spokes of a wheel?

12. Discuss how speech and appearance can provide the tone for a company you represent. Brainstorm examples of both positive and negative tones.



Section 1.1

Using correct grammar, spelling, and punctuation, compose an e-mail to your instructor that includes the information listed below under “Content.” Assume that your instructor requested that you send him or her this information.

Instructions: Begin with a brief introductory paragraph with two or three sentences. Specify the requested information using complete sentences. Enumerate as shown. Include a brief closing paragraph with two sentences.

Content:

1. Your major or program of study.
2. Your anticipated date of graduation.
3. Something interesting about you (hobbies, job, etc.).
4. The reason that you are taking this particular college course.

Section 1.2

Use the Internet to find a job that you think you would like to have. Then, investigate how the basic communication skills—reading, writing, listening, and speaking—are used when performing this particular job. Be sure to use correct grammar, spelling, and punctuation. Also, you should list any sources that you used to find the information.

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Chapter 2

Interpreting Communication

Section 2.1

The Basics of Nonverbal Communication

Section 2.2

Learning the Basics of Listening

Section 2.3

Listening in Casual and Business Settings

Section 2.4

Reading Business Documents



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CHAPTER LEARNING OUTCOMES

When you have completed this chapter, you should be able to:

- Discuss the basics of nonverbal communication and their importance in all interactions.
- Explain the mental and physical processes in listening.
- Discuss and contrast listening in casual and business settings.
- List suggestions for improving your reading skills.

Workplace Connection

Listening and reading, two of the four communication skills, are utilized to receive information. Being successful as a student or an employee depends on your ability to listen and to read effectively.

The Basics of Nonverbal Communication

Essential Principles

Without realizing it, communicators send numerous nonverbal messages every day. Nonverbal communication is communication without words. Note the occurrences of nonverbal and verbal communication in the following scenario:

The impeccably dressed president of the company entered the high-tech meeting room with a stranger at his side—a woman in crisp, smart business attire. As the president warmly and respectfully introduced her to the company's middle management, the woman's easygoing smile acknowledged the participants.

With a sense of professional excitement, the president explained that the woman was a seasoned management consultant who was going to help implement a number of organizational changes within the company. As several of the managers glanced at each other with questioning looks, the president quickly assured the managers that no jobs or salaries were in danger. He then added that he was very enthusiastic about the company's enhanced prospects once the changes were completed.

After her introduction, the management consultant told a well-delivered, business-related joke, which put the group at ease. She then told the group she was looking forward to working with the entire management team, and she noted that she would actively seek their input. She explained that she expected to learn a great deal from them as she recommended and helped implement the upcoming changes for the company. The managers listened closely to everything she had to say.

The scenario demonstrates both verbal and nonverbal communication. The verbal communication was the president's introduction of the management consultant and explanation of her role in reorganizing the company. The importance of the meeting was expressed nonverbally by the inclusion of all the company's middle managers. Both the president's and the consultant's relaxed and warm manner conveyed the good news nonverbally. The nonverbal communication included the president's actions, his attire, his facial expressions, and his voice, as well as his interaction with the consultant. The management members also exhibited nonverbal communication, first with questioning looks, later with laughter, and finally with their undivided attention to what the consultant had to tell them.

SECTION LEARNING OUTCOMES

When you have completed Section 2.1, you will be able to:

- Define *nonverbal communication* and explain how it applies to life situations and the workplace.
- Discuss the personal and professional importance of nonverbal communication.
- List the five categories of nonverbal communication.

WHY IT'S IMPORTANT

Nonverbal communication, simply defined, is communication without words; it is the conscious and subconscious use of actions, behaviors, and interactions with one's surroundings, which convey a message.

KEY TERMS

- nonverbal communication
- paralanguage
- body language
- touch
- space

Teaching Tip

Nonverbal Text—

Emoticons are a type of nonverbal text, but they should be used only in personal e-mail and texts, not professional writing.



Going Global

Yes or No

Different cultures use different types of nonverbal communication and gestures to communicate. For example, whereas Americans turn their heads from side to side to indicate “no,” the same gesture means “yes” in some other cultures, such as India.

oops!

Bowing to Custom

James recently conducted a business meeting in Japan. When greeting his Japanese colleagues, he held out his hand for a handshake as his colleagues bowed. James did not realize that the custom in Japan is to bow instead of shake hands.

The Importance of Nonverbal Communication

Two well-known adages express the importance of nonverbal communication:

- Actions speak louder than words.
- A picture is worth a thousand words.

Most people agree that actions speak louder than words. Our friends, co-workers, and others often attach more meaning to our nonverbal messages than they do to our verbal messages, because they feel nonverbal messages more accurately reflect attitudes and true feelings. For example, suppose two employees are vying for the same promotion to branch manager. When the promotion decision is announced, the employee who did not get the promotion congratulates the new branch manager and says, “I’m happy for you.” However, his nonverbal facial expression might communicate that he is disappointed about the promotion and is actually not happy for the new branch manager. Professional courtesy and protocol have compelled him to congratulate the new branch manager. Reading the true feelings of disappointment in his face, the new branch manager takes the opportunity to respond warmly and sincerely, by crossing the room to shake hands. The nonverbal communication these two shared speaks volumes more than the words they exchanged.

Is a picture indeed worth a thousand words, as the second adage says? Nonverbal communication is like a mental snapshot the mind records during the communication process. Remember, you’re not only reading cues from nonverbal communication but also sending them. The mental snapshot, or image, affects our perception of a particular situation. People you interact with will examine their own snapshots for communication clues that indicate to them how you feel about what you are saying. Strangers will have immediate positive or negative first impressions about you.

Nonverbal communication is extremely important—so important that its absence is noticed and can be detrimental. The absence of nonverbal communication can deliver a negative message and affect relationships. Suppose, for example, two business associates have had a strained relationship. The failure of one associate to shake hands, when the other associate offers his hand in greeting, clearly communicates that the relationship is still strained.

A fundamental reality exists in human nature regarding verbal and nonverbal communication. When nonverbal cues contradict verbal cues, people tend to trust their perception of the nonverbal cues. Therefore, even from the first impressions people form about you, through personal and professional relationships as they grow, the nonverbal information you broadcast will weigh heavily on your influence and impact on people.

Nonverbal perceptual checks are helpful in both personal and professional growth. On a personal level, you would strive to view yourself as others see you and would attempt a level assessment. More organized settings, such as the workplace, may have performance reviews. These reviews may include feedback on the message your nonverbal personality conveys. Here, an employee has the opportunity to ask: “Is there anything negative you see in my body language? Is there anything I could work on in my nonverbal presentation?” This type of feedback is valuable information that targets the likely areas of habitual behavior that need attention or possibly signal a need for personal growth.

Categories of Nonverbal Communication

Nonverbal communication can be divided into five categories. As you study each one, refer to the example of the management meeting at the beginning of this section. Can you identify each of the following categories in the example?

Paralanguage

Paralanguage is nonverbal communication through factors such as tone, pitch, quality, rate of speech, laughter, tears, belches, and even hesitation or sighs. Paralanguage can help reinforce a verbal message. For example:

- A father frowns and anxiously runs to his daughter who has just fallen.
- An ill student with a scratchy voice calls her professor to let him know she will not be able to give her presentation.
- A customer clears his throat to let a busy cashier know he is ready to check out.

Kinesics

Body language, or kinesics, consists of the gestures, movements, and mannerisms by which a person communicates with others. Physical attributes such as appearance, facial expressions, eye contact, and posture contribute to kinesics, or body language. Facial expressions communicate our thoughts and emotions (see **Exhibit 2.1**).

Here are examples of body language:

- *Physical appearance* includes clothes, jewelry, and grooming. Wearing the appropriate clothing to specific events demonstrates taste and professional style. Wearing casual clothes to a formal dinner would convey that the person has poor judgment.
- *Facial expressions* indicate our emotions: happy, sad, confused, angry, and so on. Eye contact, in the American culture, conveys confidence, honesty, and interest in the conversation.
- *Gestures* can express many things: a friendly wave to say hello, a frantic wave from a trader on the New York Stock Exchange, a supervisor's hand held up to defer questions in a meeting, and the American okay gesture to convey agreement.
- *Posture* sends a message. Standing or sitting erect denotes that you are paying attention to the matter at hand. Leaning forward conveys increased interest, whereas leaning back conveys disinterest or a feeling of discomfort or defensiveness.

oops!

Inappropriate Bowing

Steve recently attended an international conference in Japan. When he was introduced to a Muslim businessman from Turkey, Steve bowed because that is appropriate for people from the Japanese culture. A Muslim person, however, believes that bowing is only appropriate in worship.

Memory Hook

Eye contact is a useful nonverbal tool. In the American culture, good eye contact lets your speaker know that you are paying close attention. Poor eye contact conveys that you are not interested in what the speaker is saying.



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Exhibit 2.1

Facial Expressions

Expressions often reveal what is going on in the mind. **Thinking Critically:** What emotion or idea does each snapshot demonstrate?



Employability Skills

Self-Esteem

Maintaining a positive view of self is important when working in a team environment. It's important for all individuals to have positive self-esteem for a team to work effectively and efficiently.



Going Global

Worldly Etiquette

Consider differences in etiquette when doing business abroad. Whereas Americans shake hands before and after a business meeting, Asian cultures, such as Korean or Japanese, usually bow instead of shaking hands.



Going Global

Personal Space, Worlds Apart

Consider how different cultures interpret personal space. In Mexico, people communicate by standing very close together and might even touch arms. In Japan, people are not inclined toward physical display and stand farther away from each other than people do in the United States.

Memory Hook

The human smile is one of the most effective nonverbal ways in which we express our happiness or approval. Smiles are contagious. An old adage says, "Smile and the whole world smiles with you" (author unknown).

Environment

Our environment communicates many different messages. Environmental factors of nonverbal communication include objects in our surroundings or the surroundings themselves. For example:

- A large desk in a corner office with windows communicates high status within an organization.
- Fast-food restaurants are usually designed to move customers through quickly, using bright colors and plastic seating that is comfortable for only about 10 minutes.
- Some organizations arrange product catalogs or sales awards in the reception area. This is done to give visitors a positive first impression.
- Color communicates a variety of messages. Many hospital delivery rooms are painted in soothing colors to relax expectant parents.

Touch

Touch, or haptic communication, is a primary method for achieving connection with people, indicating intention, or expressing emotion. Like other factors of nonverbal communication, the use of touch is culturally bound. Consider the following:

- In a business setting, the most appropriate form of communication is the handshake.
- A limp handshake can communicate nervousness or a feeling of inferiority; a firm handshake communicates confidence.
- Haptic communication is status driven. That is, a manager may give an employee an encouraging pat on the back, but not vice versa.
- People in business must avoid touch that could be considered a condescending action or sexual harassment. Sexual harassment is any unwanted verbal or physical action related to sex.

Space

Space, as it relates to nonverbal communication, is the physical distance maintained with others. How you use space to communicate depends upon cultural norms, your relationship with the receivers of your communication, and the activities involved.

For North Americans, space generally falls into four categories:

- *Intimate distance*—from physical contact to 18 inches. This distance is reserved for personal expression with those we know well.
- *Personal distance*—from 18 inches to 3 feet. This distance is used for casual and friendly conversations.
- *Social distance*—from 3 feet to 7 feet. This distance is used in the workplace for business-related conversations, small meetings, and social functions. It is also used for other conversations that are not personal in nature.