BUSINESS COMMUNICATION
POLISHING YOUR PROFESSIONAL PRESENCE

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With contributions from
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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

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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 NARTE 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.

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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.
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).
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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.
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.

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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.

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• 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.

@ 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.
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.

Learning Objectives

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

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 strategies? Identify the types and assess of conflict and select the appropriate management response.
6. Use conflict management to help develop leadership skills. Identify the types and assess of conflict and select the appropriate management response.
7. What are some key aspects of high-performance team collaboration? pages 275–281

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

Known for quietly producing quality work, Joe worked well with his colleagues at AxWorks. 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 productive.

Joe was excited about this opportunity.