

Business Communication

3rd Edition

THOMAS L. MEANS

3rd Edition

Business Communication

THOMAS L. MEANS

Contributing Author

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

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Business Communication, 3e

Employers consistently report communication is one of the most important skills they look for in job applicants. *Business Communication, 3e* equips students with the communication tools they need for success in the workplace.



OBJECTIVES

1. Describe the roles of nonverbal communication.
2. Indicate the nonverbal cues sent in written and spoken messages.
3. Identify nonverbal cues that affect a person's image.
4. Describe what nonverbal cues in the environment are.

3.1
Nonverbal Communication

The Purpose of Nonverbal Communication

The speed limit is 55 mph but you're zipping along at 65 mph. Suddenly you notice flashing lights in the mirror and a loud siren drowning out the sounds of your favorite song. You pull your car over, place your hands on the steering wheel, and nervously wait for the uniformed officer to approach your car. Up to that point, no words have been exchanged, but a lot of communication has occurred. The speed of the car indicated that you lacked respect for the law, you were in a hurry to get somewhere, or you were being reckless. The lights and siren indicated that the law enforcement officer caught your actions on radar and you might get a speeding ticket. The officer's uniform, along with the gun, badge, and strict expression sends a strong message of who is in authority. Placing your hands on the steering wheel indicates to the officer that you respect that authority. You have just experienced a nonverbal conversation. Nonverbal communication is composed of the messages sent without or in addition to words. These messages have a strong impact on receivers, and often these actions speak so loudly they drown out spoken words. People use nonverbal cues as a means to determine the sender's thoughts and emotions. Nonverbal cues also indicate the degree of importance the sender attaches to a message.

Spoken or written words make up the verbal part of a message and are often accompanied by nonverbal cues. It is also possible that a nonverbal message does not have any verbal counterpart at all. Physical communication is displayed with facial expressions, gestures, and other body movements. Communication can also be achieved with the use of physical or mechanical signs, such as traffic signs and signals, flags, badges, the playing of "Taps," or logos of different products/brands. Social status is shown with expensive jewelry, clothes, homes, and cars, or with dirty clothes, body odor, and grocery carts. Symbols such as a cross or six-pointed star might indicate a person's religion. Creative expression is another form of nonverbal communication. In dancing, music and movements tell a story without words.

Receivers interpret nonverbal symbols by using their senses—sight, hearing, touch, taste, and smell. If you hear a person say, "Great!" and see the person smile while looking at a letter, you conclude the letter contains good news. If you hear a frowning person say, "Great!" in a disgusted tone when looking at a letter, you

Chapters...

For readability and ease of teaching, each chapter is organized into sections. Sections begin with a set of objectives and conclude with applications for assessment of student learning.

Section 3.1 Applications

A. Analyze Speaking Behavior

Robert spoke to his coworker, Sherry, this morning. "Good morning, Sherry," Robert said in a quiet voice as he slouched by Sherry's desk. "I think I can complete the reports you requested by Thursday," he added as he looked down at her with a frowning face. "I will appreciate it if you can get the data to me by this afternoon," Robert said with a sigh as he walked away.

1. What nonverbal cues were part of Robert's communication with Sherry?
2. Do Robert's nonverbal cues indicate that he is pleased to prepare the reports Sherry requested? Explain your answer.
3. Rewrite the conversation. Change the nonverbal cues to alter the meaning of the Robert's message to show that he is pleased to help with the reports.

B. Identify Nonverbal Cues in Written Messages

The appearance and correctness of a written document send nonverbal messages to the reader. Writers should consider the appearance of documents as well as the content before sending them to others.

1. Open the Word file *CH03 Letter* from the student data files.
2. Do you think this document will make a favorable impression on readers? Why or why not?
3. What nonverbal symbols does this document contain?

C. Identify Nonverbal Cues in the Environment

Aspects of a physical setting can send nonverbal messages. Furniture, the level of lighting, temperature, sound, and the use of color can affect people in the setting.

1. Identify a public setting that you will use for this activity, such as your school cafeteria, a hardware store, pet store, nail salon, or car dealership.
2. List all the nonverbal cues you can identify in the setting. Consider furniture, lighting, temperature, sound (music or noise), and colors. Tell how you think each nonverbal cue affects people in this setting.

What's New...

Turning students into confident communicators, *Business Communication, 3e* equips readers with the skills and knowledge to sharpen their writing, listening, speaking, computing, and research skills.

Expanded coverage in Chapter 6 includes a stronger emphasis on purpose, audience consideration, drafting, editing, and proofreading.

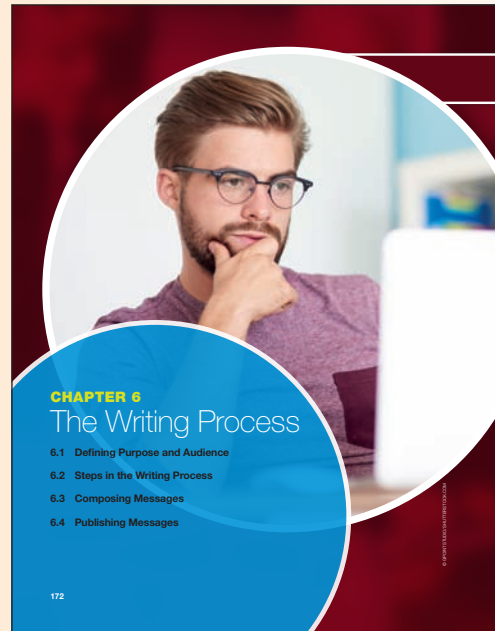


A feature on **Writing Style** helps students build powerful writing skills to maintain reader interest.

Think Again

Having studied this chapter, how would you answer the questions listed in the chapter opening? Did your answers change? In what way?

1. What was Antonio's first mistake?
2. Should Antonio apologize to Mr. Kim? If so, what should he say?
3. Should he tell Mr. Kim that he was visiting Cecile to ask about a work-related issue even though he was not?



Equipping students with **effective communication skills**, Chapter 12 includes the latest information on smart phones, the Cloud, document sharing, and more.

Writing Style

Most English teachers stress active voice as the preferred form and may use the phrase, "Show, don't tell" to indicate voice preference. The reasons for this are:

- Active voice reduces sentence length by limiting the number of prepositional phrases.
- Active voice is more direct and clarifies who is doing what.
- Readers prefer active voice sentences.
- Active voice communicates a business message more effectively.

Examples:

Passive voice	The liquid was poured into the test tube by the chemist.
Active voice	The chemist poured the liquid into the test tube.
Passive voice	The water is brown. It is flowing fast. It is polluted.
Active voice	The brown polluted water flows fast.

Many grammar and spell check programs can indicate when passive sentences are used.

Think Again features added to end-of-chapter activities ask students to reflect on concepts learned in the chapter.

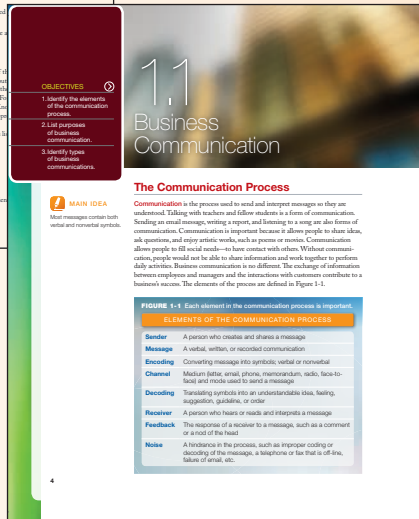
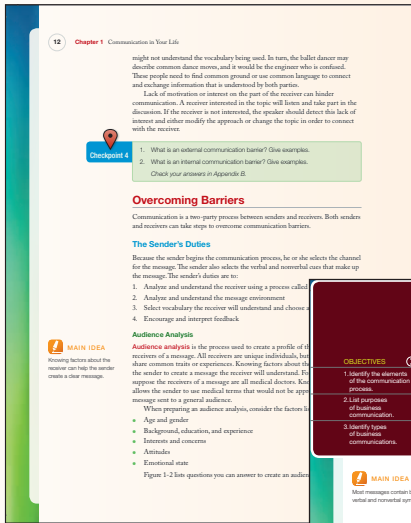
Focused. Readable. Concise.

Easy-to-read style.

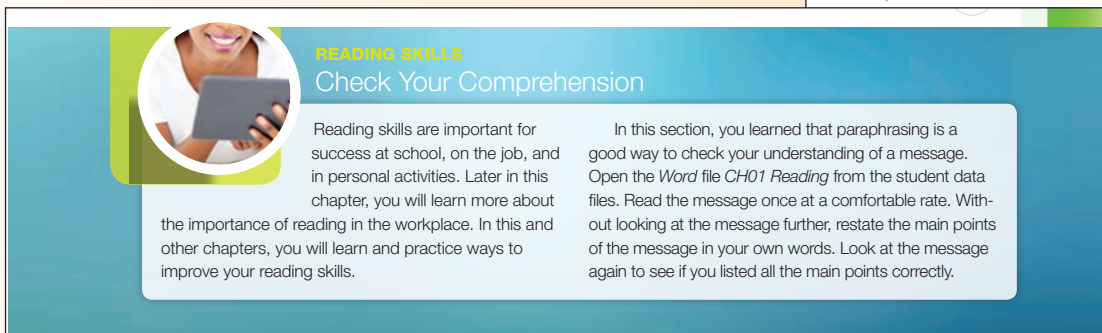
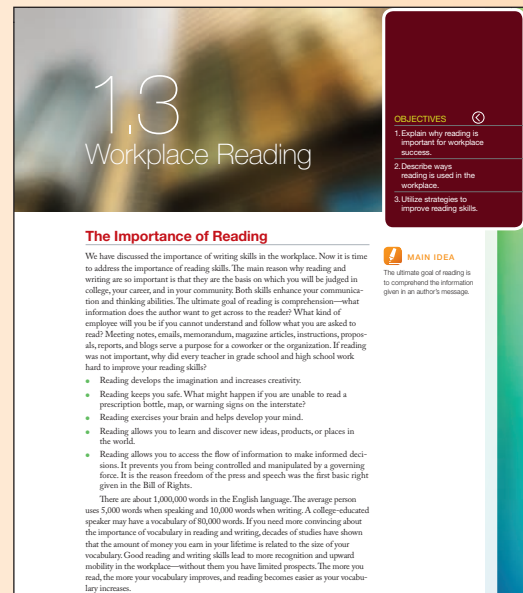
The text is written in everyday language. Bulleted and enumerated lists highlight important concepts.

Engaging and useful figures.

Color photos and figures provide visual reinforcement and act as a starting point for class discussion.



Important **Reading Skills** are emphasized throughout the text.



Key Features

Prepare for the real business world with these career-focused features.



OCCUPATIONAL SUCCESS

Work/Life Balance

The U.S. workforce has become diverse. Women make up about half of the workforce. There are more families with two working parents than in the past. Single-parent families are also on the rise. Many of the activities once handled by a nonworking parent now must be managed by a working parent.

The term *work/life balance* describes the need workers have to balance work with other aspects of life. Different careers create varied demands on workers and their families. Some jobs require lots of travel, overtime, a long commute, or relocation to another state or country. These conditions reduce available time to spend with family or for taking part in other activities. Before applying for a job, give careful consideration to the job requirements. Will they fit in with your other goals and responsibilities? Taking time off to care for a sick child or other personal needs is not always an option.

When personal matters clash with normal job requirements, employees become stressed. Will you

be fired for taking too much time off, even if that time is unpaid? How does this affect your status with a supervisor, the morale of coworkers, or your productivity? Many companies address this problem by creating a workplace that is supportive of workers' needs. Some companies provide childcare facilities on-site. Others establish flexible work hours or allow employees to telecommute (work from home). Employers are also providing benefits for part-time workers or



ETHICS

Protecting Confidential Information

Confidential information is data that should be kept private or secret. Patient health records, employee salaries, and plans for a new product are examples of confidential business information. Employees often read or hear private information in the course of their work. They have a duty to refrain from sharing this information with people who are not authorized to have it. Consider the following situation.

Mary Ann works in the Human Resources Department of a small company. Her friend, Jacob, works in the Marketing Department. As Mary Ann

and Jacob are having lunch, Jacob confides that he is very anxious to learn whether he will be promoted to the position of marketing manager. Mary Ann reviewed a list of job promotions this morning. She knows that Jacob's name is on the promotions list. "I wouldn't be too anxious if I were you," Mary Ann says to Jacob. "I think everything is going your way this week."

Has Mary Ann acted in an unethical way? Why or why not? How will Mary Ann feel if the list of employees selected for promotions changes and Jacob is not promoted? How will Jacob feel toward Mary Ann?

Case Studies give students the opportunity to think like an employee.

Career Case Studies represent the 16 Career Clusters, allowing students to learn about the role of communication in a wide range of careers.

Case Studies

A. Confidential Information

Shariq Malouf is close to being hired for a job he really wants. The position is project manager in the IT Department of a large corporation. He is on his third interview with Alicia Rhodes, who would be his supervisor. Ms. Rhodes asks for a detailed account of Shariq's most recent projects. Shariq signed a nondisclosure agreement with his current employer, who happens to be one of the corporation's competitors. He wonders this fact to Ms. Rhodes. She says, "I need to know that I'm hiring this job. Anything you say won't leave this room, I promise."

What information about his recent work? Why or why not? How would you change it? Did you trust Alicia Rhodes? Why or why not? Why was he dismissed unfairly from his last job? Why were his competitors not competitors? Why was the agreement about to expire?

Shariq went to school in Kentucky and took a biology class. One of the projects was to write a research paper on the effects of a specific herbicide on genetically modified seeds increase crop yields. The herbicide was moved to Indiana, and she enrolled in an environmental science class. The instructor assigned a research paper on whatever topic the student saw an opportunity to use the same research paper she wrote.

Shariq was honest for Susan to turn in the same paper? Explain your answer. If the same paper, is this considered plagiarism? Support your answer.

Career Case Study

Communication for Agriculture, Food, and Natural Resources

Mary Blake started a landscaping business in Atlanta about ten years ago. Her company has grown, and now has eight full-time employees. The company also hires a dozen seasonal employees. When she hires seasonal help, Mary is careful to choose people who are willing to work hard and who have an interest in landscaping and working with their hands.

For the past several seasons, most of the seasonal employees have been Hispanic. Mary has been pleased with their work. The workers follow directions, learn new skills willingly, and work hard. The seasonal workers get along well with members of their group but tend to avoid the full-time employees.

Most of the full-time employees are landscape designers. They often go to job sites to supervise the seasonal work crews. To Mary, the seasonal workers appear respectful, but the designers have complained that the workers aren't. When the workers talk among themselves, they speak in Spanish. They bring their own lunches and keep to themselves during breaks and lunchtime. Mary assumes the designers simply feel left out. However, the company office manager seems to have difficulty communicating with the seasonal workers about withholding taxes and other payroll issues.

The business continues to grow, and Mary wants to expand her full-time staff. Two of her seasonal workers are her first choices for the positions. Mary worries about whether the Hispanic workers will feel part of the company team.

1. What can Mary do to help the current full-time staff feel more comfortable with the seasonal workers?
2. If Mary hires some of the seasonal workers as full-time staff, what further steps can she take to ensure all her employees work well together?

Application Activities for Comprehension

B. Plan, Organize, and Write a Positive Message

You have been asked by Mr. Thomas Hawks to speak at a meeting of a local civic organization that promotes programs for youth. The meeting will be held on March 15, 20-- , at 6:30 p.m. in your high school cafeteria. The audience will be the group members, including men and women of various ages and backgrounds. The purpose of your brief talk will be to give the group ideas for youth programs that might be conducted jointly with your school.

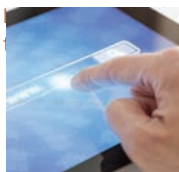
1. Plan a positive response message. Identify the objective idea of the message. Write the supporting details you include (make up any needed details).
2. Decide how the message should be organized—in direct or indirect order.
3. Write the message.
 - Use block letter style and open punctuation.
 - Make up a name and address for the organization information in the letter address along with Mr. Hawks.
 - Include an opening paragraph, one middle paragraph with details, and a goodwill closing paragraph.
4. Edit the message to be sure it is courteous, correct, concise, and clear.
5. Proofread the letter and correct all errors.

Opportunities to write and revise.

Many opportunities to write, edit, revise, and proofread are provided throughout the text.

A. Compose an Email

Each December, the members of your department attend a holiday luncheon. You have been asked to make the luncheon plans and share them with your coworkers.



- Write a message to send to all the employees in your department. If you do not have email software, key the message as a letter and use the address provided by your instructor in the TO line.
2. The message will be from you on the current date. Key an appropriate subject line.
 3. Organize the information you need to tell your coworkers. Select a date and time for the luncheon. Select a local restaurant where the luncheon can take place. Do research to find the address and phone number.
 4. Key the body of the email. Remember to make the message courteous and to include the five Ws—who, what, where, when, and why.



Editing Activity

Open and edit the *Word file CH02 Editing* from the data files on the companion website. Correct all spelling, punctuation, and grammar errors.

Feedback. Numerous Checkpoints in each chapter provide immediate feedback, thereby enhancing learning.

1. Is a letter from the company president to employees an example of an informal communication or a formal communication?
 2. Give two reasons why using written communication may be appropriate.
- Check your answers in Appendix B.

Checkpoint 3

1. Name some of the benefits of having a central data location for a business organization.
 2. In what ways do texting and emailing affect business communications?
- Check your answers in Appendix B.

Checkpoint 7

1. What is scanning when reading? How does scanning help improve reading comprehension?
 2. Describe three things you can do to help improve your careful reading skills.
- Check your answers in Appendix B.

Checkpoint 9

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BUSINESS COMMUNICATION
3rd Edition



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Chapter 2: Diversity and Ethics



Chapter 3: Nonverbal Communication and Teamwork



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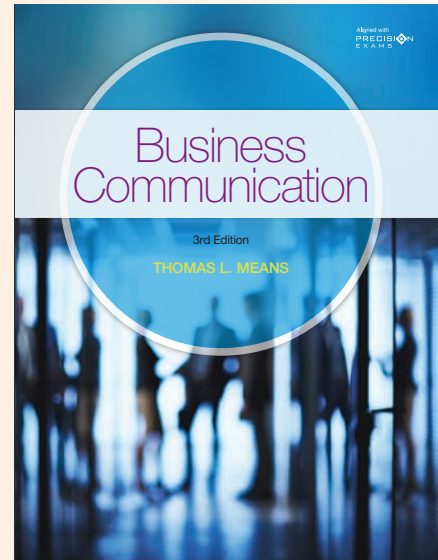
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- Data files for use in completing application activities
- Web links for chapter applications and topic exploration
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 - Chapter Objectives
 - Section Outlines
 - Application Solutions
 - End-of-Chapter Assessment Solutions
- Data File Solutions
- PowerPoint Presentations
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A circular inset image showing three business professionals in an office setting. On the left, a man with a beard and dark hair, wearing a dark suit and tie, is smiling. In the center, a woman with blonde hair and glasses, wearing a light blue button-down shirt, is also smiling. On the right, a man with dark hair and glasses, wearing a dark suit and tie, is looking towards the woman. They are all looking at a laptop screen which is partially visible. The background is a red brick wall.

CHAPTER 1

Communication in Your Life

- 1.1 Business Communication**
- 1.2 Communication Barriers**
- 1.3 Workplace Reading**

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Antonio's Mistake

Two months ago, Antonio Perez, a recent high school graduate, began working at the law firm of Washington and Kim. He loves his job and makes an effort to do his best. Last week, Mr. Kim told Antonio he was happy with Antonio's performance.

Cecile Garcia has worked at the same law firm for almost a year and has the same responsibilities as Antonio. When Antonio has a question about how to do something, he asks Cecile for help. Antonio and Cecile became friends and have gone to lunch together several times. Recently, they started seeing each other outside of work.

Today Antonio is busy writing a report for Mr. Kim, who needs the report by 2:00 p.m. Antonio wants to talk with Cecile but knows he should stay focused on his work. The time is 1:30 p.m., and the report is not finished. However, Antonio cannot resist stopping to talk with Cecile for just a few minutes. While Antonio is in Cecile's cubicle, Mr. Kim walks in to talk with Cecile. Antonio is embarrassed. He excuses himself quickly and returns to his desk to work on the report.

A few minutes later, Mr. Kim arrives at Antonio's desk and asks Antonio whether the report is finished. When Antonio explains the report is not complete, Mr. Kim is upset. He says, "Antonio, I am disappointed you took time to socialize with Cecile when you have not finished the report." Then Mr. Kim turns and walks away.

QUESTIONS

1. What was Antonio's first mistake?
2. Should Antonio apologize to Mr. Kim? If so, what should he say?
3. Should he tell Mr. Kim that he was visiting Cecile to ask about a work-related issue even though he was not?

OBJECTIVES



1. Identify the elements of the communication process.
2. List purposes of business communication.
3. Identify types of business communications.

1.1 Business Communication



MAIN IDEA

Most messages contain both verbal and nonverbal symbols.

The Communication Process

Communication is the process used to send and interpret messages so they are understood. Talking with teachers and fellow students is a form of communication. Sending an email message, writing a report, and listening to a song are also forms of communication. Communication is important because it allows people to share ideas, ask questions, and enjoy artistic works, such as poems or movies. Communication allows people to fill social needs—to have contact with others. Without communication, people would not be able to share information and work together to perform daily activities. Business communication is no different. The exchange of information between employees and managers and the interactions with customers contribute to a business's success. The elements of the process are defined in Figure 1-1.

FIGURE 1-1 Each element in the communication process is important.

ELEMENTS OF THE COMMUNICATION PROCESS

Sender	A person who creates and shares a message
Message	A verbal, written, or recorded communication
Encoding	Converting message into symbols; verbal or nonverbal
Channel	Medium (letter, email, phone, memorandum, radio, face-to-face) and mode used to send a message
Decoding	Translating symbols into an understandable idea, feeling, suggestion, guideline, or order
Receiver	A person who hears or reads and interprets a message
Feedback	The response of a receiver to a message, such as a comment or a nod of the head
Noise	A hindrance in the process, such as improper coding or decoding of the message, a telephone or fax that is off-line, failure of email, etc.

Message

A **message** is a communication that is written, spoken, or signaled.

Verbal messages are spoken, and **nonverbal messages** are actions or conditions that express a meaning. Gestures, posture, facial expressions, color, lighting, and other environmental conditions are examples of nonverbal cues. Nonverbal cues add meaning to a message. The tone of voice tells the listener the mood or attitude of the speaker. Written correspondence with smudges or misspelled words implies that the writer is not careful with written messages.

Sender and Receiver

A **sender** is a person who creates and shares a message. When you write and send an email message, you are the sender. When you ask a friend a question, you are the sender in the communication process.

A person who hears, sees, or reads a message is the **receiver**. A receiver must interpret the meaning of the verbal and nonverbal messages used by the sender. The meaning receivers give to a message depends on their culture, education, opinions, and emotional state. To prevent being misunderstood, the sender must take into consideration these varied influences.

Encoding and Decoding

Encoding is the process of taking the idea of the sender and converting it into an effective format so the receiver can clearly understand the message. The format can be verbal or nonverbal, but the sender is responsible for making the message easy to understand for the receiver. **Decoding** is the reverse of this process. If the receiver does not understand the message after decoding, it is the receiver's responsibility to ask for clarification from the sender.

Channel

The mode or form used to send a message is called the **channel**. To send messages, people speak and write. To receive messages, people listen and read. Letters and reports are common channels for written messages. Face-to-face conversations and telephone calls are common channels for spoken messages. Email and voice mail are common channels for written and spoken electronic messages. All forms of communication are important, but most people spend more time listening to spoken messages than using any other communication channel.

Feedback

Feedback is the response of a receiver to a message. Feedback can be nonverbal (a smile or a nod of the head) or it can be verbal (a comment related to the message). Any response—even no response—is feedback. Feedback is important because it helps the sender determine whether the receiver has understood the message. If the receiver looks confused (nonverbal feedback), the sender may need to clarify the message by providing more information.



MAIN IDEA

A sender may use more than one channel for a message. For example, a telephone call may be followed by a letter to provide more details.



The main components of communication are sender, message, channel, receiver feedback, and noise.



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Noise

Noise is anything that interferes with the accuracy of the communication process. An email may not arrive in a timely manner because the server is down, cell phone calls may be dropped, letters get lost in the mail, and cultural differences may create misunderstanding.



Checkpoint 1

1. What are the eight elements of the communication process?
2. What must a receiver do for communication to occur?

Check your answers in Appendix B.

The Purpose of Communication

People communicate for many different purposes. The focus of your learning in this course will be on business communication. **Business communication** is sending and interpreting messages related to products, services, or activities of a company or an organization. Effective communication is important for business success.

Obtain or Share Information

Information is a valuable resource for people and companies. Communication is used to obtain and share information. The primary goal of most businesses is to make a profit—to earn more money than is spent operating the business. If a company does not make a profit, it quickly goes out of business. To make a profit, a business must understand what customers want and meet that demand. Business personnel learn what customers want by communicating.

They ask questions and listen to feedback provided by customers. Employees must also share information to plan and carry out the activities of the business.

Build Goodwill and Image

Goodwill is a positive feeling or attitude toward others. When people feel goodwill, they are more likely to share information, grant requests, or offer support in other ways. Even if clients are from a different culture, kindness and consideration are easily identified and understood and can encourage cooperation. In the business world, goodwill refers to the good reputation or positive image of a company. When employees communicate in a positive and effective way, they build goodwill for the business. With a positive corporate image, the public is more likely to buy products or services from the company.

Persuade

To persuade means to convince others to adopt an opinion or take a certain action. For example, a company will try to persuade a customer that a particular product is better than their competitor's products or services. Advertising often focuses on the customer's benefits of owning the product.

Build Relationships and Self-Esteem

As a student, you probably have a variety of relationships with different people. Personal relationships include those with family and friends. You have an academic relationship with your teachers. If you have a job, you will have relationships that include supervisors, coworkers, clients, and the public. Communicating effectively helps build positive relationships. For example, turning in homework by the assigned deadline or providing correct and timely information to a customer gives the impression you are competent. This impression strengthens your relationship with your teachers, boss, and clients.

Generally, positive comments or reactions from others increases your self-esteem. Such positive reinforcement causes you to feel good about yourself, and that confidence has a positive impact on how you interact with others.

1. List four purposes for business communication.
2. Why are goodwill and a positive image important for business success?

Check your answers in Appendix B.



Checkpoint 2

Types of Business Communication

When business employees communicate with people inside their own company, it is called internal communication. Employees also send messages to customers and others outside the company called external communication.

Formal and Informal Communication

Communication within a company can be classified as either formal or informal. When a supervisor sends an email to those whom she leads, the email is a formal communication. Informal communication does not follow lines of authority in a company and can be written or spoken. When you go to lunch with coworkers and discuss last weekend's college football games or a new boutique you discovered that has a wonderful shoe selection, you are communicating informally. Conversations such as these are usually relaxed and involve numerous topics. However, informal gossip about individuals or policies in the office is referred to as the **grapevine**. Information obtained from the grapevine is not always accurate and can raise ethical issues. The best action is to not participate in those types of discussions.

Communication Direction



MAIN IDEA

Upward and downward communication are often more formal than lateral communication.

Communication travels down, across, or up lines of authority. Communication that travels from managers to employees is called downward communication. For example, a policy prepared by company officers and sent to employees is a downward communication. Communication among peers—people of the same status—is called lateral, or horizontal, communication. A memo from one team member to another is a good example of lateral communication. Upward communication refers to messages from workers to managers of the company. When employees convey their ideas to their supervisors, they are communicating upward.

Written and Oral Communication

Written messages can be internal or external communication. Letters, memos, and reports are common forms of written business communication. Written messages can be composed, edited, and transmitted on computers by email or fax. They can be printed and sent by U.S. mail or interoffice mail.



Information that travels by the grapevine may not be correct.



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Written documents are often the best channel for business communication because

- Written messages provide a record of information exchanged. For example, a price quoted in a written bid cannot be disputed.
- The message can be revised until it is logical and clear. Revision is especially important when complex data must be explained.
- A written message allows the receiver to read the message and refer to it as often as necessary.

Oral communication is used in face-to-face encounters and telephone conversations. It is the fastest way to send and receive messages. It provides immediate feedback to the sender, and oral messages can be stored electronically for playback later on a voice mail system.



MAIN IDEA

Oral communication is fast and allows the receiver to give immediate feedback to the sender.

1. Is a letter from the company president to employees an example of an informal communication or a formal communication?
2. Give two reasons why using written communication may be appropriate.

Check your answers in Appendix B.

Checkpoint 3



ETHICS

Protecting Confidential Information

Confidential information is data that should be kept private or secret. Patient health

records, employee salaries, and plans for a new product are examples of confidential business information. Employees often read or hear private information in the course of their work. They have a duty to refrain from sharing this information with people who are not authorized to have it. Consider the following situation.

Mary Ann works in the Human Resources Department of a small company. Her friend, Jacob, works in the Marketing Department. As Mary Ann

and Jacob are having lunch, Jacob confides that he is very anxious to learn whether he will be promoted to the position of marketing manager. Mary Ann reviewed a list of job promotions this morning. She knows that Jacob's name is on the promotions list. "I wouldn't be too anxious if I were you," Mary Ann says to Jacob. "I think everything is going your way this week."

Has Mary Ann acted in an unethical way? Why or why not? How will Mary Ann feel if the list of employees selected for promotions changes and Jacob is not promoted? How will Jacob feel toward Mary Ann?



Section 1.1

Applications

A. The Communication Process

Read the paragraphs below. Identify the sender, receiver, message, channel, and feedback in the situation described.

Tom Wilson spoke to his coworker, Alice Wong, by telephone this morning.

Tom: "Good morning, Alice. I am calling to let you know that the meeting scheduled for 9 a.m. today has been rescheduled. It will be held at 2:00 p.m. tomorrow at the same location."

Alice: "Thanks, Tom. I will make a note of the time change."

B. Access the Website for This Textbook

A companion website with additional activities and documents, such as data files, web links, and other information related to this textbook is available. You will need to access the website to complete the activities for this course.

1. Using an Internet browser, access the companion website at ngl.cengage.com/bizcomm3e.
2. When the site appears, click a hyperlink, such as **Student Resources**. Quickly scan the new page to see the information that is provided. Click the **Back** button to return to the welcome page.
3. Locate and access the **Links** information on the site. These links to other sites can be used as you complete activities. Whenever a website is mentioned in an activity in the textbook, look for the link to that site on this page.
4. Return to the welcome page for the site. Locate and access the student data files on the site. You will download and use these files to complete activities.
5. Return to the welcome page for the site. Add this site to your Favorites or Bookmarks list. Use this Favorites or Bookmarks link whenever you need to access this site for later activities.

1.2

Communication Barriers

OBJECTIVES



1. List the two types of barriers to communication, and identify examples of each.
2. Describe how senders and receivers can overcome communication barriers.
3. Evaluate the benefits and disadvantages of technology in the workforce.

Identifying Communication Barriers

The primary goal of communication is to transfer information and meaning from the sender to the receiver and for the receiver to interpret the message as the sender intended. Often that goal is not achieved. A **communication barrier** is anything that interferes with communication. Learning to recognize communication barriers will help you overcome them.

External Barriers

Conditions outside the receiver and the sender that hinder communication are called **external communication barriers**. Have you ever tried to have a conversation during a concert? Noise is a good example of an external barrier. A speaker may not project his voice, the sound system may create static so words are garbled, or fire-sirens may temporarily drown out the speaker. If someone unwraps a candy bar in a theater, you might miss the dialog of the actors. Poor lighting, temperature, humidity, and uncomfortable seating are additional examples of external barriers.

If a written message has smudges or contains many spelling errors, you may become so distracted with the appearance of the document that you fail to understand its contents.

Climate within a company can be a barrier to communication. In a “closed” environment, decisions are often made without input from employees. Workers may stop offering suggestions because they believe they are not being heard by supervisors. In an “open” climate, ideas and information are welcomed, and communication flows easily. Workers believe managers want to hear their ideas. This climate makes communication easier.

Internal Barriers

Conditions within a receiver or sender that hinder communication are called **internal communication barriers**. People have different educational backgrounds, experiences, and biases that affect how they send and receive messages. Consider a conversation between an engineer and a ballet dancer on the topic of automobile engines. The engineer might explain how a transmission is designed, but the dancer



MAIN IDEA

Communication barriers interfere with successful communication.

might not understand the vocabulary being used. In turn, the ballet dancer may describe common dance moves, and it would be the engineer who is confused. These people need to find common ground or use common language to connect and exchange information that is understood by both parties.

Lack of motivation or interest on the part of the receiver can hinder communication. A receiver interested in the topic will listen and take part in the discussion. If the receiver is not interested, the speaker should detect this lack of interest and either modify the approach or change the topic in order to connect with the receiver.



Checkpoint 4

1. What is an external communication barrier? Give examples.
2. What is an internal communication barrier? Give examples.

Check your answers in Appendix B.

Overcoming Barriers

Communication is a two-party process between senders and receivers. Both senders and receivers can take steps to overcome communication barriers.

The Sender's Duties

Because the sender begins the communication process, he or she selects the channel for the message. The sender also selects the verbal and nonverbal cues that make up the message. The sender's duties are to:

1. Analyze and understand the receiver using a process called audience analysis
2. Analyze and understand the message environment
3. Select vocabulary the receiver will understand and choose a channel
4. Encourage and interpret feedback

Audience Analysis

Audience analysis is the process used to create a profile of the intended receivers of a message. All receivers are unique individuals, but receivers can share common traits or experiences. Knowing factors about the receiver enables the sender to create a message the receiver will understand. For example, suppose the receivers of a message are all medical doctors. Knowing this fact allows the sender to use medical terms that would not be appropriate for a message sent to a general audience.

When preparing an audience analysis, consider the factors listed below.

- Age and gender
- Background, education, and experience
- Interests and concerns
- Attitudes
- Emotional state

Figure 1-2 lists questions you can answer to create an audience profile.



MAIN IDEA

Knowing factors about the receiver can help the sender create a clear message.

FIGURE 1-2 Audience Profile

AUDIENCE PROFILE QUESTIONS	
Age and Gender	<ul style="list-style-type: none"> What is the age of the receiver? What is the gender of the receiver?
Background, Education, and Experience	<ul style="list-style-type: none"> Have I interacted with this receiver before? If so, what is our relationship? Does the receiver have experience or education that relates to the topic of the message? If so, how much? How much education does the receiver have?
Interests and Concerns	<ul style="list-style-type: none"> What are the concerns and needs of the receiver? Does the receiver have a particular motive in this situation? Does the receiver have a certain outcome in mind?
Attitudes	<ul style="list-style-type: none"> What are the beliefs, biases, values, and viewpoints of the receiver? What will make a positive impression? A negative impression? What ideas, if any, can be used to communicate effectively with the receiver?
Emotional State	<ul style="list-style-type: none"> Will the message make the receiver happy? Sad? Pleased? Upset? Will the message affect the receiver at all? Will the receiver's mood enhance his or her willingness to receive the message? If not, do I have time to delay sending the message?

These considerations will be given more detail in Chapter 6. For now, know that after completing this profile, you will be better prepared to create the message that will be understood by the receiver. Although you may not realize it, you probably used audience analysis in the past. Have you ever postponed giving someone a message because that person was in a bad mood? If so, you used audience analysis to make your decision. You considered the receiver's emotional state when deciding to delay the message.

Message Environment

Another factor a sender should consider is the message environment. **Message environment** refers to the physical and social setting in which a message is sent or received. Being aware of the environment helps you overcome barriers.

When selecting a physical location where you will speak to listeners, consider questions such as:

- Is the location quiet and free of distracting noise?
- Is the location comfortable with appropriate temperature, light, and seating?
- Is the location one where interruptions are unlikely?



The message environment affects how listeners receive a message.



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When considering the physical environment, the sender must ask: “Is the environment such that the message will be understood and receive the desired reaction?” If the answer is yes, the message should be sent. If the answer is no, the message should be delayed until a more favorable time. For example, when your supervisor is in a rush, it might not be a good time to make suggestions on how to improve procedures.



MAIN IDEA

Appropriate times and places for discussing business vary by culture. Do research to ensure you will behave appropriately when meeting with people from other cultures.

Another factor is the social setting. An office party is not typically a good place to discuss serious business matters. However, a business lunch is a good time to offer new ideas. When an important project is behind schedule, your manager may be worried about whether the team will complete it on time. This may not be the best time to ask your manager about planning a company picnic or taking a vacation. You should analyze the message environment and then react accordingly.

Words and Channel Selection

After considering the audience and the message environment, the sender is ready to select the words and nonverbal symbols for the message. Both oral and written words have meaning to the receiver. If any of these meanings differ from those of the sender, misunderstandings can occur. Therefore, the sender should select words carefully.

The sender must also select a channel for the message. The channel should be one that has the best chance for successful communication. For example, suppose the receiver is able to read the sender’s language but speaks it poorly. In this case, a written message would be the best channel.

Seeking Feedback

Interpreting feedback enables senders to overcome barriers. Reading the nonverbal expression on the listener’s face will show confusion or a lack of understanding. This feedback allows the sender to adjust the message to improve communication. The sender could:

- Use different words or symbols to make the message clear.
- Use a different example that relates to the listener’s experiences.

- Eliminate noise or other distractions.
- Correct problems with temperature or lighting that make it hard for the listener to focus on the message.

The sender should let the receiver know he or she is sincerely interested in the receiver's needs and concerns. This increases the sender's chances of getting honest feedback.

1. What factors should you consider when creating an audience profile?
2. How can getting feedback help a sender?

Check your answers in Appendix B.



Checkpoint 5

The Receiver's Duties

The receiver has a duty to aid the communication process by trying to overcome barriers. Receivers often have more control over their part of the process than the sender has. The receiver's duties are to read and listen effectively. In order to be present, put your cell phone on "silent" when in a meeting or other group setting.

Reading

Reading is the process of seeing and interpreting written words and other symbols. Focusing and ensuring understanding are the keys to effective reading. Receivers should try to overcome external and internal barriers that can interfere when reading. To overcome external barriers when reading:

- Select a location that is quiet and free of outside distractions.
- Make sure the lighting is appropriate for reading.
- Select comfortable seating.
- Set the heat or air conditioning to a comfortable temperature, if possible.



MAIN IDEA

The receiver's duties are to read and to listen effectively.



A reader should select a quiet location that is free from distractions.



A reader's mental state or physical well-being can affect the ability to focus on a message. To overcome internal barriers when reading:

- Clear your mind of distracting thoughts.
- Attempt to ignore tiredness, minor aches, or physical discomforts.
- Be open to new ideas.
- Avoid letting biases or previous experience prevent you from considering other viewpoints.

Listening

Listening is the process of hearing and focusing attention to understand an oral message. Gaining information from listening can be more difficult than reading. You can read a passage again if you become distracted, but when listening, you may have only one opportunity to hear the message. Employers may need to provide assistance for workers who are hearing impaired. Interpreters and special telephone equipment can assist hearing-impaired employees.

Receivers should try to overcome external and internal barriers that interfere with listening. As when reading, control the physical environment as much as possible. Select a quiet location that is free of outside distractions. Select comfortable seating. Set the temperature to a comfortable level. To overcome internal barriers, try to clear your mind of other thoughts and focus on the message. Set aside biases or previous experiences preventing you from considering other views or ideas.

When possible, give feedback to the sender when you do not understand a message. Ask questions that will clarify your understanding. Hold questions for an appropriate time. In a group setting, wait until the speaker offers to answer questions or asks for feedback. In a one-on-one conversation, wait until the speaker pauses to comment or ask a question.

To check your understanding, restate the main points of the message in your own words. This is called **paraphrasing**. When in a group setting, paraphrase silently when there is a pause in the message. Take notes if necessary. Determine if minutes will be taken at a meeting, and, if so, ask that a copy be provided. In a one-on-one conversation, you could paraphrase when the speaker asks if the message is clear. If the receiver did not understand the message, paraphrasing will bring this to light. The speaker can then try to clarify the message.



MAIN IDEA

At an appropriate time, ask questions that will help clarify your understanding of the message.



Checkpoint 6

1. What are a receiver's duties in the communication process?
2. Why may understanding a spoken message be more challenging than understanding a written message?

Check your answers in Appendix B.



READING SKILLS

Check Your Comprehension

Reading skills are important for success at school, on the job, and in personal activities. Later in this chapter, you will learn more about the importance of reading in the workplace. In this and other chapters, you will learn and practice ways to improve your reading skills.

In this section, you learned that paraphrasing is a good way to check your understanding of a message. Open the *Word* file *CH01 Reading* from the student data files. Read the message once at a comfortable rate. Without looking at the message further, restate the main points of the message in your own words. Look at the message again to see if you listed all the main points correctly.

Technology Challenges

Business communication has undergone significant changes from what used to be a standard pattern. The former communication model followed a publishing approach—information was sent out to an audience with few options for the audience to discuss and respond to the topic. Mobile technology enables the sender to reach a mass audience almost instantly. The audience shares the information with their social or business contacts, and the audience has the opportunity to discuss the topic with others before responding to the original message. There is interaction between the sender and receivers that is almost instantaneous. Some professionals see mobile technology as the best thing since electric typewriters, while others see it as too disruptive to be of significant value.

Communication technology includes computers and communication devices, networks, and applications. The technology allows individuals and businesses to obtain items or services they need with little time delay. Voice mail, email, teleconferences, video conferences, telecommuting, and electronic storage of vast amounts of information have both benefits and disadvantages.

Benefits of Communication Technology

- Shared databases enable employees to access information between and across departments within a business.
- Communication in and outside the office is instantaneous and makes it easier for departments to share information.
- Having a shared database allows employees to make quick decisions based on the company's most current information on products, clients, and past encounters.
- Shared information allows managers to assign sections of a project to team members who can then work independently on their assignments. Managers can monitor employee progress on projects from a remote office building or while on vacation.
- A shared database empowers less assertive employees to contribute their ideas to group efforts. This allows other employees and managers to see their contributions to projects and possibly elevate their status in the group.



Technology provides instant communication.



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- Asking questions, giving progress reports, and sharing valuable information via email can eliminate routine meetings, giving more time for productivity.
- Data that is stored in a central location eliminates the need for hard copies, thereby reducing the normal stacks of paper and files cluttering offices and cubicles.
- Organizations can create forums where employees can take part in a discussion of issues and suggest areas for improvement.
- Video conferencing makes global meetings a reality and saves the company travel expenses.
- Telecommuting minimizes overhead expenses by reducing the office space and utility requirements of the company.
- Because people do not interact face-to-face, stereotyping of employees based on physical appearance does not occur or is significantly reduced.
- Communication technology improves how human resource managers do their job and offers a larger applicant pool for recruiting, screening, and hiring employees.

Disadvantages of Communication Technology

- Communication technology reduces or eliminates face-to-face interaction between company employees and clients. Even if the service provided by the company remains unchanged, many clients still want that personal connection with representatives that provide the product or service to them.

- In addition to training employees to perform their job adequately, additional training is required to give them access to the organization's records. There are still people who are not "tech-savvy" and will require additional training.
- If a company wants employees to have access to a central database system, it will have to make that technology available to those employees. This can be an expensive proposition.
- If a central database does not exist, one must be created. Data input can be costly, depending on the size of the company and how long they have been in business.
- Employers must protect their central database from employees with bad intentions, hackers, and other technology glitches.
- Productivity is reduced when employees use the company's technology for personal use. Smartphones have increased this problem. Employees can use their phones to surf the web, update Facebook, or email family and friends while on the job.
- Video conferencing technology is not always available in developing countries and hinders the communication process.
- Email and texting have impacted the use of proper grammar, punctuation, and spelling. Short messages do not always consider the *you* attitude. They are written quickly and sent without proofreading the message. If there are errors, the recipient could have a negative impression of the sender or sender's company.
- If technology can do most of the work, employees can easily let their creativity and skills degrade if they are not challenged.
- Maintaining or updating a technology system for communication is expensive because technology is constantly changing.

While the preceding section gives you an introduction of how technology affects communication in both positive and negative ways, technology in the workplace will be discussed in detail in Chapter 12.

1. Name some of the benefits of having a central data location for a business organization.
2. In what ways do texting and emailing affect business communications?

Check your answers in Appendix B.



Checkpoint 7



Section 1.2

Applications

A. Overcoming Communication Barriers

For each situation described below, indicate whether the barrier to communication is internal or external. Tell how the sender or receiver might overcome the barrier in each situation.

1. The receiver is feeling slightly ill.
2. The receiver is peering out a window that overlooks a beautiful lake and snowy mountains.
3. The air conditioning is broken, and the room is extremely hot.
4. The computer system is down, and no email messages can be sent.
5. The sender of a message is distracted with worry about her sick child.

B. Audience Analysis

Assume you are planning to deliver a message to the members of your class. The purpose of the message is to persuade the listeners to try your favorite hobby or sport. Create an audience profile of the class. Include information from the following categories in the profile of class members.

- Age and gender
- Background, education, and experience
- Interests and concerns related to the topic
- Attitudes related to the topic
- Emotional state

If you do not know some of your classmates very well, you may not be able to cite information for all the categories. This is often the case when a sender creates an audience profile. Include information you know or can conclude from observing classmates. For example, you can often tell whether a person is happy, sad, frustrated, or mad from observation.

C. External Communication Barriers

Work with a partner to complete this activity. Consider your current setting, whether in the classroom or another location. Make a list of the external communication barriers present in this setting. For each barrier, note whether a person in this setting is able to control or eliminate the barrier.

1.3

Workplace Reading

OBJECTIVES



1. Explain why reading is important for workplace success.
2. Describe ways reading is used in the workplace.
3. Utilize strategies to improve reading skills.

The Importance of Reading

We have discussed the importance of writing skills in the workplace. Now it is time to address the importance of reading skills. The main reason why reading and writing are so important is that they are the basis on which you will be judged in college, your career, and in your community. Both skills enhance your communication and thinking abilities. The ultimate goal of reading is comprehension—what information does the author want to get across to the reader? What kind of employee will you be if you cannot understand and follow what you are asked to read? Meeting notes, emails, memorandum, magazine articles, instructions, proposals, reports, and blogs serve a purpose for a coworker or the organization. If reading was not important, why did every teacher in grade school and high school work hard to improve your reading skills?

- Reading develops the imagination and increases creativity.
- Reading keeps you safe. What might happen if you are unable to read a prescription bottle, map, or warning signs on the interstate?
- Reading exercises your brain and helps develop your mind.
- Reading allows you to learn and discover new ideas, products, or places in the world.
- Reading allows you to access the flow of information to make informed decisions. It prevents you from being controlled and manipulated by a governing force. It is the reason freedom of the press and speech was the first basic right given in the Bill of Rights.

There are about 1,000,000 words in the English language. The average person uses 5,000 words when speaking and 10,000 words when writing. A college-educated speaker may have a vocabulary of 80,000 words. If you need more convincing about the importance of vocabulary in reading and writing, decades of studies have shown that the amount of money you earn in your lifetime is related to the size of your vocabulary. Good reading and writing skills lead to more recognition and upward mobility in the workplace—without them you have limited prospects. The more you read, the more your vocabulary improves, and reading becomes easier as your vocabulary increases.



MAIN IDEA

The ultimate goal of reading is to comprehend the information given in an author's message.

Good reading skills reduce the amount of time spent reviewing letters, memos, reports, emails, and other correspondence. Most office communication, magazines, newspapers, and books only provide a few new ideas, so it is worthwhile to learn to skim written materials to find the information that requires your attention. This saves time and allows you to be more productive at work and have more time to pursue other interests—like reading a good book for pleasure.

Reading on the Job

When you become employed, you will spend time reading. Managers expect you to stay informed, follow procedures, handle transactions, provide customer service, make decisions, and solve problems. The following paragraphs describe situations you might find yourself in while on the job.

Staying Informed

Although every job requires reading, some jobs involve more reading and paperwork than others. In any job, however, you will want to read about your company. Newsletters, magazines articles, the company website, and other sources enable you to stay current with news about the company. Being informed makes you a better employee.

Technology, methods of doing business, and growth in other fields change constantly. You will need to read journals, newsletters, and articles to keep current in your field. You may also need to take seminars or earn continuing education credits (CEUs) that involve reading. Staying aware of current events will help you in your present job and may prepare you for a higher-level position or a job in a related field.

Following Procedures

Many jobs require workers to perform specific procedures. You will need to read instructions or procedures manuals to learn or review the steps to follow. A supervisor may assign you to oversee the use and upkeep of the chrome plating operation. You will need to read the operator's manual to learn how to perform tasks such as changing the chromium solution and how to handle the hazardous waste generated by the process. An engineer may use computer software to design buildings. When a new version of the software is released, the engineer needs to read the software manual or help files to learn the updated procedures. In both examples, reading helps the worker complete tasks and be an effective employee.

In some jobs, an employee's safety may depend on reading and following procedures correctly. For example, employees must read material safety data sheets (MSDS) when working with or near dangerous chemicals to avoid injury or react properly if a spill occurs.

Handling Transactions

Exchanging goods or services for payments is the basis of most business affairs. Workers must read to verify transactions are completed as planned. For example, Richard Jones works in the Warehouse Department of a small company. He

DIGITAL VISION/GETTY IMAGES



Workers in the Warehouse Department must read orders and packing slips.



reads packing slips that come with shipments of goods or products. He then compares the packing slip with the goods actually received. Next he must read the order for the goods and compare it to the packing slip. If all three agree, the order has been filled correctly. If not, Richard must take steps to correct the problem.

Connie Chang works in the Accounting Department for the same small company. Part of her job is to read invoices (bills) for items the company buys. She reads the goods received list and compares it with the invoice to be sure the company is being charged correctly. Both employees are responsible for reading these communications accurately and taking proper action when necessary.

Providing Customer Service

Ramon Garcia works in the Shipping Department of his company. Ramon must read the orders received from customers and pack the goods for shipment. Filling orders correctly is important for keeping customers satisfied and ensuring future orders. Ramon must also read the procedures provided on when to use various shipping services to fill orders.

Reading also plays a role in keeping customers happy after the sale. Customer service associates must read emails and letters from customers to answer questions and provide other support. These employees must be able to work with and understand how business is conducted when working with diverse individuals around the world.

Making Decisions and Solving Problems

One of the most important purposes of reading in the workplace is to gain information for making decisions or solving problems. Figure 1-3 gives a few example situations.

FIGURE 1-3 Information gained by reading is critical for making decisions.

READING TO MAKE DECISIONS AND SOLVE PROBLEMS

- Read to understand material from several sources on a specific topic. Make a recommendation as requested by your manager.
- Read several accounts of how a product failed to perform properly to find the underlying cause of the problem.
- Read research reports and market forecasts to decide whether to produce a new product.
- Read employee evaluations and manager comments to select a person for promotion to a higher-level job.
- Read information about employee benefits, such as healthcare plans, to help choose appropriate options.

Checkpoint 8

1. Explain how reading is important for workplace success.
2. Describe four ways reading is used in the workplace.

Check your answers in Appendix B.



MAIN IDEA

Both reading speed and comprehension are important for effective reading.

Improving Reading Skills

To be an effective reader, you must read at an appropriate rate, understand what you read, and remember what you read. Reading speed can be improved with practice. Expanding your vocabulary can improve your reading comprehension (understanding what you read).

Types of Reading

There are three basic types of reading: skimming, scanning, and careful reading. Different reading speeds are appropriate for each type of reading.

Skimming is looking over material quickly to locate specific data. You may skim a ten-page report to find one paragraph about improving customer service. When the information is located, you may read the material carefully at a comfortable rate.

Scanning is an attempt to get a basic understanding of the objectives and the important points of the material you are going to read. To scan, read main headings, subheadings, and the first sentence of each paragraph. Look at figures and read their captions. Scan lists and numbered items because they often add depth to content. When you scan, read quickly. You will read more slowly when carefully reading the material.

Careful reading is used when trying to understand and remember the material that is read. In the workplace, you need to exercise careful reading much of the time.

Improving Speed and Comprehension

Many people read at an average speed of 200 to 350 words per minute (wpm). With practice and improved vocabulary, readers can read 350 to 800 wpm. Exceptional readers may read at 1,000 wpm or more. Reading speed must be balanced with comprehension. Reading quickly but not understanding or remembering what you have read is fruitless.

Seminars, books, and computer software designed to improve reading speed and comprehension are available, but with dedicated effort, you can do much on your own. To enhance your skills, follow these tips:

- Select a location favorable to reading. If a room is not comfortable or has distractions, you cannot focus on what you are reading.
- Scan the item you are to read. Getting an overview of the information will improve your understanding of the material.
- Use a dictionary to look up words you do not know. Building your vocabulary improves your reading speed and comprehension.
- If you are a word-for-word reader, try to read in groups of words. Silently pronouncing each word slows reading speed. Try to grasp the meaning of phrases and clauses without focusing on individual words.
- The main idea of every paragraph is usually found in the first or last sentence. The other sentences usually provide additional details about the main idea.
- Recognize the order of events in a situation. This understanding allows you to reconstruct the entire situation.
- Take notes or highlight information while reading. Study your notes to recall what you read.
- To check your understanding and create a frame of reference, compare the information you read to what you already know.
- When reading messages from people for whom English is a second language, assume that the formal dictionary definitions of words apply.

Reading skills exercises such as the one on page 17 are found throughout this textbook. Completing these exercises will help you improve your reading skills.



Net Knowledge

Free reading tests are available online from various sources. Using the search engine of your choice, search for *speed reading test*. Access one of the sites in the search results and take a free test to learn more about your reading speed.

1. What is your reading speed as shown by the free online test?
2. How does your score compare with the speeds discussed in the text?

1. What is scanning when reading? How does scanning help improve reading comprehension?
2. Describe three things you can do to help improve your careful reading skills.

Check your answers in Appendix B.

Checkpoint 9

**Section 1.3****Applications****A. Purposes for Reading on the Job**

For each situation described below, indicate the primary purpose for reading.

1. A new employee wants to learn general information about the company.
2. A salesperson needs to know answers to a customer's questions.
3. A worker needs to know how to operate a new piece of machinery.
4. Company managers must review sales figures to see whether a product rebate is resulting in increased sales and decide whether to continue the program.
5. An accounts payable associate needs to know whether the correct payment discount has been taken when paying a bill.

B. Practice Reading Skills

When you begin a new job, you will need to complete forms related to payroll and taxes. One of these is Form W-4, which lists tax exemptions.

1. Open and print the *Word* file *CH01 Form W-4* found in the student data files. This file contains Form W-4 for 2017.
2. Scan the information on page 1 of the form. What three types of information are provided on page 1? Scan page 2. What two worksheets are shown on page 2?
3. Skim the information at the top of page 1 to find the section that describes a head of household. Read that section carefully. Write a summary of who may be a head of household in your own words.
4. Skim the information at the top of page 1 to find the section that discusses nonwage income. What are the two examples of nonwage income given in this section?
5. Skim page 2. Who should use the Two-Earner/Multiple Jobs Worksheet?
6. Read carefully the directions in the Personal Allowances Worksheet section. Complete the Employee's Withholding Allowance Certificate using your personal information and following the directions you have read.



Chapter Summary

1.1 Business Communication

- The elements of the communication process are the sender, message, encoding, channel, decoding, receiver, feedback, and noise.
- The purposes of business communication are to obtain or share information, build goodwill and image, persuade, and build relationships and self-esteem.
- Business communication can be formal or informal, written or oral.
- Business messages can be used for upward, downward, or lateral communication.

1.2 Communication Barriers

- Communication barriers are things or conditions that interfere with communication. Communication barriers can be internal or external.
- To help overcome barriers, the sender can analyze and understand the receiver and the message environment.
- The sender should select an appropriate channel, either written or verbal, that the receiver will understand.
- Encouraging and interpreting feedback are important duties of the sender.
- To help overcome barriers, the receiver can read and listen effectively.
- Technology enhances communication by making data readily available for sharing. There are many benefits and disadvantages of using technology for communication purposes.

1.3 Workplace Reading

- Reading is important for career success. Any career or job you choose will require reading.
- Reading is used for many purposes in the workplace, such as to locate specific data, learn new procedures, and gather data for use in making decisions or solving problems.
- To be an effective reader, you must read at an appropriate rate, understand what you read, and remember what you read.
- Reading speed and comprehension can be improved with practice.

Think Again

Having studied this chapter, how would you answer the questions listed in the chapter opening? Did your answers change? In what way?

1. What was Antonio's first mistake?
2. Should Antonio apologize to Mr. Kim? If so, what should he say?
3. Should he tell Mr. Kim that he was visiting Cecile to ask about a work-related issue even though he was not?



Vocabulary

Open the *Word* file *CH01 Vocabulary* from the student data files. Complete the exercise to review the vocabulary terms from this chapter.

audience analysis	external communication barriers	nonverbal message
business communication	feedback	paraphrasing
careful reading	goodwill	reading
channel	grapevine	receiver
communication	internal communication barriers	scanning
communication barriers	listening	sender
confidential information	message	skimming
decoding	message environment	verbal message
encoding	noise	



Critical Thinking Questions

1. In the communication process, who has the greater responsibility—the receiver or the sender? Justify your answer.
2. Of the four forms of communication (speaking, writing, listening, and reading), which form is the most important to you? Explain your answer.
3. When you send a message and receive no feedback, how do you interpret this response?
4. Do internal or external barriers affect your communication skills the most? Explain your answer.
5. Describe a situation in which you used reading to learn a new process or procedure. How would improved reading skills have made the learning easier?
6. Identify a job that you may like to have in the future. Describe how reading skills could help you be successful in that job.



Editing Activities

Open and edit the *Word* file *CH01 Editing* from the student data files, located on the student companion website at ngl.cengage.com/bizcomm3e. Correct all spelling, punctuation, and grammar errors.



Chapter Applications

A. The Communication Process

Identify the element of the communication process (sender, message, encoding, channel, decoding, receiver, feedback, or noise) described in each situation.

1. A person who is reading an email
2. The content of a letter
3. The use of a memo to send a message to a coworker
4. A person who uses a computer to relay a message over a network
5. The smile of someone listening to a speaker

B. The Purposes of Communication

Indicate the purpose of each business communication described below.

1. A customer newsletter article describing improved customer service
2. A memo to a coworker describing the parts needed for a new product
3. A letter to a client urging the client to buy a product
4. An email to a coworker thanking him for helping you with a project

C. Communication Direction

Indicate whether each message described below is upward, lateral, or downward communication.

1. A memo to a coworker with the same job as yours
2. A report from a department supervisor to a vice president
3. An email from a supervisor to all department employees
4. A telephone call from a manager to an administrative assistant

D. Verbal and Nonverbal Messages

Indicate whether each message contains verbal symbols, nonverbal symbols or both.

1. A telephone call to a supplier
2. No verbal response to a spoken message
3. An email
4. A written report sent to a company president

Case Studies

A. Contacting a Customer

As a sales representative with your company, you want to send a message to an important customer, Mr. Park. He is a good friend of the company's president and regularly orders supplies from your company. In your opinion, the two of you have a good relationship. However, the last time you visited him, he seemed impatient with you. You got the feeling he was anxious to get back to his work. Now, two days after your visit, your company launches a sales campaign. Many of the products Mr. Park purchases from you are on sale. The prices are good, but the sale will last only two weeks.

1. Should you contact this customer?
2. If yes, will you contact him by letter? By email? With a personal visit? With a telephone call? Justify your answer.

B. Handling Sensitive Information

Maria works for a large, local company. She is an administrative assistant to the director of the Human Resources Department, the person who hires new employees. Many people come into her office every week. She loves her work and really admires the director. Recently, several men and women have come into the office and interviewed for an area sales manager position. One of the men who interviewed for the position was a person whom she knew when she worked for another company. Unfortunately, she knows that this man was fired because he provided false information to make himself and others within his district look good.

1. If you were in Maria's position, what would you do? Would you tell the director, or would you not get involved?
2. If you choose to tell the director, should you share this sensitive information in an email? A memo? A face-to-face conversation? Why would you use the channel you chose?

Career Case Study



Communication for Health Science Careers

Since her childhood, Julia Rodman has wanted to be a nurse. Four years ago, after a lot of schooling and work, her dream came true. She graduated from Stone Creek College with a degree in nursing. After a short time, Julia realized that her job would be more secure if she were a registered nurse (RN). Julia went back to school. Two years ago, she completed her RN training.

Last week, a member of the hospital's administration called Julia into her office to discuss a new job opportunity—head nurse for the second floor. As Julia thinks about the job opportunity, she wonders if she has the skills necessary for the new position. She enjoys talking and working with patients and is a successful RN—partly because of her interpersonal skills. Julia wants a second opinion. She has come to you and asked, “What do you think I should do?”

1. In Julia's present job, how are communication skills important?
2. In the new position offered to her, are communication skills important? Justify your answer.
3. How do the communication skills required for the two positions differ?
4. Should this difference be an important consideration in Julia's decision?



CHAPTER 2

Diversity and Ethics

- 2.1 Diversity at Work**
- 2.2 Identify Differences**
- 2.3 Effective Communication**
- 2.4 Communication Ethics**

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Succeeding in a Global Business

A German company recently acquired the U.S. company where Anita Boaz works. Anita learned that Hans Dortmann, who recently moved to the area from Germany, would be her new supervisor.

Anita's first meeting with Mr. Dortmann was set for Friday, which is casual dress day at the office. Anita chose nice slacks to wear instead of jeans. Traffic was unusually heavy, so Anita arrived a few minutes late for the meeting. The door to the meeting room was closed, so when Anita arrived, she knocked once and went in. Mr. Dortmann and the other executives, who were all dressed in business suits, sat at the conference table. Anita reached out her hand to Mr. Dortmann and said with a smile, "Good morning, Hans. I'm Anita Boaz. It's good to meet you."

Mr. Dortmann rose hesitantly then responded with a brief greeting and sat down. Baffled by his chilly reaction, Anita decided that maybe he was not used to working with women at the management level. She came away from the meeting thinking Mr. Dortmann and the other executives were cold and unfriendly.

Anita decided to research business customs in Germany. From her research, she learned that business executives in Germany tend to have a high regard for authority and structure and typically greet each other formally. They choose to separate business and leisure activities. With her new understanding of German business customs, Anita understood Mr. Dortmann's behavior. She began to interact with Mr. Dortmann in a formal manner, and over time, she and Mr. Dortmann developed a cooperative and respectful working relationship.

QUESTIONS

1. What communication barriers existed between Anita and Mr. Dortmann? Did Anita do the right thing to overcome those barriers? Explain.
2. How might Anita and her new supervisor benefit from their differences? What must they do to recognize and learn from each other's strengths?

OBJECTIVES



1. Define *diversity* and identify its benefits and challenges in the workplace.
2. Discuss the diversity of the U.S. population and workforce.
3. Discuss how globalization affects the workforce.

2.1

Diversity at Work

Overview of Diversity

Diversity refers to the presence of a wide range of variation in qualities or attributes of people such as ethnicity, gender, age, religion, and differing physical or cognitive abilities. People in the United States live and work in an extremely diverse society. Coworkers, customers, and business associates come from different backgrounds and may have different customs, values, manners, beliefs, and languages. Had Anita taken the time to learn about German business customs before her first meeting with Mr. Dortmann, it would not have been so uncomfortable.

When a company in the United States owns a company based in Europe or Asia, or when a foreign company acquires an American business, diversity increases dramatically. New employees may transfer from company headquarters in London or Taipei. Depending on circumstances, Americans might find themselves in Tokyo or Mexico City with all new coworkers. Regardless of their hometown or country, people have unique backgrounds and personalities. They hold onto their own ideas about how things should be done. Change is difficult, so accommodating and benefiting from the diversity of employees and customers is one of the greatest challenges in the workplace today.

Diversity Benefits

Having a diverse workforce:

- Enables employers to meet the needs of growing global markets and the increasingly diverse U.S. population
- Enhances the reputation of a company
- Assists the company in attracting talented employees and in growing its customer base by being more creative and innovative than groups that are less diverse

In the past, traditional definitions of diversity centered on race, gender, age, and disability. Today diversity encompasses a broader definition—one that includes differences in ethnicity, culture, background, and personality. It should be noted that all humans belong to the same species and the term *race* does not indicate any biological difference. However, racial prejudice is a problem when one group



MAIN IDEA

A diverse workforce makes companies better able to meet the needs of customers.



A diverse workforce can help a company understand its customers' needs.



considers itself superior to another group. Care should be given when using the terms *race* and *ethnicity* because although they are commonly used interchangeably in our society, their meanings differ. All words should be chosen carefully in business. Figure 2-1 defines several terms related to diversity.

FIGURE 2-1 Diversity refers to qualities or attributes of people.

TERMS RELATED TO DIVERSITY

Race	The division of people into groups based on physical characteristics, such as skin color or hair color.
Ethnicity	The division of people into groups that share a common ancestry, history, or culture.
Culture	A set of beliefs, attitudes, practices, and social customs that distinguishes a group of people.
Inclusion	Seeing and valuing the contributions of everyone in a workplace and treating everyone fairly.

Diversity Challenges

Companies discovered that a lack of attention to diversity issues can be costly. Employees who believe their employer is indifferent or hostile to workers with different ethnicities may seek jobs elsewhere. Companies without a diverse workforce may lack knowledge and understanding of what diverse customers want or need. This lack can result in missed opportunities for new markets or a loss of customers. Failing to recognize employees' differences and needs can create low morale, which then affects productivity.



Net Knowledge

The Equal Employment Opportunity Commission (EEOC) provides a website with many types of information. Using a search engine, access the EEOC website and do the following.

1. List the links that are shown under *Discrimination by Type*.
2. Click one of the links and read the page. Write a short summary of the main points of the page.

Workers who think they are receiving unfair treatment can seek legal action through the Equal Employment Opportunity Commission (EEOC). The EEOC was a product of Title VII of the Civil Rights Act of 1964 and handles discrimination that occurs in the public and private employment sectors. You might notice in employment postings the standard language that states, “This company is an Equal Opportunity Employer.”

Originally, the EEOC was responsible for eliminating discrimination in voting rights, public accommodations, and education. Since 1965, the enforcement role of the EEOC has expanded. The Commission now enforces the following acts:

- Age Discrimination in Employment Act (ADEA)
- Equal Pay Act (EPA)
- Americans with Disabilities Act (ADA)
- Genetic Information Nondiscrimination Act (GINA)

The law states that an employer cannot discriminate against a job applicant or employee because of race, color, religion, sex (including pregnancy, sexual orientation, and gender identity), national origin, age (40 years or older), disability, or genetic information. Employment actions covered by the act include hiring, firing, promotion, harassment, training, wages, and benefits.

Diversity in the American workplace is a fact. To succeed at work—to prosper in your job, advance in your career, and enjoy your work environment—one needs to be able to get along with many different people. A common reason employers fire employees is the employees’ inability to work with others, but employees can learn or improve their interpersonal skills. They are among the skills most sought by employers. One way to learn these skills is to watch and mimic coworkers with good interpersonal skills. What makes them so successful? Another way to gain skills is to ask a successful professional to mentor you. A **mentor** is a person that guides your development by modeling positive behaviors in the workforce. Mentors are especially helpful to diverse employees because they can remove barriers that prevent development of beneficial skills.

Checkpoint 1

1. What is the definition of *diversity*?
2. What are some benefits of having a diverse workforce?
3. What are some challenges related to diversity in the workplace?

Check your answers in Appendix B.

Diversity Trends

The United States is more culturally diverse than ever before, partly because of a rise in immigration. According to the Center for Immigration Studies, in the 1990s the immigrant population was 19.8 million. In the 2000s, this sector of the population increased to 31.1 million, and by 2014, immigrant numbers rose to 42.4 million individuals. Immigrants (both legal and illegal) in the United States now make up 13.3 percent of the total population.¹ States such as Florida, Texas, and California traditionally have had large immigrant populations. Today, immigrants settle in all states, and many cities now have a large number of immigrant residents.

Population Predictions

The U.S. Census Bureau makes several predictions for the increase in the diverse U.S. population. According to these population projections, the following trends could occur by 2060:²

- The country's population could continue to grow, increasing to 400 million in 2051 and 417 million.
- Currently, there are approximately 42.3 million foreign-born people in the United States, and that number is expected to increase to 78.2 million.
- By 2060, the nation's Hispanic population is expected to increase by 114.8%, and the Asian population is expected to increase by 128.1%.
- The population for Non-Hispanic whites is expected to fall 8.2% and compose only 43.6% of the total population.
- The African American population is projected to have a 42% increase by 2060.
- By 2060, the country's population of senior citizens (people 65 years or older) could increase by 112.2%, making one in four citizens a member of this age category.
- The female population could continue to outnumber the male population, increasing to 200.6 million females and 197.7 million males by mid-century.³

The Diverse Workforce

Today's workforce reflects the recent changes in the nation's population. The civilian labor force is already more diverse than it was when your parents took their first jobs. Current data from the Bureau of Labor Statistics published in January 2017 demonstrates the diversity of the U.S. workforce.⁴

1 Stephen A. Camarota, "Immigrants in the United States," Center for Immigration Studies, October 2016, <http://cis.org/Immigrants-in-the-United-States#frontpage>.

2 Sandra Colby and Jennifer Ortman, "Projections of the Size and Composition of the U.S. Population: 2014–2060" Current Population Reports, U.S. Census Bureau, Washington, DC, 2014.

3 United States Census Bureau, 2014 National Population Projection <https://www.census.gov/population/projections/data/national/2014/summarytables.html>.

4 United States Department of Labor, Bureau of Labor Statistics, "Labor Statistics from the Current Population," <https://www.bls.gov/news.release/empst.t03.html>.

- Native-born Americans make up 83% of the job force while persons born outside of the United States work 17% of U.S. jobs.⁵
- Women make up 52% of the population yet hold only 47% of the jobs—meaning men make up 48% of the population and hold 53% of the jobs.
- White non-Hispanics make up about 65 percent of the labor force.
- Older workers make up a large part of the labor force. In 2016, workers 55 and older composed 23 percent of the labor force.⁶
- More than 35 percent of the workforce will consist of African American, Latino, and Asian American people. Nearly one in three workers will belong to one of those groups.⁷



Checkpoint 2

1. Is the U.S. population becoming more or less diverse?
2. Does the United States have more male or female citizens?
3. In 2016, African American, Latino, and Asian American people made up about what percentage of the U.S. workforce?
4. Is the U.S. workforce as a whole getting younger or older?

Check your answers in Appendix B.

The Global Workplace

Imagine sitting at your desk at home, and the computer crashes, causing you to lose a 10-page research paper that is due the next day. You place a call to tech support and hear the voice of a young man with a thick Indian accent asking, “How may I help you?” It’s difficult to respond to his questions because it is hard to understand what he is saying. You have just experienced a moment in the global workplace. The American software company that sold you the product hired people in India to handle the tech support. **Globalization** is the term used for the integration of activities among nations in areas such as commerce and culture. Improved communication technologies make doing business globally easier and cheaper than ever before. Favorable trade agreements, such as the North American Free Trade Agreement (NAFTA), have improved trade among countries.

Globalization affects the workforce in many ways. Most job opportunities are listed on websites and require online applications to be submitted. Anyone from all over the world with the proper qualifications can apply for that job because technology makes it easy to do. This increases the competition for jobs. At the same time, companies benefit from a large applicant pool of candidates. If you are hired

5 Ibid., <https://www.bls.gov/news.release/empsit.t07.html>.

6 Ibid., <https://www.bls.gov/cps/cpsaat18b.html>.

7 Ibid., <https://www.bls.gov/news.release/empsit.t02.html>.



OCCUPATIONAL SUCCESS

Work/Life Balance

The U.S. workforce has become diverse. Women make up about half of the workforce. There are more families with two working parents than in the past. Single-parent families are also on the rise. Many of the activities once handled by a nonworking parent now must be managed by a working parent.

The term *work/life balance* describes the need workers have to balance work with other aspects of life. Different careers create varied demands on workers and their families. Some jobs require lots of travel, overtime, a long commute, or relocation to another state or country. These conditions reduce available time to spend with family or for taking part in other activities. Before applying for a job, give careful consideration to the job requirements. Will they fit in with your other goals and responsibilities? Taking time off to care for a sick child or other personal needs is not always an option.

When personal matters clash with normal job requirements, employees become stressed. Will you

be fired for taking too much time off, even if that time is unpaid? How does this affect your status with a supervisor, the morale of coworkers, or your productivity? Many companies address this problem by creating a workplace that is supportive of workers' needs. Some companies provide childcare facilities on-site. Others establish flexible work hours or allow employees to telecommute (work from home). Employers are also providing benefits for part-time workers or creating job-share positions where two employees share one position by working 20-hour weeks and sharing benefits. Often an employer cannot adjust the standard work week because of production issues. If this is the case, you can always consider becoming self-employed.

When choosing a career, consider how your choice will affect all aspects of your life. Ask yourself whether the company fits your needs as well as whether you fit their needs.

for that job, there is a good chance you will interact with coworkers and customers from other countries. This situation usually requires employees to be trained to deal with people from other cultures. Global companies may also have to hire employees who speak several languages.

PepsiCo, for example, is headquartered in Purchase, New York, but distributes products in nearly 200 countries. This defines them as a multinational company—a company that conducts business in two or more nations. Other successful multinational companies include Disney, Microsoft, and Sony. In many instances, employees of multinational companies may be asked to move to a different country in order to continue working for the company.

Companies move all or part of their operations to foreign countries to take advantage of favorable conditions such as lower labor costs, better trained workers, fewer taxes, and less restrictive environmental regulations. This comes at a large cost to workers in the home country—they lose their jobs. However, new job opportunities may be created as companies from foreign countries move all or part of their operations to the United States.