Business Communication Today 15th edition Bovee Solutions Manual

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Instructor's Manual

Business Communication Today

Fifteenth Edition

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John V. Thill

Pearson

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PREFACE

Successful business communicators spend years on the job before they learn to consistently prepare effective messages. Obviously, you cannot give students that much practice in one school term. But the more practice you can give them, the closer they will be to achieving success on the job.

To help you tailor a course to the needs of your students, we have designed a comprehensive package of learning materials. We hope that you take advantage of the complete package. Together, the elements provide a rich and varied learning experience.

This manual is divided into five parts:

- **Changes and Improvements in the 15th Edition** lists the major changes in this edition, followed by specific changes within each chapter.
- **Online Communities and Resources for Business Communication Instructors** itemizes the many online resources the authors have created for adopters of *Business Communication Today*. We invite you to join one or more of the online communities and interact with your peers.
- **An Unsurpassed Instructional Resource Package** acquaints you with the elements available in our comprehensive package of learning materials.
- The **General Teaching Guides** provide tools and advice for conducting a course in business communication.
- The **Chapter Guides** provide information to supplement the chapters in the textbook, including comprehensive lecture notes and suggested solutions to student questions and activities.

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Chapter Guides

This section provides information about the chapters in the textbook and suggested solutions and answers for the activities. Each Chapter Guide includes the following items:

- Chapter outline
- Lecture notes, with the Learning Objective included for each major section in the chapter
- Answers to highlight box questions
- Answers to Test Your Knowledge questions
- Answers to Apply Your Knowledge questions
- Answers to Practice Your Skills activities
- Example solutions to cases (complete example solutions for short-message cases; solution guidelines for long-message cases)

Part 1: Understanding the Foundations of Business Communication

The first three chapters give students a general understanding of why good communication skills are important in business, how today's communication is enhanced through technology, why effective interpersonal communication can be difficult, how communication is used in teams, and how it can overcome intercultural barriers. As you present this material, try to stimulate students to personalize basic concepts. Encourage them to think about their own careers and the communication skills they'll need to be successful. Ask members of the class who have work experience to comment on the communication requirements and challenges they have encountered.

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Chapter 1: Professional Communication in a Digital, Social, Mobile World

Chapter 1 emphasizes the importance of effective communication, explains what it means to communicate in a professional context, describes the communication process model and the ways social media are changing the nature of business communication, outlines the effects of the mobile revolution, advises students on how to use communication technology effectively, and offers guidance for making ethical choices as a business communicator.

CHAPTER OUTLINE

Understanding Why Communication Matters
- Communication Is Important to Your Career
- Communication Is Important to Your Company
- What Makes Business Communication Effective?

Communicating as a Professional
- Understanding What Employers Expect from You
- Communicating in an Organizational Context
- Adopting an Audience-Centered Approach

Exploring the Communication Process
- The Conventional Communication Model
- Barriers in the Communication Environment
- Inside the Mind of Your Audience
  - How Audiences Receive Messages
  - How Audiences Decode Messages
  - How Audiences Respond to Messages
- The Social Communication Model

Using Technology to Improve Communication
- The Potential Benefits of Communication Technology
- The Spectrum of Contemporary Communication Technology
  - Social and Workgroup Communication Systems
  - Mobile Communication
  - Intelligent Communication Technology

Committing to Ethical and Legal Communication
- Forms of Unethical Communication
  - Withholding Information
  - Distorting Information
  - Plagiarizing
- Distinguishing Ethical Dilemmas from Ethical Lapses
- Ensuring Ethical Communication
- Ensuring Legal Communication

Developing Skills for Your Career

Learning Catalytics is a “bring your own device” student engagement, assessment, and classroom intelligence system. It allows instructors to engage students in class with real-time diagnostics. Students can use any modern, web-enabled device (smartphone, tablet, or laptop) to access it. For more information on using Learning Catalytics in your course, contact your Pearson representative.

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LECTURE NOTES

Section 1: Understanding Why Communication Matters

Learning Objective 1: Explain the importance of effective communication to your career and to the companies where you will work.

Communication is the process of transferring information and meaning between senders and receivers, using one or more forms of media.

For communication to be considered successful, it also must transfer understanding.

Communication can happen in a variety of ways, including

- Successful transfers of information and understanding
- Negotiations in which the sender and receiver arrive at an agreed-on meaning
- Unsuccessful attempts in which the receiver assembles a different message than the one the sender intended

Communication Is Important to Your Career

Improving your communication skills may be the most important step you can take in your career.

Even great ideas won't go anywhere without great communication.

As you take on leadership and management roles, communication becomes even more important.

The changing nature of employment is putting new pressure on communication skills, because you must take responsibility for managing your own career.

Chances are you could spend part of your career as one of these independent freelancers, working without the support network that an established company environment provides.

If you learn to write well, speak well, listen well, and recognize the appropriate way to communicate in any situation, you'll gain a major advantage that will serve you throughout your career.

Communication Is Important to Your Company

Communication is important to your company in three essentials ways:

- Operations. Every company needs fast, effective communication between managers and staff, within departments, between departments, and between the company and its external business partners.
- Intelligence. Companies need to keep a constant "ear to ground" to be alerted to new opportunities, risks, and impending problems—both internally and externally.
- Relationships. Just as in personal and social relationships, business relationships depend on communication.

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Effective communication strengthens the connections between a company and all its stakeholders, which are any persons or organizations significantly affected by the company's business decisions and operations.

What Makes Business Communication Effective?

To make your communication efforts as effective as possible, focus on making them *practical*, *factual*, *concise*, *clear*, and *persuasive*.

Section 2: Communicating as a Professional

Learning Objective 2: Explain what it means to communicate as a professional in a business context.

If you don't have a lot of work experience yet, meeting the expectations of a professional environment might require some adjustment.

Professionalism is the quality of performing at a high level and conducting oneself with purpose and pride.

Professionalism can be broken down into six distinct traits:

- Striving to excel
- Being dependable and accountable
- Being a team player
- Demonstrating a sense of etiquette
- Making ethical decisions
- Maintaining a positive outlook

Understanding What Employers Expect from You

Today's employers expect you to be competent at a wide range of communication tasks:

Acquiring, processing, and sharing information; key skills include

- Digital information fluency—recognizing information needs, using efficient search techniques to locate reliable sources of information, and using gathered information appropriately and ethically
- Critical thinking—the ability to evaluate evidence completely and objectively in order to form logical conclusions and make sound recommendations

Using communication to foster positive working relationships; key skills include

- Listening
- Practicing good etiquette
- Resolving conflicts respectfully
- Communicating with people from diverse backgrounds
- Efficiently using the tools at your disposal

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Communicating in an Organizational Context

In the formal communication network, ideas and information flow along the lines of command in four directions; downward, upward, horizontally, and diagonally.

The informal communication network encompasses all communication that takes place outside the formal network.

Communication in the informal network is healthy and important.

However, if a workplace is rife with rumors and company gossip, this could be a sign that the formal network is not functioning effectively.

Adopting an Audience-Centered Approach

An audience-centered approach involves understanding and respecting the members of your audience and making every effort to get your message across in a way that is meaningful to them.

Also known as adopting the "you" attitude, in contrast to messages that are about "me" (the sender).

Relating to the needs of others is a key part of emotional intelligence, the ability to read other people's emotions accurately and to manage one's own emotions in productive ways.

Etiquette encompasses the expected norms of behavior in any particular situation.

Section 3: Exploring the Communication Process

Learning Objective 3: Describe the communication process model and the ways social media are changing the nature of business communication.

Even well-intentioned communication efforts can fail.

By understanding communication as a process with distinct steps, you can improve the odds that your messages will reach their intended audiences and produce their intended effects.

The Conventional Communication Model

You can view communication as an eight-step process:

1. The sender has an idea.
2. The sender encodes the idea as a message.
3. The sender produces the message in a medium.
4. The sender transmits the message through a channel.
5. The audience receives the message.
6. The audience decodes the message.
7. The audience responds to the message.
8. The audience provides feedback.

The distinction between medium and channel can get a bit murky, but think of the medium as the form a message takes (such as a written message) and the channel as the system used to deliver the message (such as Twitter or email).

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Note that this description captures only one cycle of the communication process; a conversational exchange could include dozens of these cycles.

Considering the complexity of this process, it should come as no surprise that communication efforts often fail to achieve the sender's objective.

Barriers in the Communication Environment

Messages can be disrupted by a variety of communication barriers:

- Noise and distractions, including multitasking
- Competing messages
- Filters, both human and technological
- Channel breakdowns

Everyone in an organization can help minimize barriers and distractions.

Take steps to insulate yourself from distractions, including disconnecting from constant message feeds and updates.

Class discussion question: Think back to a time you experienced a communication breakdown in a personal or social setting (something you're comfortable discussing with the class). Did you figure out why the breakdown occurred? Was it related to cultural differences, emotional factors, technology, or some other identifiable cause? How might you avoid similar breakdowns in the workplace?

Inside the Mind of Your Audience

For an audience member to receive a message, the receiver must

- *Sense* the presence of a message.
- *Select* it from all the other messages clamoring for attention.
- *Perceive* it as an actual message.

Selective attention is focusing on a subset of the incoming stimuli or information sources and ignoring others; it can be an important defense against the barrage of stimuli in daily life, but it can also impede desired communication.

Five habits to increase the chances that your messages will be sensed, selected, and perceived include

- Consider audience expectations.
- Ensure ease of use.
- Emphasize familiarity.
- Practice empathy.
- Design for compatibility.

A received message doesn't mean anything until the recipient decodes it and assigns meaning to it.

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There is no guarantee that the receiver will assign the same meaning that the sender intended.

Audiences tend to extract the meaning they expect to get from a message.

Our minds sometimes ignore, deny, or distort incoming information that threatens our perceptions of the world and ourselves.

Culture plays a huge role in how messages are decoded.

Individual beliefs and biases influence the meaning that audiences extract from messages.

Differences in language and usage influence received meaning.

Individual thinking styles affect message decoding.

Audience members will respond in the way you'd like them to if

- They *remember* the message long enough to act on it
- They are *able* to respond as you wish
- They are *motivated* to respond.

The Social Communication Model

The basic communication model shows how a single idea moves from one sender to one receiver.

In a larger sense, it also represents the traditional nature of much business communication, which was primarily defined by a publishing or broadcasting mindset.

In contrast to the publishing mindset, the social communication model is interactive and conversational.

Customers and other groups are now empowered through social media, which transform passive audiences into active participants in the communication process by allowing them to share, revise, and respond to content, as well as contribute new content.

The social communication model changes business communication in profound ways:

- Customers and other stakeholders participate in, influence, and often take control of conversations in the marketplace.
- They rely on each other for information about products, offer technical support, and even participate in group buying using social tools.
- Social media tools can increase the speed of communication, lower communication costs, improve access to pockets of expertise, and boost employee satisfaction.

The social communication model offers many advantages, but it has some disadvantages as well:

- Companies have less control over their messages.

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- The complexity of social communication means there are more communication channels to monitor, more work needed to separate valuable information from noise, a greater risk of the spread of false information, and a greater threat of information overload

Class discussion question: Is it ethical for social media users to "gang up" on a company after a single customer complains about poor service or a faulty product? What if the company made a rare mistake, but the social media uproar creates the impression that the company routinely disappoints customers?

Section 4: Using Technology to Improve Communication

Learning Objective 4: Identify five major benefits of business communication technology and three major innovations that are reshaping the practice of communication..

Contemporary business communication is a technology-enabled activity.

Your success as a communicator will depend on your comfort and skill with these tools.

You will be able to adapt your experience with digital and social media to the workplace.

The Potential Benefits of Communication Technology

The potential benefits of communication technology can be grouped into five key areas:

- Making communication more effective by helping people craft messages that convey their ideas more clearly and persuasively
- Making communication more efficient by reducing the time and effort needed to create, transmit, and consume messages
- Improving research tools to help communicators discover, process, and apply information
- Assisting communicators with decision-making by guiding them through complex data
- Removing communication barriers so more people can participate in the communication process more easily

However, when tools are designed poorly or used inappropriately, they can hinder communication more than they help.

To use communication technology effectively, bear these five points in mind:

- Keep technology in perspective. Remember that technology is simply a tool, a means by which you can accomplish certain tasks.
- Guard against information overload. Don't send unnecessary messages, and manage your incoming communication channels.
- Use your tools wisely. In addition to distracting employees from work responsibilities, inappropriate use can also leave companies vulnerable to lawsuits and security breaches.
- Use your tools efficiently. Knowing how to use your tools efficiently can make a big difference in your productivity.

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- Reconnect with people. Even the best technologies cannot truly match the rich experience of person-to-person contact.

The Spectrum of Contemporary Communication Technology

Three sets of technology in particular are reshaping the practice of business communication:

- Social and workgroup communication systems. This includes public social media, private/internal social media, and workgroup messaging systems such as Slack.
- Mobile communication. Mobile technology has become an essential part of the digital workplace, giving workers and companies greater flexibility, enhancing productivity and collaboration, and creating more engaging experiences for customers and other users.
- Intelligent communication technology. Business applications of artificial intelligence (AI) are exploding, with many systems designed to enhance the communication experience; the four-page feature "Empowering Communicators with Intelligent Communication Technology" showcases many of these.

Section 5: Committing to Ethical and Legal Communication

Learning Objective 5: Define ethics*, explain the difference between an ethical dilemma and an ethical lapse, and list six guidelines for making ethical communication choices.*

Ethics are the principles of conduct that govern behavior within a society.

Ethical communication (a) includes all the information an audience needs in order to make an informed decision or take an informed stance on an issue and (b) is not deceptive in any way.

Forms of Unethical Communication

Professionals need to be mindful of three forms of unethical communication:

- Withholding information. Examples of this include avoiding taking responsibility for mistakes, presenting an incomplete set of facts when making a proposal, and failing to disclose factors that could affect how audiences interpret information—the widespread adoption of social media has increased the attention given to the issue of transparency.
- Distorting information. Examples of this include using averages to conceal extreme individual values, manipulating trend calculations to suggest future values that the underlying data might not support, or manipulating images to create misleading impressions.
- Plagiarizing. This is presenting someone else's words or other creative product as your own; it can also be illegal if it violates copyright. The concept of *fair use* provides some flexibility in using others' creative work without violating copyright, particularly for noncommercial use, but there are no precise guidelines on how much you can use.

In addition to being unethical, some of these choices can be illegal in certain circumstances.

Class discussion question: Have you ever contributed to "social media outrage" (using your social media accounts to boost the anger about a contemporary issue by forwarding it or liking it) without

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stopping to think who might have originated the message or what the originator's motives might have been?

Distinguishing Ethical Dilemmas from Ethical Lapses

An ethical dilemma involves making a choice when the alternatives aren't completely wrong or completely right:

- Two conflicting alternatives that are both ethical and valid
- Two alternatives that lie somewhere in the gray area between right and wrong

An ethical lapse is a clearly unethical choice.

Ensuring Ethical Communication

To ensure ethical communication, three elements need to be in place and work in harmony:

- Ethical individuals
- Ethical company leadership
- The appropriate policies and structures to support employees' efforts to make ethical choices; a code of ethics is an explicit written policy of ethics guidelines that helps employees determine what is acceptable.

Every employee has the responsibility to communicate in an ethical manner.

In the absence of clear guidelines, ask yourself the following questions about your business communication efforts:

- Is my intention honorable, and does it demonstrate respect for my audience?
- Am I giving my readers or listeners all the information they need in order to take an informed stance or make an informed decision?
- Have I considered the effect my message will have on the audience and anyone else who might be affected by it?
- Am I respecting the legal and moral rights of anyone whose information or ideas I am using?
- Could a different approach produce a more positive outcome for everyone involved?

Ensuring Legal Communication

In addition to ethical guidelines, business communication is also bound by a wide variety of laws and regulations, including the following areas:

- Promotional communication. Marketing specialists need to be aware of the many laws that govern truth and accuracy in advertising.
- Contracts. A contract is a legally binding promise between two parties, in which one party makes a specified offer and the other party accepts.
- Employment communication. A variety of local, state, and federal laws govern communication between employers and both potential and current employees.

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- Intellectual property. In an age when instant global connectivity makes it effortless to copy and retransmit digital files, the protection of intellectual property (IP) has become a widespread concern.
- Financial reporting. Finance and accounting professionals who work for publicly traded companies must adhere to stringent reporting laws.
- Defamation. Negative comments about another party raise the possibility of defamation, defined as the intentional communication of false statements that damage character or reputation. (Written defamation is called libel; spoken defamation is called slander.)
- Transparency. To help audiences make informed decisions, various laws now require communicators to disclose financial relationships and other factors that could influence the presentation of their messages.

Class discussion question: Should companies be allowed to advertise to children who are too young to make fully informed choices? If there should be a cutoff age, what should it be and how would it be enforced?

Section 6: Developing Skills for Your Career

Learning Objective 6: Identify six related skills that you will have the opportunity to develop as you work on your communication skills in this course.

In addition to helping you develop your communication skills, this course gives you the opportunity to enhance a wide range of other skills that experts say are vital for success in tomorrow's workplace:

- Critical thinking
- Collaboration
- Knowledge application and analysis
- Business ethics and social responsibility
- Information technology skills
- Data literacy

HIGHLIGHT BOX: APPLY YOUR SKILLS NOW

Practice Your Professionalism

1. Student answers will vary.

2. Student answers will vary.

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COMMUNICATION CHALLENGES AT AFFECTIVA

Individual Challenge

Here is an effective 188-character summary that provides a compelling reason to attend the seminar and includes important details:

> Go beyond surveys with the next wave of marketing insights: learn how emotion measurement provides a level of insight that surveys can't match. Free 1-hour webinar and live Q&A on Sept 24.

Team Challenge

Option 2 engages with the employee in a constructive way and presents the situation as a business dilemma that can be solved with a logical, customer-focused response.

TEST YOUR KNOWLEDGE

1-1. The three essentials areas in which communication can benefit an organization are

- Operations. Every company needs fast, effective communication between managers and staff, within departments, between departments, and between the company and its external business partners.
- Intelligence. Companies need to keep a constant "ear to ground" to be alerted to new opportunities, risks, and impending problems—both internally and externally.
- Relationships. Just as in personal and social relationships, business relationships depend on communication.

[LO-1] AACSB: Written and oral communication

1-2. The five attributes of effective business communication are:

- Providing practical information
- Giving facts rather than vague impressions
- Presenting information in a concise, efficient manner
- Clarifying expectations and responsibilities
- Offering compelling, persuasive arguments and recommendations

[LO-1] AACSB: Written and oral communication

1-3. Professionalism can be broken down into six distinct traits: striving to excel, being dependable and accountable, being a team player, demonstrating a sense of etiquette, making ethical decisions, and maintaining a positive outlook. **[LO-2] AACSB: Reflective thinking**

1-4. By taking an audience-centered approach to communication, a communicator can focus on the audience and its needs. With this approach, the communicator works hard to overcome any

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barriers and to get the message across in a way that is meaningful to the audience. **[LO-2] AACSB: Written and oral communication**

1-5. Before they can perceive an incoming message as an actual message, audience members need to sense the presence of the message and select it from all other messages and noises competing for their attention. **[LO-3] AACSB: Written and oral communication**

1-6. The most common barriers in any communication environment are noise and distractions, competing messages, filters, and channel breakdowns. **[LO-3] AACSB: Written and oral communication**

1-7. The social communication model is interactive and conversational, with customers and other groups empowered through social media. These media transform passive audiences into active participants in the communication process by allowing them to share, revise, and respond to content, as well as contribute new content. **[LO-3] AACSB: Written and oral communication**

1-8. The five key benefits of business communication technology are

- Making communication more effective by helping people craft messages that convey their ideas more clearly and persuasively
- Making communication more efficient by reducing the time and effort needed to create, transmit, and consume messages
- Improving research tools to help communicators discover, process, and apply information
- Assisting communicators with decision-making by guiding them through complex data
- Removing communication barriers so more people can participate in the communication process more easily

[LO-4] AACSB: Information technology

1-9. An ethical dilemma involves choosing among alternatives that aren't clear-cut. Perhaps two conflicting alternatives are both ethical and valid, or perhaps the alternatives lie somewhere in the gray area between clearly right and clearly wrong. **[LO-5] AACSB: Ethical understanding and reasoning**

1-10. An ethical lapse is a clearly unethical choice. **[LO-5] AACSB: Ethical understanding and reasoning**

APPLY YOUR KNOWLEDGE

1-11. Communication is sometimes considered a negotiation of meaning rather than a transfer of meaning because in some cases the receiver doesn't understand (or perhaps believe) the message on the first attempt. In these cases, the sender and receiver continue to exchange information until mutual understanding is achieved. **[LO-1] AACSB: Written and oral communication**

1-12. No, managers should not try to shut down an informal communication network that is spreading negative gossip or false rumors. Rather, they should understand why the network is spreading this

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damaging information and respond with clear, accurate, and complete information. Trying to shut down an informal network will probably not succeed, and it will only fuel suspicion that those in power are hiding something. **[LO-2] AACSB: Written and oral communication**

1-13. The most important step to take to ensure that high schoolers and their parents respond positively to messages promoting a new tutoring service is to make sure the messages are about them and their needs. Why would students and parents consider paying for a tutor and what benefits do they expect from the service? Your own qualifications should serve as support points, not as the primary message. In addition, the messages should fulfill the five criteria of effective messages listed in the chapter: practical, factual, concise, clear, and persuasive. **[LO-3] AACSB: Written and oral communication**

1-14. Businesses are investing in AI-driven communication tools because these systems promise one or more of the potential benefits of communication technology listed in the chapter: making communication more effective by helping people craft messages that convey their ideas more clearly and persuasively; making communication more efficient by reducing the time and effort needed to create, transmit, and consume messages; improving research by helping communicators discover, process, and apply information; assisting communicators with decision-making by guiding them through complex sets of data; and removing communication barriers so more people can participate in the communication process more easily. **[LO-4] AACSB: Information technology**

1-15. This situation is an ethical dilemma because it does not present one alternative that is clearly right and one or more alternatives that are clearly wrong. Both options (informing employees now about the possibility of a layoff or waiting until you are sure) have positive and negative elements that can help or harm various stakeholders. For example, if you share the possibility of a layoff, some key employees could leave now, which could hurt the company's prospects and even increase the need for a layoff, which would then harm even more employees. Conversely, if you don't tell employees about the possibility of a layoff and it eventually comes to pass, you have deprived them of some of the time they could've been using to find new jobs, which will increase stress on them and their families and possibility harm them financially. **[LO-5] AACSB: Ethical understanding and reasoning**

PRACTICE YOUR SKILLS

1-16. Students will recognize this document as ineffective because it presents so many barriers to effective communication. The blog

- Creates emotional barriers right from the first sentence (accusing employees of lying and cheating, later calling them names), preventing readers from perceiving the intended message
- Presents a restrictive and authoritarian attitude, reflecting an environment that discourages open communication and thus discourages employee candor
- Expresses bias or prejudice (in the slur against women employees)
- Reflects the author's anger and defensiveness ("I simply have no choice")

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- Assumes bad intentions on the part of the employees, underlining the lack of audience-centered thinking
- Uses vague, confusing language (More than three times during what period? Will have to answer to the author for what specific penalties?)
- Polarizes workers by inciting conflict between "punctual" employees and others

To revise the message, students should start by deleting all the information that isn't necessary so that the message can focus on the problem at hand and the potential consequences. To avoid starting with an accusation, the message could start by reminding employees that accurate time records are a matter of economic fairness to the company and to each other, and then move on to the announcement of the new entrance technologies and policy. (Whether these moves are a wise decision by the company owner is a separate question, to be sure.) Note that for this and all others writing assignments found in the text, students should feel free to use their creativity to make up any details that can make a message more realistic. **[LO-1] AACSB: Written and oral communication**

Exercises

1-17. Look for information about students' majors, hobbies, likes, dislikes, and career plans. The email messages, blog posts, or social networking updates will give you an idea of the level of your students' writing, in addition to helping you learn more about your students. **[LO-1] AACSB: Written and oral communication**

1-18. This question provides a good opportunity to discuss the advantages and limitations of utilizing social media for business communication, specifically the length limitations imposed by a channel such as Twitter. Students should be encouraged to explain how the content of their messages reflects the expectations of the social communication model. **[LO-1] AACSB: Information technology**

1-19. This exercise reveals how well students can translate the chapter material into a practical analysis of business communication—the first step to crafting more effective messages of their own. Look for descriptions of specific communication elements, such as solid logical argumentation, persuasive emotional appeals, successful integration of audio and video components, or an audience-centric message. **[LO-1] AACSB: Analytical thinking**

1-20. In completing this exercise, students should recognize the often-significant differences between how they prioritize their own personal and professional qualities and how a prospective employer might prioritize them. **[LO-2] AACSB: Reflective thinking**

1-21. This message needs to communicate the importance of the situation without preemptively offending anyone (since there have been no instances of etiquette mistakes and only a general concern about them). The first paragraph could provide the general manager with a brief overview of the situation, describing how customers come in contact with production personnel and explaining the potential damages to sales that could result from etiquette mistakes. The second paragraph could then follow with an explanation of how etiquette training would minimize the risk of lost sales. Depending on the circumstances and the writer's relationship with the recipient, the message might also propose a solution, such as adapting the sales department's

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etiquette training course for reuse in the production department. **[LO-2] AACSB: Written and oral communication**

1-22. Before writing the report, the team will want to know:

- The audience's culture (so that cultural biases can be avoided)
- The audience's level of knowledge about the subject (so that the report's style, content, organization, and tone will address that specific level)
- The environment in which the report will be received (to compensate for any noise interference)
- Whether the report will be read directly by the intended audience or will first pass through several layers of gatekeepers (so that anticipated distortions can be minimized before the report is read and summarized by gatekeepers)
- The audience's gender and family status (because childcare may be viewed from a different perspective by men, women, parents, and nonparents)

[LO-2] AACSB: Interpersonal relations and teamwork

1-23. Regarding the issue of employee blogs and information that is critical of an employer, a much stronger case can be made for placing such restrictions than for not doing so. Publicly aired criticism of internal company matters is likely to cause harm to the company (by scaring away potential customers, employees, or investors, for instance) while probably doing little to resolve whatever situations a blogger might be upset about. In fact, an argument can be made that criticizing one's own employer in public is unethical, since employees are paid to further the company's interests, not their own. If they are unhappy in their jobs, they have a responsibility to either work to improve the situation through appropriate channels or to find other employment. **[LO-2] AACSB: Information technology**

1-24. This exercise challenges students to apply their understanding of the communication process. Ask them to be specific about how they encoded and transmitted the idea they wanted to share; also ask them to explain how they assessed whether the message had been accurately decoded.

Students might identify such barriers as a difference in perception due to differences in age, background, culture, or language; a lack of credibility, precision, congeniality, or control; a lack of information about the audience; a misunderstanding caused by unfocused, incoherent, or careless communication; a miscommunication resulting from one party being sidetracked or constantly bringing up unnecessary information; an inability to relate new information to existing ideas; or the noise from environmental distractions, from the emotional state of the people involved, or from a person's poor listening ability. **[LO-3] AACSB: Written and oral communication**

1-25. Students should be able to find examples of business-appropriate social media usage in just about any industry, even "old-school" manufacturing (which is often very high-tech these days, of course). Their persuasive arguments should incorporate the three essential areas in which communication is important to any company: enhancing operations, gathering intelligence, and

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building stakeholder relationships. These points can be refined by pointing out the specific ways that social media can enhance communication. **[LO-3] AACSB: Information technology**

1-26. Students should evaluate the websites using the criteria for effective business communication and the discussion of the audience-centered approach. For example, a website that isn't mobile friendly (meaning the presentation isn't simplified for smaller screens and touch/swipe controls) doesn't do a good job of meeting the needs of mobile users. **[LO-4] AACSB: Information technology**

1-27. To improve the discussion that this exercise can generate, consider assigning different services to different students. The wide variety of services students will access can provide powerful evidence of how widespread the social communication model has become. **[LO-4] AACSB: Information technology**

1-28. Students should comment on how well they think these AI tools captured their emotional states, how easy they were to use, and how they think businesses might use them. Keep in mind that these free demo tools may not be as powerful or refined as the versions that Affectiva provides to its customers. **[LO-4] AACSB: Information technology**

1-29. Students should recognize that the boss's request itself is potentially unethical, putting the employee in a situation of policing his or her colleagues—which will surely lead to circumstances in which the employee is forced to be disingenuous with colleagues (for example, not saying anything to a colleague who steals office supplies but then reporting the behavior to the boss). The employee would want to consider the following in a discussion with the boss: the uncomfortable situation this request will create for the employee; the effect this informal assignment would have on workplace dynamics; the damage to the employee's career prospects or ability to work with others if colleagues find out about such reporting; and the fact that asking employees to spy on one another is a misguided way to solve a problem (e.g., ethics training and making employees aware of the costs of their decisions would be a much more enlightened approach). **[LO-5] AACSB: Ethical understanding and reasoning**

1-30. Here is a brief ethical assessment of each situation:

a. Keeping quiet about the possible environmental hazard would be an ethical lapse that could possibly affect lives if not wildlife.
b. Stretching the truth, even "a bit," is never ethical.
c. Helping a friend would be ethical, unless "privileged" information were being conveyed without permission.
d. Using allocated funding for bogus purchases is unethical. It would be better to justify the need for next year's budget than to preserve it by cheating.

[LO-5] AACSB: Ethical understanding and reasoning

1-31. Students should be able to identify dozens of potential violations of Cisco's *Code of Business Conduct*. Three examples include entering into or sustaining a business relationship that creates a conflict of interest with an employee's professional responsibilities at Cisco, providing financial

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information that is not accurate or not objective, and discussing confidential information with an outside party who is not bound by a nondisclosure agreement. The *Code* lists several ways that employees can share their concerns. **[LO-5] AACSB: Ethical understanding and reasoning**

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Chapter 2: Collaboration, Interpersonal Communication, and Business Etiquette

Chapter 2 explores multiple aspects of interpersonal communication: communicating in teams, collaborating on communication efforts, making meetings more productive, using meeting technologies, and improving the skills involved in listening, nonverbal communication, and business etiquette.

CHAPTER OUTLINE

Communicating Effectively in Teams
- Types of Teams
- Advantages and Disadvantages of Teams
- Characteristics of Effective Teams
- Group Dynamics
  - Team Roles
  - Stages of Team Development
  - Resolving Conflict in Teams
    - Constructive Versus Destructive Conflict
    - Steps to Resolve Team Conflict
- Virtual Teams
  - Benefits and Challenges of Virtual Teamwork
  - Tips for Success in Virtual Team Environments

Collaborating on Communication Efforts
- Collaboration Arrangements
  - Writer-Editor Relationships
  - Full Collaboration
- Giving—and Responding to—Constructive Feedback
- Technologies for Collaborative Communication
  - Collaboration Systems
  - Collaboration via Mobile Devices
  - AI-Enabled Collaboration

Making Your Meetings More Productive
- Preparing for Meetings
  - Define the Meeting's Purpose
  - Select Participants for the Meeting
  - Choose the Venue and the Time
  - Set the Agenda
- Leading and Contributing to Efficient Meetings
- Putting Meeting Results to Productive Use
- Conducting Virtual Meetings
  - Virtual Meeting Systems
  - Tips for Successful Virtual Meetings

Improving Your Listening Skills
- Understanding Why Listening Is Such a Complex Process

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- The Unique Challenges of Listening
- Choices and Behaviors That Affect Listening Quality
- Becoming a Better Listener
  - Minimize the Barriers to Effective Listening
  - Adapt Your Listening Style to the Situation
  - Listen Actively
    - Put Yourself in an Open and Positive State of Mind
    - Keep Yourself Engaged
    - Respect Silence
    - Pay Attention to Nonverbal Signals
    - Take Thoughtful Notes
- Improving Your Nonverbal Communication Skills
  - Recognizing Nonverbal Communication
  - Using Nonverbal Communication Effectively
- Developing Your Business Etiquette
  - Business Etiquette in the Workplace
  - Business Etiquette in Social Settings
  - Online Etiquette
  - Telephone Etiquette
  - Mobile Device Etiquette

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LECTURE NOTES

Section 1: Communicating Effectively in Teams

Learning Objective 1: Describe the characteristics of effective teams, outline five steps for resolving team conflict, and offer advice on working in virtual teams.

Collaboration—working together to meet complex challenges— is a prime skill expected in a wide range of professions.

Types of Teams

A team is a unit of two or more people who share a mission and the responsibility for working to achieve a common goal.

Teams are often an important aspect of participative management.

Businesses can use a variety of teams, including committees, problem-solving teams, project teams, and creative teams.

Teams are often *cross-functional*, pulling together people from a variety of departments who have different areas of expertise and responsibility.

Cross-functional teams can help overcome the silo effect, but they are also more challenging to manage.

Advantages and Disadvantages of Teams

Teams can provide businesses and individuals with a variety of benefits:

- More information and knowledge
- Learning opportunities
- Boldness
- Accountability
- Trust building
- A broader range of viewpoints
- Buy-in for solutions the team creates
- Improved performance
- A sense of community in good times and bad

Teams can also have disadvantages, such as

- Groupthink—occurs when peer pressures cause individual team members to withhold contrary or unpopular opinions
- Hidden agendas—private, counterproductive motives that undermine someone else on the team
- Cost—aligning schedules, arranging meetings, and coordinating individual parts of a project can eat up a lot of time and money

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- Overload—adding team responsibilities to an employee's workload can result in overload, and top performers often get assigned to multiple teams

Characteristics of Effective Teams

The most effective teams feature

- A shared sense of purpose and compatible values
- A clear and challenging goal
- A belief in the value of the team's efforts
- A well-balanced mix of people who can provide the insights and skills needed to achieve the goal
- A size that aligns well with the team's responsibilities
- An environment of psychological safety, encouraging people to share information, propose unproven ideas, and express vulnerability without fear of repercussion
- A willingness to put the team's needs ahead of individual needs
- Open and honest communication

Group Dynamics

Group dynamics are the interactions and processes that take place among members in a team.

Productive teams tend to develop positive norms—informal standards of conduct that members share and that guide member behavior.

Group dynamics are influenced by the roles assumed by team members and how the team evolves over time.

Team members can play various roles:

- Team-maintenance roles are played by those who help everyone work well together.
- Task-oriented roles are played by those who help the team reach its goals.

A team needs a healthy balance of both types of roles in order to be harmonious and successful.

As teams grow and evolve, they generally pass through a variety of stages, such as these five in the commonly used model proposed by Bruce Tuckman:

- Forming
- Storming
- Norming
- Performing
- Adjourning

Conflict is a common concern in term environments; even in the best of circumstances, people will occasionally disagree or rub each other the wrong way.

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Conflict isn't always a negative force, however:

- Constructive conflict forces important issues into the open, increases the involvement of team members, and generates creative ideas for solving a problem.
- Destructive conflict diverts energy from more important issues, destroys the morale of teams or individual team members, or polarizes or divides the team

These five steps can help team leaders resolve conflict that is getting in the way of team performance:

- Decide if the conflict is worth addressing; sometimes it is more sensible to live minor or short-term conflicts.
- Examine your own beliefs and behaviors to make sure you're not contributing to the problem.
- Identify where the conflict truly originates; conflicts aren't always about what they appear to be about.
- Establish common ground and use that foundation to build a solution.
- Choose a strategy for resolving the differences: avoidance, accommodation, compromise, or collaboration.

Virtual teams

A virtual team is one in which members work in at least two different locations and rely on technology to communicate and collaborate.

Virtual teamwork offers several benefits and presents several challenges including

- Virtual teams can pull together the best people for a task.
- Companies and employees can take advantage of the economic and personal benefits of telecommuting.
- Virtual teams can be more effective, more engaged, and more productive than co-located teams
- Because virtual teams rely on technology to stay connected, any limitations in the tools will hamper team performance.
- Interpersonal communication is a constant challenge in virtual environments.
- Distance and separation can foster an "us versus them" mentality between factions in a team.

Tips for success with virtual teamwork:

- Keep teams as small as possible.
- Launch the team with an in-person event, if possible.
- Use the best collaboration technology available.
- Clarify the purpose of each tool.

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- If most of the team is co-located, assign responsibility to someone in the local team for keeping distant members in the loop.
- Don't rely solely on written communication.

Class discussion question: Describe a time that you experienced some form of team conflict during a class project. What were the sources of conflict, and how did the team resolve it? How did the conflict affect the team's work output?

Section 2: Collaborating on Communication Efforts

Learning Objective 2: Offer guidelines for collaborative communication, identify major collaboration technologies, and explain how to give constructive feedback.

Businesspeople are frequently expected to collaborate on communication projects.

Collaboration Arrangements

Communicators can collaborate in a variety of ways, from simple writer-editor relationships to full collaboration.

The simplest communication collaborations are writer-editor relationships:

- One person reviews and possibly revises the work of another.
- It's vital to clarify expectations before the writer hands the work over to anyone else—for example, do you want a technical review, a style review, a messaging review, or a rewrite?
- When asking someone to revise a draft you've written, explain your objectives for the piece, including the audience you want to reach and the message you intend to share—then let go of it emotionally.

Full collaboration involves working together from the beginning of the project through to the end, from planning the message to final production:

- This sort of partnership can bring together a diverse range of talents, insights, and experiences.
- Most of the tasks involved in creating communication pieces lend themselves quite nicely to team effort, but think carefully about composing as a group.
- Crafting sentences is a highly individualized activity that requires thought and reflection, and most ideas can be expressed effectively in more than one way.
- If you divide the writing, outline the document or presentation first so that each writer knows exactly how his or her assigned section fits into the overall flow.
- When the pieces are ready, assign one person to do a final revision pass to ensure a consistent style across the entire document.

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For every collaborative project, follow these tips:

- Make sure the project goals are clear and agreed on.
- Map out how the work will be done.
- Structure the assignments so that each person can lend his or her greatest strengths to the effort.
- Establish frequent checkpoints.
- Appreciate that people have different writing styles.

Giving—and Responding to—Constructive Feedback

Constructive feedback, sometimes called constructive criticism, focuses on the process and outcomes of communication, and not on the people involved.

Destructive feedback delivers criticism with no guidance to stimulate improvement.

When you give feedback,

- Think through your suggested changes carefully.
- Discuss improvements rather than flaws.
- Focus on controllable behavior.
- Be specific.
- Keep feedback impersonal.
- Verify understanding.
- Time your feedback carefully.
- Highlight any limitations your feedback may have.

When you receive constructive feedback,

- Resist the urge to defend your work or deny the validity of the feedback.
- Disconnect emotionally from the work and see it simply as something that can be made better.
- Step back and consider the feedback before diving in to make corrections.
- Don't assume that all constructive feedback is necessarily correct.

Technologies for Collaborative Communication

Collaboration technologies range from simple features such as commenting and revision tracking to collaboration solutions such as content management systems. These systems organize and control the content for many websites (particularly larger corporate sites).

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Business professionals use a wide range of systems to collaborate:

- Content management systems help companies that produce a high volume of digital information for both internal and external distribution; these systems often include features such as version control (making sure two people can't accidentally edit a document or page at the same time) and workflow features that define how content can be created, edited, and published.
- Wikis also organize digital content but in a much less structured and formal way; wikis can be public or private.
- Shared online workspaces are "virtual offices" that give everyone in a work group access to the same set of resources and information.
- Social networks are used extensively for business collaboration, and many companies have private, internal-only versions of social networks for their employees.
- Workgroup messaging systems are evolving beyond basic messaging capability to include file sharing, meeting hosting, and other collaboration features.
- Private networks are essentially private versions of the internet with various communication and collaboration features; they include intranets (open to employees only) and extranets (open to employees and to selected outside parties by invitation only).

Virtual communities, or communities of practice, link employees with similar professional interests throughout the company and sometimes with customers and suppliers as well.

Mobile brings a new dimension to collaboration by connecting employees and business partners who work part- or full-time outside conventional office environments.

Some companies are starting to incorporate AI in their collaboration efforts, such as using taskbots to help teams with scheduling, data collection, document distribution, and other routine chores.

Section 3: Making Your Meetings More Productive

Learning Objective 3: List the key steps needed to ensure productive team meetings.

Your ability to contribute to the company—and to be recognized for your contributions—will largely depend on your skills as a meeting participant and leader.

Well-run meetings can help companies in many ways:

- Solving problems
- Developing ideas
- Identifying opportunities

However, unproductive meetings can be a huge waste of time, money, and energy. Therefore, planning and managing meetings are important skills.

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Preparing for Meetings

The most important step in planning a meeting is to make sure it is really necessary.

If a meeting is indeed the best way to meet your objective, follow these steps to prepare:

- Define the best possible result of the meeting and use this to shape direction and content of the meeting.
- Select participants for the meeting by inviting everyone who really needs to be involved, and not inviting anyone who doesn't (to the degree that you have control over this decision); in general, keep meetings as small as possible without excluding anyone who needs to be there.
- Choose the venue and time and prepare the facility with the best seating arrangements possible.
- Distribute a carefully written agenda to participants, giving them enough time to prepare as needed
- An effective agenda answers three questions:
    - What do we need to do in this meeting to accomplish our goals?
    - What issues will be of greatest importance to all participants?
    - What information must be available in order to discuss these issues?

Leading and Contributing to Efficient Meetings

Ensure a productive meeting by:

- Keeping the discussion on track
- Following agreed-upon rules, including parliamentary procedure, if appropriate
- Encouraging and moderating participation
- Participating actively
- Avoiding interrupting others
- Closing effectively

Putting Meeting Results to Productive Use

The value of a meeting's interaction and discovery usually doesn't (or at least shouldn't) end when the meeting ends.

In formal meetings, one person is appointed to record the minutes.

In small meetings, attendees often make their own notes.

The minutes of a meeting summarize:

- Important information presented
- Decisions made
- People responsible for follow-up action

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Conducting Virtual Meetings

Virtual meetings are meetings in which people join in from two or more locations and connect via some form of communication technology.

Such meetings are common in business today, so it's important to know how to run a virtual meeting and how to get the most out of one as a participant.

Chances are you'll also participate in online seminars, often referred to as webinars.

Businesses use a variety of systems for virtual meetings, from teleconferencing to multimedia online meetings and telepresence videoconferencing systems.

Virtual meetings require an extra level of planning and attention in order to be successful, and keeping people engaged can be more challenging, particularly in audio-only meetings.

Follow these tips:

- Make sure the meeting has a well-defined task, so that it steadily moves toward a goal.
- Provide prestudy materials as needed, in addition to the agenda.
- Let participants know what will be expected of them.
- For large meetings, assign specific roles, such as a tech specialist to help with system issues.
- Make sure everyone has up-to-date versions of any tools you plan to use.
- Make sure everyone knows how to ask questions during the meeting.
- Log in on time.
- Be present—mentally and emotionally.
- Mute your audio input when needed.
- Make sure your keyboard noise isn't distracting.
- As the facilitator, be sure to check in with everyone periodically.

Section 4: Improving Your Listening Skills

Learning Objective 4: Explain why listening is such a complex communication process, and describe three steps to becoming a better listener.

When you are engaged in a conversation or listening to a live or recorded speaker, the success of the communication effort hinges on your performance as a listener.

Listening is a more complex process than most people imagine, but it is a skill that everyone can improve.

Understanding Why Listening Is Such a Complex Process

Listening is vulnerable to all potential barriers and breakdowns of communication discussed with the communication process model in Chapter 1, plus some unique challenges and behaviors.

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Unique challenges of listening:

- It's a real-time experience. Conversation is consumed as it is created, so you can't scroll back in time like you can with written communication.
- It's invisible. You can't see spoken language, so you have no visual record to refer to if you get lost or confused.
- Sounds must be converted to language. Incoming sounds must be converted before your mind can begin to process what is being said. Mumbling, strong accents, and ambient noise can all complicate this process.

Individual choices and behaviors:

- Poor self-management. Listeners need to actively manage their own emotions during a conversation; otherwise, these distractions will get in the way.
- Idle brain power. The mind can process information several times faster than people can talk, and if listeners don't harness that extra processing power, their minds are likely to wander.
- Ineffective listening style. Different conversations call for different styles of listening, and using an inappropriate style can hamper a conversational exchange.
- Barriers. Listeners need to take steps to minimize barriers in their listening environment in order to reduce interruptions and distractions.
- Flawed recall. If listeners don't record or actively memorize essential information during a conversation, chances are they will forget or confuse important details.

Becoming a Better Listener

Every professional should take three steps to becoming a better listener.

First, minimize the barriers to effective listening:

- External barriers are anything in the environment or communication channel that make it difficult to hear the other party or focus on what is being said.
- Internal barriers are listener behaviors, thoughts, and emotions that hinder one's ability to understand, interpret, or accept what someone else is saying.
- A common internal barrier is defensive listening—protecting your ego by tuning out anything that doesn't confirm your beliefs or your view of yourself.

Second, adapt your listening style to the situation:

- Content listening is listening to understand and retain information the other party is sharing.
- Critical listening is listening to understand and evaluate the information in terms of logical arguments, strength of evidence, validity of conclusions, implications, and any omissions; understanding the speaker's motives may be relevant as well.
- Empathic listening is listening to understand the speaker's feeling, needs, and wants, regardless of whether or not you agree with his or her perspective.

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Third, listen actively:

- Keep an open and positive state of mind. This mindset allows you to be receptive to new information and maintain positivity about the experience of listening to this person.
- Engage actively. If you don't commit to being in and staying in the conversation, your mind will wander and the other person will sense that you aren't fully engaged.
- Respect silence. A moment of silence may allow the speaker to collect or reconsider his or her thoughts; if you step in too soon, you could interrupt the speaker's attempt to get back on track.
- Be aware of nonverbal signals. Intentional and unintentional nonverbal signals can explain, amplify, or contradict the speaker's message.
- Take thoughtful notes. If the information is important, don't rely on your memory; it's too easy to forget key details.

Class discussion question: How might smartphones and tablets enhance or impede the listening process, including efforts to retain key information after a conversation is over?

Section 5: Improving Your Nonverbal Communication Skills

Learning Objective 5: Explain the importance of nonverbal communication, and identify six major categories of nonverbal expression.

Nonverbal communication is the interpersonal process of sending and receiving information, both intentionally and unintentionally, without using written or spoken language.

Nonverbal cues can affect communication in three ways:

- Strengthen a verbal message
- Weaken a verbal message
- Replace a verbal message

Nonverbal signals are a factor in virtually every instance of communication, and they can convey a significant portion of the information and emotions shared in interpersonal communication.

However, contrary to lore, nonverbal signals do not convey some specific percentage of the information in a conversation.

<u>Recognizing Nonverbal Communication</u>

Nonverbal communication is an intriguing part of business communication because it is both complex and difficult to pin down.

On the sending side,

- Some nonverbal signals are controllable (such as choosing what to wear).
- Some are habits you may not think about (such as tapping your fingers when you're anxious, for instance).

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- Some are trainable (using specific hand gestures during a presentation).
- Some are involuntary (such as blushing).

On the receiving side,

- Nonverbal signals are not always reliable (a person who avoids eye contact isn't necessarily trying to hide something, for example)
- People vary widely in their ability to interpret signals correctly.

Nonverbal communication can be grouped into six general categories:

- Facial expressions
- Gestures and posture
- Vocal characteristics
- Personal appearance
- Touch
- Time and space

Using Nonverbal Communication Effectively

To be a more effective speaker and listener, pay closer attention to nonverbal cues in every situation:

- Be aware of the cues you send when talking.
- Be aware of the cues you send when you're not talking (through clothing, posture, and so on).
- Be aware of the cues you receive from the speaker when you're listening.
- Don't assume you can "read someone like a book,"

If something doesn't feel right, ask the speaker a question in an honest and respectful manner.

Class discussion question: Some nonverbal signals, particularly touch and facial expressions, are vulnerable to misinterpretation—such as when a person smiles to be friendly but the other party interprets this as an expression of romantic interest. Given these risks, should you play it safe and avoid sending any signals that could be misinterpreted? Why or why not?

Section 6: Developing Your Business Etiquette

Learning Objective 6: Explain the importance of business etiquette, and identify five areas in which good etiquette is essential.

Etiquette is now considered an essential business skill.

Poor etiquette can:

- Destroy morale and drain productivity
- Drive away customers, investors, and other critical audiences
- Limit your career potential.

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Class discussion question: Do you believe etiquette is important in the larger scheme of things, as long as you get your work done and meet all your responsibilities? Why or why not?

Business Etiquette in the Workplace

Workplace etiquette covers a variety of behaviors, habits, and aspects of nonverbal communication.

Follow these tips:

- Respect other people's time.
- Don't interrupt people in conversations or in meetings.
- Watch your language.
- Pay close attention to cleanliness, and avoid using products with powerful scents.
- Avoid eating at your desk if possible, particularly in open-plan offices.
- Keep the noise level down.
- Respect other people's personal space.
- Don't gossip.
- Don't come to work when you're sick.
- In general, avoid discussing religion, politics, or other potentially emotional issues.

Personal appearance may be thought of as an element of etiquette and sends a strong signal to managers, colleagues, and customers.

You can view business style as four levels:

- Business formal. Tailored suits in conservative colors, with shoes, accessories, and grooming to match; usually restricted only to the most formal occasions or among top-level executives and high-profile professionals.
- Business professional. Also based around suits or coordinated sets of jackets with skirts or trousers, but the overall vibe is slightly freer—expensive tailored suits aren't necessary.
- Business casual. In general, this means slacks or skirts, with nice-looking button-up shirts, blouses, and sweaters.
- Casual. Difficult to pin down and varies widely—in one company it might mean nice jeans and a button-up shirt, but in another, shorts, sandals, and tank tops may be acceptable.

In general, match your style of dress to the business culture and situation.

If you're not sure, dress modestly and simply—earn a reputation for what you can do, and not for what you wear.

Business Etiquette in Social Settings

When meeting people from other cultures, learn about their cultural customs beforehand.

When introducing yourself, include a brief description of your role in the company.

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When introducing two other people, remember to

- Speak both their first and last names clearly.
- Offer some information to help them ease into a conversation.
- Introduce the lower-ranking person to the senior-ranking person.

When conducting business over a meal, be sure that you

- Choose foods that are easy to eat.
- Avoid ordering alcoholic beverages, or save them until after business is concluded.
- Choose topics of conversation carefully (avoiding politics, religion, other emotional topics).
- Don't complain about work.
- Avoid profanity.
- Avoid deeply personal questions.
- Be careful with humor.

Business receptions can be good networking opportunities, but remember their primary purpose is often social.

- Don't network too zealously.
- Invite others to join your conversations to ensure that they feel welcome.

Online Etiquette

Learn the basics of professional online behavior to avoid mistakes that could hurt your company or your career.

Whenever you represent your company online, in any medium, you must adhere to a high standard of etiquette and respect for others:

- Avoid personal attacks.
- Stay focused on the original topic; don't hijack threads.
- Don't present opinions as facts.
- Follow basic expectations of spelling, punctuation, and capitalization.
- Use virus protection and keep it up to date.
- Watch your language and keep your emotions under control.
- Avoid multitasking while using messaging and other tools.
- Don't waste others' time with sloppy, confusing, or incomplete messages.
- Never assume you have privacy.
- Be careful with online commenting mechanisms that are linked to your social network profiles; personal comments may have your work affiliation attached to them.
- Respect boundaries of time and virtual space.

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Telephone Etiquette

Telephone etiquette is essential for overcoming the lack of visual contact and feedback:

- Be conscious of how your voice sounds.
- Be courteous when you call someone; take into account that you might be interrupting.
- Convey a positive, professional attitude when you answer the phone.
- End calls with courtesy and a clear notion of what all parties expect to happen next.
- Use your own voicemail features to help callers.
- Be considerate when leaving voicemail messages.

Mobile Device Etiquette

The way you use your mobile devices sends a message—positive or negative—about your professionalism and respect for others.

Avoid these disrespectful choices:

- Selecting obnoxious ring tones
- Failing to mute your phone during meetings or other situations where it will interrupt people
- Talking loudly in open offices or public places
- Using your phone right next to someone else
- Making excessive or unnecessary personal calls during work hours
- Invading someone's privacy by using your camera phone without permission
- Taking or making calls in restrooms and other inappropriate places
- Texting during meals and while someone is talking to you
- Allowing incoming calls to interrupt meetings or discussions
- Using voice commands or voice dictation in ways that interrupt other people

Class discussion question: As mobile devices become more commonplace in business settings around the world, do you think etiquette standards will gradually relax regarding what is and isn't acceptable behavior? Be prepared to explain your answer.

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HIGHLIGHT BOX: ETHICS DETECTIVE
Solving the Case of the Missing Team

1. Students' answers will most likely vary. Those who place the good of the organization before themselves will agree with the colleague who stated that the goal of the team was to solve a problem for the company and not seek personal recognition. Those who are most interested in advancing their own careers, as the person described in the story, will most likely agree that Mueller behaved in an unethical manner. You might want to ask students if Mueller had taken one minute to introduce each team member to the board, would they be satisfied with his decision?

2. Students want to argue either side of this question. As a matter of etiquette, at the least, Mueller could've avoided any bruised feelings by saying "we" rather than "my team."

HIGHLIGHT BOX: INTELLIGENT COMMUNICATION TECHNOLOGY
Hi, I'm an Algorithm, Your New Teammate

1. Students may have never encountered a question like this before, so they might need to reflect on their relationship with technology and their need for social belongingness in a workplace. Chances are they have already carried on conversations with Apple's Siri or another bot agent, so they may have already become comfortable with human-computer collaboration without even realizing it.
2. This question extends the thought experiment from the previous question with a personal situation in which the stakes are considerably higher.

COMMUNICATION CHALLENGES AT SALESFORCE

Individual Challenge

This scenario is a good reminder that conflict isn't always about open clashes and loud fireworks—sometimes it is silent and can even be passive. By refusing to engage and acknowledge you anymore, this colleague is creating conflict. This conflict is clearly destructive because it is affecting your morale and confidence. Chances are it is being noticed by other team members also, so it is probably affecting the team as a whole.

Students can structure a response using the steps suggested in the chapter for resolving conflict.

Step 1: Decide whether the conflict warrants taking action. This conflict is clearly causing problems for you, and it likely won't go away on its own, so it warrants taking action.

Step 2: Examine your own beliefs and behaviors. Students should consider whether they may have said or done something, even inadvertently, that prompted the colleague to behave in that way. It might be something utterly innocent—perhaps the colleague emailed a request for help some time ago and you never received or noticed the email message, and now the colleague is feeling hurt and rejected.

Step 3: Identify where the conflict originates. The source of this conflict is a mystery to you, so the best move is to have a private conversation with the colleague to find out what went wrong in the relationship. Although you haven't knowingly done anything to damage the relationship, you could start the conversation like this: "We had been getting along so well; have I done anything to upset you?" This

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would open the discussion in a nonthreatening way and give the colleague the opportunity to express his emotions and explain his behavior.

Step 4: Establish common ground. Depending on what you discover in step 3, you can then move the conversation forward by confirming where you still have common ground with the team member. If it was a simple case of miscommunication, it would be fairly easy to resolve. (Granted, the colleague should have followed up to see if you had received his message, rather than simply resorting to unprofessional behavior, but that's water under the bridge at this point.) If the conflict stems from something else, such as the colleague coming to believe that you are no longer a valuable contributor to the team, you may need to dig deeper to find out what you both still agree on.

Step 5: Choose a strategy for resolving the differences. Depending on what you discover in steps 3 and 4, you and the colleague can choose a strategy for moving forward.

Team Challenge

For this activity, you might want to give students an advance peek at the three-step writing process introduced in Chapter 4. In this model, the quality review stage of checking punctuation and other "tactical" matters occurs after the drafting is complete and the message content has been reviewed and confirmed.

This is also a good opportunity to discuss priorities in crafting messages. Punctuation and grammar are important, to be sure, but there is little benefit in polishing and fine-tuning a message that is fundamentally flawed in some way (such as being poorly organized or lacking in essential content). Interior decorating offers a good analogy: There is not much advantage to be gained in painting your apartment or rearranging the furniture if the roof is missing or the walls are falling down. Get the fundamentals right first, and then focus on the finer levels of detail.

TEST YOUR KNOWLEDGE

2-1. Few activities in business today are the sole focus of a single individual, so successful teamwork is vital to virtually everything a company does. Even individual salespeople who travel from customer to customer outside the office rely on a support staff to coordinate schedules, provide customer service, and help with other tasks. Similarly, marketing and research teams rely on feedback from the salespeople. Moreover, many tasks are just too large for any single person, and many others require input and insights from multiple employees. As a result, successful teams can improve productivity, creativity, employee involvement, and even job security. **[LO-1] AACSB: Interpersonal relations and teamwork**

2-2. Groupthink is an unhealthy willingness of team members to set aside their personal opinions and values to go along with the rest of the team when belonging to the group seems more important than making the right decision. Groupthink can lead to poor-quality decisions and ill-advised actions, sometimes inducing people to act unethically. **[LO-1] AACSB: Interpersonal relations and teamwork**

2-3. The primary challenges that virtual teams face are reliance on technology (which can affect team performance if it malfunctions or is used unwisely), difficulties in communicating interpersonally when separated by distance, the potential for us versus them situations to arise, and the loss of the

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spontaneous communication that occurs when everyone is co-located. **[LO-1] AACSB: Interpersonal relations and teamwork**

2-4. Constructive feedback focuses on the process and outcomes of communication, not on the people involved. Destructive feedback is little more than complaining or bullying **[LO-2] AACSB: Interpersonal relations and teamwork**

2-5. A well-prepared meeting agenda identifies what needs to be accomplished during a meeting in order to meet the goals established for the meeting, it identifies the issues of greatest important, and it lets participants know what information they need to bring and be prepared to share. **[LO-3] AACSB: Interpersonal relations and teamwork**

2-6. Listening is a challenging communication process because it happens in real time, speech is invisible, and listeners need to convert sounds to recognizable language before they can begin decoding incoming messages. **[LO-4] AACSB: Written and oral communication**

2-7. Someone using content listening is trying to understand and retain the speaker's message. Critical listening is trying to understand and evaluate the meaning of the speaker's message. Empathic listening is trying to understand the speaker's feelings, needs, and wants, and to appreciate his or her point of view. **[LO-4] AACSB: Written and oral communication**

2-8. The five elements of active listening are having an open and positive state of mind, engaging actively throughout the conversation, respecting silence, being aware of the nonverbal signals you are sending and receiving, and taking thoughtful notes as needed. **[LO-4] AACSB: Written and oral communication**

2-9. An individual can communicate nonverbally through the use of facial expression, gesture and posture, vocal characteristics, personal appearance, touching behavior, and time and space. **[LO-5] AACSB: Written and oral communication**

2-10. Mobile devices present unique etiquette challenges because of their ubiquitous and personal nature and because etiquette expectations can differ so widely. Younger employees who grew up in the digital era may think nothing of using their devices whenever and wherever, but others, particularly older employers and managers, may have much more sharply defined boundaries when it comes to mobile usage. In general, because mobile technology enables communication and other work and personal uses virtually everywhere at any time, users need to be more sensitive to how their actions can interrupt or offend others. **[LO-6] AACSB: Information technology**

APPLY YOUR KNOWLEDGE

2-11. No, it is not necessarily a cause for concern if a team doesn't storm as it assembles and gets to work. As long as the team isn't ignoring or burying issues that will surface later with negative consequences, a team doesn't necessarily need to struggle to get going. **[LO-1] AACSB: Interpersonal relations and teamwork**

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2-12. "Give it a once-over" could mean anything from evaluating whether the purpose of the report is to give it a superficial look for typos to a major rewrite, so you need to ask your boss what specific results he or she would like to see from your review. Such an assessment could potentially include the purpose of the report, its content, the logic of any conclusions or recommendations it presents, its grammar and punctuation, and its style and tone. You should also ask whether you are expected to simply provide feedback or revise the document as you see fit. **[LO-2] AACSB: Written and oral communication**

2-13. In the situation with a frustrated senior employee unloading about being tasked with mentoring and training new hires, the best approach would be to start with empathic listening to give the developer the chance to express his emotions. The developer has an emotional need to be heard, and any discussion about solving the problem will be more productive if he is given the opportunity to transition from an emotionally charged state to a calmer, logically focused state. After this, you can switch to critical listening to confirm that his frustrations really are about the new employees and to content listening when you ask for his suggestions on resolving the situation. **[LO-4] AACSB: Written and oral communication**

2-14. Students should recognize the different, sometimes vastly different, contexts of in-person and online communication. Online communication is a leaner medium, with fewer visual cues, so it doesn't support the level of immediate feedback that helps keep emotions and behaviors in check during in-person conversations. Online media create a certain emotional distance that can lull people into forgetting that another human being is on the other side of the conversation. And, of course, if people are communicating online anonymously, the potential for rude behavior skyrockets as people feel free to engage in unsocial behavior in the belief that their hidden identities render them immune from consequences. **[LO-6] AACSB: Information technology**

2-15. This is a tricky and potentially unnerving scenario for a new employee to navigate because you might not be fully aware of cultural norms regarding the use of mobile devices in company meetings. The audience behavior could be a sign that people are deeply engaged with the content of the presentation and are taking notes or sharing information in real time via a backchannel of some sort. Of course, they also could be openly ignoring you or rejecting you and your message.

As the speaker in this situation, start by using your best judgment to get the "feel of the room," taking into consideration the nature of your relationship to the attendees. For example, if you're a lower-ranking employee, you might need to accept the behavior and move on as best you can. One possible response would be to stop your presentation and ask if you are providing the information people expect to get from you. The verbal and nonverbal responses from attendees should give you some clues. For example, some might confirm that they are indeed taking notes or live-sharing the meeting with absent colleagues. On the other hand, you might get uncomfortable silence and averted eyes, which would tell you that people aren't paying attention or are otherwise not on board. However, you could turn this into an opportunity to explain that as a new employee, you would like to learn as much as possible to help the company and your colleagues. You could ask people to explain why the presentation isn't meeting their needs, and then either adjust on the fly, if you can, or offer to reschedule with a revised presentation. This is a risky move, of course, but displaying this level of honesty and concern for your audience would

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enhance your reputation as an individual with integrity. **[LO-6] AACSB: Information technology**

PRACTICE YOUR SKILLS

2-16. Message for Analysis

Here is one way of reorganizing and rewording the information provided to create a well-organized agenda:

AGENDA
Budget Committee Meeting
December 12, 2021, 9:30 a.m.
Conference Room 3
Remote access via Cisco WebEx

I. Call to Order

II. Approval of Minutes from Previous Meeting (5 minutes)

III. Director Reports

A. Real Estate Director's Report: A closer look at cost overruns on Greentree site (10 minutes)

B. Finance Director's Report on Quarterly Revenues and Expenses (15 minutes)

IV. New Business

A. Discussion of Cost Overrun Issues (20 minutes)

B. Discussion of Additional Quarterly Budget Issues

C. Presentation of Divisional Budget

V. Announcements

VI. Adjournment

[LO-3] AACSB: Interpersonal relations and teamwork

Exercises

2-17. In the presentation, students should discuss challenges such as how to ensure that employees present a positive image of the organization through the messages they send. This exercise provides a good opportunity to analyze how the team negotiated the process of developing the presentation and agreeing upon content, organization, and other aspects of the presentation. **[LO-1] [LO-2] AACSB: Written and oral communication**

2-18. Student experiences will likely vary, but all teams should be prepared to discuss the technical challenges of arranging and conducting a virtual meeting and the experiences of negotiating which change to propose and outlining a proposal while collaborating long distance. **[LO-1] AACSB: Interpersonal relations and teamwork**

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2-19. Encourage students to implement the guidelines for effective collaborative writing listed in the chapter. At least one team is likely to attempt writing as a group. If so, having them describe the experience is a helpful way for everyone in the class to gain a better understanding of the challenges associated with attempting to do so. **[LO-2] AACSB: Written and oral communication**

2-20. In addition to providing an opportunity for collaboration, this exercise encourages students to take an audience-centered approach to a topic with which they are likely to be very familiar. The teams should look beyond simple textual instructions or static maps and explore options such as video, animation, or even GPS waypoints. **[LO-4] AACSB: Interpersonal relations and teamwork**

2-21. This exercise gives students the opportunity to imagine their responses to an uncomfortable situation in which they probably have little personal or positional power to deal with it. This group is clearly dysfunctional, so students need to consider this larger context as well—do they really want to fit in with this group, or perhaps just "go along to get along" long enough to find another position? Looking for opportunities to quietly lead by better example is another avenue to consider. There is also the important matter of compromising one's personal values, given that at least one of the behaviors described (taking credit for others' ideas) is unethical. A workable solution under the circumstances could be to take a bolder and more aggressive approach to being heard, without compromising one's ethics or resorting to rudeness. **[LO-3] [LO-7] AACSB: Interpersonal relations and teamwork**

2-22. This exercise gives students an opportunity to practice listening, observing nonverbal cues, and critiquing a group in action. To answer the questions, students will have to pay attention to a number of things occurring at the meeting. By comparing notes with a partner, students will see that a person's own background and listening skills influence the type and content of the notes he or she takes. What is obvious to one person may be worth noting to another. Similarly, poor listeners tend to have superficial notes. **[LO-3] AACSB: Written and oral communication**

2-23. Students should try to be as inclusive as possible without making the situation unreasonably uncomfortable. Consider two options: they might ask the speech-impaired person to team up with one or more other employees and let that team report as a unit; or they might provide an alternative way for this person to communicate during meetings, such as using presentation slides. Most importantly, since this communication challenge surely exists outside formal meetings, students may suggest working closely with the person to explore ways to help him or her contribute to the department's work flow. **[LO-3] AACSB: Interpersonal relations and teamwork**

2-24. This assessment provides students with information about their listening skills. If you choose to discuss the results of the self-assessments in class, be sure to ask students to identify instances of selective listening, prejudgment, and selective perception. **[LO-5] AACSB: Written and oral communication**

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2-25. Students should discuss how nonverbal messages need not be human gestures; they also include the appearance of written messages. They should consider how letter and memo quality is often judged first by overall appearance. You may want to refer students to Appendix A for a discussion of the importance of formatting and laying out business documents. **[LO-6] AACSB: Analytical thinking**

2-26. Students' memos should address the following points:

- Etiquette is now considered an essential business skill. Nobody wants to work with someone who is rude to colleagues or an embarrassment to the company.
- Shabby treatment of others in the workplace can be a huge drain on morale and productivity.
- Poor etiquette can drive away customers, investors, and other critical audiences—and it can limit one's career potential.
- Students should also include the etiquette advice included in this chapter.

[LO-7] AACSB: Interpersonal relations and teamwork

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CHANGES AND IMPROVEMENTS IN THE 15TH EDITION

Significant Content Additions and Upgrades

Here are the major changes in the Fifteenth Edition of *Business Communication Today.* Please see page 2 for a detailed, chapter-by-chapter list of changes.

Adding Value with New Student-Focused Features

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

Keeping Students on the Leading Edge with *Intelligent Communication Technology*

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

Ensuring Fresh, Up-to-the-Minute Content

Nearly 90 new figures. The Fifteenth Edition has 93 annotated model documents, 43 examples of mobile communication in business communication, 15 examples of social media, and 14 examples of intelligent communication technology.

Nearly 150 new questions and student activities. Every chapter has fresh project ideas and evaluation questions.

Revamped communication cases. Half the cases now feature real companies in a wide variety of industries, giving students multiple opportunities to create real-world messages and documents.

Ten new chapter-opening Communication Close-Ups. These chapter-opening vignettes and end-of-chapter challenges show students how professionals apply the same skills they are reading about in the chapter. The new Close-Ups in this edition include Affectiva, John Deere, Patreon, Stitch Fix, and Wells Fargo.

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Chapter by chapter changes and improvements

Feature	Chapter 1	Chapter 2	Chapter 3
Chapter-opening vignette	**New:** Highlighting Affectiva's use of artificial intelligence to incorporate emotion in digital and visual communication.	**New:** Salesforce CEO Marc Benioff's strategy of leading by listening	Retained: Kaiser Permanente's strategic approach to communicating with its diverse stakeholder groups
Chapter content *(subject areas that were added or substantially revised for this edition)*	**Understanding Why Communication Matters** The many benefits of effective business communication are now organized in the three categories of *operations*, *intelligence*, and *relationships*. **Communicating as a Professional** Employer expectations regarding communication abilities have been simplified to four groups of related skills. **Exploring the Communication Process** Coverage of *selection perception* revised to address *selective attention*. **Using Technology to Improve Communication** The introductory coverage of communication technology has been extensively revised to explain its potential benefits and to highlight three important sets of tools: social and workgroup communication systems, mobile communication, and *intelligent communication technology* (the application of artificial intelligence to business communication). **Committing to Ethical and Legal Communication** Coverage of unethical communication now categorized as withholding information, distorting information, or plagiarizing. **Developing Skills for Your Career** New section highlights six skills this course helps students develop in addition to communication. **New highlight box:** Apply Your Skills Now: Practice Your Professionalism	**Types of Teams** Revised coverage helps distinguish the most common types of business teams. **Characteristics of Effective Teams** Updated discussion includes the importance of *psychological safety* in team settings. **Stages of Team Development** Now covers the Tuckman model of team development. **Resolving Conflict in Teams** Expanded section includes a step-by-step process for resolving team conflict. **Virtual Teams** New section covers the benefits and challenges of virtual teamwork and offers tips for success in virtual team environments. **Improving Your Listening Skills** Section extensively revised and expanded to give students better insights into why listening is such a complex process, the choices and behaviors that affect listening quality, and how to become a better listener (including the five elements of active listening). **Improving Your Nonverbal Communication Skills** Expanded discussion debunks the myth that nonverbal signals carry most of the message in face-to-face communication. **Collaborating on Communication Efforts** Now includes advice for various collaboration arrangements, from writer-editor to full collaboration, and updates on technologies for collaborative communication. **Business Etiquette in the Workplace** Expanded coverage of workplace behavior and the four levels of business attire. **New highlight box:** Intelligent Communication Technology: Hi, I'm an Algorithm, Your New Teammate	**Recognizing Variations in a Diverse World** Updated coverage of generational differences and ability differences. **New highlight box:** Intelligent Communication Technology: Real-Time Translation
New annotated model documents and other exhibits	Figure 1.8 Mobile Communication Tools New four-page magazine-style feature: Empowering Communicators with Intelligent Communication Technology	Figure 2.1: Phases of Team Development Figure 2.2: Shared Online Workspaces Figure 2.3: Social Intranets Figure 2.4: Meeting Room Configurations Figure 2.5: Effective Meeting Agenda: Full Version Figure 2.6: Effective Meeting Agenda: Condensed Figure 2.7: Effective Meeting Minutes Figure 2.9: Virtual Meetings Figure 2.10: The Importance of Nonverbal Signals Figure 2.11: The Five Zones of Professional Etiquette Figure 2.12: Showing Respect for Organizational Culture	Figure 3.1: Major Dimensions of Cultural Diversity Figure 3.3: Mobile Language Tools

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Chapter by chapter changes and improvements (continued)

Feature	Chapter 4	Chapter 5	Chapter 6
Chapter-opening vignette	Retained: Wolff Orlis's use of storytelling in business communication, including using an award-winning novelist as its chief storytelling officer	New: Featuring independent business writer Kaleigh Moore	Retained: Type Together's contemporary typeface designs, emphasizing readability in business documents and other messages
Chapter content *(subject areas that were added or substantially revised for this edition)*	**Choosing Between Direct and Indirect Approaches** Describes the three scenarios where the indirect approach is most likely to be helpful. **Building Reader Interest with Storytelling Techniques** Adds the use of storytelling in planning and decision-making. **New highlight box:** Intelligent Communication Technology: Shaping Stories with the Help of Artificial Intelligence	**Using Words Correctly** Expanded discussion of the dilemmas business communicators face regarding the evolution of language, such as the increasing acceptance of *they* as a singular pronoun. **New highlight box:** Intelligent Communication Technology: Amplifying Your Writing with Augmented Writing Software **New highlight box:** Apply Your Skills Now: Think Now, Write Later	**New highlight box:** Apply Your Skills Now: Make QA Part of Your Communication Process
New annotated model documents and other exhibits	Figure 4.4: Media and Channel Choices Updated two-page magazine style feature: Business Communicators Innovating with Mobile	Figure 5.1: Fostering a Positive Relationship with an Audience Figure 5.2: Building Credibility	Figure 6.3: Readability in Digital Communication Figure 6.4: Ineffective Design Choices for Business Documents Figure 6.5: Effective Design Choices for Business Documents

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Chapter by chapter changes and improvements (continued)

Feature	Chapter 7	Chapter 8	Chapter 9
Chapter-opening vignette	Retained: Slack's workplace messaging system, which is changing the way many organizations communicate	**New:** Describing how ExterionMedia used an internal social network to improve organizational communication.	**New:** Discusses how Tableau Software is making data visualization tools easily accessible to business professionals who must work with increasingly complex sets of data
Chapter content *(subject areas that were added or substantially revised for this edition)*	**The Emoji Question—Overcoming the Limitations of Lean Media** Comprehensive coverage of the complicated issue of emoji usage in contemporary business communication with practical advice for using or avoiding them. **The Email Subject Line: Persuading People to Open Your Messages** Expanded advice for writing compelling subject lines that encourage recipients to open messages. **Business Messaging** Updated coverage of the six categories of short-messaging services in use in business today and tips for successful messaging. **New highlight box:** Apply Your Skills Now: Develop Professional-Grade Email Skills **New highlight box:** Intelligent Communication Technology: Nice Chatting with You	**How Businesses Use Social Media for Internal and External Communication** Updated coverage of how businesses use social networking for both internal and external communication. **Establishing a Social Media Strategy** New section discusses the six sets of questions companies need to ask to craft an effective social media strategy. **Developing Social Media Content** Extensively revised and expanded coverage walks students through the process of planning, writing, and publishing social media content; includes advice on everything from identifying the types of social content that appeals to readers to improving the readability of social media content. **Managing the Organizational Challenges of Social Media** New section looks at the managerial challenges of using social media in business. **Four Content Strategies for Business Social Networking** New section outlines the four key ways communicators can ensure a steady flow of quality content. **Successful Business Blogging** Updated coverage of blogging includes tips on choosing the types of posts that tend to interest readers the most. **Business Applications of Microblogging** Includes new advice on writing compelling and effective business tweets. **Collaborative Writing on Wikis** New advice on the managerial issues of using wikis for internal and external communication. **New highlight box:** Intelligent Communication Technology: Monitoring the Social Media Sphere with Smart Listening Tools	**Selecting Visuals for Presenting Data** New coverage of radar diagrams **New highlight box:** Intelligent Communication Technology: Augmented Reality and Virtual Reality
New annotated model documents and other exhibits	Figure 7.1: Compositional Modes: Summaries Figure 7.2: Compositional Modes: Tutorials and FAQs Figure 7.4: Workgroup Messaging Figure 7.5: Business Text Messaging Figure 7.6: Organizing Website Content Figure 7.7: Writing and Designing for the Web Figure 7.8: Podcasting Tools	Figure 8.1: Internal Social Networking Figure 8.2: Social Media Strategy Figure 8.3: Effective Social Media Headlines Figure 8.4: Developing Original Material for Social Media Figure 8.5: Business Applications of Blogging Figure 8.6: Business Applications of Microblogging Figure 8.7: Wikis for Business Communication Updated two-page magazine style feature: Business Communicators Innovating with Social Media	Figure 9.9: Radar Diagram Figure 9.11: Data Visualization Figure 9.13: Infographics

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Chapter by chapter changes and improvements (continued)

Feature	Chapter 10	Chapter 11	Chapter 12
Chapter-opening vignette	Retained: Technology writer Jill Duffy's advice for handling the daily deluge of routine messages more productively	**New:** On Wells Fargo's efforts to recover from its massive accounts scandals	**New:** On Katrina Lake's use of persuasive communication to help launch the revolutionary clothing company Stitch Fix
Chapter content *(subject areas that were added or substantially revised for this edition)*	**Writing Instructions** New section with tips for writing effective user guides and other instructional material. **Asking for Recommendations** Expanded information on this challenging communication task.	**Using the Direct Approach for Negative Messages** Coverage of apologies expanded with a four-step decision process. **Refusing Requests for Recommendations and References** Updated with clear guidance on how to sensitively refuse these requests. **Giving Negative Performance Reviews** Updated with latest advice from industry experts. **Terminating Employment** Updated with latest advice from industry experts. **New highlight box:** Apply Your Skills Now: Prepare Yourself for a Difficult Conversation	**Balancing the Three Types of Persuasive Appeals** Expanded with an introduction to the three classical appeals of ethos, pathos, and logos. **New highlight box:** Apply Your Skills Now: Making Difficult Requests
New annotated model documents and other exhibits	Figure 10.6: Announcing Good News Figure 10.7: Goodwill Messages		Figure 12.6: Promotional Messages in Social Media

Feature	Chapter 13	Chapter 14	Chapter 15
Chapter-opening vignette	Retained: Strategyzer's revolutionary alternative to the traditional annual report, now embraced by thousands of entrepreneurs	**New:** Highlighting how John Deere uses its annual reports to communicate effectively with its diverse stakeholders	**New:** On McKinsey & Company's innovative *Five Fifty* report format, which combines mobile-friendly five-minute overviews with in-depth analytical reports
Chapter content *(subject areas that were added or substantially revised for this edition)*	**Quoting, Paraphrasing, and Summarizing** Offers expanded step-by-step advice for paraphrasing source materials. **New highlight box:** Intelligent Communication Technology: Finding Meaning with Text Mining		
New annotated model documents and other exhibits	Figure 13.2: Online and Mobile Survey Tools Figure 13.4: Research Interviews	Figure 14.3: Dashboards	

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Chapter by chapter changes and improvements (continued)

Feature	Chapter 16	Chapter 17	Chapter 18
Chapter-opening vignette	Retained: Gina Barnett's "whole-body" public speaking advice, which can help all business professionals improve their onstage presence	Retained: Nancy Duarte's timeless advice for creating audience-friendly presentation slides	Retained: Burning Glass's application of artificial intelligence to the critical job-search challenge of matching employer needs and employee skill sets
Chapter content *(subject areas that were added or substantially revised for this edition)*	**Ensuring Successful Team Presentations** New section on planning, rehearsing, and delivering team presentations	**Using Presentation Software to Create Visual Reports** New section with advice on creating visual reports using presentation software	**Finding the Ideal Opportunity in Today's Job Market** Updated with advice on dealing with AI during the job search and cleaning up one's digital footprint. **Building Your Network** Updated with more advice on becoming a valued career networker. **Addressing Areas of Concern** Updated advice on handling frequent job changes and a criminal record when writing one's résumé. **References** New section on the three types of references every job seeker needs to prepare. **Building an Effective LinkedIn Profile** Major new section on preparing a compelling LinkedIn presence. **New highlight box:** Intelligent Communication Technology: Make Friends with the Résumé Bots
New annotated model documents and other exhibits		Figure 17.5: Visual Reports Using Presentation Software Figure 17.6: Using Mobile Devices in Presentations	Figure 18.2: Mobile Job-Search Tools Figure 18.7: Quick Tips for a Compelling LinkedIn Profile Figure 18.8: Effective LinkedIn Profile

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Chapter by chapter changes and improvements (continued)

Feature	Chapter 19
Chapter-opening vignette	**New:** Featuring Erica Joy Baker's efforts to encourage companies to adopt more-inclusive and better-informed hiring practices
Chapter content *(subject areas that were added or substantially revised for this edition)*	**Understanding the Interviewing Process** Streamlined to two stages, *screening* and *selection*. **Common Types of Interviews and Interview Questions** Reorganized to clarify various types of interviews and interview questions **Behavioral Interview Questions** Updated with new examples and coverage of the STAR tactic for answering questions. **Case Interviews and Take-Home Assessments** New coverage of these assessment methods. **Interviewing by Phone** Extensive advice on successful phone interviews. **Interviewing by Video** Extensive advice on successful video interviews. **New highlight box:** Intelligent Communication Technology: Getting Comfortable with AI-Assisted Recruiting and Interviewing **New highlight box:** Intelligent Communication Technology: Improving Fairness and Finding Better Talent with Blind Auditions
New annotated model documents and other exhibits	Figure 19.4: Interview Simulators

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