

GLOBAL  
EDITION



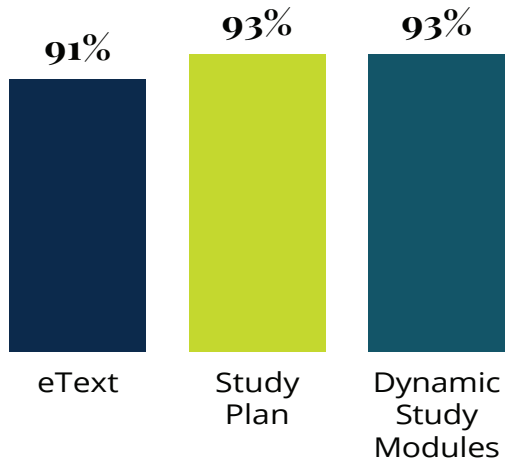
# Business Communication Essentials

*Fundamental Skills for the Mobile-Digital-Social Workplace*

EIGHTH EDITION

Courtland L. Bovée  
John V. Thill





**Dynamic Study Modules** help students study chapter topics effectively on their own by continuously assessing their **knowledge application** and performance in real time. These are available as graded assignments prior to class, and accessible on smartphones, tablets, and computers.

**Pearson eText** enhances student learning—both in and outside the classroom. Accessible anytime, anywhere via MyLab or the app.

## % of students who found learning tool helpful

The **MyLab Gradebook** offers an easy way for students and instructors to view course performance. Item Analysis allows instructors to quickly see trends by analyzing details like the number of students who answered correctly/incorrectly, time on task, and median time spend on a question by question basis. And because it's correlated with the AACSB Standards, instructors can track students' progress toward outcomes that the organization has deemed important in preparing students to be **leaders**.

82% 

of students would tell their instructor to keep using MyLab Business Communication

*This page intentionally left blank*

EIGHTH  
EDITION

GLOBAL  
EDITION

# Business Communication Essentials

## Fundamental Skills for the Mobile-Digital-Social Workplace

**Courtland L. Bovée**

PROFESSOR OF BUSINESS COMMUNICATION  
C. ALLEN PAUL DISTINGUISHED CHAIR  
GROSSMONT COLLEGE

**John V. Thill**

CHAIRMAN AND CHIEF EXECUTIVE OFFICER  
GLOBAL COMMUNICATION STRATEGIES



Pearson

Harlow, England • London • New York • Boston • San Francisco • Toronto • Sydney • Dubai • Singapore • Hong Kong  
Tokyo • Seoul • Taipei • New Delhi • Cape Town • São Paulo • Mexico City • Madrid • Amsterdam • Munich • Paris • Milan

Vice President, Business, Economics, and UK Courseware: Donna Battista  
Director of Portfolio Management: Stephanie Wall  
Vice President, Product Marketing: Roxanne McCarley  
Product Marketer: Kaylee Carlson  
Product Marketing Assistant: Mariana Silvestri  
Manager of Field Marketing, Business Publishing: Adam Goldstein  
Field Marketing Manager: Nicole Price  
Vice President, Production and Digital Studio, Arts and Business:  
Etain O'Dea  
Director of Production, Business: Jeff Holcomb  
Managing Producer, Business: Melissa Feimer  
Content Producer: Yasmita Hota  
Content Producer, Global Editions: Isha Sachdeva  
Senior Project Editor, Global Editions: Daniel Luiz

Media Editor, Global Editions: Abhilasha Watsa  
Operations Specialist: Carol Melville  
Design Lead: Kathryn Foot  
Manager, Learning Tools: Brian Surette  
Content Developer, Learning Tools: Lindsey Sloan  
Managing Producer, Digital Studio and GLP, Media Production  
and Development: Ashley Santora  
Managing Producer, Digital Studio: Diane Lombardo  
Digital Studio Producer: Monique Lawrence  
Digital Studio Producer: Alana Coles  
Project Manager: Nicole Suddeth; SPi Global: Debbie Ryan  
Interior Design: Laurie Entringer  
Cover Image: Rvector/Shutterstock  
Cover Design: Lumina Datamatics, Inc.

Microsoft and/or its respective suppliers make no representations about the suitability of the information contained in the documents and related graphics published as part of the services for any purpose. All such documents and related graphics are provided "as is" without warranty of any kind. Microsoft and/or its respective suppliers hereby disclaim all warranties and conditions with regard to this information, including all warranties and conditions of merchantability, whether express, implied or statutory, fitness for a particular purpose, title and non-infringement. In no event shall Microsoft and/or its respective suppliers be liable for any special, indirect or consequential damages or any damages whatsoever resulting from loss of use, data or profits, whether in an action of contract, negligence or other tortious action, arising out of or in connection with the use or performance of information available from the services.

The documents and related graphics contained herein could include technical inaccuracies or typographical errors. Changes are periodically added to the information herein. Microsoft and/or its respective suppliers may make improvements and/or changes in the product(s) and/or the program(s) described herein at any time. Partial screen shots may be viewed in full within the software version specified.

Microsoft® and Windows® are registered trademarks of the Microsoft Corporation in the U.S.A. and other countries. This book is not sponsored or endorsed by or affiliated with the Microsoft Corporation.

Acknowledgments of third-party content appear on the appropriate page within the text.

Pearson Education Limited  
KAO Two  
KAO Park  
Hockham Way  
Harlow  
Essex  
CM17 9SR  
United Kingdom

and Associated Companies throughout the world

Visit us on the World Wide Web at: [www.pearsonglobaleditions.com](http://www.pearsonglobaleditions.com)

© Pearson Education Limited, 2020

The rights of Courtland L. Bovée and John V. Thill to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

*Authorized adaptation from the United States edition, entitled Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th edition, ISBN 978-0-13-472940-4, by Courtland L. Bovée and John V. Thill published by Pearson Education © 2019.*

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit [www.pearsoned.com/permissions/](http://www.pearsoned.com/permissions/).

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

This eBook is a standalone product and may or may not include all assets that were part of the print version. It also does not provide access to other Pearson digital products like MyLab and Mastering. The publisher reserves the right to remove any material in this eBook at any time.

#### British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

ISBN 10: 1-292-33009-0

ISBN 13: 978-1-292-33009-9

eBook ISBN 13: 978-1-292-33016-7

Typeset in Sabon MT Pro by SPi Global

# Dedication

This book is dedicated to the many thousands of instructors and students who use Bovée and Thill texts to develop career-enhancing skills in business communication. We appreciate the opportunity to play a role in your education, and we wish you the very best with your careers.

**Courtland L. Bovée**  
**John V. Thill**

*This page intentionally left blank*

# Brief Contents

Preface 15

Prologue 28

## **PART 1 Business Communication Foundations 35**

- 1** Professional Communication in Today's Digital, Social, Mobile World 37
- 2** Collaboration, Interpersonal Communication, and Business Etiquette 71

## **PART 2 The Three-Step Writing Process 95**

- 3** Planning Business Messages 97
- 4** Writing Business Messages 121
- 5** Completing Business Messages 147

## **PART 3 Brief Business Messages 167**

- 6** Crafting Messages for Digital Channels 169
- 7** Writing Routine and Positive Messages 201
- 8** Writing Negative Messages 225
- 9** Writing Persuasive Messages 255

## **PART 4 Longer Business Messages 281**

- 10** Understanding and Planning Reports and Proposals 283
- 11** Writing and Completing Reports and Proposals 315
- 12** Developing and Delivering Business Presentations 361

## **PART 5 Employment Messages and Job Interviews 393**

- 13** Building Careers and Writing Résumés 395
- 14** Applying and Interviewing for Employment 427

APPENDIX **A** Format and Layout of Business Documents 459

APPENDIX **B** Documentation of Report Sources 475

APPENDIX **C** Correction Symbols 483

Handbook of Grammar, Mechanics, and Usage 487

Answer Key 523

Index 529



*This page intentionally left blank*

# Contents

Preface	15
Prologue	28

## PART 1 Business Communication Foundations 35

### 1 Professional Communication in Today's Digital, Social, Mobile World 37

COMMUNICATION MATTERS . . . 37

#### Why Communication Is the Most Important Business Skill 38

- Communication Is Important to Your Career 38
- Communication Is Important to Your Company 38
- What Makes Business Communication Effective? 39

#### Communicating as a Professional 40

- Understanding What Employers Expect from You 40
- Communicating in an Organizational Context 42
- Adopting an Audience-Centered Approach 42

#### Exploring the Communication Process 43

- The Basic Communication Model 43
- The Social Communication Model 44

#### The Mobile Revolution 46

- The Rise of Mobile as a Business Communication Platform 46
- How Mobile Technologies are Changing Business  
Communication 47

#### Committing to Ethical Communication 48

- Distinguishing Ethical Dilemmas from Ethical Lapses 49
- Making Ethical Choices 50

#### Communicating in a World of Diversity 50

- The Advantages and Challenges of a Diverse Workforce 51
- Key Aspects of Cultural Diversity 52
- Advice for Improving Intercultural Communication 54
- Writing for Multilingual Audiences 55
- Speaking with Multilingual Audiences 55

#### Using Technology to Improve Business Communication 57

- Keeping Technology in Perspective 57
- Using Tools Productively 57
- Guarding Against Information Overload 57
- Reconnecting with People Frequently 62

#### Developing Skills for Your Career 62

#### The Future of Communication: Real-Time Translation 62

- What's Your Prediction? 63

Chapter Review and Activities	63
Learning Objectives: Check Your Progress	63
Test Your Knowledge	64
Apply Your Knowledge	64
Practice Your Skills	65
Expand Your Skills	66
Improve Your Grammar, Mechanics, and Usage	67

### 2 Collaboration, Interpersonal Communication, and Business Etiquette 71

COMMUNICATION MATTERS . . . 71

#### Communicating Effectively in Teams 72

- Advantages and Disadvantages of Teams 72
- Characteristics of Effective Teams 73
- Conflict Resolution in Team Settings 73

#### Collaborating on Communication Efforts 74

- Guidelines for Collaborative Writing 74
- Technologies for Collaborative Writing 74
- Giving—and Responding to—Constructive Feedback 76

#### Making Your Meetings More Productive 77

- Preparing for Meetings 77
- Conducting and Contributing to Efficient Meetings 78
- Putting Meeting Results to Productive Use 79
- Using Meeting Technologies 80

#### Improving Your Listening Skills 81

- Recognizing Various Types of Listening 81
- Understanding the Listening Process 82
- Overcoming Barriers to Effective Listening 82

#### Improving Your Nonverbal Communication Skills 83

#### Developing Your Business Etiquette 84

- Workplace Etiquette 85
- Telephone Etiquette 85
- Mobile Device Etiquette 86
- Online Etiquette 86
- Business Etiquette in Social Settings 87

#### The Future of Communication: The Internet of Things 87

- What's Your Prediction? 88

#### Chapter Review and Activities 88

Learning Objectives: Check Your Progress 88

Test Your Knowledge 89

Apply Your Knowledge 90

Practice Your Skills 90

Expand Your Skills 91

Improve Your Grammar, Mechanics, and Usage 92

**PART 2**

**The Three-Step Writing Process 95**

**3 Planning Business Messages 97**

COMMUNICATION MATTERS . . . 97

**Understanding the Three-Step Writing Process 98**

**Analyzing the Situation 99**

- Defining Your Purpose 99
- Developing an Audience Profile 100

**Gathering Information 101**

- Uncovering Audience Needs 102
- Providing Required Information 102

**Selecting the Best Combination of Media and Channels 102**

- The Most Common Media and Channel Options 102
- Factors to Consider When Choosing Media and Channels 106

**Organizing Your Message 107**

- Defining Your Main Idea 110
- Limiting Your Scope 111
- Choosing Between Direct and Indirect Approaches 111
- Outlining Your Content 111
- Building Reader Interest with Storytelling Techniques 113

**The Future of Communication: Haptic Technologies 115**

What's Your Prediction? 115

**Chapter Review and Activities 116**

**Learning Objectives: Check Your Progress 116**

**Test Your Knowledge 116**

**Apply Your Knowledge 117**

**Practice Your Skills 117**

**Expand Your Skills 118**

**Improve Your Grammar, Mechanics, and Usage 119**

**4 Writing Business Messages 121**

COMMUNICATION MATTERS . . . 121

**Adapting to Your Audience: Being Sensitive to Your Audience's Needs 122**

- Adopting the "You" Attitude 122
- Maintaining Standards of Etiquette 122
- Emphasizing the Positive 123
- Using Bias-Free Language 124

**Adapting to Your Audience: Building Strong Relationships 126**

- Establishing Your Credibility 126
- Projecting Your Company's Image 127

**Adapting to Your Audience: Controlling Your Style and Tone 127**

- Creating a Conversational Tone 127
- Using Plain Language 129
- Selecting Active or Passive Voice 129

**Composing Your Message: Choosing Powerful Words 130**

- Balancing Abstract and Concrete Words 131
- Finding Words That Communicate Well 131

**Composing Your Message: Creating Effective Sentences 133**

- Choosing from the Four Types of Sentences 133
- Using Sentence Style to Emphasize Key Thoughts 134

**Composing Your Message: Crafting Coherent Paragraphs 135**

Creating the Elements of a Paragraph 135

Developing Paragraphs 137

**Writing Messages for Mobile Devices 137**

**The Future of Communication: Machine Learning 138**

What's Your Prediction? 140

**Chapter Review and Activities 140**

**Learning Objectives: Check Your Progress 140**

**Test Your Knowledge 141**

**Apply Your Knowledge 141**

**Practice Your Skills 141**

**Expand Your Skills 143**

**Improve Your Grammar, Mechanics, and Usage 143**

**5 Completing Business Messages 147**

COMMUNICATION MATTERS . . . 147

**Revising Your Message: Evaluating the First Draft 148**

Evaluating Your Content, Organization, and Tone 148

Evaluating, Editing, and Revising the Work of Other Writers 148

**Revising to Improve Readability 151**

Varying Sentence Length 151

Keeping Your Paragraphs Short 151

Using Lists and Bullets to Clarify and Emphasize 151

Adding Headings and Subheadings 152

**Editing for Clarity and Conciseness 152**

Editing for Clarity 152

Editing for Conciseness 154

**Producing Your Message 154**

Designing for Readability 154

Designing Messages for Mobile Devices 158

**Proofreading Your Message 158**

**Distributing Your Message 160**

**The Future of Communication: Telepathic Communication 160**

What's Your Prediction? 161

**Chapter Review and Activities 161**

**Learning Objectives: Check Your Progress 161**

**Test Your Knowledge 162**

**Apply Your Knowledge 162**

**Practice Your Skills 162**

**Expand Your Skills 165**

**Improve Your Grammar, Mechanics, and Usage 165**

**PART 3**

**Brief Business Messages 167**

**6 Crafting Messages for Digital Channels 169**

COMMUNICATION MATTERS . . . 169

**Digital Channels for Business Communication 170**

Media Choices for Brief Messages 170

Compositional Modes for Digital and Social Media 170

Creating Content for Social Media 171

Optimizing Content for Mobile Devices 173

<b>Social Networks</b>	174
Business Communication Uses of Social Networks	174
Strategies for Business Communication on Social Networks	175
<b>Content-Sharing Sites</b>	176
User-Generated Content Sites	176
Content Curation Sites	177
Community Q&A Sites	177
<b>Email</b>	177
Planning Email Messages	180
Writing Email Messages	180
Completing Email Messages	181
<b>Messaging</b>	182
The Advantages and Disadvantages of Messaging	183
Guidelines for Successful Messaging	183
<b>Blogging and Microblogging</b>	184
Understanding the Business Applications of Blogging	185
Adapting the Three-Step Process for Successful Blogging	186
Microblogging	187
<b>Podcasting</b>	189
<b>The Future of Communication: Emoticons and Emoji</b>	191
What's Your Prediction?	191
<b>Chapter Review and Activities</b>	192
<b>Learning Objectives: Check Your Progress</b>	192
<b>Test Your Knowledge</b>	193
<b>Apply Your Knowledge</b>	193
<b>Practice Your Skills</b>	193
<b>Expand Your Skills</b>	196
<b>Improve Your Grammar, Mechanics, and Usage</b>	198

## 7 Writing Routine and Positive Messages 201

COMMUNICATION MATTERS . . .	201
<b>Strategy for Routine Requests</b>	202
Open with Your Request	202
Explain and Justify Your Request	202
Request Specific Action in a Courteous Close	202
<b>Common Examples of Routine Requests</b>	202
Asking for Information or Action	203
Asking for Recommendations	203
Making Claims and Requesting Adjustments	206
<b>Strategy for Routine Replies, Routine Messages, and Positive Messages</b>	206
Open with the Main Idea	206
Provide Necessary Details and Explanation	208
End with a Courteous Close	208
<b>Common Examples of Routine Replies, Routine Messages, and Positive Messages</b>	208
Answering Requests for Information or Action	208
Granting Claims and Requests for Adjustment	208
Providing Recommendations and References	209
Sharing Routine Information	209
Writing Instructions	212
Announcing Good News	212
Fostering Goodwill	213
<b>The Future of Communication: Communication Bots</b>	215
What's Your Prediction?	215
<b>Chapter Review and Activities</b>	216
<b>Learning Objectives: Check Your Progress</b>	216
<b>Test Your Knowledge</b>	216

<b>Apply Your Knowledge</b>	216
<b>Practice Your Skills</b>	217
<b>Expand Your Skills</b>	218
<b>Improve Your Grammar, Mechanics, and Usage</b>	221

## 8 Writing Negative Messages 225

COMMUNICATION MATTERS . . .	225
<b>Using the Three-Step Writing Process for Negative Messages</b>	226
Step 1: Planning Negative Messages	226
Step 2: Writing Negative Messages	227
Step 3: Completing Negative Messages	227
<b>Using the Direct Approach for Negative Messages</b>	228
Open with a Clear Statement of the Bad News	229
Provide Reasons and Additional Information	229
Close on a Respectful Note	230
<b>Using the Indirect Approach for Negative Messages</b>	230
Open with a Buffer	230
Provide Reasons and Additional Information	231
Continue with a Clear Statement of the Bad News	232
Close on a Respectful Note	232
<b>Sending Negative Messages on Routine Business Matters</b>	233
Making Negative Announcements on Routine Business Matters	233
Rejecting Suggestions and Proposals	233
Refusing Routine Requests	233
Handling Bad News About Transactions	235
Refusing Claims and Requests for Adjustment	236
<b>Sending Negative Employment Messages</b>	236
Refusing Requests for Recommendations	236
Refusing Social Networking Recommendation Requests	238
Rejecting Job Applications	239
Giving Negative Performance Reviews	240
Terminating Employment	241
<b>Sending Negative Organizational News</b>	241
<b>Responding to Negative Information in a Social Media Environment</b>	243
<b>The Future of Communication: Augmented Reality and Virtual Reality</b>	244
What's Your Prediction?	244
<b>Chapter Review and Activities</b>	245
<b>Learning Objectives: Check Your Progress</b>	245
<b>Test Your Knowledge</b>	246
<b>Apply Your Knowledge</b>	246
<b>Practice Your Skills</b>	247
<b>Expand Your Skills</b>	248
<b>Improve Your Grammar, Mechanics, and Usage</b>	252

## 9 Writing Persuasive Messages 255

COMMUNICATION MATTERS . . .	255
<b>Using the Three-Step Writing Process for Persuasive Messages</b>	256
Step 1: Planning Persuasive Messages	256
Step 2: Writing Persuasive Messages	259
Step 3: Completing Persuasive Messages	259

**Developing Persuasive Business Messages** 259  
 Framing Your Arguments 260  
 Balancing the Three Types of Persuasive Appeals 261  
 Reinforcing Your Position 263  
 Anticipating Objections 263  
 Avoiding Common Mistakes in Persuasive Communication 264

**Common Examples of Persuasive Business Messages** 264  
 Persuasive Requests for Action 264  
 Persuasive Presentation of Ideas 266  
 Persuasive Claims and Requests for Adjustments 266

**Developing Marketing and Sales Messages** 266  
 Planning Marketing and Sales Messages 268  
 Writing Conventional Marketing and Sales Messages 268  
 Writing Promotional Messages for Social Media 269  
 Creating Promotional Messages for Mobile Devices 270  
 Maintaining High Ethical and Legal Standards 271

**The Future of Communication: Gestural Computing** 272  
 What's Your Prediction? 272

**Chapter Review and Activities** 272  
**Learning Objectives: Check Your Progress** 272  
**Test Your Knowledge** 274  
**Apply Your Knowledge** 274  
**Practice Your Skills** 274  
**Expand Your Skills** 276  
**Improve Your Grammar, Mechanics, and Usage** 279

**PART 4**

**Longer Business Messages 281**

**10 Understanding and Planning Reports and Proposals 283**

COMMUNICATION MATTERS . . . 283

**Applying the Three-Step Writing Process to Reports and Proposals** 284  
 Analyzing the Situation 285  
 Gathering Information 285  
 Selecting the Right Combination of Media and Channels 285  
 Organizing Your Information 286

**Supporting Your Messages with Reliable Information** 287  
 Planning Your Research 287  
 Locating Data and Information 289  
 Evaluating Information Sources 289  
 Using Your Research Results 290

**Conducting Secondary Research** 291  
 Finding Information at a Library 291  
 Finding Information Online 292  
 Documenting Your Sources 293

**Conducting Primary Research** 294  
 Conducting Surveys 294  
 Conducting Interviews 295

**Planning Informational Reports** 295  
 Organizing Informational Reports 295  
 Organizing Website Content 296

**Planning Analytical Reports** 297  
 Focusing on Conclusions 297  
 Focusing on Recommendations 298  
 Focusing on Logical Arguments 298

**Planning Proposals** 299  
**The Future of Communication: Emotion Recognition Software** 301  
 What's Your Prediction? 301  
**Chapter Review and Activities** 306  
**Learning Objectives: Check Your Progress** 306  
**Test Your Knowledge** 307  
**Apply Your Knowledge** 307  
**Practice Your Skills** 307  
**Expand Your Skills** 308  
**Improve Your Grammar, Mechanics, and Usage** 312

**11 Writing and Completing Reports and Proposals 315**

COMMUNICATION MATTERS . . . 315

**Writing Reports and Proposals** 316  
 Adapting to Your Audience 316  
 Drafting Report Content 316  
 Drafting Proposal Content 319

**Writing for Websites and Wikis** 320  
 Drafting Website Content 320  
 Collaborating on Wikis 321

**Illustrating Your Reports with Effective Visuals** 322  
 Choosing the Right Visual for the Job 323  
 Designing Effective Visuals 330

**Completing Reports and Proposals** 332  
 Producing Formal Reports and Proposals 332  
 Distributing Reports and Proposals 332

**The Future of Communication: Three-Dimensional Communication** 333  
 What's Your Prediction? 349

**Chapter Review and Activities** 352  
**Learning Objectives: Check Your Progress** 352  
**Test Your Knowledge** 353  
**Apply Your Knowledge** 353  
**Practice Your Skills** 353  
**Expand Your Skills** 354  
**Improve Your Grammar, Mechanics, and Usage** 358

**12 Developing and Delivering Business Presentations 361**

COMMUNICATION MATTERS . . . 361

**Planning a Presentation** 362  
 Analyzing the Situation 362  
 Selecting the Best Media and Channels 363  
 Organizing a Presentation 363

**Developing a Presentation** 367  
 Adapting to Your Audience 367  
 Crafting Presentation Content 368

**Enhancing Your Presentation with Effective Visuals** 371  
 Choosing Structured or Free-Form Slides 371  
 Designing Effective Slides 373  
 Integrating Mobile Devices in Presentations 378

**Completing a Presentation** 378  
 Finalizing Your Slides 378  
 Creating Effective Handouts 379  
 Choosing Your Presentation Method 379  
 Practicing Your Delivery 381

<b>Delivering a Presentation</b>	381
Overcoming Presentation Anxiety	381
Handling Questions Responsively	382
Embracing the Backchannel	383
Giving Presentations Online	383
<b>The Future of Communication: Holograms</b>	384
What's Your Prediction?	384
<b>Chapter Review and Activities</b>	385
<b>Learning Objectives: Check Your Progress</b>	385
<b>Test Your Knowledge</b>	386
<b>Apply Your Knowledge</b>	386
<b>Practice Your Skills</b>	386
<b>Expand Your Skills</b>	387
<b>Improve Your Grammar, Mechanics, and Usage</b>	389

## PART 5

### Employment Messages and Job Interviews 393

# 13 Building Careers and Writing Résumés 395

COMMUNICATION MATTERS . . . 395

#### Finding the Ideal Opportunity in Today's Job Market 396

Writing the Story of You	396
Learning to Think Like an Employer	396
Researching Industries and Companies of Interest	397
Translating Your General Potential into a Specific Solution for Each Employer	398
Taking the Initiative to Find Opportunities	398
Building Your Network	399
Seeking Career Counseling	400
Avoiding Career-Search Mistakes	400

#### Planning Your Résumé 401

Analyzing Your Purpose and Audience	401
Gathering Pertinent Information	403
Selecting the Best Media and Channels	403
Organizing Your Résumé Around Your Strengths	403
Addressing Areas of Concern	404

#### Writing Your Résumé 404

Keeping Your Résumé Honest	405
Adapting Your Résumé to Your Audience	405
Composing Your Résumé	405

#### Completing Your Résumé 413

Revising Your Résumé	413
Producing Your Résumé	413
Proofreading Your Résumé	416
Distributing Your Résumé	416

#### Building an Effective LinkedIn Profile 416

#### The Future of Communication: Gamification 418

What's Your Prediction?	419
-------------------------	-----

#### Chapter Review and Activities 419

#### Learning Objectives: Check Your Progress 419

#### Test Your Knowledge 420

#### Apply Your Knowledge 420

#### Practice Your Skills 420

#### Expand Your Skills 421

#### Improve Your Grammar, Mechanics, and Usage 423

# 14 Applying and Interviewing for Employment 427

COMMUNICATION MATTERS . . . 427

#### Submitting Your Résumé 428

Writing Application Letters	428
-----------------------------	-----

#### Understanding the Interviewing Process 433

The Typical Sequence of Interviews	434
Common Types of Interviews and Interview Questions	434
Interview Media	437
What Employers Look for in an Interview	438
Preemployment Testing and Background Checks	439

#### Preparing for a Job Interview 439

Learning About the Organization	440
Thinking Ahead About Questions	440
Boosting Your Confidence	441
Polishing Your Interview Style	443
Presenting a Professional Image	443
Being Ready When You Arrive	444

#### Interviewing for Success 445

The Warm-Up	445
The Question-and-Answer Stage	445
The Close	446
Interview Notes	447

#### Following Up After an Interview 447

Follow-Up Message	447
Message of Inquiry	448
Request for a Time Extension	449
Letter of Acceptance	450
Letter Declining a Job Offer	450
Letter of Resignation	450

#### The Future of Communication: Blind Auditions 451

What's Your Prediction?	451
-------------------------	-----

#### Chapter Review and Activities 451

#### Learning Objectives: Check Your Progress 451

#### Test Your Knowledge 452

#### Apply Your Knowledge 452

#### Practice Your Skills 453

#### Expand Your Skills 454

#### Improve Your Grammar, Mechanics, and Usage 456

## APPENDIX A

### Format and Layout of Business Documents 459

#### First Impressions 459

Paper	459
Customization	459
Appearance	459

#### Letters 460

Standard Letter Parts	460
Additional Letter Parts	464
Letter Formats	466

#### Envelopes 468

Addressing the Envelope	468
Folding to Fit	469
International Mail	471

#### Memos 471

Reports 472  
Margins 472  
Headings 472  
Page Numbers 472

## APPENDIX B

### Documentation of Report Sources 475

Chicago Humanities Style 475  
In-Text Citation—Chicago Humanities Style 475  
Bibliography—Chicago Humanities Style 476

APA Style 478  
In-Text Citation—APA Style 478  
List of References—APA Style 478

MLA Style 478  
In-Text Citation—MLA Style 478  
List of Works Cited—MLA Style 479

## APPENDIX C

### Correction Symbols 483

Content and Style 483  
Grammar, Mechanics, and Usage 484  
Proofreading Marks 485

### Handbook of Grammar, Mechanics, and Usage 487

Diagnostic Test of English Skills 487  
Assessment of English Skills 489  
Essentials of Grammar, Mechanics, and Usage 489

1.0 Grammar 489  
1.1 Nouns 490  
1.2 Pronouns 491  
1.3 Verbs 494  
1.4 Adjectives 498  
1.5 Adverbs 499  
1.6 Other Parts of Speech 500  
1.7 Sentences 502

2.0 Punctuation 506  
2.1 Periods 506  
2.2 Question Marks 506  
2.3 Exclamation Points 507  
2.4 Semicolons 507  
2.5 Colons 507

2.6 Commas 508  
2.7 Dashes 510  
2.8 Hyphens 510  
2.9 Apostrophes 510  
2.10 Quotation Marks 511  
2.11 Parentheses and Brackets 511  
2.12 Ellipses 511

3.0 Mechanics 512  
3.1 Capitalization 513  
3.2 Underscores and Italics 514  
3.3 Abbreviations 514  
3.4 Numbers 515  
3.5 Word Division 516  
4.0 Vocabulary 517  
4.1 Frequently Confused Words 517  
4.2 Frequently Misused Words 519  
4.3 Frequently Misspelled Words 520  
4.4 Transitional Words and Phrases 521

### Answer Key 523

Chapter 1: Self-Assessment—Nouns 523  
Chapter 2: Self-Assessment—Pronouns 523  
Chapter 3: Self-Assessment—Verbs 524  
Chapter 4: Self-Assessment—Adjectives 524  
Chapter 5: Self-Assessment—Adverbs 524  
Chapter 6: Self-Assessment—Prepositions and Conjunctions 524  
Chapter 7: Self-Assessment—Periods, Question Marks, and Exclamation Points 525  
Chapter 8: Self-Assessment—Semicolons, Colons, and Commas 525  
Chapter 9: Self-Assessment—Commas 525  
Chapter 10: Self-Assessment—Dashes and Hyphens 526  
Chapter 11: Self-Assessment—Quotation Marks, Parentheses, Ellipses, Underscores, and Italics 526  
Chapter 12: Self-Assessment—Capitals and Abbreviations 526  
Chapter 13: Self-Assessment—Numbers 527  
Chapter 14: Self-Assessment—Vocabulary 527

### Index 529

# Preface

## About the Authors

Courtland L. Bovée and John V. Thill have been leading textbook authors for more than two decades, introducing millions of students to the fields of business and business communication. Their award-winning texts are distinguished by proven pedagogical features, extensive selections of contemporary case studies, hundreds of real-life examples, engaging writing, thorough research, and the unique integration of print and digital resources. Each new edition reflects the authors' commitment to continuous refinement and improvement, particularly in terms of modeling the latest practices in business and the use of technology.

Professor Bovée has 22 years of teaching experience at Grossmont College in San Diego, where he has received teaching honors and was accorded that institution's C. Allen Paul Distinguished Chair. Mr. Thill is a prominent communications consultant who has worked with organizations ranging from Fortune 500 multinationals to entrepreneurial start-ups. He formerly held positions with Pacific Bell and Texaco.

Courtland Bovée and John Thill were recently awarded proclamations from the governor of Massachusetts for their lifelong contributions to education and for their commitment to the summer youth baseball program that is sponsored by the Boston Red Sox.





## New to This Edition

**All new:** The Future of Communication gives a glimpse into fascinating technologies that are beginning to reshape business communication, including real-time translation, haptic communication, virtual and augmented reality, gestural computing, and automated emotion recognition.

**Nearly 70 new or substantially revised figures;** the Eighth Edition has 66 annotated model documents, 27 examples of mobile communication in business communication, and 25 examples of social media.

**Half the chapters have new Communication Matters insights** from respected business professionals that highlight the principles covered in the chapter.

**Revised annotations in model document before/after pairs** make it easier for students to see the specific changes made to transform ineffective messages into effective ones.

**More than 80 new questions and student activities;** one-third of the communication cases are new.

**Learning Objectives: Check Your Progress** has been converted to quick-to-read bulleted lists for easier study and review.

### The Future of Communication: The Internet of Things

The *Internet of Things (IoT)* refers to the billions of devices now connected to the Internet and the networking potential of having all these gadgets communicate with each other, feed data, ment, parame net-c

### The Future of Communication: Communication Bots

The bots are back. Automated bots (short for *robots*) made a small wave a decade or so ago when “chatbots” began appearing on websites to help companies handle online wides for ad phone

### The Future of Communication: Gamification

The fact that millions of people spend billions of hours playing games on computers and mobile devices is not lost on companies looking for ways to enhance communication with emple succes busin

### The Future of Communication: Blind Auditions

Most people like to think they are unbiased and capable of making fair, objectives decisions when it comes to judging or assessing others. Unfortunately, that is far from reality. Decades of research suggests that *unconscious or implicit bias* is universal and that attitudes and

The image shows two email messages side-by-side, labeled 'Ineffective' and 'Effective'. The 'Ineffective' message has a generic subject line and enthusiastic but over-the-top body text. The 'Effective' message has a clear subject line, appreciative opening, and a more professional tone. Annotations with arrows point to specific parts of both messages, explaining why one is better than the other.

**Ineffective**

(a) The subject line is too generic and doesn't give the reader any clues about the content of the message.

(b) The message oozes with enthusiasm but beyond that it doesn't really say anything to further the candidate's cause.

(c) The writer fails to use this opportunity to confirm his ability to perform the job.

(d) The tone here is too personal, and the closing line is too demanding.

**Effective**

(a) The subject line lets the reader know what the message is about, which increases the chances she'll read it.

(b) The opening expresses appreciation and enthusiasm without overdoing it.

(c) Espinosa takes the opportunity to provide additional information—in this instance, reversing something he said in the interview.

(d) He uses the close to confirm his ability to do the job and to emphasize some positive personal characteristics.

**Numerous sections are new or substantially revised,** reflecting the latest research and practices in business communication:

- Communicating in an Organizational Context
- Developing Skills for Your Career
- Characteristics of Effective Teams
- Conflict Resolution in Team Settings
- Improving Your Nonverbal Communication Skills
- Workplace Etiquette
- Messaging
- Asking for Recommendations
- Writing Instructions
- Refusing Requests for Recommendations
- Giving Negative Performance Reviews
- Terminating Employment
- Using the Three-Step Writing Process for Persuasive Messages
- Balancing the Three Types of Persuasive Appeals
- Using Presentation Software to Create Visual Reports
- Keys to Being a Valued Networker
- Job-Specific Keywords
- Building an Effective LinkedIn Profile
- Understanding the Interviewing Process
- Common Types of Interview Questions
- Interviewing by Phone
- Interviewing by Video

# Solving Teaching and Learning Challenges


Communication is the most valuable skill that graduates can bring into the workforce, but it is one of the most challenging to teach. *Business Communication Essentials* blends the timeless fundamentals of communication with contemporary techniques and an emphasis on business English improvement. To help students succeed from their first day on the job, *Business Communication Essentials* presents the full range of on-the-job skills that today’s communicators need, from writing conventional printed reports to using the latest digital, social, mobile, and visual media.

Each chapter opens with insights from a successful professional, emphasizing concepts and valuable skills that students will explore in the chapter.

**COMMUNICATION MATTERS . . .**

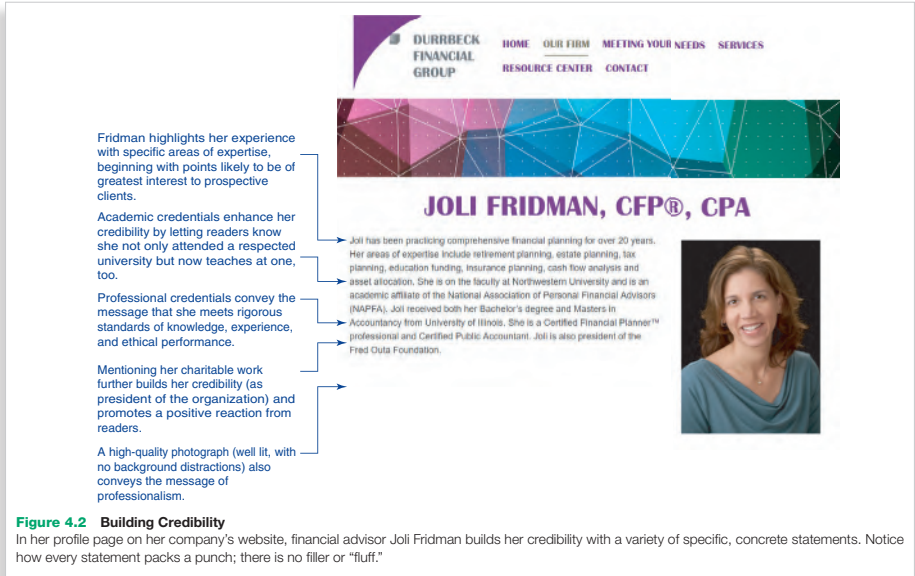
“There’s nothing better than a new and enthusiastic team that, on a shoestring budget, tries to do something that’s never been done before.”<sup>1</sup>  
 —Tricia Naddaff, president, Management Research Group

Tricia Naddaff’s observation about high-performance teams hints at the near-magic that collaboration can bring to business. With the right people in the right circumstances, teams can innovate and produce results far beyond what the individual team members could achieve on their own. At the other extreme, when things go sideways, team projects can be a demoralizing waste of time and money. The difference often comes down to communication. This chapter explores the communication skills you need in order to succeed in team settings, along with several other interpersonal communication topics that will help you on the job: productive meetings, active listening, nonverbal communication, and business etiquette.



Courtesy of Tricia Naddaff, President of Management Research Group

Management consultant Tricia Naddaff recognizes the productivity and innovation that successful teamwork can generate.



**DURRBECK FINANCIAL GROUP** HOME OUR FIRM MEETING YOUR NEEDS SERVICES  
 RESOURCE CENTER CONTACT

**JOLI FRIDMAN, CFP®, CPA**

Fridman highlights her experience with specific areas of expertise, beginning with points likely to be of greatest interest to prospective clients.

Academic credentials enhance her credibility by letting readers know she not only attended a respected university but now teaches at one, too.

Professional credentials convey the message that she meets rigorous standards of knowledge, experience, and ethical performance.

Mentioning her charitable work further builds her credibility (as president of the organization) and promotes a positive reaction from readers.

A high-quality photograph (well lit, with no background distractions) also conveys the message of professionalism.

Joli has been practicing comprehensive financial planning for over 20 years. Her areas of expertise include retirement planning, estate planning, tax planning, education funding, insurance planning, cash flow analysis and asset allocation. She is on the faculty at Northwestern University and is an academic affiliate of the National Association of Personal Financial Advisors (NAPFA). Joli received both her Bachelor’s degree and Masters in Accountancy from University of Illinois. She is a Certified Financial Planner™ professional and Certified Public Accountant. Joli is also president of the Fred Outa Foundation.

**Figure 4.2 Building Credibility**  
 In her profile page on her company’s website, financial advisor Joli Fridman builds her credibility with a variety of specific, concrete statements. Notice how every statement packs a punch; there is no filler or “fluff.”

Annotated model documents are perhaps the most important feature of a business communication text, and *Business Communication Essentials* is packed with a balance of carefully chosen examples from real companies and original material created to illustrate specific concepts.

## COMPOSITIONAL MODES FOR DIGITAL AND SOCIAL MEDIA

As you practice using digital media in this course, focus on the principles of effective communication and the fundamentals of good writing, rather than on the specific details of any one medium or system.<sup>3</sup> Fortunately, with a few minor adjustments, your skills will transfer from one system to another without much trouble.

You can succeed with written communication in virtually all digital media by using one of nine *compositional modes*, each of which is well-suited to particular communication goals:

- **Conversations.** Although they take place via writing, some forms of digital communication function more like real-time conversations than the sharing of written documents. The section on messaging (see page 182) explores this important and ever-expanding communication format.
- **Comments and critiques.** One of the most powerful aspects of social media is the opportunity for interested parties to express opinions and provide feedback, whether it’s leaving comments on a blog post or reviewing products on an e-commerce site. Sharing helpful tips and insightful commentary is also a great way to build your

Going beyond covering the tried-and-true, Bovée and Thill make unique contributions to the pedagogy and practice of business communication, such as the nine compositional modes required to succeed with digital and social media.



**Figure 1.3 Elements of Professionalism**  
To be respected as a true professional, develop these six qualities.

**TABLE 3.1 Medium/Channel Combinations: Advantages and Disadvantages**

Medium/Channel	Advantages	Disadvantages
<b>Oral, in-person</b>	<ul style="list-style-type: none"> <li>Provide opportunity for immediate feedback</li> <li>Easily resolve misunderstandings and negotiate meanings</li> <li>Involve rich nonverbal cues (both physical gestures and vocal inflections)</li> <li>Allow expression of the emotion behind your message</li> </ul>	<ul style="list-style-type: none"> <li>Restrict participation to those physically present</li> <li>Unless recorded, provide no permanent, verifiable record of the communication</li> <li>Can reduce communicator's control over the message</li> </ul>
<b>Oral, digital</b>	<ul style="list-style-type: none"> <li>Can provide opportunity for immediate feedback (live phone or online conversations)</li> <li>Not restricted to participants in the same location</li> <li>Allow time-shifted consumption (podcasts, for example)</li> </ul>	<ul style="list-style-type: none"> <li>Lack nonverbal cues other than voice inflections</li> <li>Can be tedious to listen to if not audience focused (recorded messages)</li> </ul>
<b>Written, printed</b>	<ul style="list-style-type: none"> <li>Allow writers to plan and control their messages</li> <li>Can reach geographically dispersed audiences</li> <li>Offer a permanent, verifiable record</li> <li>Minimize the distortion that can accompany oral messages</li> <li>Can be used to avoid immediate interactions</li> <li>Deemphasize any inappropriate emotional components</li> <li>Give recipients time to process messages before responding (compared with oral communication)</li> </ul>	<ul style="list-style-type: none"> <li>Offer limited opportunities for timely feedback</li> <li>Lack the rich nonverbal cues provided by oral media</li> <li>Often take more time and more resources to create and distribute</li> <li>Can require special skills to prepare or produce if document is elaborate</li> </ul>
<b>Written, digital</b>	<p>In general, all the advantages of written printed documents plus:</p> <ul style="list-style-type: none"> <li>Can be delivered quickly</li> <li>Offer the flexibility of multiple formats and channels, from microblogs to wikis</li> <li>Offer the ability to structure messages in creative ways, such as writing a headline on Twitter and linking to the full message on a blog</li> <li>Can offer links to related and more in-depth information</li> <li>Can increase accessibility and openness in an organization through broader sharing</li> <li>Enable audience interaction through social media features</li> <li>Can be easily integrating with other media types, such as with embedded videos or photos</li> </ul>	<ul style="list-style-type: none"> <li>Can be limited in terms of reach and capability</li> <li>Require Internet or mobile phone connectivity</li> <li>Are vulnerable to security and privacy problems</li> <li>Are easy to misuse (sending too many messages to too many recipients)</li> <li>Create privacy risks and concerns (exposing confidential data, employer monitoring, accidental forwarding)</li> <li>Entail security risks (viruses, spyware; network breaches)</li> <li>Create productivity concerns (frequent interruptions, nonbusiness usage)</li> </ul>
<b>Visual, printed</b>	<ul style="list-style-type: none"> <li>Can quickly convey complex ideas and relationships</li> <li>Are often less intimidating than long blocks of text</li> <li>Can reduce the burden on the audience to figure out how the pieces of a message or concept fit</li> <li>Can be easy to create in spreadsheets and other software (simple charts and graphs), then integrate with reports</li> </ul>	<ul style="list-style-type: none"> <li>Can require artistic skills to design</li> <li>Require some technical skills to create</li> <li>Can require more time to create than equivalent amount of text</li> <li>Can be expensive to print</li> </ul>
<b>Visual, digital</b>	<p>In general, all the advantages of visual printed documents and all the advantages of written digital formats plus:</p> <ul style="list-style-type: none"> <li>Can personalize and enhance the experience for audience members</li> <li>Offer the persuasive power of multimedia formats, particularly video</li> </ul>	<ul style="list-style-type: none"> <li>Need time, cost, and skills to create</li> <li>Can require large amounts of bandwidth</li> </ul>

*Business Communication Essentials* helps students develop their skills in the larger context of being a true professional, with all the insights and qualities that embodies.

With multiple quick-reference tables, the text serves as a valuable resource that students can use in other courses and take with them on the job.

**POWERFUL TOOLS FOR COMMUNICATING EFFECTIVELY**

The tools of business communication evolve with every advance in digital technology. The 20 technologies highlighted on the next four pages help businesses redefine the office, collaborate and share information, connect with stakeholders, and build communities of people with shared interests and needs. For more examples of business uses of social media tools in particular, see pages 178–179 in Chapter 6.

**REDEFINING THE OFFICE**

Thanks to advances in mobile and distributed communication, the “office” is no longer what it used to be. Technology lets today’s professionals work on the move while staying in close contact with colleagues, customers, and suppliers. These technologies are also redefining the very nature of some companies, as they replace traditional hierarchies with highly adaptable, virtual networks.

**Web-Based Meetings**



**Vide Conferencing and Telepresence**



**Shared Online Workspaces**



**BUSINESS COMMUNICATORS INNOVATING WITH MOBILE**

As the third major revolution in business communication in the past two decades (after the World Wide Web and social media), mobile communication has the potential to change nearly every aspect of business communication. Here is a small sample of the ways companies are putting mobile to work.

**Training**

In the face of changing markets, government regulations, and other forces in the business environment, developing and maintaining employee skill sets is an ongoing challenge for most companies. The challenge is made even more difficult when employees are constantly on the move or geographically dispersed. With training materials developed specifically for mobile devices, companies can deliver train-

**Mobile Glossary**

In addition to terms defined elsewhere in the book, here are some helpful mobile terms.

**3G, 4G, and 5G**

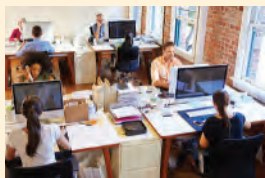
Successive generations of mobile phone technology.

**BUSINESS COMMUNICATORS INNOVATING WITH SOCIAL MEDIA**

Companies in virtually every industry use social media and continue to experiment with new ways to connect with customers and other stakeholders. From offering helpful tips on using products to helping customers meet each other, these companies show the enormous range of possibilities that new media continue to bring to business communication.

**Enterprise Social Networking**

The social networking concepts that keep you connected with friends and family are widely used in business today. *Enterprise social networks* are closed digital communities that connect employees within a company (and in some cases, selected external business partners). They often include a variety of communication and collaboration tools as well, including workgroup messaging, online meeting functions, and access to work files and other shared resources.



**Tweetups**

A powerful capability of online social media is bringing people with similar interests together offline. *Tweetups*, for example, are in-person meetings planned and organized over Twitter.

**MOBILE DEVICE ETIQUETTE**

Your mobile device habits say a lot about how much respect you have for the people around you. Avoid these disrespectful choices:<sup>61</sup>

- Using obnoxious ringtones
- Failing to mute your phone during meetings or other situations where it will interrupt people
- Talking loudly in open offices or public places
- Talking on your phone right next to someone else
- Making or taking unnecessary personal calls at work
- Invading privacy by using your phone's camera without permission
- Taking or making calls in restrooms and other inappropriate places
- Texting during meals or while someone is talking to you
- Allowing incoming calls to interrupt meetings or discussions
- Using voice recognition to the extent that it disrupts others

As the most compact text in the Bovée-Thill series, *Business Communication Essentials* is designed for high-efficiency learning. Students can scan concise bulleted lists to get important insights and writing tips on a wide variety of topics.

Today's companies expect employees to put technology to effective use on human terms. Multiple features and thoroughly integrated coverage of contemporary tools help students hit the ground running.

<b>1</b>	<b>Plan</b>	→	<b>2</b>	<b>Write</b>	→	<b>3</b>	<b>Complete</b>
<p><b>Analyze the Situation</b> Define your purpose and develop an audience profile.</p> <p><b>Gather Information</b> Determine audience needs and obtain the information necessary to satisfy those needs.</p> <p><b>Choose Medium and Channel</b> Identify the best combination for the situation, message, and audience.</p> <p><b>Organize the Information</b> Define your main idea, limit your scope, select a direct or an indirect approach, and outline your content.</p>		<p><b>Adapt to Your Audience</b> Be sensitive to audience needs by using a "you" attitude, politeness, positive emphasis, and unbiased language. Build a strong relationship with your audience by establishing your credibility and projecting your company's preferred image. Control your style with a conversational tone, plain English, and appropriate voice.</p> <p><b>Compose the Message</b> Choose strong words that will help you create effective sentences and coherent paragraphs.</p>		<p><b>Revise the Message</b> Evaluate content and review readability, edit and rewrite for conciseness and clarity.</p> <p><b>Produce the Message</b> Use effective design elements and suitable layout for a clean, professional appearance.</p> <p><b>Proofread the Message</b> Review for errors in layout, spelling, and mechanics.</p> <p><b>Distribute the Message</b> Deliver your message using the chosen medium; make sure all documents and all relevant files are distributed successfully.</p>			

Students sometimes flounder when faced with unfamiliar or difficult writing challenges because they don't know how to move a project forward. By following the proven three-step process described in *Business Communication Essentials*, they never have to feel lost or waste time figuring out what to do next.

Review and test prep is faster than ever—the Learning Objectives: Check Your Progress feature has been redeveloped as quick-to-read bulleted lists that students can scan and memorize easily.

### Chapter Review and Activities

**MyLab Business Communication**  
Go to [www.pearson.com/mylab/business-communication](http://www.pearson.com/mylab/business-communication) to complete the problems marked with this icon

**Learning Objectives: Check Your Progress**

Objective 1: Identify the major digital channels used for brief business messages, and describe the nine compositional modes needed for digital media.

Primary digital media for short business messages include:

- Social networks
- Information- and content-sharing websites
- Email
- Messaging
- Blogging and microblogging
- Podcasting

The nine compositional modes are:

- Conversations

Objective 3: Explain how companies and business professionals can use content-sharing websites.

- User-generated content sites such as YouTube let companies host media items that customers and other stakeholders contribute.
- Content curation sites let professionals and consumers with expertise or interest in a particular field to collect and republish material on a particular topic.
- Community Q&A sites give individuals the opportunity to build their personal brands by providing expertise, and they give companies the chance to address customer complaints and correct misinformation.

Objective 4: Describe the evolving role of email in business communication, and explain how to adapt the three-step writing process to email messages.

- As the earliest widely available digital channel, email was applied to a broad range of communication tasks—some it was well suited for and some it wasn't.
- Over time, newer media such as messaging and social networks have been taking over some of these tasks.
- Email remains a vital medium that is optimum for many private, short to medium-length messages.

**Bovée & Thill's Real-Time Updates**

Home Articles Podcasts Videos PowerPoints PDFs Web Wikis Register Interactive Media Infographics Web Search Contact Us Login

**BUSINESS COMMUNICATION ESSENTIALS, 8TH ED.**

This section contains all the information and materials for your textbook.

To find materials on a specific topic (regardless of chapter), use the search box located in the left-hand column. To browse the most popular posts related to a given book, see "Most Popular" below the search box.

To find media materials for a particular chapter, click on the chapter title below. Within a chapter, you have several options. (1) You can browse the materials, which are shown in descending order by date posted. (2) While you are viewing the listings for a specific chapter, you can also click on the "Chapter Media" selections in the left-hand column to show only material in a specific medium. (3) To search for materials on a specific topic, use the search function in the left-hand column. Note that within the listings of a given chapter, the search function searches for only for material associated with that chapter. (4) To browse the most popular posts related to a particular chapter, see "Most Popular" below the search box.

To find the "Real-Time Updates—Learn More" media items referred to at various places in the textbook, click on "Learn More" in the Students section at the lower right.

To find connections for any textbook errors, please refer to "Instructor Messages" or "Student Messages." To let us know about a possible error, click on "Report an Error" in the left-hand column.

To see all of the materials in the "Categories" in the left-hand column.

**CHAPTERS**

- Prologue
- Chapter 1. Using Today's World
- Chapter 2. Managing Business
- Chapter 3. Planning Business Messages
- Chapter 4. Writing Business Messages
- Chapter 5. Completing Business Messages
- Chapter 6. Crafting Messages for Specific Situations
- Chapter 7. Writing Routine and Persuasive Messages
- Chapter 8. Writing Negative Messages
- Chapter 9. Writing Persuasive Messages
- Chapter 10. Understanding and Planning Reports and Proposals
- Chapter 11. Composing and Completing Reports and Proposals
- Chapter 12. Developing Oral and Online Presentations
- Chapter 13. Building Careers and Writing Resumes
- Chapter 14. Applying and Interviewing for Employment
- Appendix A. Format and Layout of Business Documents
- Appendix B. Documentation of Reports Sources
- Handbook of Grammar, Mechanics, and Usage

**SUBSCRIBE VIA RSS**

Subscribe to all chapters of this textbook via a single RSS feed.

Enter your Email:

Subscribe me!

**SEARCH**

Search

**FACEBOOK**

Find us on Facebook

Like 871 people like this. Sign Up to see what your friends like.

The unique and free *Real-Time Updates—Learn More* feature connects students with dozens of carefully selected online media items that complement the text's coverage with additional examples and valuable insights. Media items range from interactive websites and online videos to infographics, presentations, and podcasts.

In addition, students can explore thousands of curated media items in the Real-Time Updates system and subscribe to weekly updates.

**REAL-TIME UPDATES**  
LEARN MORE BY VISITING THIS WEBSITE

**Guidelines for trouble-free blogging**

The Electronic Bloggers: More in the...

**REAL-TIME UPDATES**  
LEARN MORE BY VIEWING THIS INFOGRAPHIC

**Social shaming in today's business landscape**

See how to maximize satisfaction and select...

**REAL-TIME UPDATES**  
LEARN MORE BY VISITING THIS WEBSITE

**LinkedIn's advice for college students**

Follow these appropriate real-time updates section

**REAL-TIME UPDATES**  
LEARN MORE BY VISITING THIS WEBSITE

**Find the keywords that will light up**

This list of keywords will help you optimize your .com/bce8

**REAL-TIME UPDATES**  
LEARN MORE BY WATCHING THESE VIDEOS

**Five TED talks that will help you prepare for interviews**

MIT career advisor Lily Zhang handpicked these talks for the insights they can give all job hunters. Go to [real-timeupdates.com/bce8](http://real-timeupdates.com/bce8) and select Learn More in the Students section.

No other textbook comes close to offering the resources that Bovée and Thill provide free to students and instructors:

- Sponsored instructor communities on LinkedIn and Facebook with nearly two thousand members
- Tips and techniques in *Bovée and Thill's Business Communication Blog* and Twitter feed
- The Bovée & Thill channel on YouTube
- *Business Communication Headline News*
- Videos and PowerPoint presentations on SlideShare
- Hundreds of infographics, videos, articles, podcasts, and PowerPoints on the Business Communication Pictorial Gallery on Pinterest
- The Ultimate Guide to Resources for Teaching Business Communication
- Curated magazines for business communication on Scoop.it

Links to all these services and resources can be found at [blog.businesscommunicationnetwork.com/resources](http://blog.businesscommunicationnetwork.com/resources).

Expand your classroom resources with both curated content and original videos and presentations.

*Bovée and Thill's Business Communication Blog* offers original insights and teaching tips to enhance your lectures.

## MYLAB BUSINESS COMMUNICATION

### Reach every student with MyLab

MyLab is the teaching and learning platform that empowers you to reach *every* student. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. Learn more at MyLab Business Communication.

### Deliver trusted content

You deserve teaching materials that meet your own high standards for your course. That's why we partner with highly respected authors to develop interactive content and course-specific resources that you can trust — and that keep your students engaged.

MyLab Business Communication offers a variety of grammar exercises, flashcards, and audio lessons to test your learning and skills and get instant feedback.

### Empower each learner

Each student learns at a different pace. Personalized learning pinpoints the precise areas where each student needs practice, giving all students the support they need — when and where they need it — to be successful.

### Teach your course your way

Your course is unique. So whether you'd like to build your own assignments, teach multiple sections, or set prerequisites, MyLab gives you the flexibility to easily create *your* course to fit *your* needs.

### Improve student results

When you teach with MyLab, student performance improves. That's why instructors have chosen MyLab for over 15 years, touching the lives of over 50 million students. Learn more.

# Developing Employability Skills

In addition to helping students develop a full range of communication skills, *Business Communication Essentials* will enhance a wide range of other skills that experts say are vital for success in the 21st-century workplace:

- **Critical thinking.** In many assignments and activities, students need to define and solve problems and make decisions or form judgments.
- **Collaboration.** Team-skills assignments provide multiple opportunities to work with classmates on reports, presentations, and other projects.
- **Knowledge application and analysis.** From the basic communication process to strategies for specific message types, students will learn a variety of concepts and apply that knowledge to a wide range of challenges.
- **Business ethics and social responsibility.** Ethical choices are stressed from the beginning of the book, and multiple projects encourage students to be mindful of the ethical implications that they could encounter in similar projects on the job.
- **Information technology skills.** Projects and activities in every chapter help students build skills with technology, including document preparation tools, online communication services, presentation software, and messaging systems.
- **Data literacy.** Report projects in particular present opportunities to fine-tune data literacy skills, including the ability to access, assess, interpret, manipulate, summarize, and communicate data.

Hundreds of realistic exercises, activities, and cases offer an array of opportunities for students to practice vital skills and put newfound knowledge to immediate use.

These resources are logically sorted by learning category, from conceptual recall to situational analysis to skill development.

To help instructors zero in on specific learning needs, activities are tagged in multiple ways, from media usage to team skills.

**Test Your Knowledge**

To review chapter content related to each question, refer to the indicated Learning Objective.

6-1. Communicating successfully in digital media requires

**Apply Your Knowledge**

To review chapter content related to each question, refer to the indicated Learning Objective.

6-6. What are three innovative ways you could optimize your

**Practice Your Skills**

**Exercises for Perfecting Your Writing**

To review chapter content related to each set of exercises, refer to the indicated Learning Objective.

6-8.

6-9.

**Expand Your Skills**

**Critique the Professionals**

Locate the YouTube channel page of any company you find interesting and assess its social networking presence using the criteria for effective communication discussed in this chapter and your own experience using social media. What does this company do might it improve? Using more than one page), cit- support from the chapter.

**EMAIL SKILLS/TEAM SKILLS/PORTFOLIO BUILDER**

**7-34. Message Strategies: Routine Responses [LO-4]**

Throughout your studies, whenever there have been team exercises to complete, you have worked with three colleagues regularly at

**BLOGGING SKILLS/PORTFOLIO BUILDER**

**7-42. Message Strategies: Good-News Messages [LO-4]**

Most people have heard of the Emmy, Grammy, Oscar, and Tony awards for television, music, movies, and theater performances, but few by the I

**PROPOSAL-WRITING SKILLS/ PORTFOLIO BUILDER**

**11-27. Message Strategies: Proposals [LO-1], [LO-4]**

Presentations can make—or break—careers and companies. A good presentation can bring in millions of dollars in new sales or fresh number upsetti business present essential

**CAREER SKILLS/SOCIAL NETWORKING SKILLS**

**13-24. Message Strategies: Building a LinkedIn Profile [LO-4]**

Many people now use LinkedIn to promote personal skills and abilities as an online résumé. It is also a popular way for employers to search for potential recruits.

**Your task:** Research a job role that is a very realistic option for ed specifically to match irrent advertisement for

**Improve Your Grammar, Mechanics, and Usage**

You can download the text of this assignment from [real-timeupdates.com/bce8](http://real-timeupdates.com/bce8); select Student Assignments and then select Chapter 3, Improve Your Grammar, Mechanics, and Usage.

**Level 1: Self-Assessment—Verbs**

Review Section 1.3 in the Handbook of Grammar, Mechanics, and Usage. Answers to these exercises appear on page 524.

**Level 2: Workplace Applications**

3-53. The following items may contain errors in grammar, capitalization, punctuation, abbreviation, number style, word division,

**Level 3: Document Critique**

The following document may contain errors in grammar, capitalization, punctuation, abbreviation, number style, word division, and vocabulary. As your instructor indicates, photocopy this page and correct all errors using standard proofreading marks (see Appendix C), or download the document and make the corrections in your word-processing software.

## Table of Contents Overview

<b>Prologue</b>	<b>Building a Career with Your Communication Skills</b>	Learn how this course will help you launch an interesting and rewarding career
<b>Part 1</b>	<b>Business Communication Foundations</b>	
	1: Professional Communication in Today's Digital, Social, Mobile World	See what it means to communicate as a professional and learn essential concepts of ethics and diversity
	2: Collaboration, Interpersonal Communication, and Business Etiquette	Learn how to work successfully in teams, collaborate on projects, and improve listening and etiquette
<b>Part 2</b>	<b>The Three-Step Writing Process</b>	
	3: Planning Business Messages	Discover a simple process that helps you write more effectively while spending less time and energy
	4: Writing Business Messages	Learn how to build credibility and achieve a conversational tone in your business writing
	5: Completing Business Messages	Make your writing more compelling with careful revision and produce attractive messages in any medium
<b>Part 3</b>	<b>Brief Business Messages</b>	
	6: Crafting Messages for Digital Channels	Adapt what you already know about digital and social media to the challenges of professional communication
	7: Writing Routine and Positive Messages	Maintain productive working relationships by writing routine messages quickly and easily
	8: Writing Negative Messages	Learn the secrets of sharing negative information in a thoughtful way
	9: Writing Persuasive Messages	Explore the techniques to make internal messages as well as marketing and sales messages more persuasive
<b>Part 4</b>	<b>Longer Business Messages</b>	
	10: Understanding and Planning Reports and Proposals	Simplify the process of writing informational and analytical reports and business proposals
	11: Writing and Completing Reports and Proposals	Create compelling visuals and put the finishing touches on formal reports and proposals
	12: Developing and Delivering Business Presentations	Develop engaging presentations and conquer the anxieties that every speaker feels
<b>Part 5</b>	<b>Employment Messages and Job Interviews</b>	
	13: Building Careers and Writing Résumés	Succeed with two of the most important documents you'll ever write—application letters and your résumé
	14: Applying and Interviewing for Employment	Make sure your talent and value shine through as you progress through the job-search process



## Instructor Teaching Resources

This program comes with the following teaching resources.

Supplements available to instructors at <a href="http://www.pearsonglobaleditions.com">www.pearsonglobaleditions.com</a>	Features of the Supplement
Instructor's Manual	<ul style="list-style-type: none"> <li>• Chapter summary</li> <li>• Chapter outline</li> <li>• Teaching notes</li> <li>• Overcoming difficulties students often face</li> <li>• Suggested classroom exercises</li> <li>• Test Your Knowledge answers</li> <li>• Apply Your Knowledge answers</li> <li>• Practice Your Skills answers</li> <li>• Expand Your Skills answers</li> <li>• Case solutions (short message cases) and solution guidelines (report and proposal cases)</li> <li>• Improve your Grammar, Mechanics, and Usage answers and solutions:               <ul style="list-style-type: none"> <li>Level 1: Self-Assessment</li> <li>Level 2: Workplace Applications</li> <li>Level 3: Document Critique</li> </ul> </li> </ul>
Test Bank	<ul style="list-style-type: none"> <li>• More than 1,700 multiple-choice, true/false, and essay questions</li> <li>• Answer explanations</li> <li>• Keyed by learning objective</li> <li>• Classified according to difficulty level</li> <li>• Classified according to learning modality: conceptual, application, critical thinking, or synthesis</li> <li>• Learning outcomes identified</li> <li>• AACSB learning standard identified (Ethical Understanding and Reasoning; Analytical Thinking Skills; Information Technology; Diverse and Multicultural Work; Reflective Thinking; Application of Knowledge)</li> </ul>
Computerized TestGen	<p>TestGen allows instructors to</p> <ul style="list-style-type: none"> <li>• customize, save, and generate classroom tests.</li> <li>• edit, add, or delete questions from the Test Item Files.</li> <li>• analyze test results.</li> <li>• organize a database of tests and student results.</li> </ul>
PowerPoints	<p>Slides include all the graphs, tables, and equations in the textbook PowerPoints meet accessibility standards for students with disabilities. Features include:</p> <ul style="list-style-type: none"> <li>• Keyboard and screen reader access</li> <li>• Alternative text for images</li> <li>• High contrast between background and foreground colors</li> </ul>

## Acknowledgments

The Eighth Edition of *Business Communication Essentials* reflects the professional experience of a large team of contributors and advisors. We express our thanks to the many individuals whose valuable suggestions and constructive comments influenced the success of this book.

### REVIEWERS OF PREVIOUS EDITIONS

Thank you to the following professors: Lydia E. Anderson, *Fresno City College*; Victoria Austin, *Las Positas College*; Faridah Awang, *Eastern Kentucky University*; Jeanette Baldrige, *University of Maine at Augusta*; Diana Baran, *Henry Ford Community College*; JoAnne Barbieri, *Atlantic Cape Community College*; Kristina Beckman, *John Jay College*; Judy Bello, *Lander University*; George Bernard, *Seminole State College*; Carol

Bibly, *Triton College*; Nancy Bizal, *University of Southern Indiana*; Yvonne Block, *College of Lake County*; Edna Boroski, *Trident Technical College*; Nelvia M. Brady, *Trinity Christian College*; Arlene Broeker, *Lincoln University*; David Brooks, *Indiana University Southeast*; Carol Brown, *South Puget Sound Community College*; Domenic Bruni, *University of Wisconsin*; Jeff Bruns, *Bacone College*; Gertrude L. Burge, *University of Nebraska*; Sharon Burton, *Brookhaven College*; Robert Cabral, *Oxnard College*; Dorothy Campbell, *Brevard Community College*; Linda Carr, *University of West Alabama*; Alvaro Carreras, Jr., *Florida International University*; Sharon Carson, *St. Philip's College*; Rick Carter, *Seattle University*; Dacia Charlesworth, *Indiana University–Purdue University Fort Wayne*; Jean Chenu, *Genesee Community College*; Connie Clark, *Lane Community College*; Alvin Clarke, *Iowa State University*; Jerrie Cleaver, *Central Texas College*; Clare Coleman, *Temple University*; Michael P. Collins, *Northern Arizona University*; M. Cotton, *North Central Missouri College*; Pat Cowherd, *Campbellsville University*; Pat Cuchens, *University of Houston–Clear Lake*; Walt Dabek, *Post University*; Cathy Daly, *California State University–Sacramento*; Linda Davis, *Copiah–Lincoln Community College*; Christine R. Day, *Eastern Michigan University*; Harjit Dosanjh, *North Seattle Community College*; Amy Drees, *Defiance College*; Cynthia Drexel, *Western State College of Colorado*; Lou Dunham, *Spokane Falls Community College*; Donna Everett, *Morehead State University*; Donna Falconer, *Anoka–Ramsey Community College*; Kate Ferguson Marsters, *Gannon University*; Darlynn Fink, *Clarion University of Pennsylvania*; Bobbi Fisher, *University of Nebraska–Omaha*; Laura Fitzwater, *Community College of Philadelphia*; Lynda K. Fuller, *Wilmington University*; Matthew Gainous, *Ogeechee Technical College*; Yolande Gardner, *Lawson State Community College*; Gina Genova, *University of California–Santa Barbara*; Lonny Gilbert, *Central State University*; Camille Girardi-Levy, *Siena College*; Nancy Goehring, *Monterey Peninsula College*; Dawn Goellner, *Bethel College*; Robert Goldberg, *Prince George's Community College*; Jeffrey Goldberg, *MassBay Community College*; Helen Grattan, *Des Moines Area Community College*; Barbara Grayson, *University of Arkansas at Pine Bluff*; Deborah Griffin, *University of Houston–Clear Lake*; Alice Griswold, *Clarke College*; Bonnie Grossman, *College of Charleston*; Lisa Gueldenzoph, *North Carolina A&T State University*; Wally Guyot, *Fort Hays State University*; Valerie Harrison, *Cuyamaca College*; Tim Hartge, *The University of Michigan–Dearborn*; Richard Heiens, *University of South Carolina–Aiken*; Maureece Heinert, *Sinte Gleska University*; Leighanne Heisel, *University of Missouri–St. Louis*; Gary Helfand, *University of Hawaii–West Oahu*; Cynthia Herrera, *Orlando Culinary Academy*; Kathy Hill, *Sam Houston State University*; Pashia Hogan, *Northeast State Tech Community College*; Cole Holmes, *The University of Utah*; Sarah Holmes, *New England Institute of Technology*; Ruth Hopkins Zajdel, *Ohio University–Chillicothe*; Sheila Hostetler, *Orange Coast College*; Michael Hricik, *Westmoreland County Community College*; Rebecca Hsiao, *East Los Angeles College*; Mary Ann Hurd, *Sauk Valley Community College*; Pat Hurley, *Leeward Community College*; Harold Hurry, *Sam Houston State University*; Marcia James, *University of Wisconsin–Whitewater*; Frank Jaster, *Tulane University*; Jonatan Jelen, *Parsons The New School for Design*; Irene Joannette Gallio, *Western Nevada Community College*; Edgar Dunson Johnson III, *Augusta State University*; Mark Johnson, *Rhodes State College*; Joanne Kapp, *Siena College*; Jeanette A. Karjala, *Winona State University*; Christy L. Kinnion, *Lenior Community College*; Deborah Kitchin, *City College of San Francisco*; Lisa Kirby, *North Carolina Wesleyan College*; Claudia Kirkpatrick, *Carnegie Mellon University*; Betty Kleen, *Nicholls State University*; Fran Kranz, *Oakland University*; Jana Langemach, *University of Nebraska–Lincoln*; Joan Lantry, *Jefferson Community College*; Kim Laux, *Saginaw Valley State University*; Kathryn J. Lee, *University of Cincinnati*; Anita Leffel, *The University of Texas, San Antonio*; Ruth Levy, *Westchester Community College*; Nancy Linger, *Moraine Park Technical College*; Jere Littlejohn, *University of Mississippi*; Dana Loewy, *California State University–Fullerton*; Jennifer Loney, *Portland State University*; Susan Long, *Portland Community College*; Sue Loomis, *Maine Maritime Academy*; Thomas Lowderbaugh, *University of*

Maryland—College Park; Jayne Lowery, *Jackson State Community College*; Lloyd Matzner, *University of Houston—Downtown*; Ron McNeel, *New Mexico State University at Alamogordo*; Dr. Bill McPherson, *Indiana University of Pennsylvania*; Phyllis Mercer, *Texas Woman's University*; Donna Meyerholz, *Trinidad State Junior College*; Annie Laurie I. Meyers, *Northampton Community College*; Catherine “Kay” Michael, *St. Edward's University*; Kathleen Miller, *University of Delaware*; Gay Mills, *Amarillo College*; Julie Mullis, *Wilkes Community College*; Pamela Mulvey, *Olney Central College*; Jimidene Murphey, *Clarendon College*; Cindy Murphy, *Southeastern Community College*; Dipali Murti-Hali, *California State University—Stanislaus*; Shelley Myatt, *University of Central Oklahoma*; Cora Newcomb, *Technical College of the Lowcountry*; Ron Newman, *Crafton Hills College*; Linda Nitsch, *Chadron State College*; Leah Noonan, *Laramie County Community College*; Mabry O'Donnell, *Marietta College*; Diana Oltman, *Central Washington University*; Ranu Paik, *Santa Monica College*; Lauren Paisley, *Genesee Community College*; Patricia Palermo, *Drew University*; John Parrish, *Tarrant County College*; Diane Paul, *TVI Community College*; John T. Pauli, *University of Alaska—Anchorage*; Michael Pennell, *University of Rhode Island*; Sylvia Beaver Perez, *Nyack College*; Melinda Phillabaum, *Indiana University*; Ralph Phillips, *Geneva College*; Laura Pohopien, *Cal Poly Pomona*; Diane Powell, *Utah Valley State College*; Christine Pye, *California Lutheran University*; Norma Pygon, *Triton College*; Dave Rambow, *Wayland Baptist University*; Richard David Ramsey, *Southeastern Louisiana University*; Charles Riley, *Tarrant County College—Northwest Campus*; Jim Rucker, *Fort Hays State University*; Dr. Suzan Russell, *Lehman College*; Storm Russo, *Valencia College*; Danielle Scane, *Orange Coast College*; Calvin Scheidt, *Tidewater Community College*; Nancy Schneider, *University of Maine at Augusta*; Brian Sheridan, *Mercyhurst College*; Melinda Shirey, *Fresno City College*; Bob Shirilla, *Colorado State University*; Joyce Simmons, *Florida State University*; Gordon J. Simpson, *SUNY Cobleskill*; Peggy Simpson, *Dominican University*; Eunice Smith, *Bismarck State College*; Jeff Smith, *University of Southern California*; Lorraine M. Smith, *Fresno City College*; Harvey Solganick, *LeTourneau University—Dallas Campus*; Stephen Soucy, *Santa Monica College*; Linda Spargo, *University of Mississippi*; W. Dees Stallings, *Park University*; Sally Stanton, *University of Wisconsin—Milwaukee*; Mark Steinbach, *Austin Community College*; Angelique Stevens, *Monroe Community College*; Steven Stovall, *Wilmington College*; Alden Talbot, *Weber State University*; Michele Taylor, *Ogeechee Technical College*; Wilma Thomason, *Mid-South Community College*; Ed Thompson, *Jefferson Community College*; Ann E. Tippett, *Monroe Community College*; Lori Townsend, *Niagara County Community College*; Lani Uyeno, *Leeward Community College*; Wendy Van Hatten, *Western Iowa Tech Community College*; Jay Wagers, *Richmond Community College*; John Waltman, *Eastern Michigan University*; Jie Wang, *University of Illinois at Chicago*; Chris Ward, *The University of Findlay*; Dorothy Warren, *Middle Tennessee State University*; Glenda Waterman, *Concordia University*; Kellie Welch, *Jefferson Community College*; Bradley S. Wesner, *Nova Southeastern University*; Mathew Williams, *Clover Park Technical College*; Beth Williams, *Stark State College of Technology*; Brian Wilson, *College of Marin*; and Sandra D. Young, *Orangeburg—Calhoun Technical College*.

## REVIEWERS OF DOCUMENT MAKEOVERS

We sincerely thank the following reviewers for their assistance with the Document Makeover feature: Lisa Barley, *Eastern Michigan University*; Marcia Bordman, *Gallaudet University*; Jean Bush-Bacelis, *Eastern Michigan University*; Bobbye Davis, *Southern Louisiana University*; Cynthia Drexel, *Western State College of Colorado*; Kenneth Gibbs, *Worcester State College*; Ellen Leathers, *Bradley University*; Diana McKowen, *Indiana University*; Bobbie Nicholson, *Mars Hill College*; Andrew Smith, *Holyoke Community College*; Jay Stubblefield, *North Carolina Wesleyan College*; Dawn Wallace, *Southeastern Louisiana University*.

## PERSONAL ACKNOWLEDGMENTS

We extend a heartfelt thanks to our many friends, acquaintances, and business associates who provided materials or agreed to be interviewed so that we could bring the real world into the classroom.

A very special acknowledgment goes to George Dovel, whose superb writing skills, distinguished background, and wealth of business experience assured this project of clarity and completeness. Also, recognition and thanks to Jackie Estrada for her outstanding skills and excellent attention to details. Her creation of the “Peak Performance Grammar and Mechanics” material is especially noteworthy.

We also feel it is important to acknowledge and thank the Association for Business Communication, an organization whose meetings and publications provide a valuable forum for the exchange of ideas and for professional growth.

In addition, we thank Susan Schanne and Maureen Steddin for their assistance in preparing supplements for this new edition.

We extend our warmest appreciation to the devoted professionals at Pearson Higher Education for their commitment to producing high-value, student-focused texts, including Donna Battista, Vice President, Business, Economics, and UK Courseware; Stephanie Wall, Director of Portfolio Management; Daniel Tylman, Portfolio Manager; Ashley Santora and Melissa Feimer, Managing Producers, Business; Yasmita Hota, Content Producer; Jeff Holcomb, Director of Production, Business; Becky Brown, Product Marketer; and Lenny Ann Kucenski, Field Marketing Manager. We are also grateful to Nicole Sudeth and Debbie Ryan of SPi Global and Bincy Menon of Cenveo Publisher Services.

Courtland L. Bovée  
John V. Thill

## Global Edition Acknowledgments

Pearson would like to thank the following people for their work on the Global Edition:

### CONTRIBUTORS

Dave Lees, *University of Derby*  
Louise Stansfield, *Metropolia University of Applied Sciences*  
Jon and Diane Sutherland

### REVIEWERS

Magda Sylwestrowicz, *IUBH School of Business and Management*  
Kitty Szeto, *Chinese University of Hong Kong*

# Prologue

## BUILDING A CAREER WITH YOUR COMMUNICATION SKILLS

### Using This Course to Help Launch Your Career

This course will help you develop vital communication skills that you'll use throughout your career—and those skills can help you launch an interesting and rewarding career, too. This brief prologue sets the stage by helping you understand today's dynamic workplace, the steps you can take to adapt to the job market, and the importance of creating an employment portfolio and building your personal brand. Take a few minutes to read it while you think about the career you hope to create for yourself.

#### GETTING READY TO TAKE CHARGE OF YOUR CAREER

Today's job market offers an exciting range of possibilities, from multinational corporations to small companies to entrepreneurial startups. Or, like many professionals, you might take the leap and invent your own job as an independent contractor.

No matter which path you choose, keep two important points in mind. First, don't wait for your career to just happen: Take charge of your career and stay in charge of it. Explore all your options and have a plan, but be prepared to change course as opportunities and threats appear on the horizon. Second, don't count on employers to take care of you. The era of lifetime employment, in which an employee committed to one company for life with the understanding it would return the loyalty, is long gone. From finding opportunities to developing the skills you need in order to succeed, it's up to you to manage your career and look out for your own best interests.



Peter Bernik/Shutterstock

Are you comfortable working on your own? Independent workers have become an important part of the global workforce.

## How Employers View Today's Job Market

From an employer's perspective, the employment process is always a question of balance. Maintaining a stable workforce can improve practically every aspect of business performance, yet many employers want the flexibility to shrink and expand payrolls as business conditions change. Employers obviously want to attract the best talent, but the best talent is more expensive and more vulnerable to offers from competitors, so there are always financial trade-offs to consider.

Employers also struggle with the ups and downs of the economy. When unemployment is low, the balance of power shifts to employees, and employers have to compete in order to attract and keep top talent. When unemployment is high, the power shifts back to employers, who can afford to be more selective and less accommodating. In other words, pay attention to the economy; at times you can be more aggressive in your demands, but at other times you need to be more accommodating.

Companies view employment as a complex business decision with lots of variables to consider. To make the most of your potential, regardless of the career path you pursue, you need to view employment in the same way.

## What Employers Look for in Job Applicants

Given the complex forces in the contemporary workplace and the unrelenting pressure of global competition, what are employers looking for in the candidates they hire? The short answer: a lot. Like all "buyers," companies want to get as much as they can for the money they spend. The closer you can present yourself as the ideal candidate, the better your chances of getting a crack at the most exciting opportunities.

Specific expectations vary by profession and position, of course, but virtually all employers look for the following general skills and attributes:<sup>1</sup>

- **Communication skills.** The reason this item is listed first isn't that you're reading a business communication textbook. Communication is listed first because it is far and away the most commonly mentioned skill set when employers are asked about what they look for in employees. Improving your communication skills will help in every aspect of your professional life.
- **Interpersonal and team skills.** You will have many individual responsibilities on the job, but chances are you won't work alone very often. Learn to work with others and help them succeed as you succeed.
- **Intercultural and international awareness and sensitivity.** Successful employers tend to be responsive to diverse workforces, markets, and communities, and they look for employees with the same outlook.



Communication skills will benefit your career, no matter what path or profession you pursue.

- **Data collection, analysis, and decision-making skills.** Employers want people who know how to identify information needs, find the necessary data, convert the data into useful knowledge, and make sound decisions.
- **Digital, social, and mobile media skills.** Today's workers need to know how to use common office software and to communicate using a wide range of digital media and systems.
- **Time and resource management.** If you've had to juggle multiple priorities during college, consider that great training for the business world. Your ability to plan projects and manage the time and resources available to you will make a big difference on the job.
- **Flexibility and adaptability.** Stuff happens, as they say. Employees who can roll with the punches and adapt to changing business priorities and circumstances will go further (and be happier) than employees who resist change.
- **Professionalism.** Professionalism is the quality of performing at the highest possible level and conducting oneself with confidence, purpose, and pride. True professionals strive to excel, continue to hone their skills and build their knowledge, are dependable and accountable, demonstrate a sense of business etiquette, make ethical decisions, show loyalty and commitment, don't give up when things get tough, and maintain a positive outlook.

## Adapting to Today's Job Market

Adapting to the workplace is a lifelong process of seeking the best fit between what you want to do and what employers (or clients, if you work independently) are willing to pay you to do. It's important to think about what you want to do during the many thousands of hours you will spend working, what you have to offer, and how to make yourself more attractive to employers.

### WHAT DO YOU WANT TO DO?

Economic necessities and the vagaries of the marketplace will influence much of what happens in your career, of course, and you may not always have the opportunity to do the kind of work you would really like to do. Even if you can't get the job you want right now, though, start your job search by examining your values and interests. Doing so will give you a better idea of where you want to be eventually, and you can use those insights to learn and grow your way toward that ideal situation. Consider these questions:

- **What would you like to do every day?** Research occupations that interest you. Find out what people really do every day. Ask friends, relatives, alumni from your school, and contacts in your social networks. Read interviews with people in various professions to get a sense of what their careers are like.
- **How would you like to work?** Consider how much independence you want on the job, how much variety you like, and whether you prefer to work with products, technology, people, ideas, numbers, or some combination thereof.
- **How do your financial goals fit with your other priorities?** For instance, many high-paying jobs involve a lot of stress, sacrifices of time with family and friends, and frequent travel or relocation. If location, lifestyle, intriguing work, or other factors are more important to you, you may well have to sacrifice some level of pay to achieve them.
- **Have you established some general career goals?** For example, do you want to pursue a career specialty such as finance or manufacturing, or do you want to gain experience in multiple areas with an eye toward upper management?
- **What sort of corporate culture are you most comfortable with?** Would you be happy in a formal hierarchy with clear reporting relationships? Or do you prefer less structure? Teamwork or individualism? Do you like a competitive environment?