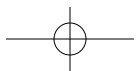
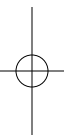


BUSINESS COMMUNICATION

POLISHING YOUR PROFESSIONAL PRESENCE



CANADIAN
EDITION

BUSINESS COMMUNICATION

POLISHING YOUR PROFESSIONAL PRESENCE



Barbara Shwom

Northwestern University

Lisa Gueldenzoph Snyder

North Carolina A&T State University

Liz Clarke

Centennial College

With contributions from
Julia M. Lewis Satov and Julie Hamilton

PEARSON

Toronto

Editorial Director: Claudine O'Donnell
Acquisitions Editor: Jennifer Sutton
Marketing Manager: Euan White
Program Manager: Emily Dill
Project Manager: Susan Johnson
Developmental Editor: Lise Dupont
Production Services: Mohinder Singh, iEnergizer
 Aptara®, Ltd.

Permissions Project Manager: Alison Derry
Photo Permissions Research: Melody English, Integra
Text Permissions Research: Renae Horstman, Integra
Interior Designer: Anthony Leung
Cover Designer: Anthony Leung
Cover Image: Life On White/Getty images
Vice-President, Cross Media and Publishing Services:
 Gary Bennett

Credits and acknowledgments for material borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text.

Original edition published by Pearson Education, Inc., Upper Saddle River, New Jersey, USA. Copyright © [2015] Pearson Education, Inc. This edition is authorized for sale only in Canada.

If you purchased this book outside the United States or Canada, you should be aware that it has been imported without the approval of the publisher or the author.

Copyright © [2017] Pearson Canada Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Canada Inc., Permissions Department, 26 Prince Andrew Place, Don Mills, Ontario, M3C 2T8, or fax your request to 416-447-3126, or submit a request to Permissions Requests at www.pearsoncanada.ca.

Library and Archives Canada Cataloguing in Publication

Shwom, Barbara Lynne, author

Business communication: polishing your professional presence/Barbara Shwom,
 Lisa Gueldenzoph Snyder, Liz Clarke.—1st Canadian edition.
 Includes index.

ISBN 978-0-13-342766-0 (paperback)

1. Business communication. 2. Business writing. I. Snyder, Lisa Gueldenzoph, author II. Clarke, Liz, 1963–, author III. Title.
 HF5718.S47 2015
 651.7

C2015-906526-7

10 9 8 7 6 5 4 3 2 1 V0SA

PEARSON

ISBN 13: 978-0-13-342766-0

DEDICATION

To our husbands for their continued patience, and to our families for their enduring support.

To our students for helping us be better teachers by challenging us to learn more every day.

To our colleagues in our universities, in the Association for Business Communication, and in business for providing valuable feedback and insight.

—Barbara and Lisa

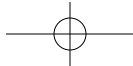
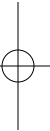
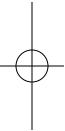
To my students, who inspire me, teach me, and lead me into new ways of thinking about communication, technology, culture, and diversity.

To my mother, the late Betty Clarke, who was the best teacher I've ever known.

To Letta, Vonda, Florence, Janet, Helen, George, and Charlie. My first instructors in diversity.

To Freddie, my co-pilot throughout the preparation of this manuscript. Yes, we can go for a walk now.

—Liz Clarke



ABOUT THE AUTHORS



Barbara Shwom

Barbara Shwom, Ph.D., is Professor of Instruction in Writing at Northwestern University, where she teaches in the Weinberg College of Arts and Sciences, Kellogg School of Management, and McCormick School of Engineering and Applied Science. For more than 30 years she has designed and taught communication courses that have influenced this textbook, including *Writing in Organizations*, *Communicating Complex Data*, *Engineering Design and Communication*, and *How to Become An Expert in Roughly 10 Weeks*. Professor Shwom's teaching at Northwestern has been recognized by both an outstanding teacher award and an appointment as a fellow of Northwestern's Searle Center for Teaching Excellence. Professor

Shwom has gained industry experience as the managing principal of Communication Partners, a consulting practice that works with clients from a range of industries, including biotechnology, high-tech research and development, pharmaceuticals, management consulting, market research, financial services, engineering, and consumer products. Professor Shwom's research interests include evolving genres of business communication, visual communication of data, and methods of persuasion. In addition to many articles, she is also the co-author of a textbook on graphics and visual communication for managers. She currently sits on the editorial review board of *Business Communication Quarterly* and has served as president for both the Association for Business Communication and the Association of Professional Communication Consultants.



Lisa Gueldenzoph Snyder

Lisa Gueldenzoph Snyder, Ph.D., is a Professor and Chairperson of the Department of Business Education in the School of Business and Economics at North Carolina Agricultural and Technical State University in Greensboro. In addition to business communication, she teaches classes in computer applications and ecommerce. She earned a doctorate in Higher Education Administration from Bowling Green State University in Ohio, where she also received a master's degree in Business Education. Her Bachelor of Science in Business Education is from Northern Michigan University.

Dr. Snyder is widely published in journals, such as the *Business Communication Quarterly*, *Journal of Business Communication*, *Business Education Digest*, *The Delta Pi Epsilon Journal*, and *NABTE Review*. She has made over 150 presentations at local, regional, and national professional development events, workshops, and conferences. Dr. Snyder received the Meada Gibbs Outstanding Teacher Award from the Association for Business Communication and the Distinguished Alumni Award from the Business Education program at Bowling Green State University. She has also received the Innovative Instructional Practices Award from Delta Pi Epsilon, the Distinguished Service Award from the Ohio Business Teachers Association, and the Collegiate Teacher of the Year Award from both the North Carolina Business Education Association and the Southern Business Education Association. Dr. Snyder is also an active member of the Association of Business Communication, Delta Pi Epsilon, and National Business Education Association.



Liz Clarke

Liz Clarke, MBA, has been a full-time faculty member at the School of Business, Centennial College, since August 2000. Professor Clarke is also the Coordinator for the Business Administration: Leadership and Management Advanced Diploma Program at the school. Over the last 15 years, Professor Clarke has focused on emerging educational and business technologies as well as trends in business communications across a variety of both graduate and undergraduate programs and courses. In 2014, she represented Centennial College at the coveted biennial CASE (Canadian Academics Studying Europe) conference. Hosted by the University of Applied Sciences and Arts, Northwestern Switzerland, CASE 2014 concentrated on

European law, banking, governance, and migration and took place in Paris, Strasbourg, Stuttgart, Zurich, and Olten. In 2012, Professor Clarke was nominated—by her students—for Centennial College's prestigious Wicken Teaching Excellence Award.

viii About the Authors

Professor Clarke has over 25 years' experience working with clients in a wide range of industries, including research, financial services, information technology (IT), supply chain and logistics, and education, including the Ontario Institute for Cancer Research, the Ontario College of Art and Design, Armstrong Partnership LP, CIBC, the Canadian Urban Transit Association, and the Toronto Region Research Alliance. In 2015, she is a member of the International Association of Business Communicators (IABC).

Professor Clarke holds a Master of Business Administration from the Rotman School of Management, University of Toronto, where she graduated with Dean's List Honours. She completed an Honours Bachelor of Arts degree at Brock University, where she won the J.H. and J.F. Harding Prize honouring Excellence in Theatre and Dramatic Literature (English).

BRIEF CONTENTS

PREFACE xvii
SUPPLEMENTS xviii
ACKNOWLEDGMENTS xix
VISUAL WALK-THROUGH xx

PART 1 | Establishing Context and Basics

- 1 Becoming a Successful Business Communicator 2
- 2 Managing the Communication Process: Analyzing, Composing, Evaluating 26

PART 2 | Working with Others

- 3 Who Am I? Understanding and Adapting Interpersonal Communication Styles 64
- 4 Who Are You? Understanding Intercultural Communication and Workplace Diversity 94
- 5 What Are the Tools and What Are the Rules? Communications Technologies in the Workplace 128
- 6 How Can We Be Better, Together? Collaboration and Productivity 160

PART 3 | Delivering Effective Messages

- 7 Communicating Routine Messages and Building Goodwill 190
- 8 Communicating Persuasive Messages 222
- 9 Communicating Bad News Messages 256

PART 4 | Researching, Proposing, Reporting, and Presenting

- 10 Finding and Evaluating Business Information 286
- 11 Preparing Business Reports and Proposals 326
- 12 Preparing and Delivering Business Presentations 382

APPENDIX A Communicating Your Professional Brand: Social Media, Résumés, Cover Letters, and Interviews 431

APPENDIX B Questions to Ask about Key Communications Technologies 447

APPENDIX C Formats for Business Documents 453

APPENDIX D Documentation and Reference Styles 463

GLOSSARY 479

REFERENCES 485

INDEX 493

CONTENTS

PREFACE xvii
 SUPPLEMENTS xviii
 ACKNOWLEDGMENTS xix
 VISUAL WALK-THROUGH xx

PART 1 Establishing Context and Basics



1 Becoming a Successful Business Communicator 2

- LO 1.1 Why should you study business communication? 4**
 Effective business communicators have a competitive edge in the job market 4
 Communication skills will help you, and your employer, succeed 5
- LO 1.2 Why is business communication challenging? 7**
 Business communication is a complex process 7
 Barriers often block successful communication 8
 Context adds to the complexity 9
 Multiple audiences have different needs 9
 Social media expands communication opportunities and responsibilities 10
- LO 1.3 What characteristics do successful business communicators share? 10**
 Effective communicators are strategic 10
 Effective communicators are professional 12
 Effective communicators are adaptable 16

LEARNING OBJECTIVES IN REVIEW 22 • KEY TERMS 22 • REVIEW QUESTIONS 22 •
 CRITICAL THINKING 23 • DEVELOPING YOUR COMMUNICATION SKILLS 23

2 Managing the Communication Process: Analyzing, Composing, Evaluating 26

- LO 2.1 Why should you spend time analyzing? 28**
 Analyzing the purpose focuses the message 28
 Analyzing the audience helps you meet their needs 30
 Analyzing the content ensures a complete message 31
 Analyzing the medium helps you choose the best delivery option 32

ETHICS Ethics in Communication: Using O-A-R 34

- LO 2.2 What is involved in composing? 34**
 Practising strategic time management 35

TECHNOLOGY Boost Your Brainpower: Become a Single Tasker 36

- Organizing the message 37
- Drafting the content 40
- Designing a professional format and delivery 41

- LO 2.3 How does evaluating improve your communication? 46**
 Revise content: Improve effectiveness 46
 Edit for style and tone: Project a professional image 49

CULTURE Considering Culture in Business Communications 51

- Proofread to increase your credibility 52
- Review feedback to improve your communication strategy 54

LEARNING OBJECTIVES IN REVIEW 57 • KEY TERMS 57 • CASE STUDY 58 • REVIEW QUESTIONS 59 •
 CRITICAL THINKING 59 • DEVELOPING YOUR COMMUNICATION SKILLS 60



PART 2 Working with Others**3** Who Am I? Understanding and Adapting Interpersonal Communication Styles 64**LO 3.1** Why do you need to understand communication styles? 66

Understand that styles are adaptable 66

Define and understand your communications comfort zone 67

CULTURE How Can You Optimize Your Personal Communication Style at School? At Work? 69

Learn to adapt: Get out of your comfort zone 70

ETHICS Photography and Audio and Video Recordings: Just Because You Can, Does It Mean You Should? 71**TECHNOLOGY** Has Facebook Made You Fumble? Beware the Impact of Social/Mobile Technologies on Face-to-Face Business Etiquette 73**LO 3.2** What listening skills will help you communicate better with others? 74

Hearing accurately 75

Comprehending and interpreting 76

Evaluating 79

Responding 79

LO 3.3 What speaking strategies will encourage others to listen to you and understand what you are saying? 80

Focus on your audience 80

Share the conversation 81

Use clear, unambiguous language 81

Support your message with appropriate nonverbal communication 81

Avoid upward inflection 82

Avoid language that triggers a negative response 82

Be aware of gender-specific communication styles 84

Apply ACE to support interpersonal communication skills 85

LEARNING OBJECTIVES IN REVIEW 87 • KEY TERMS 87 • CASE STUDY 87 • REVIEW QUESTIONS 89 • CRITICAL THINKING 89 • DEVELOPING YOUR COMMUNICATION SKILLS 89

4 Who Are You? Understanding Intercultural Communication and Workplace Diversity 94**LO 4.1** Why do we need to study intercultural communication and workplace diversity? 96

Understand the impact of culture and diversity on communication 97

Know that each individual is unique 98

Develop a mindset of cultural intelligence 98

LO 4.2 What do you need to know to improve your cultural intelligence? 100

Understand how cultures differ 100

ETHICS Speak My Language: Learn and Preserve Your Languages 102

Integrate communication style and culture: The Lewis model of cultural types 105

Be aware that common language does not equal common meaning or culture 106

Develop strategies that help you communicate interculturally 107

LO 4.3 How can you make your communications inclusive? 109

Develop a mindset of inclusion 109

Learn the art of respectful inquiry 116

CULTURE When the Questions Say More Than the Answers 117

Use ACE to navigate diverse and intercultural situations 119

LEARNING OBJECTIVES IN REVIEW 121 • KEY TERMS 121 • CASE STUDY 121 • REVIEW QUESTIONS 123 • CRITICAL THINKING 123 • DEVELOPING YOUR COMMUNICATION SKILLS 124





5 What Are the Tools and What Are the Rules? Communications Technologies in the Workplace 128

LO 5.1 Why is an understanding of communications technologies important? 130

Understand media richness theory (MRT) 130

Consider a few basics about using communications technologies 131

Ask important questions about technology tools 134

LO 5.2 What are the main functions of communications technologies? 136

Use distribution tools to share information 136

Use networking tools to discuss, build community, and expand connections 140

TECHNOLOGY When Complaints Go Viral 142

Use collaboration tools to work virtually with others 142

CULTURE Assumptions and Access 146

LO 5.3 What are the “best practices” of experienced virtual communicators? 146

Email 146

Conference calls 148

Virtual meetings and videoconferences 150

Webinars (mass audience) 151

Social media 151

LEARNING OBJECTIVES IN REVIEW 154 • KEY TERMS 154 • CASE STUDY 154 • REVIEW QUESTIONS 155 • CRITICAL THINKING 155 • DEVELOPING YOUR COMMUNICATION SKILLS 156

6 How Can We Be Better, Together? Collaboration and Productivity 160

LO 6.1 How do you communicate effectively as part of a team? 162

Create a team charter 162

Give the team time to develop 164

ETHICS Team Dynamics = Team Ethics? 165

Plan for effective meetings 166

Be a valued team member 167

LO 6.2 How can working on a team help you develop leadership skills? 169

Identify and practise key leadership fundamentals 169

Use conflict management to help develop leadership skills 170

LO 6.3 What are some key aspects of high-performance team collaboration? 175

Enhance productivity with virtual best practices 175

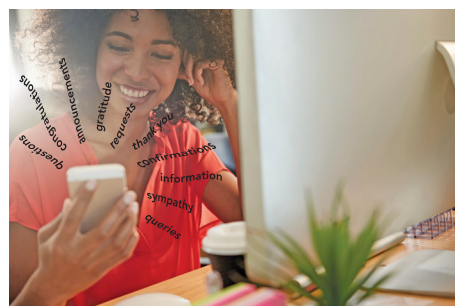
TECHNOLOGY Social Collaboration: Taking the Team Online 177

Develop the “c factor” in your team 178

CULTURE The “Second Hour”: Creating a “C Factor” Team Culture 179

Use a peer coaching model for feedback 180

LEARNING OBJECTIVES IN REVIEW 184 • KEY TERMS 184 • CASE STUDY 184 • REVIEW QUESTIONS 185 • CRITICAL THINKING 186 • DEVELOPING YOUR COMMUNICATION SKILLS 186



PART 3 Delivering Effective Messages

7 Communicating Routine Messages and Building Goodwill 190

LO 7.1 How do you compose messages containing questions and requests? 192

Decide between a direct or an indirect message 192

Provide reasons for the request 193

Adopt the receiver’s perspective and include audience benefits 193

Conclude with gratitude and a call for action 195

LO 7.2 **How do you compose informational messages? 197**

- Reply to questions with a direct answer 197
- Respond to customer requests by creating goodwill 197
- Highlight key points in confirmation messages 199
- Organize routine announcements so they are easy to skim 199
- Format instructions so readers can easily follow the steps 200

ETHICS **Is Blind Courtesy Copy (BCC) Like Spying? 201**

- Use your own templates to save time and reduce errors 203

TECHNOLOGY **Raise Efficiency and Accuracy with Clipboard Manager Software 204****LO 7.3** **What kinds of messages build goodwill in business relationships? 204****CULTURE** **Routine Messages and Corporate Culture: How Can You Get It Right? 205**

- Thank you messages 206
- Congratulatory messages 207
- Sympathy messages 208
- "For-your-information" messages 208

LO 7.4 **How can you use social media to build goodwill in business? 210**

- Provide quick responses to questions and concerns 210
- Build "real-time goodwill" by creating community with social media 211

LEARNING OBJECTIVES IN REVIEW 214 • KEY TERMS 215 • CASE STUDY 215 • REVIEW QUESTIONS 217 • CRITICAL THINKING 217 • DEVELOPING YOUR COMMUNICATION SKILLS 218

8 **Communicating Persuasive Messages 222****LO 8.1** **How can the ACE process help you persuade your audience? 224**

- Analyzing helps you plan your message 224
- Composing implements the persuasive plan 228
- Evaluating helps you review the draft for effectiveness 228

LO 8.2 **What are the basic elements of persuasion? 229**

- Building credibility 230

CULTURE **Adapting Persuasive Appeals 231**

- Constructing a logical argument 231
- Appealing to your audience's emotions 234

ETHICS **Is Being Persuasive Like Being Dishonest? 235****LO 8.3** **What types of business messages require persuasion? 238**

- Recommendations for action 239
- Sales messages 240

TECHNOLOGY **Composing a Persuasive Recommendation with Presentation Software 242**

- Social media: Indirect persuasion 246
- Persuasion helps you motivate others 246

LEARNING OBJECTIVES IN REVIEW 250 • KEY TERMS 250 • CASE STUDY 250 • REVIEW QUESTIONS 252 • CRITICAL THINKING 252 • DEVELOPING YOUR COMMUNICATION SKILLS 252

9 **Communicating Bad News Messages 256****LO 9.1** **How does the ACE process help you deliver bad news effectively? 258**

- Analyzing and planning bad news messages 258

TECHNOLOGY **Can You Email, Text, or Tweet Bad News? 262**

- Using effective strategies to compose bad news messages 263
- Evaluating bad news messages 268
- Checking cultural assumptions about delivering bad news 269



CULTURE Gaining Intercultural Perspective on Bad News 270**LO 9.2** What types of bad news messages are common in business? 271

Denying customer claims 271
 Acknowledging mistakes or problems 272

ETHICS To Apologize . . . or Not to Apologize 273

Communicating negative change 273

LO 9.3 How can you control the spread of bad news through social media? 275

Having a plan in place 275

TECHNOLOGY From Hashtag to Bashtag 275

LEARNING OBJECTIVES IN REVIEW 279 • KEY TERMS 279 • CASE STUDY 279 • REVIEW QUESTIONS 281 •
 CRITICAL THINKING 282 • DEVELOPING YOUR COMMUNICATION SKILLS 282

PART 4 Researching, Proposing, Reporting, and Presenting**10** Finding and Evaluating Business Information 286**LO 10.1** How do you determine what information you need? 288

Analyze the research question and topic 289
 Identify audience concerns and needs 290
 Establish the scope of the research 291
 Define research activities 291

CULTURE Blurred Lines? 292

Develop a work plan 293

LO 10.2 How do you conduct and evaluate research in print and online sources? 295

Gather relevant print and electronic files 295
 Search the web strategically 295

TECHNOLOGY Going beneath the Surface of the Web 297

Use an online index or database to find articles and business data 298
 Use a library or bookseller to find relevant books 299
 Follow leads in reliable sources 299
 Evaluate your sources for credibility 299

LO 10.3 How do you conduct and evaluate primary research? 300

Conduct survey research to gather information that is easy to compare 302
 Conduct interview research to gather in-depth information 306
 Conduct observational research to understand how people act 308

ETHICS How to Be an Ethical Researcher 309**LO 10.4** How can you use social media in your research? 310

Search for experts 311
 Post questions to your network and beyond 311
 Share information 311
 Gather anecdotal evidence 312

LO 10.5 How can you effectively organize the results of your research? 312

Build your reference list as you research 312
 Organize documents and notes on your computer and “in the cloud” 313
 Organize your findings by research questions 315

LEARNING OBJECTIVES IN REVIEW 319 • KEY TERMS 320 • CASE STUDY 320 • REVIEW QUESTIONS 321 •
 CRITICAL THINKING 321 • DEVELOPING YOUR COMMUNICATION SKILLS 322

11 Preparing Business Reports and Proposals 326

- LO 11.1** **How can ACE help you write a business report? 328**
 Analyze to understand the purpose and report type 328
 Analyze to understand the audience's needs 328
 Analyze to choose the best medium 329
 Compose your report to meet audience expectations 329
 Compose using an objective and easy-to-read style 330
 Evaluate by reviewing on your own and getting feedback from others 331

- LO 11.2** **How should you structure typical business reports? 332**
 Progress reports 332
 Travel reports 332
 Formal reports 332

TECHNOLOGY Using Software Features to Help Format Formal Reports 335

- LO 11.3** **How do you prepare an effective proposal? 350**
 Understand the problem and propose a well-balanced solution 351
 Identify the appropriate type of proposal 351

- LO 11.4** **How do you properly respond to a request for proposal? 354**
 Structure an RFP proposal like a formal report 354
 Follow specified guidelines when responding to RFPs 355
 Use proposal-writing software to increase efficiency 358

CULTURE Proposals for a Non-Canadian Audience: Extra Research Is Required 359

- LO 11.5** **How do you integrate visuals into reports? 360**
 Choose the best form of display: table or graph 360
 Choose the best type of graph 360
 Design graphs and tables to communicate 363
 Integrate data displays within the text 365

ETHICS Representing Data Ethically 366

- LO 11.6** **How should you document your research? 368**
 Determine what needs to be documented 368
 Prepare the documentation 369

LEARNING OBJECTIVES IN REVIEW 372 • KEY TERMS 372 • CASE STUDY 373 • REVIEW QUESTIONS 374 • CRITICAL THINKING 374 • DEVELOPING YOUR COMMUNICATION SKILLS 375



12 Preparing and Delivering Business Presentations 382

- LO 12.1** **What do you analyze when planning a business presentation? 384**
 Analyze your purpose and outcome: Why? 385
 Analyze your audience: Who? 385
 Analyze your message: What? 386
 Analyze your setting: Where? 387
 Analyze your medium options: How? 387

- LO 12.2** **How do you compose the presentation? 388**
 Identify the type of presentation 388
 Organize the content 388
 Create a storyboard 393
 Develop a template 395
 Design individual slides 397



Evaluate your slides in a practice session 398

TECHNOLOGY PowerPoint Tip: Use Hyperlinks to Customize Presentations 405

Create effective handouts 405



How do you deliver and evaluate the presentation? 407

Set the stage 407

CULTURE Meeting Audience Expectations 408

Control your body 410

Use your voice effectively 410

Present your visuals effectively 411

Coordinate with your team 411

ETHICS Plagiarism or “Repurposing”? 412

Evaluate the audience’s response 413



How do you handle questions and answers? 413

Plan for a question-and-answer (Q&A) session 414

Answer questions skillfully 415



How do you adapt your approach for online presentations? 416

In a live online presentation, manage the audience experience 416

In a podcast, provide content that offers lasting value 417

LEARNING OBJECTIVES IN REVIEW 421 • KEY TERMS 422 • CASE STUDY 422 • REVIEW QUESTIONS 426 •
CRITICAL THINKING 426 • DEVELOPING YOUR COMMUNICATION SKILLS 427

APPENDIX A Communicating Your Professional Brand: Social Media, Résumés,
Cover Letters, and Interviews 431

APPENDIX B Questions to Ask about Key Communications Technologies 447

APPENDIX C Formats for Business Documents 453

APPENDIX D Documentation and Reference Styles 463

GLOSSARY 479

REFERENCES 485

INDEX 493

PREFACE

Mastering the skills needed for proficient and professional business communication has never been more challenging than it is now. Students are confronted with a dizzying array of technologies that can facilitate messaging, but can these technologies help people communicate? To further complicate matters, many postsecondary students find themselves seated in real or virtual classrooms with people who may speak quite varied versions of the common language of instruction: English. On the other side of the real or virtual podium stands the university or college instructor. Across the postsecondary spectrum, instructors are faced with culturally diverse classrooms, reflecting decidedly nonhomogeneous English language skills. Often, fewer resources are at hand to support instructors in helping students become more polished communicators.

How can students and instructors make sense of this complex communications environment? Why should they bother trying?

Some old-fashioned truths about the Canadian workplace remain. Employers continue to rank strong verbal and written communication skills among the most highly desired qualities of their employees (see Chapter 1 for employer data). Being polished and professional in your messaging, be that via Twitter, Skype, or a face-to-face presentation, is critical to every business-related employment situation. Mastering this wide range of skills will go a long way toward ensuring a graduate's current and future employability, regardless of his or her primary area of study.

This text reflects a distinctly Canadian approach to communication studies. After acquiring the simple yet powerful ACE framework in Chapter 2, students are led on a journey through self-discovery and self-awareness of their current communication style in Chapter 3. Chapter 4 builds on this self-knowledge by exploring the impact that culture and diversity have on one's communication preferences. Together, these three chapters give students the foundational tools they need as they venture further into a review of communications technologies in Chapter 5. Once students understand the need to analyze, evaluate, and compose their messages, are cognizant of their preferred communication style and the styles of others, and can choose between the best available technologies to facilitate messaging, Chapter 6 leads them into putting these elements together as team members and leaders. In the contemporary Canadian workplace, all of these skills are vital to an employee's long-term success.

For readers who want concrete examples of how the key elements of each chapter support success in the workplace, look no further than the unique “@ Work” features that bookend each chapter. At the opening of each chapter, students learn about real communication challenges that confront professionals across all walks of life. Seemingly harmless choices can have deep “real-world” ramifications. At the close of each chapter, the problem identified at the opening is solved using the ACE framework as well as the techniques and concepts discussed in the chapter. Real business professionals + real-world problems + real content-based solutions = real learning.

Social media, as well as mobile and other emerging technologies, provides an astounding array of options for both business professionals and postsecondary learners. How can one possibly make sense of channel selection when a new option appears on the horizon almost daily? In this text, a discussion of communications technologies is incorporated into each chapter. In the same manner that ACE provides a simple yet powerful framework for messaging, Chapter 5 teaches students to match their purpose with one of three activities: distributing, networking, or collaborating. Chapter 5, in concert with the more detailed Appendix B: Questions to Ask about Key Communications Technologies, teaches students to ask evaluative questions about technologies that have not even been developed yet, thus allowing students to leverage new technologies for the most applicable communication purpose.

A detailed yet forward-thinking approach to technology, a deep exploration of one's own communication styles and the styles of others, a respectful yet thought-provoking look at cross-cultural communication and diverse workplaces, and a pragmatic toolkit on collaboration are the elements that combine to make *Business Communications: Polishing Your Professional Presence* the most dynamic, current, and engaging Canadian text in its category.

SUPPLEMENTS

At the Instructor Resource Centre, <http://catalogue.pearsoned.ca>, instructors can easily register to gain access to a variety of instructor resources available with this text in downloadable format. If assistance is needed, our dedicated technical support team is ready to help with the media supplements that accompany this text. Visit <http://247pearsoned.custhelp.com> for answers to frequently asked questions and toll-free user support phone numbers.

The following supplements are available with this text:

- **Instructor's Resource Manual.** Revised for use with the Canadian Edition by Denise Blay, Fanshawe College, this manual includes a variety of handy resources for instructors.
- **Test Bank.** Revised by Bruce Watson, Southern Alberta Institute of Technology. Students learn better when they are held accountable for what they have learned. That is why we developed a bank of questions in multiple-choice, true/false, and essay format.
- **TestGen[®] Computerized Test Bank.** This is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments any time, anywhere.
- **PowerPoint Presentations.** Revised for the Canadian Edition by Liz Clarke, Centennial College, these visual aids display, summarize, and help explain core information presented in each chapter. All of the PowerPoint slides have been updated for consistency and to reflect current content in this new edition.

ACKNOWLEDGMENTS

A WORD OF THANKS

The US authors, Barbara Shwom and Lisa Gueldenzoph Snyder, created the initial text with great wisdom, experience, and skill. I am grateful to have had such amazing material as my starting point.

Lise Dupont and the team at Pearson Canada, including Jennifer Sutton, Emily Dill, Susan Johnson, and Mohinder Singh, have shown fantastic patience, resolve, and determination to get this important book out to students in Canada. I am grateful for their support.

Many thanks to Julia Satov, who graciously shared her wisdom and creativity with me in the development of the Ethics and Culture boxes that appear throughout the book.

Thank you to Julie Hamilton, who jumped in and showed considerable talent and perseverance in the overhaul of Chapters 10 and 11.

A huge thank you to the @ Work professionals who have patiently stuck with this process through many iterations. You are learning heroes in this book!

- Marc Edwards
- Amy Elder
- Mark Federman
- Marzena Gersho
- Kathleen Leslie

- Wendy Kam Marcy
- Farzana Mawani
- Jeff Plotnikoff
- Courtney Rivington
- Adrienne Rosen
- Carolyn Swadron

Thank you to Catherine Town and David Pritchard for being interviewed for this book. Your input has been invaluable.

Enormous gratitude to my friends and family who heard, often more than once, that I was “on a deadline” and had to work on “the book” instead of doing something, ironically, infinitely more communicative. I promise to bring my now rusty interpersonal skills back up to speed as quickly as I can.

SPECIAL THANKS TO REVIEWERS

Several instructors, some of whom didn’t want to be mentioned by name below, reviewed the entire Canadian manuscript; others provided feedback on key sections. We are grateful to everyone for their input and advice, which helped to ensure the content is both relevant and realistic.

- Trevor Arkell, Humber College Institute of Technology and Advanced Learning
- Bob Basil, Kwantlen Polytechnic University

- Denise Blay, Fanshawe College
- Kathlyn Bradshaw, Algonquin College of Applied Arts and Technology
- Bonnie Feigenbaum, Concordia University
- Katharine Ferguson, Seneca College of Applied Arts and Technology
- Ange Frymire (Fleming), Kwantlen Polytechnic University
- Marcia Gunter, Seneca College of Applied Arts and Technology
- Wendy Keller, Concordia University
- J. P. Lamarche, Algonquin College of Applied Arts and Technology
- Hugh MacDonald, University of Toronto
- Marian MacDonald, Niagara College of Applied Arts and Technology
- Peter C. Miller, Seneca College of Applied Arts and Technology
- Heather Peace, Algonquin College of Applied Arts and Technology
- Robin Potter, Seneca College of Applied Arts and Technology
- Melanie A. Rubens, Seneca College of Applied Arts and Technology
- Tanya Stewart, Fleming College of Applied Arts and Technology
- Christian Venhuizen, Simon Fraser University

VISUAL WALK-THROUGH

We have created a book that effectively presents core communication competencies in 12 chapters.

Part One: Establishing Context and Basics (Chapters 1 & 2)

Part One addresses the basic communication competencies of business communication and introduces the ACE (Analyzing, Composing, Evaluating) framework.

Part Two: Working with Others (Chapters 3, 4, 5, & 6)

Part Two takes students through the process of understanding their own communication style and preferences to understanding that others also have styles and preferences. In some cases, style and preference can be influenced by culture and by the diversity of the stakeholders participating in communication. Then students explore the various technologies that can facilitate (or impair) communication. The last chapter in this section, Chapter 6, puts all these elements together in a practical review of good collaborative practices in the workplace.

Part Three: Delivering Effective Messages (Chapters 7, 8, & 9)

This section reviews professional approaches to routine and goodwill messages, persuasive messages, and “bad news” messages.

Part Four: Researching, Proposing, Reporting, and Presenting (Chapters 10, 11, & 12)

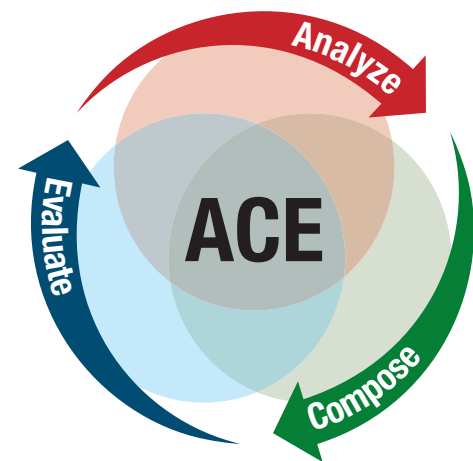
More formal business documents, the research that can go into preparing them, and the skills needed to present them are reviewed in the final section.

Appendices

- Appendix A: Communicating Your Professional Brand: Social Media, Résumés, Cover Letters, and Interviews
- Appendix B: Questions to Ask about Key Communications Technologies
- Appendix C: Formats for Business Documents
- Appendix D: Documentation and Reference Styles

Get the Best Results from Your Communication

At the heart of the book is a flexible communication process called ACE, which stands for Analyzing, Composing, and Evaluating. ACE applies to any situation, from simple email messages to formal business presentations. As you go through the book, you continue to acquire knowledge about how to apply this framework and why it is important.



Wendy Kam Marcy @ **WORK**
Cofounder and Lifestyle Blogger,
Hip + Urban Girl's Guide
Director of Marketing,
Adfluent Media



How can we keep it together when we are so far apart?

and brands to promote their products and events through our site and social media.
Now in its fifth year, HUG is a successful small business with an international support team. My business partner and cofounder lives in Los Angeles, I live in Toronto, and our guest bloggers are scattered throughout the city. The agencies we work with and clients we represent are primarily in Canada. My accountant is in Edmonton and I have a business advisor/mentor in San Francisco.
Everything happens so fast in the digital world. Assignments often arrive on our desk with extremely tight turnaround times. How do we successfully juggle multiple campaigns, accommodate everyone's schedules (without inconveniencing one another), keep track of deliverables and deadlines, and manage all the different time zones?
Check the end of this chapter to find out how Wendy uses ACE to professionally manage all these important stakeholders, decisions, and action plans!

What started out as a hobby blog in 2010, Hip + Urban Girl's Guide (HUG), quickly grew to become a popular women's lifestyle website. We cover food, style, travel, and local events in Toronto. We also work with various public relations agencies



@ Work Business Profiles

The “@ Work” sections in the Canadian Edition highlight contemporary business professionals who are implementing the core concepts of each chapter. Each chapter opens with a real-life problem scenario, and each chapter closes with a solution that includes the implementation of ACE as well as core chapter concepts.

Wendy Kam Marcy @ **WORK**
Cofounder and Lifestyle Blogger,
Hip + Urban Girl's Guide
Director of Marketing,
Adfluent Media



At the beginning of this chapter, Wendy described her complex working relationships with internal and external partners spread across a wide geographic area. How does Wendy use ACE to manage her choices?

Clear, thoughtful, and timely communication is the key to making everything flow seamlessly in the blogging business.

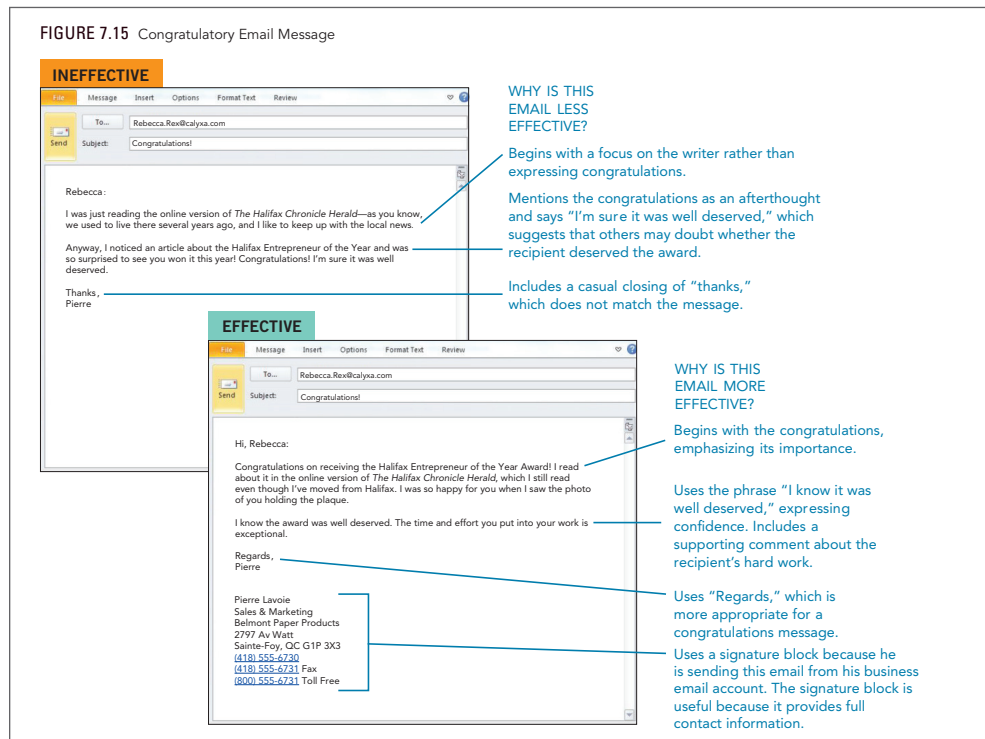
- **Analyze.** When a pitch arrives by email, my business partner and I analyze each request. Typically, we know right away if the campaign is a “fit” for our audience and if it is worth our time to pursue it. We look at immediate profitability, the potential for an ongoing business relationship, and any other opportunities a new campaign might open up.
With this information we reply to each other via email with our thoughts. Usually we are in agreement, but there are times when one of us needs to persuade and sell the other person on the idea. When this happens, we discuss further by phone or Skype.
Once we accept the campaign, we determine how we should proceed:
 - Should we continue correspondence by email?
 - Would it be better to schedule a teleconference with the agency/client?
 - Should we meet the agency/client in person?

We make this decision knowing that some people communicate effectively electronically whereas others prefer face-to-face interaction. From experience, when it comes to the initial client briefing, it is best to do it in person when possible. This is especially true for larger projects. Having the decision makers in one room (or in one real-time video-conference) allows for more fluent communication, proper introductions, and a stronger foundation of trust.

- **Compose.** Our typical order of operation is as follows:
 1. A briefing with the client to discuss objectives
 2. The creation of a marketing strategy and an execution plan
 3. Gaining approval and signoff from the client
 As one can see, the other cofounder and I would find emailing all this information back and forth very tedious and time consuming. We typically find it more productive to communicate in real time over the phone or via Skype, where we can share screens and prepare documents in real time.
As cofounders, we also have to make decisions on who is going to write the post, which social channels to leverage, and how to prioritize other content.
The entire team has to ensure we are all on the same page by constantly engaging with one another. Opportunities for our team to meet in person are rare, so we rely heavily on virtual tools to collaborate and check in with each other. Spontaneous communication needs to occur regularly.
- **Evaluate.** Our team stays organized and well prepared using cloud-based tools like Google Drive. We are able to share and evaluate draft work and make corrections in a single document. This is all accessible anytime, anywhere, with a single login using a Gmail account.
When the team needs a status meeting to review or evaluate our work, we use Google Hangouts. Regardless of where my team members are located or what device they prefer to use, I can hold videoconferences and even livestream meetings. This tool allows me to keep a history of my Hangouts, so I can always reference past conversations.
The Google suite of products, Skype, FaceTime, and other tools are all very powerful collaborative communications tools that make it possible for long-distance teams such as ours to stay productive. It is pretty remarkable how we have managed to run a successful, creative business with minimal face-to-face interaction!

Practical Advice

FIGURE 7.15 Congratulatory Email Message



Review the Results

Targeted examples are provided throughout the book that highlight core communication skills, such as:

- Analyzing your audience and making choices about the best way to communicate with that audience
- Identifying and understanding interpersonal communication styles
- Navigating situations that require competency in communicating across cultures and with diverse audiences
- Composing a clear message
- Evaluating communication in ways that improve efficacy and readability



Ethics, Technology, and Culture

As you move through the book, you will see the topics of ethics, technology, and culture integrated throughout. In addition, some chapters provide in-depth focus on these topics. To build your skills in ethics, technology, and culture, you will also find end-of-chapter exercises that challenge you to think critically about these topics.

ETHICS IS BEING PERSUASIVE LIKE BEING DISHONEST?

The purpose of a persuasive message is to influence your audience to agree with your point of view. The purpose is NOT to get others to make decisions that would cause themselves or others harm. Some individuals do not examine their own motivations prior to engaging in persuasive communication. Therefore, there are many people who have become naturally suspicious of persuasion. This reality makes the process of ethical persuasion even more challenging. It is crucial to be more than just convincing. You must differentiate yourself as a credible communicator.

Here are three inappropriate shortcuts that people often take in an effort to be persuasive. These unethical choices may work in the short run but will cause long-term damage to a communicator's reputation and effectiveness. Here are some examples and some suggestions for better choices.

Unethical Shortcut	Long-Term Outcome	Better Choice	Result
Presenting an opinion and suggesting it is a fact	The receiver may decline to do future business with you upon realizing that you confuse opinion with fact.	When stating an opinion, be clear that it is an opinion. Feel free to justify your opinion with fact.	The receiver will appreciate your clarity and begin to build trust.
Fabricating and presenting false data or research	The receiver may decline to do future business with you upon learning of your deception.	Take the time to find accurate data that reflects a true picture of a situation.	The receiver may or may not be persuaded in each specific instance, but will develop an overall relationship of trust.
Omitting information crucial to a decision	The receiver may decline to do future business with you upon learning that he or she did not have all the information needed.	Be sure to provide all the information you have that the receiver needs.	The receiver may or may not be persuaded in each specific instance, but will develop an overall relationship of trust in your ability to provide complete and accurate information.

Consider Skylar and her challenge in persuading Javier to change his marketing approach to bring his company's new clothing line to Canada. (See the Culture box on page 231.)

Unethical Shortcut	Better Choice	Result
Skylar states that it is obvious that the Canadian market is different and that Javier needs to rethink his choice of images.	Skylar states that it is her opinion that the Canadian market needs a different approach. She follows this up with fresh market data.	Javier appreciates Skylar's attention to detail and remains open to being persuaded.
Skylar creates false market data, including pie charts and other graphics, which support her opinion 100%. She fails to offer her sources for this data.	Skylar forwards independent, validated market research for Javier's consideration.	Javier appreciates Skylar's thoroughness and remains open to being persuaded.
Skylar "forgets" to mention that the data suggest that at least two target market segments would be receptive to Javier's approach.	Skylar points out that two market segments would be receptive to Javier's approach. She balances this by pointing out that six profitable segments would be less receptive.	Javier respects Skylar's comprehensive analysis of his proposal and continues the negotiation.

Allowing the receiver to remain open to your ideas is a fundamental aspect of ethical persuasion. Sometimes using the right phrases to direct the conversation is all it takes. Here are some examples that you can borrow from Skylar:

- You may wish to consider this recent market research report on your target market segments.
- To be diligent, could we discuss an alternative approach for our unique Canadian market?

This recently published research shows us that certain segments will be more successful and profitable than others.

It is in your best interests to have a full picture of the current situation. Therefore, please accept the attached market research report, published just last week by the Independent Market Research Association, which gives you a full assessment of the current market.

For an ETHICS Exercise, go to Exercise 13 on page 254.

Learning Objectives

The book's main headings are structured as numbered learning objectives. These questions are answered in subheadings throughout the section.

TECHNOLOGY RAISE EFFICIENCY AND ACCURACY WITH CLIPBOARD MANAGER SOFTWARE

One of the most common situations you will face is the need to reuse almost the same lines of text regularly. For example, if you are thanking key clients for attending an important fundraiser, you may write this generic response:

Generic Response: Thank you very much for your generous support of the Healthy Child Happy Heart (HCHH) Fundraiser. Your presence at the event will make a significant difference in the lives of children across our province. Please know that your financial support will be directed to finding ways to help children with heart defects live longer, stress-free lives.

While this captures the essence and the tone of what you want to say, you will want to customize this message for each recipient.

Client #1: Thank you very much for your generous support of the Healthy Child Happy Heart (HCHH) Fundraiser. It was a pleasure to see you again, and to meet your partner, Gilda McDonald, and to hear more about her personal experience with children who are challenged by congenital heart defects.

Your company's sponsorship of this event will make a significant difference in the lives of children across our province. Please know that your financial support will be directed to finding ways to help children with heart defects live longer, stress-free lives.

Client #2: Thank you very much for your generous support of the Healthy Child Happy Heart (HCHH) Fundraiser. It was a pleasure to see you again and I enjoyed our discussion about the future of the HCHH organization. I will forward your thoughts to our executive director in a separate email.

Your presence at this event will make a significant difference in the lives of children across our province.

PartettIn, Clipboard Magic, ClipMate, QuickClip, Sparten, and a variety of others. Some versions of this software will allow you to store clips on a central cloud server and retrieve them from multiple devices and platforms.

Most clipboard managers function in essentially the same way. Every time you cut or copy text, a clipboard manager saves a history of your copied text in an easily accessed menu. You can click on a menu item or button in the onscreen menu to simply drop the clipped text back in. Clipboard managers can save hundreds of clips, and many will allow you to organize them by subject or usage type for easy retrieval later. So, for example, you could store several of the best "thank you" messages sent after this fundraiser for your use the next time you need to send "thank you" messages after an event.



Source: <http://mbsoftware.com/clipboardmanager/multi-clipboard-manager.htm>. Used by permission, yanika@fotolia

Recycling messages in this way does save time and it can also reduce errors, provided that the original text does not change. On the down side, if the original text (the one you missed) you will be reproducing it time you use the clip. Be sure to proofread recycling text in this manner.

For TECHNOLOGY exercises, go to Exercises 15 and 16 on pages 220

CULTURE GAINING INTERCULTURAL PERSPECTIVE ON BAD NEWS

Skylar has been excelling as an intern at Couture Ads. Not surprisingly, her supervisor has been giving her more important roles and responsibilities. One of those responsibilities is to deliver particularly bad news to a long-standing client. BigWigs is an international wig manufacturing company from India. Couture Ads also provides a local (Canadian) lead/referral service and, through this service, Skylar has been in discussion with Beauty By Bates, a national retail chain, regarding BigWigs' products. Mr. Jahari, the owner of BigWigs, will be flying in this week and wants to set up a meeting to follow up on the latest developments with this possible retail client for his wigs.

Issue: Skylar has been asked to meet with Mr. Jahari to convey the news that the latest marketing ads were not received well by Beauty By Bates. This potential client is not interested in buying wigs from BigWigs at this time.

Challenge: Skylar is not familiar with Mr. Jahari, nor with doing business in India. What should she consider?

- How should she prepare to deliver a bad news message to any client?
- When does culture matter in conveying bad news messages?

Assume the role of Skylar for a moment. This is where O-A-R can guide you:

- Observe:** If possible and where appropriate, observe interactions between other colleagues and clients from diverse cultural and ethnic backgrounds. What are some of the practices when a question of culture arises? Are there protocols of practice that Couture Ads commonly follows?
- Ask:** Ask a mentor or experienced colleague about strategies used to communicate bad news to international clients and partners. Specifically, ask your mentor or experienced colleague about his or her knowledge of this client or clients from India in general. Some questions to ask include the following:
 - Is it good business practice to call or email Mr. Jahari first to prepare him?
 - Would it be better to use a direct or an indirect approach?
 - Which communications "channel" is he likely to be most receptive to?
- Research:** While researching this issue, you find out that business relationships in India are far more "relationship based" than "transaction based" (Hume, 2012). This leads you to assume that an indirect approach during a face-to-face meeting would be best. You confirm this assumption with your mentor. In addition to researching what the approaches are in communicating bad news messages, you can seek out a company "file" on BigWigs to see if you can understand the long-standing business relationship in more depth.

IMPORTANT FACTORS TO CONSIDER

- Strengthen long-distance connections with trust and clarity.** It is a challenge to be respectful and culturally sensitive in situations that are tense or negative. Be mindful not to be evasive or elusive. It can negatively affect goodwill, trust, and rapport. Remember that the client relationship is especially important when business is transacted over great distances, both literally and culturally. Your client must return to his home country trusting in the strength of your long-standing relationship, regardless of this particular situation.
- Be prepared.** Skylar needs to ensure that the latest marketing numbers are up to date and brought to the meeting, with a copy to share with Mr. Jahari. These may provide unbiased context regarding the potential client's decision not to proceed with BigWigs. Additionally, have alternatives or solutions ready to offer Mr. Jahari. This establishes a forward-thinking approach and conveys to Mr. Jahari that Couture Ads has BigWigs' best interests at heart.
- Understand your role.** If hierarchy is an important factor in the client's business culture, then Skylar's position as an intern may pose some cultural and ethical challenges. There may be some international clients who believe that bad news should be delivered by more senior administrative personnel. This is a consideration that needs discussion with your supervisor.

For CULTURE exercises, go to Critical Thinking Question 2 on page 262 and Exercise 16 on page 265.

MyCommLab® Improve Your Grade!

Over 10 million students improved their results using the Pearson MyLabs. Visit mycommmlab.com for simulations, tutorials, media share assignments, interactive lesson presentations, and other helpful learning apps.

LEARNING OBJECTIVES

LOB1 How do you communicate effectively as part of a team? pages 162–169

Create a team charter

Give the team time to develop

Plan for effective meetings

Be a valued team member

LOB3 What are some key aspects of high-performance team collaboration? pages 175–183

Enhance productivity with virtual best practices

Develop the "c factor" in your teams

Use a peer coaching model for feedback

LOB2 How can working on a team help you develop leadership skills? pages 169–175

Identify and practise key leadership fundamentals

Use conflict management to help develop leadership skills

Learning Objectives Summary

The end-of-chapter “Learning Objectives in Review” and “Developing Your Communication Skills” are also grouped by both the learning objectives and the subheadings. This structure helps you focus on the key points of the chapter, assess what you know, and complete exercises that polish your skills.

End of Chapter

Learning Objectives in Review

(LOB.1) How do you communicate effectively as part of a team? pages 162–169

- **Create a team charter.** Define goals and deliverables, and identify and agree on process issues and team expectations.
- **Give the team time to develop.** Be patient as the team progresses through the normal stages of development (forming, storming, norming, and performing).
- **Plan for effective meetings.** Create agendas and distribute minutes.
- **Be a valued team member.** Make a commitment to the team, create a collaborative working environment, and support team decisions.

(LOB.2) How can working on a team help you develop leadership skills? pages 169–175

- **Identify and practise key leadership fundamentals:** Overcommunicate, reinforce team objectives, and create a supportive climate.

- **Use conflict management to help develop leadership skills.** Identify the types and causes of conflict and select the appropriate management response.

(LOB.3) What are some key aspects of high-performance team collaboration? pages 175–183

- **Enhance productivity with virtual best practices.** Start with a face-to-face meeting and be fully prepared and present during online meetings.
- **Develop the “c factor” in your teams.** Make sure your team has social time with each other, and develop a strategy for sharing speaking time equally during meetings.
- **Use a peer coaching model for feedback.** Set up a coaching triangle, where goals are set, criticism is avoided, and feedback is sought.

Review Questions

REVIEW QUESTIONS

1. Why is analyzing your purpose important to composing an effective message? Is the purpose always the same as the desired outcome?
2. Explain the difference between the primary audience and the secondary audience, and provide an example of a message that would have audience benefits for both.
3. What is the difference between primary research and secondary research? Describe a business communication situation in which you would want to research both sources of information to support your message.
4. Why is it important to consider your audience when deciding the medium for delivery?
5. What is the difference between direct and indirect message organization? When would you use each?
6. Explain how reviewing feedback helps you improve your communication strategy.

Case Study

Each chapter concludes with a case study that places you in a realistic scenario and poses questions related to the content of the chapter.

CASE STUDY

Developing Better Interpersonal Communication Skills

This case study will help you review the chapter material by applying it to a specific scenario.

Joe was really looking forward to his first day at work as a senior application developer at BahITec. He had left his job as an application developer at AxeWorks, a rival company, to accept this new position. At AxeWorks, Joe was part of a development team of 12 people responsible for creating new biometric apps for mobile devices. At BahITec, he would be in a senior role with a larger, more experienced team working on a variety of apps and projects. He was excited about this opportunity.

Known for quietly producing quality work, Joe worked well with his colleagues at AxeWorks. He was accustomed to doing a lot of communications tasks online, either through the integrated instant messaging system on his computer desktop screen or via email. He met with co-workers once a week to identify problems and brainstorm solutions. The meetings were productive and very “on task” with very little social time. Each meeting had an agenda and someone taking notes that were distributed by email within a few days. Joe and his teammates would sometimes socialize outside of work, often stopping on the way home for a beer or meeting at

BUSINESS COMMUNICATION

POLISHING YOUR PROFESSIONAL PRESENCE