PETER W. CARDON

BUSINESS

DEVELOPING LEADERS FOR A NETWORKED WORLD

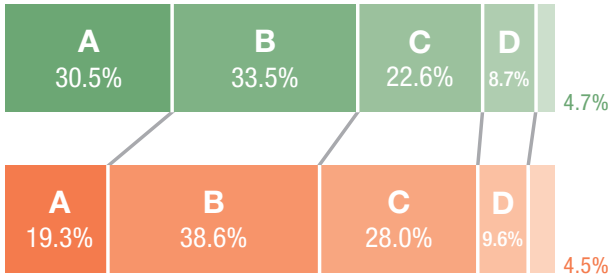# COMMUNICATION

SECOND EDITION

McGraw Hill Education

LEARNSMART ADVANTAGE WORKS

LEARNSMART®

| A 30.5% | B 33.5% | C 22.6% | D 8.7% | 4.7% |

| A 19.3% | B 38.6% | C 28.0% | D 9.6% | 4.5% |

Without LearnSmart

More C students earn B's

*Study: 690 students / 6 institutions
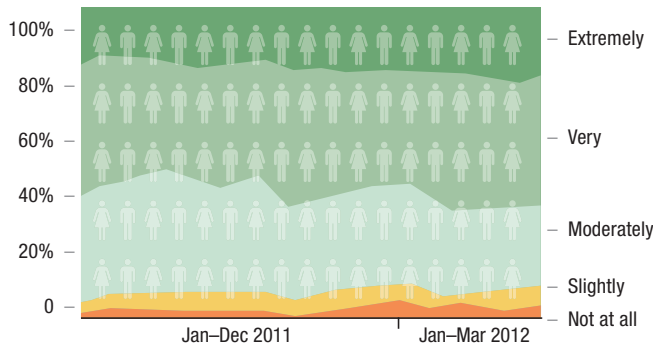
Over 20% more students pass the class with LearnSmart

*A&P Research Study

LEARNSMART® Pass Rate - 70%

Without LearnSmart Pass Rate - 57%

100% — Extremely
80% —
60% — Very
40% —
20% — Moderately
0 — Slightly
Not at all

Jan–Dec 2011   Jan–Mar 2012

More than 60% of all students agreed LearnSmart was a very or extremely helpful learning tool

*Based on 750,000 student survey responses

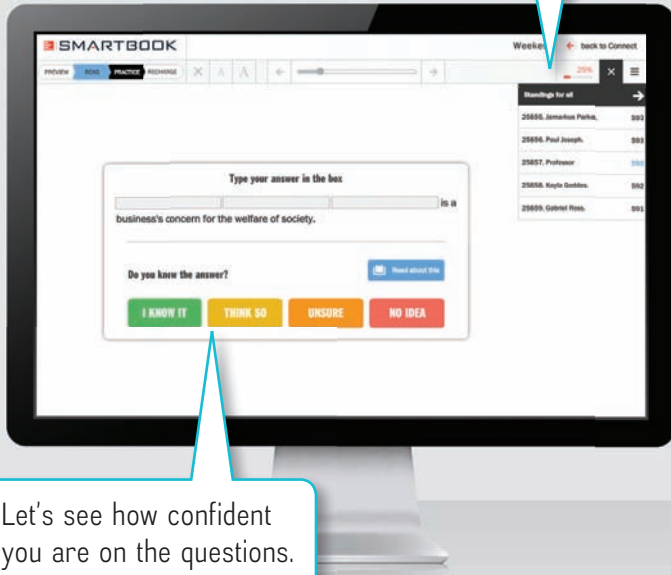> *AVAILABLE ON-THE-GO*

COMPARE AND CHOOSE WHAT'S RIGHT FOR YOU

	BOOK	LEARNSMART	ASSIGNMENTS	
connect	✓	✓	✓	LearnSmart, assignments, and SmartBook—all in one digital product for maximum savings!
connect Looseleaf	✓	✓	✓	Pop the pages into your own binder or carry just the pages you need.
connect Bound Book	✓	✓	✓	The #1 Student Choice!
SMARTBOOK Access Code	✓	✓		The first and only book that adapts to you!
LEARNSMART ADVANTAGE Access Code		✓		The smartest way to get from a B to an A.
CourseSmart eBook	✓			Save some green and some trees!
create	✓	✓	✓	Check with your instructor about a custom option for your course.

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Business Communication
Developing Leaders for a Networked World

Second Edition

Peter W. Cardon
University of Southern California

BUSINESS COMMUNICATION: DEVELOPING LEADERS FOR A NETWORKED WORLD, SECOND EDITION

www.mhhe.com

Dedication

To the men of my life: Dad, Joe, Steve, David, and John. These men build communities as business professionals, teachers, coaches, therapists, and volunteers. Thank you for modeling love, commitment, and determination!

—Peter W. Cardon

About the Author

Peter W. Cardon, MBA, PhD, is an associate professor in the Center for Management Communication at the University of Southern California. He teaches a variety of courses in the MBA and undergraduate business programs, including management communication, intercultural communication, and social business. With nearly 50 refereed articles, Pete is an active contributor to the latest research in intercultural communication and social networking. He is proud to engage in a discipline that helps so many business professionals and students reach career and personal goals.

Pete is an active member of the Association for Business Communication (ABC). He currently serves as president of ABC and as an Editorial Review Board member for the *International Journal of Business Communication* (*IJBC*) and *Business and Professional Communication Quarterly* (*BPCQ*).

Prior to joining higher education, Pete worked as a marketing director at an international tourism company that focused on the markets of Brazil, South Korea, Japan, and Taiwan. Before that position, he was an account manager in a manufacturing company.

Pete is a strong advocate of global business ties. Having worked in China for three years and consulted in and traveled to nearly 40 countries, he has worked extensively with clients, customers, colleagues, and other partners across the world. To help students develop global leadership skills, he has led student groups on company tours and humanitarian projects to mainland China, Macao, Taiwan, South Korea, Mexico, and the Dominican Republic.

Pete is particularly interested in efforts to improve literacy. He currently serves as a board member of the Orchid Foundation, which supports orphanages and schools in the Dominican Republic. In his spare time, he is an avid hiker, surfer wannabe, and fossil collector.

Brief Contents

Bonus Content

Available only at www.mcgrawhillcreate.com/cardon or in the e-book within McGraw-Hill Connect®.

Welcome to the second edition of *Business Communication*. This learning program develops leaders for a networked world. Through the author's practitioner and case-based approach, students are more likely to read and reflect on the text. They are better positioned to understand why credibility is essential to efficient and effective business communication in today's rapidly changing business communication environment. Cardon's integrated solution, including the results-driven technology and text content, provides a contemporary yet traditional view into the business communication field, allowing instructors to teach bedrock communication principles while also staying up to date with cultural and technological changes. Students are empowered to thoroughly master foundational concepts and practice their communication skills anytime and anywhere, transforming them into leaders for a networked world. This integrated solution follows the following central principles: results-driven technology; credibility; forward-looking vision built on tradition; business focus; engagement; and content.

Results-Driven Technology

Across the country, instructors and students continue to raise an important question: How can business communication courses further support students throughout the learning process to shape future business leaders? While there is no one solution, we see the impact of new learning technologies and innovative study tools that not only fully engage students in course material but also inform instructors of the students' skill and comprehension levels.

Interactive learning tools, including those offered through McGraw-Hill Connect, are being implemented to increase teaching effectiveness and learning efficiency in thousands of colleges and universities. By facilitating a stronger connection with the course and incorporating the latest technologies—such as McGraw-Hill LearnSmart, an adaptive learning program—these tools enable students to succeed in their college careers, which will ultimately increase the percentage of students completing their postsecondary degrees and create the business leaders of the future.

McGraw-Hill Connect

Connect is an all-digital teaching and learning environment designed from the ground up to work with the way instructors and students think, teach, and learn. As a digital teaching, assignment, and assessment platform, Connect strengthens the link between faculty, students, and coursework, helping everyone accomplish more in less time. Below are the key resources available within Connect Business Communication:

LearnSmart—The smartest way to get from B to A. LearnSmart is the most widely used and intelligent adaptive learning resource. It is proven to strengthen memory recall, improve course retention, and boost grades by distinguishing between what students know and what they don't know and honing in on the concepts that they are most likely to forget. LearnSmart continuously adapts to each student's needs by building an individual learning path. As a result, students study smarter and retain more knowledge.

SmartBook—A revolution in reading. Powered by LearnSmart, SmartBook is the first and only adaptive reading experience designed to change the way students read

and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. The end result? Students are more engaged with course content, can better prioritize their time, and come to class ready to participate.

LearnSmart Achieve—Puts responsible writing into practice. LearnSmart Achieve develops and improves editing and business writing skills. This adaptive learning system helps students learn faster, study more efficiently, and retain more knowledge for greater success.
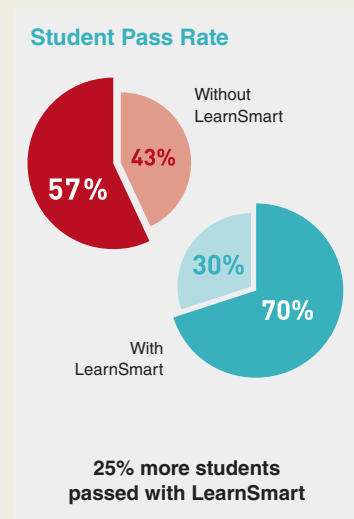
Presentation Capture—Skill Practice Inside and Outside the Classroom. Presentation Capture gives instructors the ability to evaluate presentations and students the freedom to practice their presentation skills anytime and anywhere. With its fully customizable rubrics, instructors can measure students' uploaded presentations against course outcome and give students specific feedback on where improvement is needed.

Grade Distribution

Without LearnSmart	With LearnSmart
A 19.3%	A 30.5%
B 38.6%	B 33.5%
C 28.0%	C 22.6%

58% more As with LearnSmart

Student Pass Rate

Without LearnSmart: 43%, 57%

With LearnSmart: 30%, 70%

25% more students passed with LearnSmart

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instructor review   self-review   peer review

video author:
Michael Gedatus

video title:
How to improve your grades with Connect

description:
How you, too, can earn an A by using Connect

Enter your comments here.

00:15
00:20

Click the slider in the video player to add a time-stamped comment as you view the video.

Evaluate the student

Question 1 / 8
see all questions
1

Answers: (select one)

| Excellent (5) | Good (4) | Average (3) | Fair (2) | Poor (1) | n/a (0) |

Interactive Applications—a Higher Level of Learning. Interactive Applications for each chapter allow students to

- Apply concepts to real-world video cases.
- Analyze a case and apply chapter concepts.
- Demonstrate problem-solving skills through complex examples and diagrams.
- Assess their values, skills, and interests via self-assessments.
- Demonstrate knowledge about business models and processes.

Students receive immediate feedback and can track their progress in their own report. Detailed results let instructors see at a glance how each student performs and easily track the progress of every student in their course.
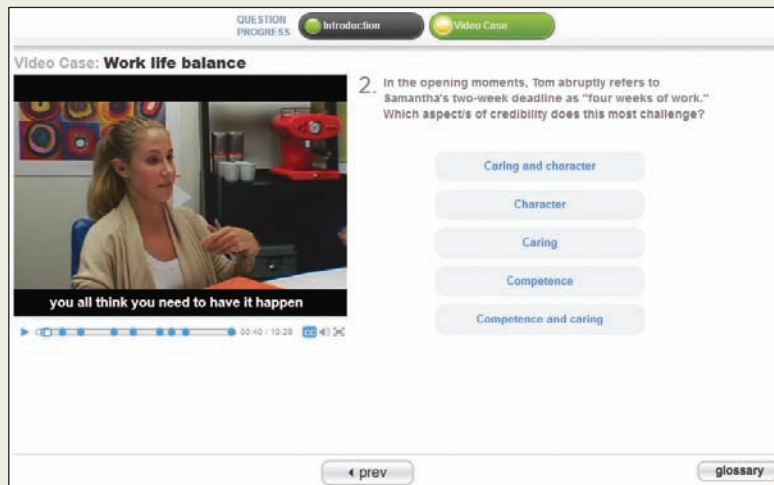
Credibility

Since professional success depends on managing and working within professional relationships, this textbook uses credibility or trust as a central principle throughout. Principles of relationship-building such as personal credibility, emotional intelligence, and listening hold a prominent role throughout the book. Credibility is considered a key leadership attribute in today's networked world.

> *I think it is refreshing and NECESSARY to begin a business communication textbook with a chapter on credibility. In today's business world, it is essential!*
>
> Dr. Jorge Gaytan, North Carolina A&T University

Forward-Looking Vision Built on Tradition

The book stays true to core business communication principles established over many decades. Yet it also goes beyond traditional texts by its inclusion of the latest communication practices facilitated by communication technologies and its enhanced coverage of increasingly important business communication topics such as:

Interpersonal communication (Chapters 2–4), social media and technology (Chapters 7 and 8), crisis communication and public relations (Bonus Chapter), oral communication (throughout the book), and business plans and business proposals (Bonus Appendix).

Technology Tips. Each chapter contains a one-page technology tip about applying the latest technologies to communication. These tips encourage students to experiment with new technologies, most of which are rarely used even by today's tech-savvy students. These tips provide a basis for expanded conversation in class.

TECHNOLOGY TIPS

USING TAGGING FOR KNOWLEDGE MANAGEMENT

One of the strongest benefits of enterprise social software is the ability to tag and index documents so you and your colleagues can find information rapidly. In some organizations, the intranet may contain millions of web pages and files with the collective knowledge of the organization. By providing tags and other information in your posts and files, you make it possible for any colleague in your organization to find your messages. Similarly, if you are writing online business messages for external audiences, your tags can lead customers, clients, and other contacts to your messages with simple Internet searches.

In the image at right, you can see an example of how information can be labeled and tagged for a word processing file. You can take similar actions for any type of business message in enterprise social software platforms to allow others to quickly find your files.

Business Focus

The business case–based approach allows students to better learn how communications can build bridges between professionals. It helps students envision how they will communicate to accomplish workplace objectives and build rich and productive relationships. Each chapter opens with a short business case and, unlike any other book on the market, weaves examples from the case throughout the chapter and into the model documents, engaging readers in the story behind each business message. It offers a broad representation of business problems by discipline, including examples from finance, operations, marketing, human resources, and business information systems. Additionally, these problems are significant in scope, involving some time horizons of five to ten years and projects involving significant outlay of financial resources.

> " *I like how the opening case was used throughout the remainder of the chapter to illustrate key points and bring the reader back to the 'problem' or focus at hand.* "
>
> Lisa M. O'Laughlin, Delta College

CHAPTER CASE: HARD DECISIONS AT EASTMOND NETWORKING

WHO'S INVOLVED

Latisha Jackson, summer intern
- Hired for a summer internship to develop a corporate wellness program
- Double majoring in busi-

Jeff Brody, personnel director
- Worked as the head of personnel at Eastmond Networking for the past five years

Lisa Johnson, finance manager
- Has held current position for three years
- Specializes in developing budgets and financial forecasts

Steve Choi, summer intern
- Hired for a summer internship
- Majoring in human resource management

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FIGURE 2.6

A Conversation between a Hub and a Green

Jeff explained, "Lisa, I'd like you, Steve, and Latisha to help work with me to implement a continuous performance review system. Our current system of annual performance reviews is really outdated."

Lisa was silent for several seconds. "I think we need to step back and really make sure we're making the right decision here. Have you taken the time to carefully compare annual reviews and continuous reviews? Can you share some of that information with me?"

Jeff was surprised Lisa wasn't enthusiastic. After all, it was Lisa who always loved data, and continuous feedback provided more information to everyone. "Well, I think it's a no-brainer. I've talked to quite a few HR directors who've had a lot of success with continuous performance reviews—never heard a bad thing yet. I guess we could gather some more information to make sure we're doing the right thing. Maybe we could do an employee survey, or we could find some industry surveys of how companies are implementing performance reviews, or maybe we could even attend a conference about performance reviews and talk to people there to figure out how we should go about this. What do you think we should do at this point?"

Lisa responded, "All those ideas might help. Let's think first about our objectives for the new system and then think about some ways of gathering information to decide whether the new system meets those objectives more so than annual reviews . . ."

Jeff encodes: Let's work as a team to improve our performance feedback system.

Lisa decodes: Jeff is rushing to a decision too quickly and thinks I'm on board.

Lisa encodes: This might be a good idea but let's weigh our options first.

Jeff decodes: Lisa doesn't like this idea. I wonder what's wrong.

Jeff encodes: I want to work with you and figure out how to move forward. Here are some additional ways of learning our options. I want your input.

Lisa decodes: Jeff doesn't really know what he wants to accomplish.

Lisa encodes: Let's be really thorough about this decision.

Jeff decodes: This approach is time-consuming and far too cautious.

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Communication Q&A

Each chapter contains an interview with an accomplished business professional about specific types of communication related to a topic in the chapter. These profiles offer current perspectives on chapter content in the professionals' own words, in a question-and-answer format. These interviews can serve as effective platforms for class discussion and for written assignments.

COMMUNICATION Q&A

CONVERSATIONS WITH CURRENT BUSINESS PROFESSIONALS

Peter Cardon: What is your role leading teams?
Peter Ernandes: I am an international supply chain manager at Northrop Grumman Aerospace. It is my challenge to rely on the skill set of my cross-functional team to accurately assess business opportunities and formally communicate our expectations and conditions to new business partners.

PC: Why are teams so important in today's workplace?
PE: Teams are the standard of any working environment today. I feel one reason for this is the pace of the current working environment. The only way to deal with the new pace of demand is to break up responsibilities and collaborate appropriately. I also feel that working in teams of "co-located" team members is a quickly fading model of teams. It is because of these two factors that using tools and technology which facilitate communication with one another is that much more vital.

PC: What are some keys to making teams work well?
PE: The key to driving success in teams, first and foremost, is a commitment to understanding that teams are a collection of people, not machinery or software. Culture, experience, and personality can be polarizing elements of a team. However, those same differences, channeled properly, often foster the most triumphant accomplishments, effectively trumping any output a perfectly coded algorithm can create. Respect and communication are each essential components of the commitment I mentioned earlier. If a team starts off with an understanding that each team member is unique, it creates an environment where open dialogue can take place. Whenever possible, I lay this foundation as an expectation in my teams.

PC: How do you make sure meetings are productive and fun?
PE: Forging a fun and productive environment depends on the maturity of the team. Newly formed teams are much more productive, in my opinion, when they start tasks early and meet often. This allows for two things: (1) time for each team

Peter Ernandes was an international supply manager at Northrop Grumman Aerospace at the time of the interview. He has recently taken a position at PwC.

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Engagement

This case-based textbook tells a story of effective communication in a compelling, research-based, practical, and interesting way. The business communication terminology flows easily from one chapter to the next, creating a smooth flow between chapters. The text challenges and promotes excellence for business students of all levels—poor, average, and top performers. Chapters present lists and models for effective communications. Chapters also help students take into account the context of various business situations.

Why Does This Matter?

Each chapter begins with a section that states the compelling reasons the content is crucial to career success. These first few paragraphs are intended to gain buy-in among students. A QR code located at the beginning of these sections allows students to view a short video clip of the author reinforcing this message.

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> " *Such learning exercises, evaluation exercises, self-assessment exercises, and application exercises provide a competitive advantage in the learning experience because of their diverse approach to critical thinking.* "
>
> Michael Shaw, MA, Montana State University

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Learning Exercises

Each chapter contains between 15 and 25 engaging learning exercises. These exercises are organized into discussion exercises, evaluation exercises, and application exercises to help students develop expertise in business communication.

Chapter Takeaways

The chapter takeaway is provided in a visual format. With graphics and lists, it quickly engages students with key chapter content and serves as a reference for applying the principles to their oral and written communication.

> " *By having a graphical representation of the summary of the chapter, I believe it is much more reader-effective than a small paragraph(s) to get the main points of the chapter across to the reader.* "
>
> Susan E. Hall, PhD, University of West Georgia

Content

The content of this textbook is organized around the traditional business communication topics such as routine messages, persuasive messages, bad-news messages, reports, and presentations. Beyond the basics, it adds unique and modern topics that instructors want and need in their courses. The unique content includes the following:

A Beginning Chapter on Credibility

Most business communication instructors recognize that credibility or trust is central to efficient and effective communication. This textbook begins with a discussion of credibility and refers to it throughout the book.

> " *No comparision—this is the first time I've seen a BCom text start out with a chapter on credibility, well done.* "
>
> Bennie J. Wilson III, University of Texas at San Antonio

Expanded Focus on Interpersonal Communication

This book contains three chapters about interpersonal communication (Chapters 2, 3, and 4), fulfilling the wish of many business communication instructors for enhanced coverage of this material and arming students with skills that will be valued in the workplace. It also contains an entire chapter (Chapter 4), rather than a 5- to 10-page section within a chapter, on intercultural communication. Many business communication instructors and students are drawn to this increasingly important topic in the business world.

> " *This is a key differentiating factor from traditional texts and gives a clear advantage in terms of really focusing in on how interpersonal communications and relationships play an important role in the business world.* "
>
> Melissa Hancock, Texas Tech University

Enhanced Coverage of Technology

This book adopts a more visionary and reliable view of the communication technologies of tomorrow. While nearly all textbooks refer to use of social media, they focus on a thin slice of social media activities that involve marketing and customer relations. This book, by contrast, takes a larger view of social media use that includes team communication and communication with external partners. It prepares students for communication in the evolving workplace that involves truly networked communication. It also addresses the need for students to develop an online professional persona that builds personal credibility.

The book devotes two entire chapters to communication and technology. One chapter focuses on the strategy of selecting communication channels to match communication goals. It provides students with the increasingly important ability of avoiding digital overload. It also provides tips for using email, texting, phone conversations, and videoconferences. Another chapter is entirely devoted to social media. While students may be digital natives, most of them are unfamiliar with how to use social media for business communication. This chapter helps students use blogs, wikis, discussion forums, and other social tools to reach work goals. It also helps them create strategies to develop their professional reputations. Furthermore, it contains a roughly one-page technology tip in each chapter that addresses a particular technology (e.g., online calls, videoconferences).

Since a textbook can never stay up to date with the technical features of communication technologies, the discussions about communication technology focus on principles that outlast the cycle of a textbook edition. Thus, the coverage of communication technologies is more extensive, more strategic, and more focused on business communication (not on marketing) than other business communication textbooks.

> " *This text is very contemporary with its analysis and recommended application of current technology.* "
>
> Daniel McRoberts, Northcentral Technical College

A Bonus Chapter on Crisis Communications and Public Relations

In the era of social media and demand for transparency, business professionals are increasingly expected to understand principles of public relations, even from an early stage in their careers. Furthermore, these skills are career enhancers. This chapter, contained in few business communication books, fills this need. This chapter is available to be customized into your text. Please visit www.mcgrawhillcreate.com/cardon to view or visit the the e-book within McGraw-Hill Connect.

McGraw Hill Education **connect**®

McGraw Hill Education **create**™

Keeping Up with What's New

The second edition of *Business Communication: Developing Leaders for a Networked World* continues to provide results-driven technology case-based and forward-looking content to help business students develop professional credibility for the workplace of tomorrow.

In an increasingly networked world, students will need better interpersonal skills than ever before; they will need better team skills than ever before; they will need better writing skills, especially adapted to new technologies; and they will need stronger presentation skills. This second edition equips business students to develop these abilities in the following ways:

- *Adapting to the communication styles of others*. Building on content about emotional intelligence in the first edition, this edition adds content to help adapt to the styles and preferences of others with sections on the following:
    - Motivational values and related communication styles (based on the *Strength Deployment Inventory* (SDI), which is a valuable assessment that can be taken by students)
    - Communication preferences of introverts and extroverts
    - Common patterns and meanings of nonverbal communication

- *Succeeding and communicating effectively in teams*. Building on content about team communication in the first edition, this edition provides far more content about the following:
    - Team charters and team assessments
    - Virtual teamwork
    - Team writing and co-authoring

- *Using communication technologies to match communication goals*. This edition discusses a variety of communication tools—traditional and new—and how to use them to meet communication goals. Communication tools that are given additional coverage in this edition include the following:
    - Blogging
    - Texting
    - Phone conversations
    - Videoconferences

- *Writing influential business messages*. This edition continues a strong focus on routine business messages, persuasive messages, and bad-news messages. It also provides enhanced coverage of the following types of messages:
    - PR-style messages for posts on corporate websites and social media platforms
    - Op-ed style blog posts to promote the brand and interests of organizations
    - Personal blogs about areas of professional expertise to help develop personal brands
    - Language mechanics exercises at the end of each chapter

- *Sharpening presentation skills*. This edition provides a new case about presenting, with a focus on connecting with and influencing audiences.

Keeping Up Supporting Resources

Efficient Administrative Capabilities

Connect offers you, the instructor, autogradable material in an effort to facilitate teaching and learning.

reviewing homework	giving tests or quizzes	grading
60 minutes without Connect → 15 minutes with Connect	60 minutes without Connect → 0 minutes with Connect	60 minutes without Connect → 12 minutes with Connect
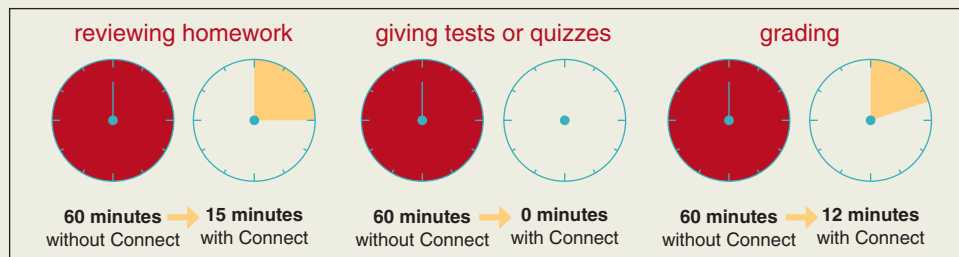
Student Progress Tracking. Connect keeps instructors informed about how each student, section, and class is performing, allowing for more productive use of lecture and office hours. The progress tracking function enables instructors to:

- View scored work immediately and track individual or group performance with assignment and grade reports.
- Access an instant view of student or class performance relative to learning objectives.
- Collect data and generate reports required by many accreditation organizations, such as AACSB.

> Connect and LearnSmart allow me to present course material to students in more ways than just the explanations they hear from me directly. Because of this, students are processing the material in new ways, requiring them to think. I now have more students asking questions in class because the more we think, the more we question.
>
> Sharon Feaster, Instructor at Hinds Community College

Actionable Data

connect INSIGHT Connect Insight is a powerful data analytics tool that allows instructors to leverage aggregated information about their courses and students to provide a more personalized teaching and learning experience.

Instructor Teaching Resources

Connect's *Instructor Library* serves as a one-stop secure site for essential course material, allowing you to save prep time before class. The instructor resources found in the library include:

Instructor's Manual

Prepared by the author, the Instructor's Manual consists of a rich set of information to make teaching easier and more engaging. Within each chapter, the instructor's manual provides teaching notes for the chapter case, thumbnail images of the PowerPoint slides, and additional tips for discussion and learning exercises. It also contains answers and suggested responses to the end-of-chapter exercises.

Test Bank and EZ Test

The Test Bank includes more than 1,400 multiple-choice, true/false, and short-answer questions. Each question identifies the answer, difficulty level, and Bloom's Taxonomy level coding. Each test question is also tagged to the learning objective it covers in the chapter and the AACSB Learning Standard it falls under.

EZ Test Online McGraw-Hill's EZ Test Online is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items, accommodates a wide range of question types, and enables instructors to even add their own questions. Multiple versions of a test can be created, and any test can be exported for use with course management systems such as WebCT and Blackboard or with any other course management system. EZ Test Online is accessible to busy instructors virtually anywhere via the web, and the program eliminates the need for them to install test software. For more information about EZ Test Online, please see the website at www.eztestonline.com.

PowerPoint Presentation Slides

Each PowerPoint file has more than two dozen slides relating to the chapter, including two or more graphics from the textbook and notes offering tips for using the slides. The PowerPoint slides have been prepared by Professor Brad Cox of Midlands Technical College with the input of the author, allowing seamless integration between the slides and the Instructor's Manual.

Additional Cases

Instructors can use many additional cases and sample documents (located in the Instructor's section of Connect and can be added to your custom text at www.mcgrawhillcreate.com/cardon) to make classes more engaging. Cases are generally three to five pages with a variety of related assignments. Also, instructors can find a variety of do-over messages that require extensive revisions. New for the second edition, there is at least one case for each chapter and dozens of do-over messages. Each case contains a teaching note and each do-over message contains a suggested solution. Instructors can easily use cases for in-class discussions and activities and for regular assignments.

McGraw-Hill Customer Experience Group Contact Information

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Course Design and Delivery

Create

Craft your teaching resources to match the way you teach! With McGraw-Hill Create, **www.mcgrawhillcreate.com,** you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, like your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in three to five business days or a complimentary electronic review copy (eComp) via email in about one hour. Go to

www.mcgrawhillcreate.com today and register. Experience how McGraw-Hill Create empowers you to teach *your* students *your* way.

E-Book Option

E-books are an innovative way for students to save money and to "go green." McGraw-Hill e-books are typically 40% off the bookstore price. Students have the choice between an online and a downloadable CourseSmart e-book.

Through CourseSmart, students have the flexibility to access an exact replica of their textbook from any computer that has Internet service, without plug-ins or special software, via the online version or to create a library of books on their hard drive via the downloadable version. Access to the CourseSmart e-books lasts for one year.

Features: CourseSmart e-books allow students to highlight, take notes, organize notes, and share the notes with other CourseSmart users. Students can also search for terms across all e-books in their purchased CourseSmart library. CourseSmart e-books can be printed (five pages at a time).

Visit **www.coursesmart.com** for more information and to purchase access to our e-books. CourseSmart allows students to try one chapter of the e-book, free of charge, before purchase.

Binder-Ready Loose-Leaf Text

This full-featured text is provided as an option to the price-sensitive student. It is a four-color text that's three-hole punched and made available at a discount to students. It is also available in a package with Connect.

Tegrity Campus

Tegrity makes class time available 24/7 by automatically capturing every lecture in a searchable format for students to review when they study and complete assignments. With a simple one-click start-and-stop process, you capture all computer screens and corresponding audio. Students can replay any part of any class with easy-to-use browser-based viewing on a PC or Mac. Educators know that the more students can see, hear, and experience class resources, the better they learn. In fact, studies prove it. With patented Tegrity "search anything" technology, students instantly recall key class moments for replay online, or on iPods and mobile devices. Instructors can help turn all their students' study time into learning moments immediately supported by their lecture. To learn more about Tegrity, watch a two-minute Flash demo at **www.tegrity.com.**

Blackboard® Partnership

McGraw-Hill and Blackboard have teamed up to simplify your life. Now you and your students can access Connect and Create right from within your Blackboard course—all with one single sign-on. The grade books are seamless, so when a student completes an integrated Connect assignment, the grade for that assignment automatically (and instantly) feeds your Blackboard grade center. Learn more at **www.domorenow.com.**

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(Appreciation)

Thank you to all the reviewers and other business communication instructors who gave advice for the second edition. I've made dozens of changes and updates to meet the needs of today's business students based on the recommendations of these reviewers. Each of these reviewers is at the forefront of best practices in business communication. Again, I express my appreciation for their advice and time to help improve this textbook. A special thank you to Jennifer Loney and Lynda Haas for their ongoing support.

Reviewers Supporting the Development of the Second Edition

Angel Alexander, Piedmont Technical College
Melody Alexander, Ball State University
Dianne Anderson, Texas Tech University
Kathryn Archard, University of Massachusetts–Boston
Eve Ash, Oklahoma State University–Stillwater
Carolyn Ashes, University of Houston–Downtown
Beverly Augustine, Elgin Community College
Kathie Bahnson, Boise State University
Lisa Bailey, University of South Carolina
Melissa Bakeman, California State University–San Bernardino
Rod Barker, Mount Hood Community College
Mary Barton, California State University–Chico
Jim Beard, University of Arkansas–Fort Smith
Roxanne Bengelink, Kalamazoo Valley Community College
Cynthia Bennett, Albany State University
Magdalena Berry, Missouri State University
Shavawn Berry, Arizona State University
Danielle Blesi, Hudson Valley Community College
Erin Blocher, University of Missouri–Kansas City
Yvonne Block, College of Lake County
Pamela Bourjaily, University of Iowa
Mary Bowers, Northern Arizona University
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Michelle Dawson, Missouri Southern State University
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Melissa Fish, American River College
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Heidi Fuller, American River College
Jan Gabel-Goes, Western Michigan University
David Gadish, California State University
Anthony Gatling, University of Nevada–Las Vegas
Robert Goldberg, Prince George's Community College
Connie Golden, Lakeland Community College
Germaine Gray, Texas Southern University
Diana J Green, Weber State University
Mary Groves, University of Nevada–Reno
Kari Guedea, Edmonds Community College
Elizabeth Guerrero, Texas State University
Karen Gulbrandsen, University of Massachusetts–Dartmouth
Lynda Haas, University of California–Irvine
Frances Hale, Columbus State Community College
Jeanette Heidewald, Indiana University–Bloomington
K. Virginia Hemby, Middle Tennessee State University
Candy Henry, Westmoreland County Community College
Kathy Hill, Sam Houston State University
Dini Homsey, University of Central Oklahoma
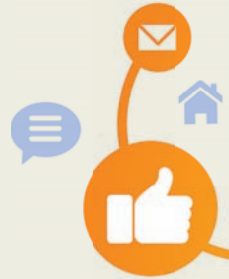
Matthew Houseworth, University of Central Missouri

Sally Humphries, Georgia College & State University

Sandie Idziak, The University of Texas at Arlington

Sandra Jackson, California State University–Northridge

Jack Janosik, Cleveland State University

Elaine Jansky, Northwest Vista College

Norma Johansen, Scottsdale Community College

Kenneth E. Jones Jr., Northeastern State University–
   Broken Arrow

Brian Keliher, Grossmont College

Stephanie Kelly, North Carolina A&T State University

Beth Kilbane, Lorain County Community College

Stephen Kirk, East Carolina University

Lisa Kleiman, Boise State University

Erin Kramer, Owens Community College

Melinda G. Kramer, Prince George's Community College

Gary Lacefield, University of Texas at Arlington

Linda LaMarca, Tarleton State University

Robert Lambdin, University of South Carolina

Marianna Larsen, Utah State University

Cheryl Law, Tarrant County College

Lisa D. Lenoir, Stephens College

Paula Lentz, University of Wisconsin–Eau Claire

Jere Littlejohn, University of Mississippi

Jennifer Loney, Portland State University

Susan Long, Portland Community College

Joyce Lopez, Missouri State

Eunice Madison, Purdue University Calumet

Marla Mahar, Oklahoma State University–Stillwater

Anna Maheshwari, Schoolcraft College

Joan Mansfield, University of Central Missouri

Molly Mayer, University of Cincinnati

Elaine McCullough, Ferris State University

David A. McMurrey, Austin Community College

Jacqueline Meisel, California State University–Northridge

Marcia Metcalf, Northern Arizona University

Elizabeth Metzger, University of South Florida

Michelle Meyer, Joliet Junior College

Jack Miao, Southern Methodist University

Julianne Michalenko, Robert Morris University

Angelina Misaghi, California State University–Northridge

Shawna Moffitt, University of South Carolina

Kathaleena Edward Monds, Albany State University

Gregory H. Morin, University of Nebraska–Omaha

Rodger Morrison, Troy University

Farrokh Moshiri, University of California, Riverside

Gwen Moultrie, Midlands Technical College

Elwin Myers, Texas A&M University–Corpus Christi

Chynette Nealy, University of Houston–Downtown

Darryl Neher, Indiana University–Bloomington

Grace Noyes, Texas Tech University

Keith Nyquist, Northern Illinois University

Lisa O'Laughlin, Delta College

Lori Oldham, San Diego City College

Jo Ann Oravec, University of Wisconsin–Whitewater

Delia (Joy) O'Steen, Texas Tech University

Mary Padula, Borough of Manhattan Community College

Ranu Paik, Santa Monica College

Anita Pandey, Morgan State University

Audrey Parajon, Wilmington University

Robyn E. Parker, Plymouth State University

Michael Pennell, University of Kentucky

Delissa Perez, Northwest Vista College

Debra Ann Petrizzo-Wilkins, Franklin University

Melinda Phillabaum, Indiana University–Purdue
   University Indianapolis

Evelyn Pitre, University of North Texas

Greg Rapp, Portland Community College

Phyllis Annette Reed, University of Texas at San Antonio

Sherry J. Roberts, Middle Tennessee State University

Cassie Rockwell, Santa Monica College

Wayne Rollins, Middle Tennessee State University

Kara Romance, Indiana University of Pennsylvania

Juli Rosenbaum, Baylor University

Sia Rose-Robinson, George Mason University

S. E. Rouse, The University of Southern Mississippi

Tim Rowe, State University of New York Fredonia

David Russell, Iowa State University

Joyce Russell, Rockingham Community College

Terry Sanders, Macon State College

Ronit Sarig, California State University–Northridge

Danielle Scane, Orange Coast College

Mary Shannon, California State University–Northridge

Mike Shaw, Montana State University–Bozeman

Nelda Shelton, Tarrant County College

Michael Shurman, University of South Florida

Joyce Monroe Simmons, Florida State University

Jeanetta Sims, University of Central Oklahoma

Jean Smith, Kentucky State University

Kipp Snow, Anne Arundel Community College

Kim Snyder, South Texas College

Stephen Soucy, Santa Monica College

Rita Soza, MiraCosta College

Bob Sprague, California State University–Chico

Nicole St. Germaine, Angelo State University

Kathy Standen, Fullerton College

Jo Ann Starkweather, Northeastern State University

Jan Starnes, University of Texas at Austin

Erica Steakley, California State University–Northridge

Susan Stehlik, New York University

Natalie Stillman-Webb, University of Utah

Thomas Stoffer, Ferris State University

Kevin Swafford, Bradley University

Stephen Takach, University of Texas at San Antonio

Cecil Tarrant, Western Illinois University

Sandra Thompson, University of West Georgia

Susan Timm, Elgin Community College
Kathleen L. Voge, University of Alaska–Anchorage
Jie Wang, University of Illinois at Chicago
Kristin Watson, Metropolitan State University of Denver
McClain Watson, University of Texas at Dallas
Marlea Welton, Santa Monica College
Juli White, Arizona State University
Raholanda White, Middle Tennessee State University
Jo Wiley, Western Michigan University
Karin A. Wilking, Northwest Vista College
Anita Williams, Oklahoma City Community College

Linda S. Williams North Georgia College & State University
Linda Willis, Georgia State University
Kadi Wills, Northwest Vista College
Bennie J. Wilson, University of Texas at San Antonio
Doris N. Wright, Troy University
Gene Young, Oregon State University
Diane Youngblood, Greenville Technical College
Lydia Yznaga, Northwest Vista College
Ann Zeman, Bellarmine University
Jensen Zhao, Ball State University

Event Participants Supporting the Development of the Second Edition

Shavawn Berry, Arizona State University
Yvonne Block, College of Lake County
Deborah Casanova, California State University–Dominguez Hills
Marilyn Chalupa, Ball State University
Barbie Chambers, Texas Tech University
Miriam (Mimi) Coleman, Western Michigan University
Barbara Cox, Saddleback College
Patrick Delana, Boise State University
Sandra G. Ehrlich, University of Alaska–Anchorage
Joyce Ezrow, Anne Arundel Community College
Melissa Fish, American River College
Heidi Fuller, American River College
Lynda Haas, University of California–Irvine
Frances Hale, Columbus State Community College
Sandie Idziak, The University of Texas at Arlington
Kenneth E. Jones Jr., Northeastern State University–Broken Arrow
Lisa Kleiman, Boise State University
Erin Kramer, Owens Community College
Marianna Larsen, Utah State University
Paula Lentz, University of Wisconsin–Eau Claire

Jennifer Loney, Portland State University
Molly Mayer, University of Cincinnati
Elizabeth Metzger, University of South Florida
Michelle Meyer, Joliet Junior College
Julianne Michalenko, Robert Morris University
Gregory H. Morin, University of Nebraska–Omaha
Rodger Morrison, Troy University
Jo Ann Oravec, University of Wisconsin-Whitewater
Delia (Joy) O'Steen, Texas Tech University
Robyn E. Parker, Plymouth State University
Debra Ann Petrizzo-Wilkins, Franklin University
Phyllis Annette Reed, University of Texas at San Antonio
Kara Romance, Indiana University of Pennsylvania
Joyce Monroe Simmons, Florida State University
Cecil Tarrant, Western Illinois University
Kathleen Voge, University of Alaska–Anchorage
Jie Wang, University of Illinois at Chicago
Kristin Watson, Metropolitan State University of Denver
Juli White, Arizona State University
Bennie Wilson, University of Texas at San Antonio
Doris Wright, Troy University
Diane Youngblood, Greenville Technical College

Reviewers and Event Participants Supporting the Development of the First Edition

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Laura L. Alderson, University of Memphis
Melody Alexander, Ball State University
Delia Anderson-Osteen, Texas Tech University

Carolyn Ashe, University of Houston–Downtown
Magdalena Berry, Missouri State University
Sheryl Broedel, University of North Dakota

Paula E. Brown, Northern Illinois University

Michael Buckman, The University of Texas at Arlington

Debra D. Burleson, Baylor University

Amy Burton, Northwest Vista College

Deborah Casanova, California State University–
Dominguez Hills

Marilyn Chalupa, Ball State University

Elizabeth Christensen, Sinclair Community College

G. Jay Christensen, California State University, Northridge

Anthony M. Corte, University of Illinois at Chicago

Rosemarie Cramer, Community College of Baltimore

Tena B. Crews, University of South Carolina

Patrick Delana, Boise State University

Linda Didesidero, University of Maryland–University
College

Joyce Ezrow, Anne Arundel Community College

Anne Finestone, Santa Monica College

Marla Fowler, Albany Technical College

Jorge Gaytan, North Carolina A&T State University

Robert Goldberg, Prince George's Community College

Terri Gonzales-Kreisman, Delgado Community College

Douglas Gray, Columbus State Community College

Lynda Haas, University of California Irvine

Susan E. Hall, University of West Georgia

Melissa Hancock, Texas Tech University

Patricia L. Hanna-Garlitz, Bowling Green State University

Ronda G. Henderson, Middle Tennessee State University

Candy A. Henry, Westmoreland Community College

Kathy Hill, Sam Houston State University

Elaine Jansky, Northwest Vista College

Susan M. Jones, Utah State University

Marguerite P. Joyce, Belhaven University

Ashley Keller Nelson, Tulane University

Kayla Kelly, Tarleton State University

Mary Catherine Kiliany, Robert Morris University

Jack Kleban, Barry University, Miami Shores, Florida
Atlantic University

Lisa Kleiman, Boise State University

David Koehler, DePaul University

Elizabeth A. Lariviere, University of Akron

Linda La Marca, Tarleton State University

Marianna Larsen, Utah State University

Newton Lassiter, Florida Atlantic University

Cheryl Law, Tarrant County College

Lisa D. Lenoir, Columbia College, Chicago

Jeffrey S. Lewis, Metropolitan State College of Denver

Jeré Littlejohn, University of Mississippi

Jennifer Loney, Portland State University

Anna Maheshwari, Schoolcraft College

Kenneth R. Mayer, Cleveland State University

Elizabeth Metzger, University of South Florida

Sheryl McGough, Iowa State University

Daniel McRoberts, Northcentral Technical College

Jack Miao, Southern Methodist University

Julianne Michalenko, Robert Morris University

Joyce Monroe Simmons, Florida State University

Gregory Morin, University of Nebraska at Omaha

Chynette Nealy, University of Houston–Downtown

Ephraim Okoro, Howard University

Lisa M. O'Laughlin, Delta College

Jo Ann Oravec, University of Wisconsin–Whitewater

Mary Padula, City University of NY BMCC

Ranu Paik, Santa Monica College

Anita Pandey, Morgan State University

Beverly Payne, Missouri Western State University

Delissa Perez, Northwest Vista College

Melinda L. Phillabaum, Indiana University, Indianapolis

Evelyn Pitre, University of North Texas

Rob Rector, Delaware Technical and Community College

Teeanna Rizkallah, California State University–Fullerton

Betty Robbins, University of Oklahoma

Sherry J. Roberts, Middle Tennessee State University

Cassie Rockwell, Santa Monica College

Sharon Rouse, The University of Southern Mississippi

Juliann C. Scholl, Texas Tech University

Nicola S. Scott, George Mason University

Michael Shaw, Montana State University

Nelda Shelton, Tarrant County College

Lucia Sigmar, Sam Houston State University

Jeanetta Sims, University of Central Oklahoma

Patricia Smith, Northcentral Technical College

Rachel V. Smydra, Oakland University

Kimberly Snyder, South Texas Community College

Bob Sprague, California State University, Chico

Jo Ann Starkweather, Northeastern State University

Natalie Stillman-Webb, University of Utah

Allen D. Truell, Ball State University

Jie Wang, University of Illinois at Chicago

Melvin Washington, Howard University

Kristin Watson, Metro State University of Denver

McClain Watson, University of Texas at Dallas

Karin Wilking, Northwest Vista College

Tom Williams, University of Houston, Victoria

Kadi Wills, Northwest Vista College

Bennie J. Wilson III, University of Texas at San Antonio

Robert Yale, University of Dallas

Caroline Yarbrough, Delgado Community College

Diane Youngblood, Greenville Technical College

Lydia Yznaga, Northwest Vista College

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Peter W. Cardon
Associate Professor
Marshall School of Business
University of Southern California
Twitter: @petercardon
Facebook: facebook.com/cardonbcomm
Web: cardonbcom.com
LinkedIn: www.linkedin.com/in/petercardon

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Dear Students,

You may wonder why you need to take a class in business communication skills. After all, you've been communicating all your life. And you've got plenty to do just to learn the technical business fundamentals—accounting, finance, operations, marketing, and so on. So why communication? How much are communication skills worth?

According to the most successful and well-known investor in history, Warren Buffett, **_effective communication skills can add $500,000 to your lifetime earnings_** and increase your earning power by 50 percent. How? The business world has many average communicators but few exceptional ones. Those few exceptional communicators are granted far more professional opportunities.

Warren Buffett is currently the chief executive officer (CEO) and primary shareholder of Berkshire Hathaway, a conglomerate holding company that owns subsidiary companies such as Geico, Fruit of the Loom, The Pampered Chef, See's Candies, and Dairy Queen. He manages businesses with over 233,000 employees across the world, and 88 CEOs report directly to him.

Buffett's extraordinary success can be traced to his passion for business from an early age. At age six, he started saving money. As a young boy, he delivered papers, sold popcorn and peanuts at baseball games, and started a used golf ball business and a pinball machine business. He regularly read financial publications such as *Barron's*. He filed his first income tax return, for $7, when he was 12 years old and was astute enough to deduct expenses associated with newspaper delivery—the $35 expense of his bicycle and his wristwatch. He purchased his first stock, for $120, at the age of 11.

Yet, despite his emerging business expertise, Buffett was, by his own admission, socially awkward and lacking in interpersonal communication skills. He didn't understand the importance of small talk and frequently offended those around him. A life-changing event occurred when he was denied entrance into Harvard Business School because of his poor interview performance. He knew his business knowledge and experience were far superior to those of his peers; however, his interpersonal communication skills were not adequate for exceptional performance in the business world.

As his daughter later stated, "Once upon a time there was a slightly nerdish young man by the name of Warren Buffett, who, at the age of 20, was frightened to death to stand up in front of people and speak to them. Then he discovered Dale Carnegie's course on public speaking and it changed his life. Not only did he develop the courage and skill to speak in front of groups of people, he learned to make friends and motivate people. Warren considers his Carnegie education a life-changing event and the most important diploma he has ever received."

In short, poor communication skills hindered Warren Buffett's early career. He turned this weakness into strength, however, and added excellent communication skills to his visionary knack for investing. Now, he is widely acclaimed as one of the best business leaders and managers in the world.

What do people in the business world say about the need for communication skills?

In one of the largest surveys of its kind (2,825 corporate recruiters in 2,092 companies in 63 countries), from a list of 18 tangible business skills, researchers identified *communication skills as the most important skill for business students*. Perhaps surprisingly, strong academic success ranked as number 11, sufficient years of experience ranked as number 13, and occupation in prior work experience ranked as number 14.

Along these same lines, in a recent *Wall Street Journal* survey, business school recruiters ranked 20 skills in terms of importance for business graduates. *Communication and interpersonal skills were ranked first with 89 percent of recruiters considering them extremely important*. Much lower on the list were qualities such as student years of work experience and content of core curriculum. The authors of the *Wall Street Journal* study came to the following conclusions:

> These days, the recruiter's ideal target is the student who shows promise as an articulate leader, but such [students] are proving to be all too rare. Of all the complaints recruiters register . . . inferior communication skills top the list. . . . Recruiters say they can count on students from any of the major business schools to bring solid knowledge of accounting, marketing, strategy and other business fundamentals. What distinguishes the most sought-after schools and [business] graduates are the "soft skills" of communication and leadership that happen to be among the hardest to teach.

Why do communication skills rank higher in importance than prior work experience, academic performance, and business knowledge?

I can offer several explanations: Excellent communication skills are rarer and thus more valuable; from a corporate perspective, communication skills are more difficult to teach than technical skills and business know-how; and business ideas are useful only when they can be communicated effectively.

Employers expect business students to have functional and technical skills related to their disciplines. Moreover, employers know that if business students lack some functional and technical skills and knowledge, they can acquire them through training and day-to-day business operations. In contrast, training employees to develop communication skills poses more of a challenge.

Understanding the value of communication skills does not necessarily translate into effective communication. Few professionals take strategic, concrete steps to improve their communication performance. In part, this is because improving business communication skills poses unique challenges. What are those challenges? Ironically, your lifetime of communication experiences may itself pose challenges. The most fundamental challenge is that you have deeply ingrained habits. Some are effective. Others are not. In either case, your communication habits feel natural and instinctive. Adopting more effective communication tactics may seem unnatural, so

you may need to exert persistent and conscious effort to override your less effective habits. Taking a course on business communication provides the laboratory in which to make that effort.

Also, communication in the business world has unique qualities. Young professionals must become adept at the language of business to project a professional and confident tone in communications and to adjust their communication to their audience (a boss, a peer, a client, a job candidate). They must learn the appropriate mix of formality and friendliness, especially when communicating from a leadership or management position.

A third challenge many business students have is that they have developed writing skills in the context of essay and report writing in the school environment. However, most essay writing focuses on societal-level issues or personal interests. Business writing, in contrast, focuses on corporate needs and logic—on customers, clients, and colleagues. It focuses on getting the job done. Also, a great deal of academic writing discusses subjects in an abstract way, but business writing generally focuses on specific actions and tasks. It is much more action-oriented.

What is the key message of this letter?
The message is that companies increasingly make communication and other soft skills the deciding factors in hiring and promotion decisions, even for highly technical business disciplines. The study and practice of communication skills will undoubtedly help you achieve your professional aspirations.

All my best wishes on this journey,

Pete

Peter W. Cardon
Associate Professor
Marshall School of Business
University of Southern California
Twitter: @petercardon
Facebook: facebook.com/cardonbcomm
Web: cardonbcom.com
LinkedIn: www.linkedin.com/in/petercardon

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Introduction to Business Communication

Chapter 1   Establishing Credibility

CHAPTER 1: Establishing Credibility

Principal chapter wheel diagram:

- **CHAPTER 1:** Establishing Credibility
- **CHAPTER 2:** Interpersonal Communication and Emotional Intelligence
- **CHAPTER 3:** Team Communication and Difficult Conversations
- **CHAPTER 4:** Communicating across Cultures
- **CHAPTER 5:** (Effective Messages)
- **CHAPTER 6:** Improving Readability with Style and Design
- **CHAPTER 7:** Email and Other Traditional Tools for Business Communication
- **CHAPTER 8:** Social Media for Business Communication
- **CHAPTER 9:** Routine Business Messages
- **CHAPTER 10:** Persuasive Messages
- **BONUS CHAPTER:** Crisis Communications and Public Relations Messages
- **CHAPTER 11:** Bad-News Messages
- **CHAPTER 12:** Research and Business Proposals and Planning for Business Reports
- **CHAPTER 13:** Completing Business Proposals and Business Reports
- **CHAPTER 14:** Planning Presentations

Legend:
- **ESTABLISHING CREDIBILITY**
- **PRINCIPLES OF INTERPERSONAL COMMUNICATION**
- **PRINCIPLES FOR & TYPES OF BUSINESS MESSAGES**

Learning Objectives

After studying this chapter, you should be able to do the following:

LO1.1 Explain the importance of establishing credibility for business communications.

LO1.2 Describe how competence, caring, and character affect your credibility as a communicator.

LO1.3 Define and explain business ethics, corporate values, and personal values.

LO1.4 Explain the FAIR approach to ethical business communications.

WHY DOES THIS MATTER?

In most business situations, others make judgments about what you say, write, and do based on your credibility. **Credibility** is your reputation for being trustworthy—trustworthy to perform your work with excellence; to care about those you work with and for; to live by high ethical, corporate, and personal values; and to deliver on your promises. In short, your credibility is the degree to which others believe or trust in you. In this book, we often use the terms *trust* and *credibility* interchangeably.

Business communications occur in the context of working relationships, all of which depend on trust.[1] Credibility has always been important to business relationships, yet its importance has grown in recent years with an increasingly interdependent, knowledge-based workplace.[2] As one of the foremost thinkers on trust in the workplace, Stephen M. R. Covey made this observation:

> *Contrary to what most people believe, trust is not some soft, illusive quality that you either have or you don't; rather, trust is a pragmatic, tangible, actionable asset that you can create—much faster than you probably think possible. . . . It is the key leadership competency of the new global economy.*[3]

The importance of credibility as a basis for effective communication is universal. As Victor K. Fung, chairman of the Li and Fung Group centered in Hong Kong, China, stated, "A good leader is probably no different in any culture in the sense that a good leader must have credibility. That is something one establishes . . . based on the way one handles [oneself] . . . and by [an] established track record."[4] Fung's comments illustrate an important point that we will explore in detail: Credibility emerges from several sources, including abilities and achievements as well as interpersonal skills and traits.

In this chapter, we discuss the ways that business executives and the business community establish trust. Then, we focus on three components of credibility: competence, caring, and character.[5] First, however, you will read a short scenario about choosing a mentor. Each potential mentor has credibility but for different reasons.

Hear Pete Cardon explain why this matters.

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LO1.1 Explain the importance of establishing credibility for business communications.

CHAPTER CASE: WHOM DO YOU TRUST AS YOUR MENTOR?

Luis   Sally   Tom

WHO'S INVOLVED

Assume you were hired about a month ago. Your company has a practice of assigning a mentor to new employees during their first six months. You've been told that mentors can have a major impact on your opportunities: your team assignments, your projects, and your overall career development. You've gotten to know

THE SITUATION

WHY DOES THIS MATTER?

In most business situations, others make judgments about what you say, write, and do based on your credibility. **Credibility** is your reputation for being trustworthy—trustworthy to perform your work with excellence; to care about those you work with and for; to live by high ethical, corporate, and personal values; and to deliver on your promises. In short, your credibility is the degree to which others believe or trust in you. In this book, we often use the terms *trust* and *credibility* interchangeably.

Business communications occur in the context of working relationships, all of which depend on trust.[1] Credibility has always been important to business relationships, yet its importance has grown in recent years with an increasingly interdependent, knowledge-based workplace.[2] As one of the foremost thinkers on trust in the workplace, Stephen M. R. Covey made this observation:

> *Contrary to what most people believe, trust is not some soft, illusive quality that you either have or you don't; rather, trust is a pragmatic, tangible, actionable asset that you can create—much faster than you probably think possible. . . . It is the key leadership competency of the new global economy.*[3]

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some of your new colleagues, and your boss has asked you which one you would like to be your mentor. Read through your impressions of your colleagues below, and consider who would make the best mentor for you.

LUIS

Luis has worked at your company for one year. Everyone enjoys working with him. He is always cheerful and happy to see those around him. He consistently finds out what his colleagues need and goes out of his way to help out. Everyone thinks Luis is fun. He likes to go out for a drink after work and gets everyone laughing. Luis is well known for being well connected within your company. One thing that every colleague says about him is that he's honest. He continues to make some rookie mistakes, however, and he has done sloppy work several times when he was up against tight deadlines.

SALLY

Sally has worked at your company for three years. She has a reputation of being a star performer. In fact, she's generally assigned the most important projects for that reason. Colleagues know that when she promises something, she makes it happen. A lot of colleagues think she's excessively critical of others when they fall short of her expectations. A colleague complained to one of the managers, "Sally never gives me a chance to develop my skills. She just takes over the project."

TOM

Tom has worked at your company for four years. He consistently receives excellent ratings on his quarterly performance reviews. He is intensely loyal to his team members, and he does everything he can to make sure they succeed. Recently, one of his team members lost a client because she missed several deadlines. When Tom's boss asked why they lost the client, Tom protected his teammate by saying that the client preferred the services of a competitor.

TASK

Luis, Sally, and Tom are like most people—they have some strengths and some weaknesses. As you read this chapter, you will find that each of them lacks complete credibility but for different reasons. Now, choose your mentor. Whom do you trust to help you succeed in your new position?

The Role of Trust in the Post-Trust Era

Do you operate from a position of trust or credibility? That is one of the first things you should consider as you communicate. In the business world, you often start from a deficit of trust. As a result, one of your first goals should be to gain trust or credibility from colleagues, clients, customers, and other contacts.[6]

Given the major business scandals over the past decade (i.e., Enron, Adelphia Communications, WorldCom), trust in businesses and business executives has dropped to all-time lows. As depicted in Figure 1.1, the trust extended by the general public to business executives is far lower than the trust extended to members of other selected professions.[7]

The public also increasingly views companies with less trust. Approximately 85 percent of senior executives surveyed believe that public trust in business has gone down. Approximately 62 percent of survey respondents across 20 countries said their trust in corporations had gone down following the economic crises of 2008 and 2009.[8]

A deficit of trust also exists within companies. Various surveys show that employees often do not trust their own business leaders. Just 51 percent of employees trust senior management, and only 36 percent of employees believe their company leaders act with honesty and integrity. Furthermore, approximately 76 percent of employees have seen illegal or unethical conduct in the past 12 months at their jobs.[9] As future business managers and leaders, you will often find yourself in charge of employees who are accustomed to not trusting those in leadership positions.

Profession	Trust
Nurses	82%
Pharmacists	70%
Grade school teachers	70%
Medical doctors	69%
Military officers	69%
Police officers	54%
Clergy	47%
Auto mechanics	29%
Bankers	27%
Business executives	22%
Lawyers	20%
Advertising practitioners	14%
Car salespeople	9%
Members of Congress	8%

Low Trust ← → High Trust
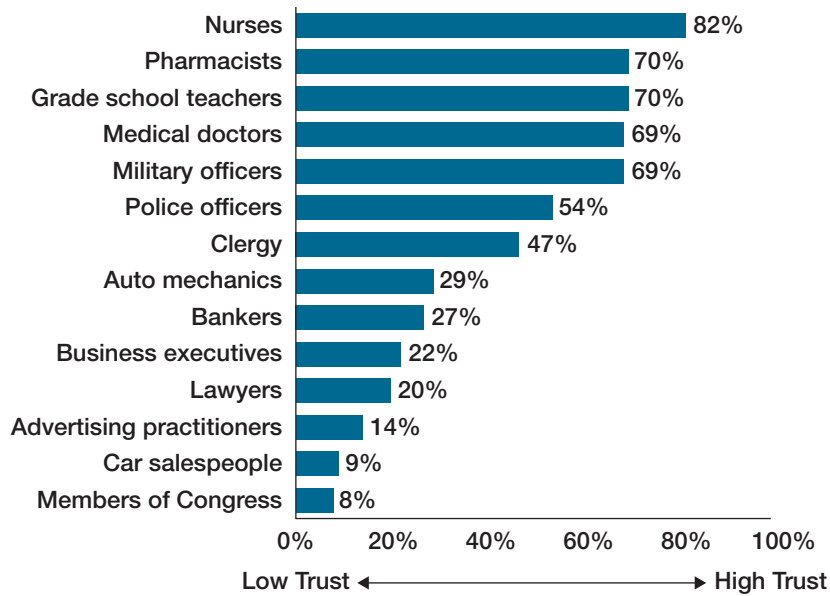
FIGURE 1.1

How Will You Overcome Public Perceptions to Build Credibility?

A Look at Trust in Various Professions

Note: Based on the percentage of American adults who considered members of these occupations "very high" or "high" in honesty and ethical standards in a November 2013 Gallup poll. Available at www.gallup.com/poll/166298/honesty-ethics-rating-clergy-slides-new-low.aspx.

A strong predictor of cheating in the workplace is cheating in school. Sadly, recent research has found that cheating is so pervasive that some use the label a *global cheating culture.* Among high school students, 80 percent of high-performing students admit to having cheated, and 50 percent do not believe cheating is wrong. Other research about high school students found that more than 70 percent had engaged in serious cheating, and 50 percent had plagiarized assignments from the Internet. In a study of over 50,000 undergraduate students in the United States, more than 70 percent admitted to serious cheating. Nearly 80 percent stated that Internet plagiarism was not a serious offense.[10]

Perhaps most concerning is that business students are among the worst offenders. When asked in anonymous surveys if they had cheated to get into graduate school, many students admitted to having done so: 43 percent of liberal arts students, 52 percent of education students, 63 percent of medical students, 63 percent of law students, and 75 percent of business students. Think about that! Three-quarters of graduate-level business students admitted to some form of cheating to get into their programs. In another study involving hypothetical ethical dilemmas, convicts in minimum-security prisons scored as high on unethical behavior as MBA students.[11] In yet another study of 6,226 undergraduate business students in 36 countries, American business students viewed cheating no differently than did students from countries considered high in corruption.[12]

Michael Maslansky, a leading corporate communications expert, has labeled this the post-trust era. In the **post-trust era,** the public overwhelmingly views businesses as operating against the public's best interests, and the majority of employees view their leaders and colleagues skeptically. Regarding the post-trust era, Maslansky said, "Just a few years ago, salespeople, corporate leaders, marketing departments, and communicators like me had it pretty easy. We looked at communication as a relatively linear process. . . . But trust disappeared, things changed."[13]

Most of these perceptions about business leaders as untrustworthy are not necessarily fair. Daniel Janssen, former chairman of the board of directors of Solvay (a Belgian chemicals company operating in more than 50 countries), explained the dilemma:

> Executives of large companies today are generally perceived as efficient and competent, but also self-interested and ungenerous. However, I think that people who form this opinion are underestimating something of which they lack knowledge. Many executives, in top management and also at other levels, are incredibly generous and not at all self-interested. They do their job and they do it with respect for the common interest. But it is true that capitalism is too often marked by its dark and greedy side.[14]

FIGURE 1.2

The Three Components of Credibility
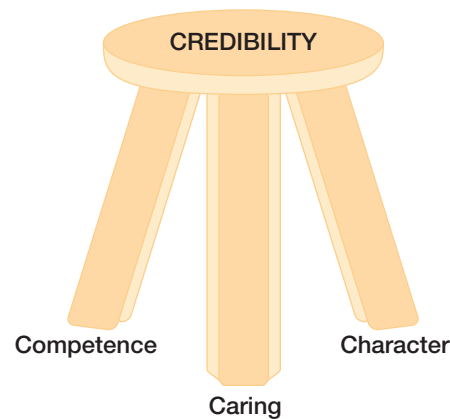
You will often find yourself needing to establish credibility in this post-trust era. As a future manager and executive, you can control your reputation as a credible communicator by focusing on three well-established factors: competence, caring, and character. Research has shown that these three factors almost entirely account for whether a person is considered credible in professional situations. As depicted in Figure 1.2, credibility is like a three-legged stool. Without any one element, it is compromised.

The Role of Competence in Establishing Credibility

LO1.2 Describe how competence, caring, and character affect your credibility as a communicator.

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Competence refers to the knowledge and skills needed to accomplish business tasks, approach business problems, and get a job done. Most people will judge your competence based on your track record of success and achievement.

In her memoir, Meg Whitman, current CEO of HP, explains how as a young professional she gained credibility and displayed competence within her organization: "I just focused on delivering results," she said. "You have to excel at the tasks you're given and you have to add value to every single project, every conversation where someone seeks your input."[15]

People develop competence in many ways: through study, observation, and, most important, practice and real-world business experiences. Your entire business program is likely centered on developing competence in a certain business discipline and/or industry. You may already have significant business experience. If you're a novice, seeking internships and jobs related to your discipline will help you develop competence.

How you communicate directly affects the perceptions others have of your competence. Throughout this book, you will find an emphasis on two traits associated with competence: a focus on action and an emphasis on results.

A *focus on action* implies that you seize business opportunities. Meg Whitman emphasized this action-oriented approach to work: "The way I usually put it is, the price of inaction is far greater than the cost of making a mistake. You do not have to be perfect to be an effective leader, but you cannot be timid."[16] She also described an *emphasis on results:*

> I don't believe that all a company needs to do is declare that it has values and then say, "Trust us, we know what's best." To be a success, you must identify a goal with a measurable outcome, and you must hit that goal—every day, every month, every year. Trying is important. But trying is not the same as achieving success. . . . [Some] people expect to advance in their careers regardless of results and are surprised when it doesn't happen. They feel entitled. Their attitude is: "Because I'm here, because I'm me, you owe me."[17]

In the opening scenario in which you chose a mentor, Luis is weakest in competence. While he is strong at caring for others and displaying good character, many people will question his ability to accomplish tasks well. He has less experience than his colleagues and sometimes performs sloppy work. Yet, many people would choose him as their mentor because they trust his ability to find out about their career needs and trust he knows how to connect them to others in the company.

In summary, you demonstrate competence by taking an active role in your business and by getting results. How you communicate your plan of action and the results of those actions will determine how others perceive your competence and your credibility.

The Role of Caring in Establishing Credibility

Your colleagues, clients, and even your customers will trust you far more if they know you care about them. As Mahatma Gandhi once stated, "The moment there is suspicion about a person's motives, everything he does becomes tainted." This statement applies in nearly all business circumstances: People distrust individuals who are perceived as unconcerned about the interests of others or disinterested in causes above and beyond themselves. In the business world, **caring** implies understanding the interests of others, cultivating a sense of community, and demonstrating accountability. In the past, caring was seldom discussed as integral to business. Now, it is among the most important abilities for business leaders and managers. In fact, a recent study of business managers found that caring is considered among the top 3 skills or abilities (from a list of 18 skills or abilities) for managers of nearly any business discipline.[18]

Understanding the Interests of Others

Meg Whitman, when she was CEO of eBay, observed how important recognizing the needs of others is. She explained:

> Connecting with people's hopes and dreams is a dynamic I perceived in the eBay community. Both buyers and sellers so often loved eBay because it connected them to their aspirations—perhaps the desire of amassing a great collection, or the dream of financial stability from successfully building an online business.[19]

Your ability to gain credibility strongly depends on your ability to show that you care for the needs of others. Furthermore, your ability to show you care puts you in a rare position as a business leader. After all, less than half (42 percent) of employees believe their managers care about them. Even worse, less than one-third (29 percent) of employees believe their managers care about whether they develop skills.[20]

Effective communicators gain trust by connecting with others—that is, seeking to understand others' needs, wants, opinions, feelings, and aspirations. Virtually every aspect of communication you will focus on in this book relies on this other-orientation.

Cultivating a Sense of Community

The most effective business leaders in today's corporate environment have generally risen to their positions because of their sense of community and teamwork. Meredith Ashby and Stephen Miles recently interviewed hundreds of prominent and accomplished business leaders to answer questions such as *What are the burning issues for corporate leaders today?* and *How do companies identify, attract, develop, and retain the best and brightest people in the workplace?* Here is what they learned from these CEOs:

> Most defined their main responsibility as chief executive to be that of inspiring, influencing, setting the direction for, facilitating, coaching, mentoring, and developing their employees. The word "control" was rarely used; instead, they spoke emphatically

about the importance of a strong team orientation. Their role was to identify and empower a team, not command it. Indeed, many of them characteristically used the term "we" rather than "I" in discussing success within the organization. Instead of thinking in terms of individual accomplishment, most tended to think in terms of what their management teams had achieved.[21]

Throughout this textbook, you will see techniques for communicating your "we" and "you" orientation rather than a "me" orientation. Speaking about "our needs" or "your needs" as opposed to "my needs" engenders trust and helps you come up with solutions that achieve mutual benefit.

Demonstrating Accountability

A sense of accountability implies an *obligation* to meet the needs and wants of others. It also involves an *enlarged vision* of those affected by your business activities. It takes a **stakeholder** view that includes all groups in society affected by your business.

In a commencement speech to business students at UCLA, Robert Eckert, CEO of Mattel, spoke about trust and, in particular, the sense of accountability that is needed among business executives and managers. He concluded his speech this way:

> You are the future leaders of business. And when it comes to trust, your leadership style affects those you are leading. . . . As you go to work, your top responsibility should be to build trust. To perform every day at the highest standards. Not just for yourself, but for your team, for your supervisor, for the consumer, for the company's shareholders, for the rest of us in business. . . . It's day one of the next chapter of your life, and I'm putting my trust in each of you.[22]

Thus, a sense of accountability involves a feeling of responsibility to stakeholders and a duty to other employees and customers. By placing a rationale for accountability in your communications, you will generate substantial trust and goodwill from others.

In the opening scenario, Sally is weakest in caring. While she is strong at getting the job done and communicating honestly, she often does not seem to act in the best interests of others. She may even be indifferent to the growth of her colleagues. Yet, many people would choose her as a mentor because they could learn from the best and likely participate on the most important projects.

The Role of Character in Establishing Credibility

Character refers to a reputation for staying true to commitments made to stakeholders and adhering to high moral and ethical values. Character has always been important in business relationships, especially long-term, collaborative relationships. It is becoming even more important—especially for leaders—in an increasingly open, transparent, connected, and interdependent workplace. David Pottruck, former president and co-CEO of the Charles Schwab Corporation, explained it this way:

> The twenty-first-century leader is surely different from the leaders of the last two decades. The Internet has placed real power in the hands of people around the world. It has increased the possibilities for millions to do the work that enlivens them. There will be little loyalty to people or to organizations that are not worthy. No longer do pension plans and benefits create chains that hold people in one spot. To create loyalty in such an environment, the new leader will understand how to create a compelling culture, one that will allow people to contribute their best. He or she will then communicate meaning and trustworthiness in every word and action. Culture, character, and communication are the cornerstones of today's new leadership.[23]

Character is central in creating trust. Consider the recent research, depicted in Figure 1.3.[24] Business executives were asked what the most important determinants of

Honesty	77%
Ethical behavior	68%
Exchanges information willingly	63%
Shared objectives	53%
Respectfulness toward others	49%
Expertise	42%
Positive attitude	40%
Motivation	39%
Consideration of others	37%
Ability to do the job well	36%
Communication skills	36%
Intelligence	29%
Experience	23%
Connectedness	17%
Works for a reputable company	12%

0%   20%   40%   60%   80%

FIGURE 1.3

What Determines Trust in Individuals in the Workplace?

For Collaboration on Workplace Projects

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trust in workplace projects were. Overwhelmingly, character-based traits—that is, honesty, ethical behavior, and willingness to exchange information—ranked at the top.

In the following sections, we focus on four topics closely related to character: business ethics, corporate and personal values, open and honest communication, and fairness in business communication.

Business Ethics

Ethics are "rules of conduct or moral principles that guide individual or group behavior."[25] **Business ethics** are the commonly accepted beliefs and principles in the business community for acceptable behavior. At a minimum, business ethics involve adhering to laws; safeguarding confidential or proprietary information; avoiding conflicts of interest and misuse of company assets; and refraining from accepting or providing inappropriate gifts, gratuities, and entertainment.[26]

As far as corporate communications, the dominant business ethic in recent years is transparency. **Transparency** involves sharing all relevant information with stakeholders. As defined by Transparency International, transparency "is a principle that allows those affected by administrative decisions, business transactions or charitable work to know not only the basic facts and figures but also the mechanisms and processes. It is the duty of civil servants, managers and trustees to act visibly, predictably and understandably."[27]

In recent years, perhaps in large part due to public scandals, employees of companies in the United States have observed higher ethical behavior within their companies and generally view their upper managers as ethical. For example, in a recent Ethics Resource Center survey of 3,010 employees across the United States, 80 percent of employees said they were satisfied with the information they received from top management about what was going on in the company; 74 percent trusted that top management would keep its promises and commitments; and 89 percent stated that top management actively encouraged employees to do the right thing. Furthermore, 82 percent of employees believed that top managers would be punished and held accountable if they were caught violating the organization's ethical standards.[28] For the foreseeable future, transparency is expected to remain the dominant business ethic related to communications.

You will soon be in leadership positions within your organization. You can create a transparent workplace by being accessible, acknowledging the concerns of others, and following through when you don't have immediate answers. Trust-building behaviors

LO1.3 Define and explain business ethics, corporate values, and personal values.

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