

# Communicating in Business



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# Dedication

Many thanks to Cheryl, Alicia, Tim, Kathryne, Quinn, Katie, Ronnie, William, Henry, Laura, Rob, Caroline, Rachel, Paula, and Lillian for your patience, support, and inspiration. You helped me turn a dream into a reality for which I will always be grateful!





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# Preface

## Background and Philosophy

The vision for this book and accompanying website resources grew out of a perceived need for a comprehensive, introductory business communication textbook that would serve university, junior college, and community college students from a variety of disciplines, as well as corporate and government personnel. While the topic itself speaks most directly to business students and corporate and government personnel, the book offers a practical and valuable source for nonbusiness majors who sense a need for some business training. For example, art majors and music majors who have ultimate responsibility for managing their careers will find the subject matter has practical application for them as well as for business majors and for corporate and government personnel. The content is presented in such a way that they will also be able to easily grasp the concepts presented here.

The number of ways organizational stakeholders communicate with each other is expanding rapidly which is evidenced by the popularity of social networking sites, texting, blogging, and wireless communication technologies. One result of this fluid environment is the challenge placed at the feet of business communication instructors and trainers to prepare students and employees to communicate effectively and efficiently in this ever-changing environment. This book is designed to assist writers in meeting that objective.

This book is a culmination of the author's training in business communication, professional experiences, and strong desire to develop such a resource. While writing the book, the author drew from lessons learned during his graduate-level business communication training, undergraduate- and graduate-level teaching experiences, corporate and governmental consulting and training experiences, research efforts, and university and community service experiences.





# Organization of the Text

## Part I: Communication Essentials

Part I introduces several concepts important to students and organizations, alike. The chapter topics range from communicating in organizations and business etiquette to intercultural communication and communication technologies. Thus, Part I sets down several basic concepts essential to communicating effectively in organizations before it moves into more specific communication skill sets such as business writing, business presentations, and the like.

Chapter 1, *Communicating in Organizations*, provides a clear understanding of select aspects of organizational communications. This objective is accomplished through presentation of the following topics: the quality of communication in organizations, setting a strong communication base, evaluating communication, informal and formal communication, formal communication networks, and open communication environments.

Chapter 2, *Communicating Appropriately: Business Etiquette*, emphasizes the need for guidelines for how people should interact with each other in the business place. Specific business etiquette guidelines are presented. These objectives are accomplished through presentation of the following topics: introduction to business etiquette, business etiquette in the office, and business etiquette outside of the office.

Chapter 3, *Intercultural Communication*, emphasizes the importance of knowing how to communicate respectfully and effectively with people from other countries and cultures. This objective is accomplished through presentation of the following topics: intercultural communication challenges, cultural considerations, language considerations, nonverbal considerations, and intercultural communication and business sources.

Chapter 4, *Communication Technologies*, focuses on an overview of communication technologies and how to use them appropriately and effectively. These objectives are accomplished through presentation of the following topics: keeping up with technological developments, significant communication technology developments of the past, communicating in business via the Internet, communicating using wireless technologies, using communication technology effectively, and some cautious communication technology predictions. Communication technologies are also discussed in several other chapters. For example, communication technologies that pertain specifically to business reports are presented in the report writing chapter. Communication technologies pertaining to presentations are presented in the business presentations chapters. There is even a separate chapter on writing electronically (e.g., texting, websites, social networking sites, etc.).

## Part II: Business Writing

Part II introduces readers to the wide range of business messages and documents. Included here are chapter topics ranging from electronic writing and planning, drafting, and revising documents to business letters, memos, and reports. Thus, Part II addresses a specific business communication skill set—business writing skills.



Chapter 5, *Writing Electronically*, provides information pertaining to when and how to write electronic messages and documents. These objectives are accomplished through presentation of the following topics: electronic written communication in organizations, writing effective email messages, writing effective instant messages, writing effective text messages, instant and text messaging etiquette, writing effective business blogs, writing for websites, writing effectively at social networking sites, and choosing the right communication medium.

Chapter 6, *Planning and Drafting Business Documents*, provides information pertaining to the first two steps of the writing process—planning and drafting—as they pertain to business messages and documents. These objectives are accomplished through presentation of the following topics: how academic writing differs from business writing, stage 1 of the writing process (planning, defining your purpose, analyzing your audience, organizing your ideas, and choosing the best medium) and stage 2 of the writing process (drafting, getting started, moving past writer’s block, drafting to support your purpose, types of supporting detail, drafting with your audience in mind, creating goodwill, drafting with organization in mind, building paragraphs, and managing the drafting process in organizations).

Chapter 7, *Revising Business Documents*, provides information about the third step of the writing process—revising—as it pertains to business messages and documents. This objective is accomplished through presentation of the following topics: stage 3 of the writing process (revising, revising for organization, revising for your audience, style and tone, proofreading, and managing the revision process in organizations).

Chapter 8, *Business Letters and Memos*, provides information pertaining to how to write effective business letters and memos. These objectives are accomplished through presentation of the following topics: written communication in organizations, the roles of letters and memos in organizations, impact of writing basics on letter and memo quality, business letters, business letter styles, business letter components, writing strategies, writing styles, and business memos.

Chapter 9, *Business Reports*, provides information pertaining to how to write effective business reports. This objective is accomplished through presentation of the following topics: description of business reports, the role of business reports in organizations, characteristics of business reports, research for report writing purposes, business report categories and types, the key components of long form reports, report coherence, and electronic tools that support report development.

## Part III: Business Presentations

Part III introduces readers to the business presentation process. Included here are chapter topics ranging from developing business presentations to delivering business presentations. Thus, Part III addresses another specific business communication skillset—business presentation skills.

Chapter 10, *Developing Business Presentations*, provides information pertaining to the stages and activities involved in planning, preparing, and practicing business presentations. These objectives are accomplished through presentation of the following topics: reasons business presentations are given, reasons you should develop good presentation skills, benefits of effective presentations, basic components of effective presentations, your feelings about giving presentations, planning business presentations, and preparing business presentations.

Chapter 11, *Delivering Business Presentations*, provides information pertaining to delivering presentations, question-and-answer sessions, and evaluating your presentations. These objectives are accomplished through presentation of the following topics: the final hours leading up to the presentation, presentation anxiety, beyond the planning and presentation stage,



delivering business presentations, conducting effective question-and-answer sessions, and evaluating your presentations.

## Part IV: Communicating Collaboratively

Part IV introduces readers to concepts involving collaborative communication. Included here are chapter topics ranging from listening to communicating in business teams and communicating in business meetings.

Chapter 12, *Listening*, provides information ranging from the important role listening plays in organizations to the various aspects of listening. These objectives are accomplished through presentation of the following topics: the role of listening in organizations, the effects of good listening on individuals' careers, listening effectively when communicating electronically, the nature of listening, common barriers to effective listening, and recommended listening techniques.

Chapter 13, *Communicating in Business Teams*, provides information ranging from the role teams play in organizations to aspects of communicating effectively on teams. These objectives are accomplished through presentation of the following topics: the role of teams in organizations, differences between groups and teams, team development, team member styles, team member roles, effective communication in teams, writing teams, online collaborative writing tools, and virtual writing.

Chapter 14, *Communicating in Business Meetings*, provides information ranging from the role meetings play in organizations to aspects of communicating effectively in meetings. These objectives are accomplished through presentation of the following topics: the role of meetings in organizations, reasons for holding business meetings, business meeting methods, obstacles to effective business meetings, business meeting agendas, and communicating effectively in business meetings.

## Part V: Employment Communication: The Job Search Process

Part V introduces readers to the seven-step job search process, with special emphasis on the communication aspects.

Chapter 15, *Steps Leading to Interviews*, provides information pertaining to steps 1–5 of the job search process—making the right career choice, locating job prospects, researching organizations and jobs, writing cover letters, and developing résumés. These objectives are accomplished through presentation of the following topics: job searches (you will participate in several and an overview of the job search process), step 1 (making the right career choice), step 2 (locating job prospects), step 3 (researching organizations and jobs, opportunities to persuade recruiters), step 4 (writing persuasive cover letters), and step 5 (developing effective résumés).

Chapter 16, *Interviews and Follow-Up Correspondence*, provides information pertaining to steps 6–7 of the job search process (interviewing and developing effective follow-up correspondence) and career management. These objectives are accomplished through presentation of the following topics: step 6 (interviewing, interviewing goals, job candidates and recruiters, types of interviews, preparing for job interviews, job interviews on deck, job interviews on stage, and interviewing suggestions), step 7 (developing effective follow-up correspondence, checking back with recruiters, and reasons for rejection following job interviews), and managing your career.

## Student-Oriented Textbook Features

A common body of features designed to facilitate student learning and to help instructors and trainers assess student performance are located in all the textbook chapters.

- **Select Key Terms** are presented in *Wordles* (word clouds) on the first page of each chapter.
- **Learning Outcomes** inform students of desired outcomes and provide instructors with a base to make curriculum decisions and choose/develop performance assessment instruments.
- **Benefits of Learning About (Chapter Title)** sections list benefits students will realize from learning the material.
- **Practical Headings** inform students clearly of what they are about to read.
- **Bolded Key Terms** in the text signal students to pay special attention to them.
- **Running Glossaries** provide key concepts in side margins.
- **Section Summaries** highlight key points made in each section.
- **Figures** contain interesting and important information pertaining to chapter topics.
- **Illustrations and Photos** visually illustrate chapter concepts.
- **Sources** provide students ways (via websites, books, etc.) to locate additional information on a number of topics.
- **Glossary** lists key concepts.

## Student Web Content

Students have access to numerous resources and activities at the textbook website. These resources and activities are designed to enrich student learning and, in some instances, serve as performance assessment instruments. The Web access code is located on the inside front cover of the textbook. These resources and activities include:

- **Short Write-Ups** briefly outline the chapter contents.
- **Learning Outcomes** remind students of desired results.
- **Chapter Outlines** provide students with an overview of the chapter.
- **Interactive Exercises** engage students and test their retention and understanding of important course concepts via drag-and-drop and gaming exercises. A short assessment follows each exercise.
- **Preview Tests** briefly assess students' understanding of key concepts, leading them to areas in need of further study and leading instructors to areas in need of further coverage.
- **YouTube Videos** provide an interesting way for students to reflect on and reinforce course topics and to learn and better retain information. Each video is followed by a short assessment.



- **Interactive Glossary** provides another way to review key terms via interactive flash cards.
- **Select Key Terms** are presented in an interesting way via *Wordles* (word clouds).
- **Power Point Slides** are available to print and take to class or to use for review purposes.
- **Writing Mechanics Rules and Guidelines** provide students with a source to consult when they have questions regarding grammar, punctuation, capitalizations, number usage, abbreviations, and spelling.
- **Chapter Assessment Tests** is an end-of-chapter activity for students designed to identify areas of strength and weakness as well as signal instructors to topics in need of further coverage.

## Instructor/Trainer Web Content

Instructors and trainers have access to several resources at the online Instructor Resource Center. These include:

- **Sample Syllabi** for semester-long and quarter-long courses.
- **Questions Worth Reflecting On** provide a number of short-answer questions instructors and trainers can use at the start of classes and workshops to focus students' and employees' thoughts on the topic.
- **Self-Assessment Exercises** provide instructors with instruments that engage the students with the subject matter. These exercises could be assigned as homework, completed in class, or used to introduce topics.
- **Cases** provide a tool to engage the students with the topic. They are especially effective when completed in groups in class or used for class discussions.
- **Review Questions** are short-answer questions for instructors and trainers to use in classes and workshops or assign as homework.
- **Discussion Questions** typically require students to give more thought and prepare/give longer answers than review questions.
- **PowerPoint Slides** include abbreviated student versions, along with extensive instructor notes.
- **Prezi Slides** offer a new twist on traditional PowerPoint slides.
- **Additional Sample Business Letters** can be assigned, integrated into class activities, used as examples in class, or integrated into course exams.
- **Team Projects** provide sample projects, including detailed descriptions, forms, and assessment instruments.
- **Test Bank** provides instructors and trainers with a selection of short-answer questions, discussion questions, multiple-choice questions, and true/false questions for each chapter.



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–RGI





# About the Author

**Robert Gayle Insley** is coordinator for the business communication course offerings in the College of Business at the University of North Texas. He received his B.S. and M.S. degrees in Business Education from Bowling Green State University and his Ed.D. in Business Education, with a specialization in Business Communication, from Northern Illinois University. He was a high school business teacher and wrestling coach before working as a software quality reviewer for Zenith Data Systems. Next, he turned his attention to university teaching, research, and service. Robert is a senior faculty fellow in the *Next Generation* Course Redesign Program at the University of North Texas—a program that promotes engaged learning instructional strategies. He is also faculty advisor for the Alpha Nu chapter of Phi Chi Theta business and economics fraternity. He has won several university and college awards, including the university Honor Professor Award, College of Business Outstanding Teacher Awards, and the university Extraordinary Professional Service Award. He is a member of honor societies in business and business education.

Robert has over 30 years of experience teaching business communication courses and has taught organizational behavior, management concepts and other business courses as well. He has served on several Ph.D. dissertation committees and numerous university, college, and department committees. Over the years he has consulted and conducted training sessions for a number of corporations and governmental agencies, including the Ford Motor Company, UPS, Neiman Marcus, and Boeing Electronics.

He has conducted research on a variety of business communication topics, instructional pedagogies, engaged learning, communication technologies, university space management, and business ethics. He has had articles published in the *Journal of Business Communication*, *Business Communication Quarterly*, *The Bulletin of the Association for Business Communication*, *Journal of Business Ethics*, *Journal of Organizational Behavior Education*, *Journal of Business & Entrepreneurship*, *Journal of Computer Information Systems*, and elsewhere. Robert has written supplements for business communication, organizational behavior, principles of management, introduction to business, and labor relations and negotiations textbooks. He has also given presentations and chaired sessions at numerous international and national professional conferences including the Association for Business Communication, Decision Sciences Institute, Comparative International Educational Society, American Educational Research Association, Society for Research in Higher Education, Sloan Consortium Blended Learning Conferences, and World Universities Forum Conference.

Robert has served on several school district bond committees in his home town. He has served routinely on the technology subcommittee, including chairing the technology and security subcommittee.







# Part 1

## *Communication Essentials*

**Chapter 1:** Communicating in Organizations

**Chapter 2:** Communicating Appropriately:  
Business Etiquette

**Chapter 3:** Intercultural Communication

**Chapter 4:** Communication Technologies