GLOBAL EDITION

Workplace Communications

The Basics

SIXTH EDITION

George J. Searles

ALWAYS LEARNING

PEARSON

Sixth Edition

Workplace Communications

The Basics

Global Edition

George J. Searles

Mohawk Valley Community College

PEARSON

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Contents

Preface

What's New in the Sixth Edition?

The sixth edition retains all the essential features of the earlier versions while incorporating much new material:

- Updated model documents throughout.
- New emphasis on writing as a three-step process: prewriting, drafting, and rewriting.
- Streamlined coverage of workplace correspondence, with one comprehensive chapter devoted to memos, e-mail, and business letters.
- More-tightly focused treatment of short reports.
- Collateral coverage of evaluating—rather than simply delivering—oral presentations.
- Additional discussion of finding, evaluating, and using print and electronic sources for research-based writing.
- Targeted explanation of summarizing, paraphrasing, and quoting properly to avoid plagiarism.
- Fresh examples of MLA and APA documentation styles.

Hallmark Approach of *Workplace Communications*

Workplace Communications: The Basics originated nearly fifteen years ago as the solution to a problem. Semester after semester, I had searched unsuccessfully for a suitable text to use in my English 110 course, Oral and Written Communication, at Mohawk Valley Community College. Designed as an alternative to traditional first-year composition, the course satisfies curricular English requirements for students anticipating careers in such fields as welding, heating and air conditioning, and electrical maintenance. As might be expected, English 110 is a highly practical, hands-on course that meets the specialized needs of its target audience by focusing exclusively on job-related communications.

Although some excellent texts had been written in the fields of business and technical communication, nearly all were aimed at the university level and were therefore quite beyond the scope of a course like English 110. Finally, I decided to fill the gap and meet my students' needs by creating a textbook of my own. The first edition of *Workplace Communications: The Basics* was published in 1999. My students at Mohawk Valley responded enthusiastically, citing the book's accessibility, clarity, and pragmatic, down-to-earth emphasis as particularly appealing qualities. To my great satisfaction, it has met with similar success at many other colleges both here and abroad, with new editions appearing in 2003, 2006, 2009, and 2011.

Short on theory, long on practical applications, and written in a simple, conversational style, it's exceptionally user-friendly. The book is appropriate not only for recent high school graduates but also for returning adult students and other nontraditional learners. It's comprehensive and challenging enough for trade school and community college courses such as English 110 and for similar introductory-level classes at most four-year institutions.

Like the earlier editions, it includes many helpful features such as the following:

- Learning objectives and outlines for each chapter
- Numerous examples and sample documents based on actual workplace situations
- Useful checklists at the ends of most sections
- Realistic exercises that reflect each chapter's focus

Supplements

Instructor's Manual. The updated Instructor's Manual offers teaching guidelines for each chapter, sample course outlines, keys to the exercises, and additional material. All the visuals are available at high-quality resolution in order to facilitate photocopying or scanning for the creation of overhead transparencies or PowerPoint slides. Please send me your comments and suggestions by e-mail to gsearles@mvcc.edu or by conventional mail to the Center for Arts & Humanities, Mohawk Valley Community College, 1101 Sherman Drive, Utica, NY 13501.

CourseSmart eTextbooks*. CourseSmart eTextbooks were developed for students looking to save on required or recommended textbooks. Students simply select their eText by title or author and purchase immediate access to the content for the duration of the course, using any major credit card. With a CourseSmart eText, students can search for specific keywords or page numbers, take notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review.

PowerPoints. PowerPoints that cover key concepts discussed in the text are available for you to download and use in your classes.

Test Bank. Each chapter of *Workplace Communications* has a corresponding chapter in the Test Bank with 35 multiple-choice questions and 6 short essay questions.

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*This product may not be available in all markets. For more details, please visit www.coursesmart.co.uk or contact your local Pearson representative.

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On a more personal note, I wish also to thank my students and colleagues, who have taught me so much over the years. And I would be remiss indeed if I failed to acknowledge the assistance of Mohawk Valley Community College librarians Colleen Kehoe-Robinson and Barb Evans. In addition, I salute my lifelong friend Frank Tedeschi and my “basketball buddy,” John Lapinski; both continue to provide much-appreciated diversion, encouragement, and companionship.

Most importantly, of course, I thank my wife, Ellis; my son Jonathan; and my son Colin and my daughter-in-law, Abby.

George J. Searles, Ph.D.
Mohawk Valley Community College

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1 Understanding Communication: Purpose, Audience, and Tone

LEARNING OBJECTIVE

When you complete this chapter, you'll be able to employ the three-step writing process (prewriting, writing, rewriting) to identify your communication purpose and your audience and achieve the appropriate tone in every workplace writing situation.

Every instance of workplace writing occurs for a specific reason and is intended for a particular individual or group. Much the same is true of spoken messages, whether delivered in person or by phone. Therefore, both the purpose and the audience must be carefully considered to ensure that the tone of the exchange will be appropriate to the situation. Although this may seem obvious, awareness of purpose, audience, and tone is crucial to ensuring that your communication will succeed. Equally important is the need to understand that writing is actually a three-step process involving not only the writing itself but also prewriting and rewriting. This opening chapter concentrates on these fundamental concerns, presents a brief overview of the basic principles involved, and provides exercises in their application.

Purpose

Nearly all workplace writing is done for at least one of three purposes: to create a record, to request or provide information, or to persuade. For example, a caseworker in a social services agency might interview an applicant for public assistance to gather information that will then be reviewed in determining the applicant's eligibility. Clearly, such writing is intended both to provide information and to create a record. On the other hand, the purchasing director of a manufacturing company might write a letter or e-mail inquiring whether a particular supplier can provide materials more cheaply than the current vendor. The supplier will likely reply promptly. Obviously, the primary purpose here is to exchange information. In yet another setting, a probation officer composes a pre-sentencing report intended to influence the court to grant probation to the offender or impose a jail sentence. The officer may recommend either, and the report will become part of the offender's record, but the primary purpose of this example of workplace writing is to persuade.

At the prewriting stage of the writing process—before you attempt to actually compose—you must first do some *thinking* in order to identify which of the three categories of purpose applies. Ask yourself, "Am I writing primarily to create a record, to request or provide information, or to persuade?" Once you make this determination, the question becomes, "Summarized in one sentence, what am I trying to say?" To answer, you must zoom in on your subject matter, focusing on the most important elements. A helpful strategy is to employ the "Five W's" that journalists use to structure the opening sentences of newspaper stories: Who, What, Where, When, Why. Just as they do for reporters, the Five W's will enable you to get off to a running start.

Audience

Next, ask yourself, "Who will read what I have written?" This is a crucial part of the prewriting stage of the communication process.

An e-mail, letter, report, or oral presentation must be tailored to its intended audience; otherwise, it probably won't achieve the desired results. Therefore, ask yourself the following questions before attempting to prepare any sort of formal communication:

- Am I writing to one person or more than one?
- What are their job titles and/or areas of responsibility?
- What do they already know about the specific situation?
- Why do they need this information?
- What do I want them to do as a result of receiving it?
- What factors might influence their response?

Because these questions are closely related, the answers will sometimes overlap. A good starting point for sorting them out is to classify your audience by level: layperson, expert, or executive. The layperson doesn't possess significant prior knowledge of the field, whereas an expert obviously does. An executive reader has decision-making power and, one hopes, considerable expertise. By profiling your readers or listeners this way, you'll come to see the subject of your planned communication from your audience's viewpoint as well as your own. You'll be better able to state the purpose of your communication, provide necessary details, cite meaningful examples, achieve the correct level of formality, and avoid possible misunderstandings, thereby achieving your desired outcome.

In identifying your audience, remember that workplace communications fall into four broad categories:

- **Upward communication:** Intended for those above you in the hierarchy. (Example: An e-mail reply to a question from your supervisor.)
- **Lateral communication:** Intended for those at your own level in the hierarchy. (Example: A voice mail to a coworker with whom you're collaborating.)
- **Downward communication:** Intended for those below you in the hierarchy. (Example: An oral reminder to an intern you've been assigned to train.)
- **Outward communication:** Intended for those outside your workplace. (Example: A letter to someone at a company with which you do business.)

These differences will influence your communications in many ways, particularly in determining format. For in-house communications (the first three categories), the memo was traditionally the preferred written medium. The memo has now been almost totally replaced by e-mail. For outward communications, such as correspondence with clients, customers, or the general public, the standard business letter has been the norm. Business letters are either mailed or transmitted by fax machine. Even for outward communications, though, e-mail is often the best choice because of its speed and efficiency. If a more formal document is required, a confirmation letter can always be sent later.

Tone

As Table 1.1 reflects, the drafting stage of the three-part writing process is the least complicated. If you've devoted enough time and attention to prewriting, you'll know what you intend to say, you'll have *enough* to say, and you'll know what goes where, so you'll be able to compose fairly quickly. Indeed, at the drafting stage, you should simply push ahead rather than stopping to fine-tune because it's best not to disrupt the flow of your ideas. Of course, if you notice an obvious miscue (a typo, for example), it's OK to correct it, but keep the emphasis on completing the draft before you run out of time and energy. Any additional polishing that may be needed can be done at the final, most challenging stage of the process, rewriting.

Nobody produces good writing on the first try. You *must* rewrite. But rewriting involves far more than simply correcting mechanical errors. For example, what may have seemed sufficient and logical at the drafting stage might now strike you as much less so. Therefore, you might want to add something here and there or take something out. How about organization?

- Are the individual words in each sentence precisely the right ones, and is each exactly where it belongs?
- Are the sentences in each paragraph presented in the best possible order?
- Are the paragraphs in the best sequence, or should they be rearranged?

In addition, you should look for ways to tighten your style by avoiding wordiness and expressing yourself as simply and directly as possible. Very importantly, is your tone appropriate to your purpose and your intended reader?

Your hierarchical relationship to your reader will play a major role in determining your tone, especially when you're attempting to convey "bad news" (the denial

Prewriting	Drafting	Rewriting
• Identify your purpose and your intended audience. • Decide what needs to be said. • Choose the most appropriate format (e-mail, letter, report).	• Create a first draft, concentrating on content rather than fine points of mechanics, style, and tone.	• Consider the organization of the content. • Check for accuracy, completeness, and ethical validity. • Revise for style, striving for concision and simplicity. • Adjust the tone to suit the audience. • Edit for mechanical errors (typos, spelling, grammar, punctuation).

TABLE 1.1 • Writing: A Three-Step Process

of a request from an employee you supervise, for example) or to suggest that staff members adopt some new or different procedure. Although such messages can be phrased in a firm, straightforward manner, a harsh voice or belligerent attitude is seldom productive.

Any workforce is essentially a team of individuals cooperating to achieve a common goal: the mission of the business, organization, or agency. A high level of collective commitment is needed for this to happen. Ideally, each person exerts a genuine effort to foster a climate of shared enthusiasm. But if coworkers become defensive or resentful, morale problems inevitably develop, undermining productivity. In such a situation, everyone loses.

Therefore, don't try to sound tough or demanding when writing about potentially sensitive issues. Instead, appeal to the reader's sense of fairness and cooperation. Phrase your sentences in a nonthreatening way, emphasizing the reader's viewpoint by using a reader-centered (rather than a writer-centered) perspective. For obvious reasons, this approach should also govern your correspondence intended for readers outside the workplace.

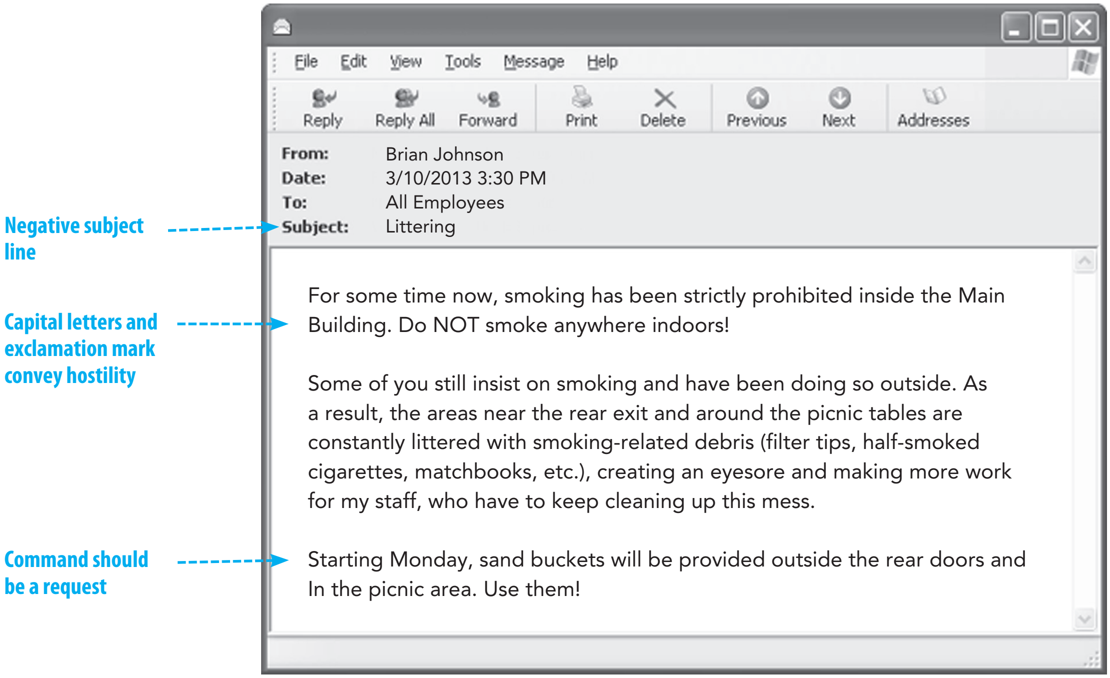
Here are some examples of how to creatively change a writer-centered perspective into a reader-centered perspective:

Writer-Centered Perspective	**Reader-Centered Perspective**
If I can answer any questions, I'll be happy to do so.	If you have any questions, please ask.
We shipped the order this morning.	Your order was shipped this morning.
I'm happy to report that . . .	You'll be glad to know that . . .

Notice that changing *I* and *we* to *you* and *your* personalizes the communication. Focusing on the reader is also known as the "you" approach. Another important element of the you approach is the use of *please, thank you,* and other polite terms.

Now consider Figures 1.1 and 1.2. Both e-mails have the same purpose—to change a specific behavior—and both address the same audience. But the first version adopts a writer-centered approach and is harshly combative. The reader-centered revision, on the other hand, is diplomatic and therefore much more persuasive. The first is almost certain to create resentment and hard feelings, whereas the second is far more likely to gain the desired results.

In most settings, you can adopt a somewhat more casual manner with your equals and with those below you than with those above you in the chain of command or with persons outside the organization. But in any case, avoid an excessively conversational style. Even when the situation isn't particularly troublesome and even when your reader is well-known to you, remember that "business is business." Although you need not sound stuffy, it's important to maintain a certain level of formality. Accordingly, you should never allow personal matters to appear in workplace correspondence. Consider, for example, Figure 1.3, an e-mail in which the writer has obviously violated this rule. Although the tone is appropriately respectful, the content should be far less detailed, as in the revised version shown in Figure 1.4.



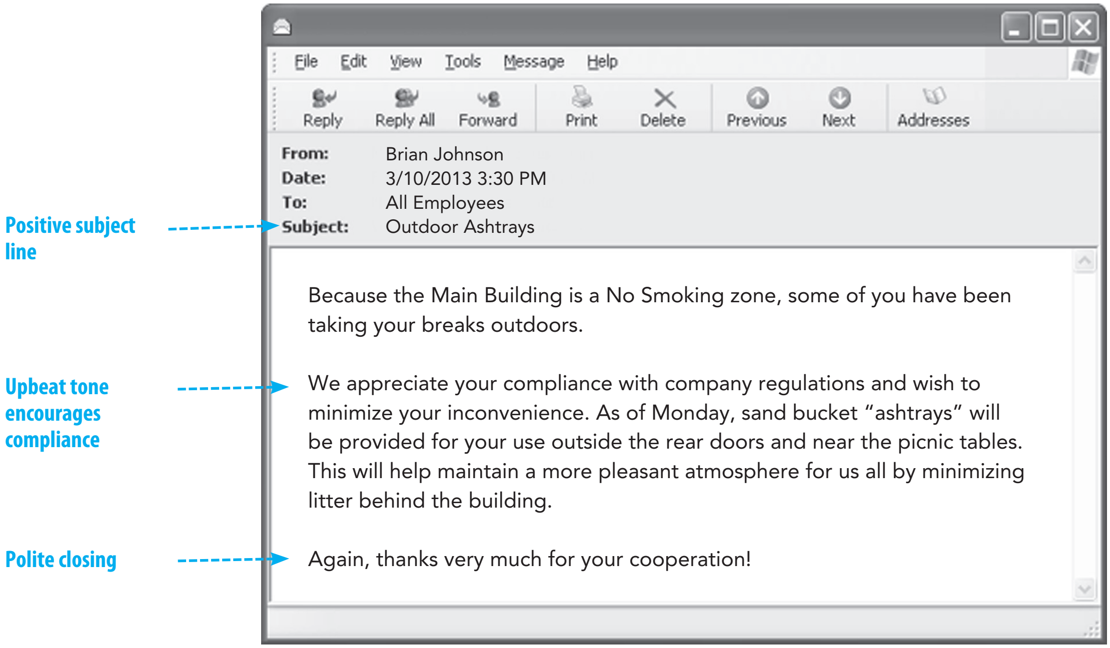
From: Brian Johnson
Date: 3/10/2013 3:30 PM
To: All Employees
Subject: Littering

For some time now, smoking has been strictly prohibited inside the Main Building. Do NOT smoke anywhere indoors!

Some of you still insist on smoking and have been doing so outside. As a result, the areas near the rear exit and around the picnic tables are constantly littered with smoking-related debris (filter tips, half-smoked cigarettes, matchbooks, etc.), creating an eyesore and making more work for my staff, who have to keep cleaning up this mess.

Starting Monday, sand buckets will be provided outside the rear doors and In the picnic area. Use them!

FIGURE 1.1 • Original E-mail



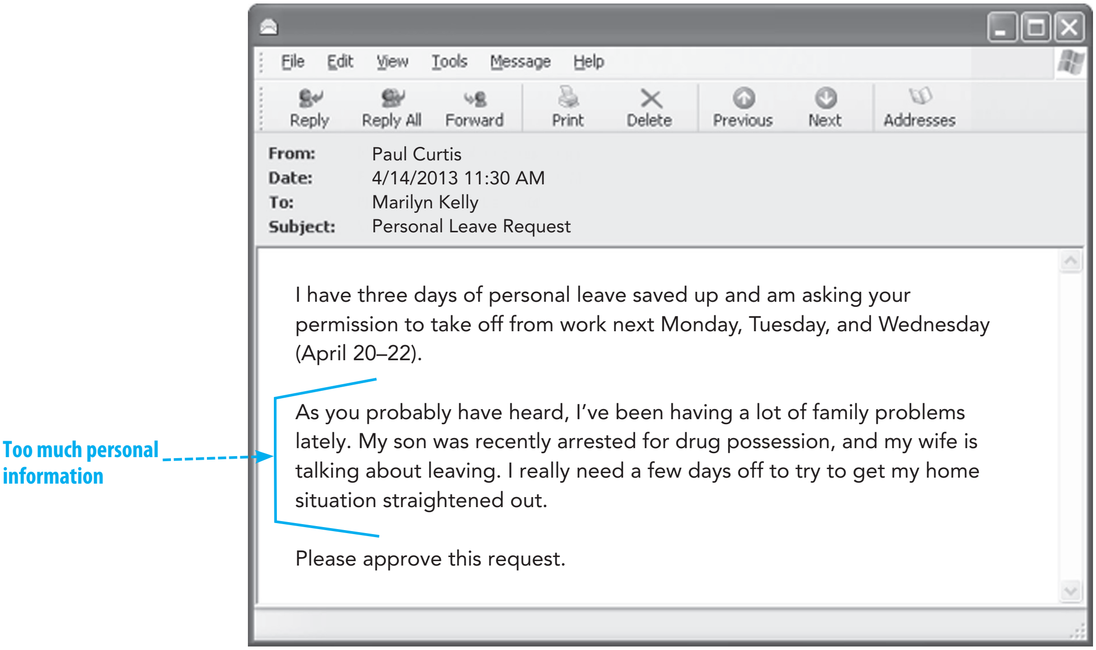
From: Brian Johnson
Date: 3/10/2013 3:30 PM
To: All Employees
Subject: Outdoor Ashtrays

Because the Main Building is a No Smoking zone, some of you have been taking your breaks outdoors.

We appreciate your compliance with company regulations and wish to minimize your inconvenience. As of Monday, sand bucket "ashtrays" will be provided for your use outside the rear doors and near the picnic tables. This will help maintain a more pleasant atmosphere for us all by minimizing litter behind the building.

Again, thanks very much for your cooperation!

FIGURE 1.2 • Revised E-mail



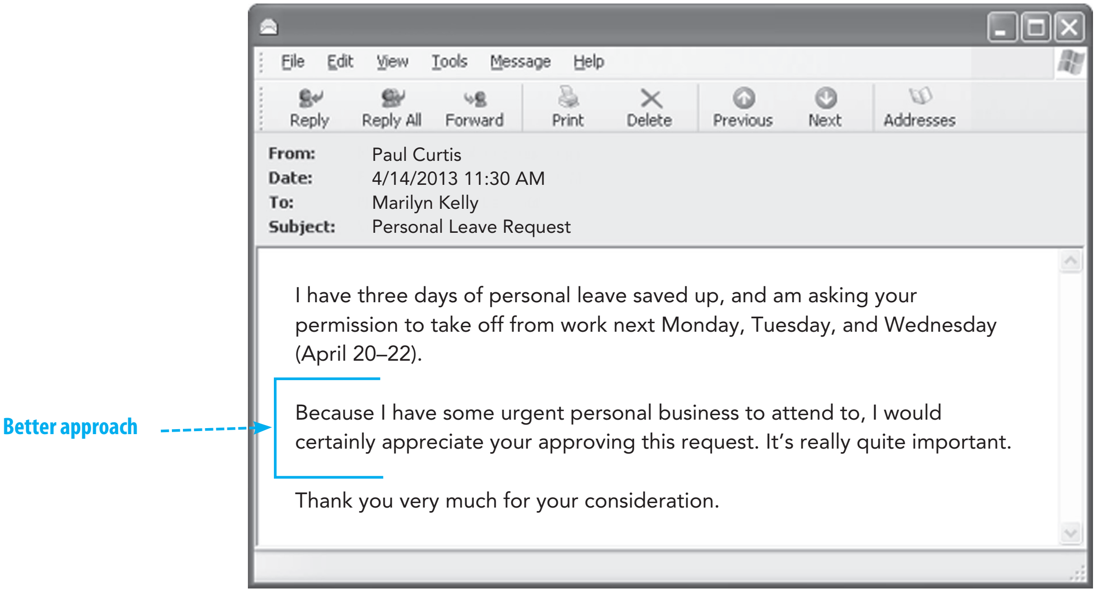
From: Paul Curtis
Date: 4/14/2013 11:30 AM
To: Marilyn Kelly
Subject: Personal Leave Request

I have three days of personal leave saved up and am asking your permission to take off from work next Monday, Tuesday, and Wednesday (April 20–22).

As you probably have heard, I've been having a lot of family problems lately. My son was recently arrested for drug possession, and my wife is talking about leaving. I really need a few days off to try to get my home situation straightened out.

Please approve this request.

FIGURE 1.3 • Original E-mail



From: Paul Curtis
Date: 4/14/2013 11:30 AM
To: Marilyn Kelly
Subject: Personal Leave Request

I have three days of personal leave saved up, and am asking your permission to take off from work next Monday, Tuesday, and Wednesday (April 20–22).

Because I have some urgent personal business to attend to, I would certainly appreciate your approving this request. It's really quite important.

Thank you very much for your consideration.

FIGURE 1.4 • Revised E-mail

Tech**Tips**

A slangy, vernacular style is out of place in workplace writing, as are expletives and any other coarse or vulgar language. Something that may seem clever or humorous to you may not amuse your reader and will probably appear foolish to anyone reviewing the correspondence later. Keep this in mind when sending e-mail, a medium that seems to encourage looser, more playful phrasing.

Avoid abbreviations and acronyms hatched in Internet chat rooms and other informal contexts such as instant messaging. Although inventive, most are inappropriate for the workplace because they may not be readily understood—especially by older workers and those for whom English is not their native language. Here are ten examples.

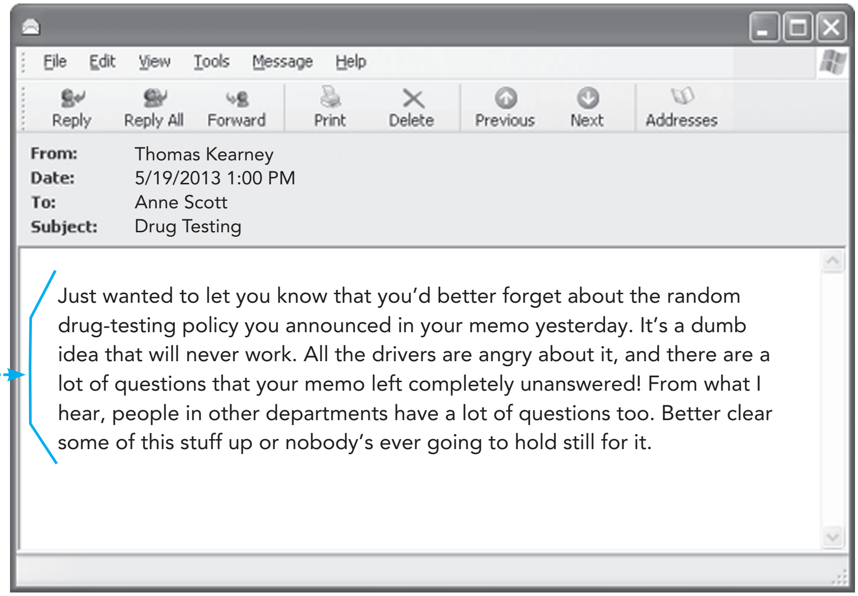
BTW: by the way
FWIW: for what it's worth
HAND: have a nice day
IMHO: in my humble opinion
IOW: in other words
IRL: in real life
OTOH: on the other hand
TMOT: trust me on this
TTYTT: to tell you the truth
WADR: with all due respect

At the same time, *technical* acronyms specific to particular businesses and occupations facilitate dialogue among employees familiar with those terms. As with so many aspects of workplace communications, the use of acronyms is largely governed by considerations of audience, purpose, and tone.

A sensitive situation awaits you when you must convey unpleasant information or request assistance or cooperation from superiors. Although you may sometimes yearn for a more democratic arrangement, every workplace has a pecking order that you must consider as you choose your words. Hierarchy exists because some individuals—by virtue of more experience, education, or access to information—are in fact better positioned to lead. Although this system sometimes functions imperfectly, the supervisor, department head, or other person in charge will respond better to subordinates whose communications reflect an understanding of this basic reality. Essentially, the rules for writing to a person higher on the ladder are the same as for writing to someone on a lower rung. Be focused and self-assured, but use the "you" approach, encouraging the reader to see the advantage in accepting your recommendation or granting your request.

An especially polite tone is advisable when addressing those who outrank you. Acknowledge that the final decision is theirs and that you are fully willing to abide by that determination. This can be achieved either through "softening" words and phrases (*perhaps, with your permission, if you wish*) or simply by stating outright that you'll accept whatever outcome may develop. For example, consider the e-mails in Figures 1.5 and 1.6. Although both say essentially the same thing, the first is

Hostile tone creates negative climate



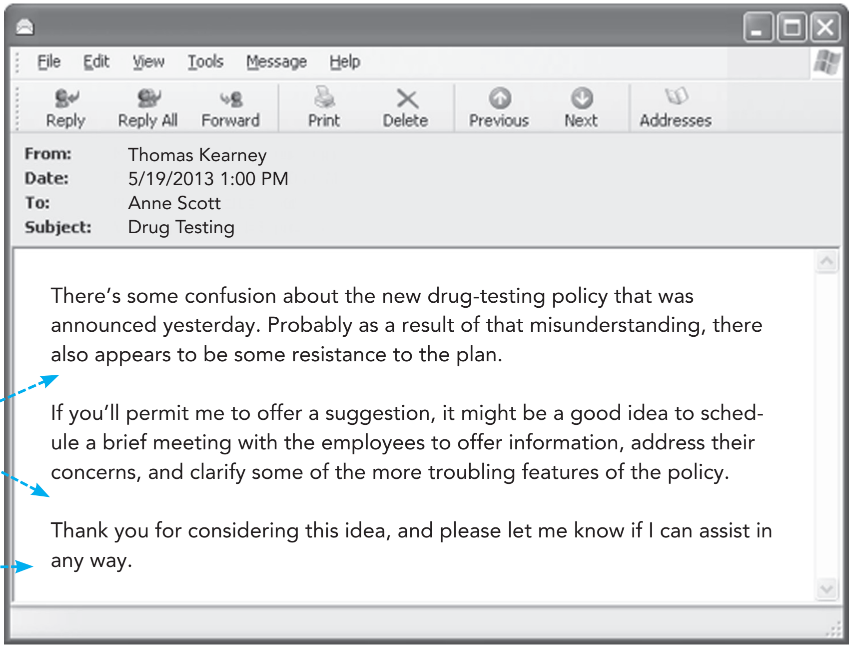
From: Thomas Kearney
Date: 5/19/2013 1:00 PM
To: Anne Scott
Subject: Drug Testing

Just wanted to let you know that you'd better forget about the random drug-testing policy you announced in your memo yesterday. It's a dumb idea that will never work. All the drivers are angry about it, and there are a lot of questions that your memo left completely unanswered! From what I hear, people in other departments have a lot of questions too. Better clear some of this stuff up or nobody's ever going to hold still for it.

FIGURE 1.5 • Original E-mail

Paragraph-breaks segment the content

Polite closing and an offer of assistance reinforce positive tone



From: Thomas Kearney
Date: 5/19/2013 1:00 PM
To: Anne Scott
Subject: Drug Testing

There's some confusion about the new drug-testing policy that was announced yesterday. Probably as a result of that misunderstanding, there also appears to be some resistance to the plan.

If you'll permit me to offer a suggestion, it might be a good idea to schedule a brief meeting with the employees to offer information, address their concerns, and clarify some of the more troubling features of the policy.

Thank you for considering this idea, and please let me know if I can assist in any way.

FIGURE 1.6 • Revised E-mail

completely inappropriate in tone, so much so that it would likely result in negative consequences for the writer. The second would be much better received because it properly reflects the nature of the professional relationship.

Communicating with customers or clients also requires a great deal of sensitivity and tact. When justifying a price increase, denying a claim, or apologizing for a delay, you'll probably create an unpleasant climate unless you present the facts in a gentle manner. Always strive for the most upbeat, reader-centered wording you can devise. Here are some examples of how to rephrase negative content in more positive, reader-centered terms:

Negative Wording	**Positive Wording**
We cannot process your claim because the necessary forms have not been completed.	Your claim can be processed as soon as you complete the necessary forms.
We do not take phone call after 3:00 p.m. on Fridays.	You may reach us by telephone on Fridays until 3:00 p.m.
We closed your case because we never received the information requested in our letter of April 2.	Your case will be reactivated as soon as you provide the information requested in our April 2 letter.

When the problem has been caused by an error or oversight on your part, be sure to apologize. However, do not state specifically what the mistake was or your letter may be used as evidence against you should a lawsuit ensue. Simply acknowledge that a mistake has occurred, express regret, explain how the situation will be corrected, and close on a conciliatory note. For example, consider the letter in Figure 1.7. The body and conclusion are fine, but the introduction practically invites legal action. Here's a suggested revision of the letter's opening paragraph, phrased in less incriminating terms:

> Thank you for purchasing our product and for taking the time to contact us about it. We apologize for the unsatisfactory condition of your Superior microwave dinner.

Moreover, given the serious nature of the complaint, the customer services representative should certainly have made a stronger effort to establish a tone of sincerely apologetic concern. As it stands, this letter seems abrupt and rather impersonal—certainly not what the context requires. (For a much better handling of this kind of situation, see the adjustment letter in Figure 2.8.)

This is not to suggest, however, that workplace communications should attempt to falsify reality or dodge responsibility. On the contrary, there's a moral imperative to uphold strict ethical standards. Recent corporate misdeeds have put ethical questions under the spotlight and greatly increased the public's appetite for investigative

SUPERIOR FOODS, INC.

135 Grove St., Atlanta, GA 30300 (324) 555-1234

October 13, 2013

Mr. Philip Updike
246 Alton St.
Atlanta, GA 30300

Dear Mr. Updike:

Wording is too explicit

We are sorry that you found a piece of glass in your Superior microwave dinner. Please accept our assurances that this is a very unusual incident.

Here are three coupons redeemable at your local grocery store for complimentary Superior dinners of your choice.

Positive tone despite negative situation

We hope you will continue to enjoy our fine products.

Sincerely,

John Roth

John Roth
Customer Services Dept.

Enclosures (3)

FIGURE 1.7 • Letter to Customer

reporting by the media. The online *Encyclopedia Brittanica* defines *ethics* as "the discipline concerned with what is morally good and bad, right and wrong." Essentially, ethics involves choosing honesty over dishonesty, requiring us to act with integrity even when there would be short-term gains for behaving otherwise. Ethical communication must therefore be honest and fair to everyone involved.

By their nature, workplace communications can greatly affect people's lives. Accordingly, customers and clients, investors, taxpayers, and workers themselves should be able to treat such materials as accurate, reliable, and trustworthy—in short, ethical. But those documents fail the ethics test if corrupted by any of the following tactics:

- **Suppression of information:** The outright burying of data to hide inconvenient truths. (Example: A company fails to reveal product-testing results that indicate potential danger to consumers.)
- **Falsification or fabrication:** Changing or simply inventing data to support a desired outcome. (Example: A company boasts of a fictitious enterprise to lure investors into supporting a new venture.)
- **Overstatement or understatement:** Exaggerating the positive aspects of a situation or downplaying negative aspects to create the desired impression. (Example: A public-opinion survey describes 55 percent of the respondents as a "substantial majority" or 45 percent as "a small percentage.")
- **Selective misquoting:** Deleting words from quoted material to distort the meaning. (Example: A supervisor changes a report's conclusion that "this proposal will seem feasible only to workers unfamiliar with the situation" to "this proposal will seem feasible . . . to workers.")
- **Subjective wording:** Using terms deliberately chosen for their ambiguity. (Example: A company advertises "customary service charges," knowing that "customary" is open to broad interpretation.)
- **Conflict of interest:** Exploiting behind-the-scenes connections to influence decision making. (Example: A board member of a community agency encourages the agency to hire her company for paid services rather than soliciting bids.)
- **Withholding information:** Refusing to share relevant data with coworkers. (Example: A computer-savvy employee provides misleading answers about new software to make a recently hired coworker appear incompetent.)
- **Plagiarism:** Taking credit for someone else's ideas, findings, or written material. (Example: An employee assigned to prepare a report submits a similar report written by someone at another company and downloaded from the Internet.)

Workers must weigh the consequences of their actions, considering their moral obligations. If this is done in good faith, practices such as those outlined in the preceding list can surely be avoided. Decisions can become complicated, however, when obligations to self and others come into conflict. Workers often feel pressure to compromise personal ethical beliefs to achieve company goals. All things being equal, a worker's primary obligation is to self—to remain employed. But if the employer permits or requires actions that the employee considers immoral, an ethical dilemma is created, forcing the worker to choose among two or more unsatisfactory alternatives.

For example, what if an employee discovers that the company habitually ignores Occupational Safety and Health Administration (OSHA) or Environmental Protection Agency (EPA) standards? As everyone knows, whistle-blowing can incur heavy penalties: ostracism, undesirable work assignments, poor performance reviews—or even termination. Although the Sarbanes-Oxley Act of 2002 prohibits such retribution, it's quite difficult to actually prove retaliation unless the worker is prepared for potentially lengthy and expensive legal combat with no guarantee of success and the added threat of countersuit. And even if the attempt does succeed, the worker must then return to an even more hostile climate. Should the person seek employment elsewhere, blacklisting may have already sabotaged the job search.

There are no easy resolutions to ethical dilemmas, but we all must be guided by conscience. Obviously, this can involve some difficult decisions. By determining your purpose, analyzing your audience, and considering the moral dimensions of the situation, you'll achieve the correct tone for any communication. As we have seen, this is crucial for dealing with potentially resistive readers (especially those above you in the workplace hierarchy) and when rectifying errors for which you're accountable. In all instances, however, a courteous, positive, reader-centered, and ethical approach leads to the best results.

EXERCISES

EXERCISE 1.1

Revise each of the following three communications to achieve a tone more appropriate to the purpose and audience.

SOUTHEAST INSURANCE COMPANY

Southeast Industrial Park
Telephone: (850) 555-0123

Tallahassee, FL 32301
FAX: (850) 555-3210

November 9, 2013

Mr. Francis Tedeschi
214 Summit Avenue
Tallahassee, FL 32301

Dear Mr. Tedeschi:

This is to acknowledge receipt of your 11/2/13 claim.

Insured persons entitled to benefits under the Tallahassee Manufacturing Co. plan effective December 1, 2005, are required to execute statements of claims for medical-surgical expense benefits only in the manner specifically mandated in your certificate holder's handbook.

Your claim has been quite improperly executed, as you have neglected to procure the Physician's Statement of Services Rendered. The information contained therein is prerequisite to any consideration of your claim.

Enclosed is the necessary form. See that it's filled out and returned to us without delay or your claim cannot be processed.

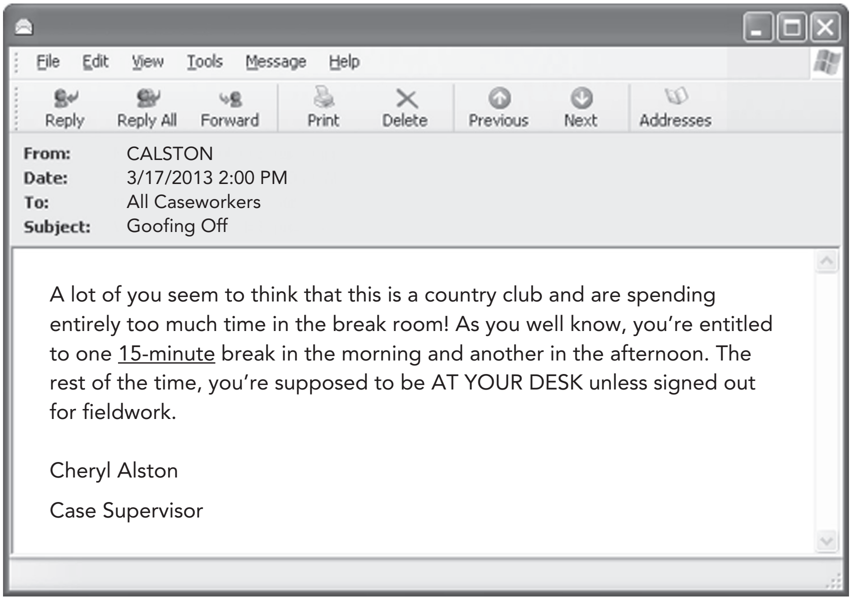
Yours truly,

Ann Jurkiewicz

Ann Jurkiewicz
Claims Adjustor

Enclosure

EXERCISE 1.1 *Continued*

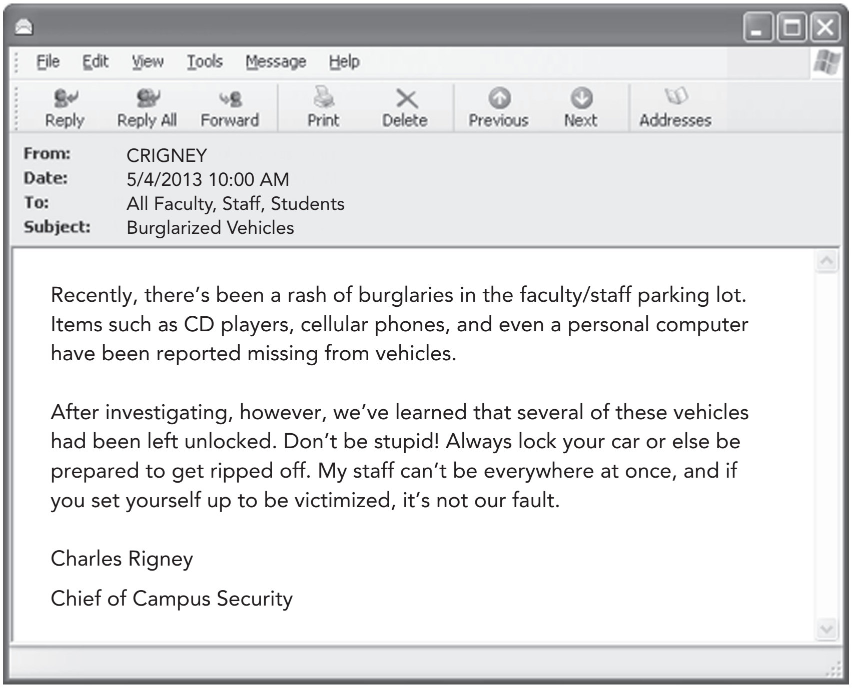


From: CALSTON
Date: 3/17/2013 2:00 PM
To: All Caseworkers
Subject: Goofing Off

A lot of you seem to think that this is a country club and are spending entirely too much time in the break room! As you well know, you're entitled to one 15-minute break in the morning and another in the afternoon. The rest of the time, you're supposed to be AT YOUR DESK unless signed out for fieldwork.

Cheryl Alston

Case Supervisor



From: CRIGNEY
Date: 5/4/2013 10:00 AM
To: All Faculty, Staff, Students
Subject: Burglarized Vehicles

Recently, there's been a rash of burglaries in the faculty/staff parking lot. Items such as CD players, cellular phones, and even a personal computer have been reported missing from vehicles.

After investigating, however, we've learned that several of these vehicles had been left unlocked. Don't be stupid! Always lock your car or else be prepared to get ripped off. My staff can't be everywhere at once, and if you set yourself up to be victimized, it's not our fault.

Charles Rigney

Chief of Campus Security

EXERCISE 1.2

Revise each of the following three communications to eliminate inappropriate tone and/or content.

BANCROFT'S
IN THE MALL

The Turnpike Mall • Turnpike East • Augusta, ME 04330

February 18, 2013

Ms. Barbara Wilson
365 Grove St.
Augusta, ME 04330

Dear Ms. Wilson:

Your Bancroft's charge account is $650.55 overdue. We must receive a payment immediately.

If we don't receive a minimum payment of $50 within three days, we'll refer your account to a collection agency, and your credit rating will be permanently compromised.

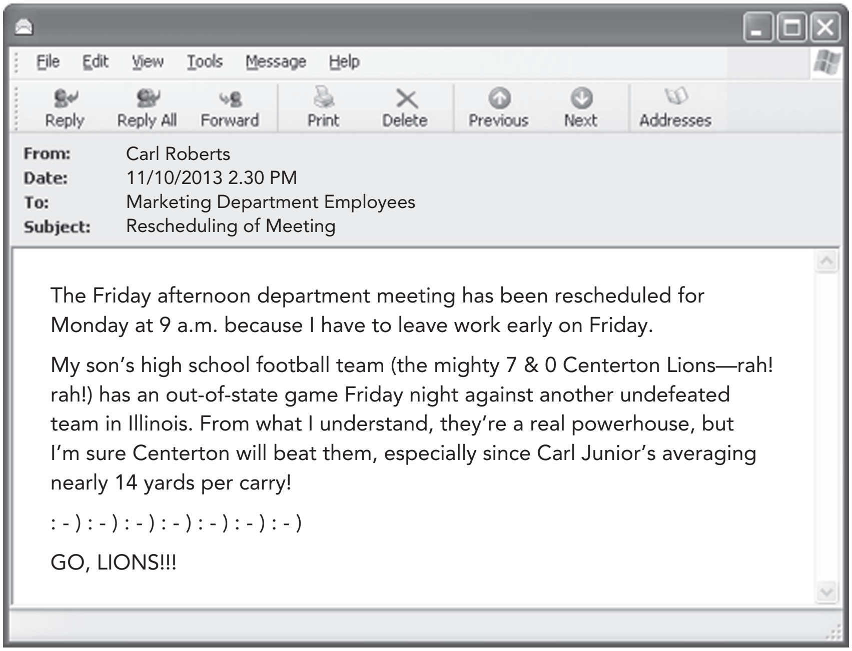
Send a payment at once!

Sincerely,

Michael Modoski

Michael Modoski
Credit Department

EXERCISE 1.2 *Continued*



From: Carl Roberts
Date: 11/10/2013 2.30 PM
To: Marketing Department Employees
Subject: Rescheduling of Meeting

The Friday afternoon department meeting has been rescheduled for Monday at 9 a.m. because I have to leave work early on Friday.

My son's high school football team (the mighty 7 & 0 Centerton Lions—rah! rah!) has an out-of-state game Friday night against another undefeated team in Illinois. From what I understand, they're a real powerhouse, but I'm sure Centerton will beat them, especially since Carl Junior's averaging nearly 14 yards per carry!

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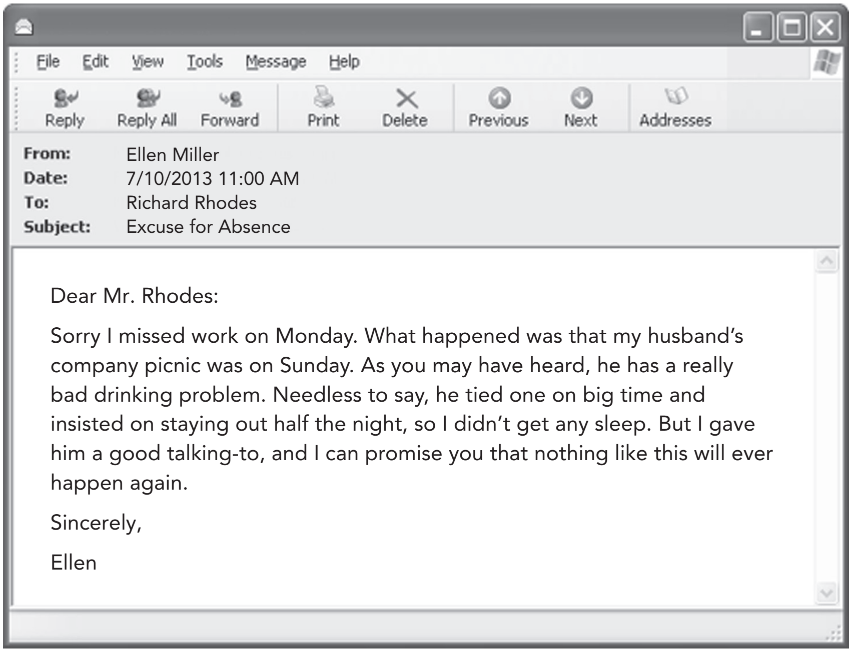
GO, LIONS!!!



From: Ellen Miller
Date: 7/10/2013 11:00 AM
To: Richard Rhodes
Subject: Excuse for Absence

Dear Mr. Rhodes:

Sorry I missed work on Monday. What happened was that my husband's company picnic was on Sunday. As you may have heard, he has a really bad drinking problem. Needless to say, he tied one on big time and insisted on staying out half the night, so I didn't get any sleep. But I gave him a good talking-to, and I can promise you that nothing like this will ever happen again.

Sincerely,

Ellen

EXERCISE 1.3

Revise each of the following two letters to eliminate wording that might create legal liability.

Fin & Feather Pet Supplies

133 Court St. Olympia, WA 98501

January 16, 2013

Mr. Robert Ryan
352 Stegman St.
Olympia, WA 98501

Dear Mr. Ryan:

We have received your letter of January 6, and we regret that the heating unit we sold you malfunctioned, killing your tropical fish worth $1,500.

Because the unit was purchased more than three years ago, however, our storewide warranty is no longer in effect, and we are therefore unable to accept any responsibility for your loss. Nevertheless, we are enclosing a Fin & Feather discount coupon good for $20 toward the purchase of a replacement unit or another product of your choice.

We look forward to serving you in the future!

Sincerely,

Sandra Kouvel

Sandra Kouvel
Store Manager

Enclosure

EXERCISE 1.3 *Continued*

High Rollers
Bikes & Boards

516 Bridge St. • Phoenix, AZ 85001

August 17, 2013

Mr. Patrick Casey
252 Sheridan St.
Phoenix, AZ 85001

Dear Mr. Casey:

We're sorry that the bicycle tire we sold you burst during normal use, causing personal injury that resulted in lingering lower back pain.

Certainly, we will install a replacement tire free of charge if you simply bring your bicycle into our shop any weekday during the hours of 9 a.m. to 5 p.m.

Thank you for purchasing your bicycle supplies at High Rollers!

Sincerely,

Monica Lamb

Monica L.amb
Store Manager